

Contents

Introduction - What is a COVID-19 Response Plan?	3
School COVID-19 Policy Statement	3
Planning and Preparing for Return to School	3
Induction Training	4
Procedure for Returning to Work (RTW)	4
People at very high risk (extremely vulnerable):	5
Lead Worker Representative (LWR)	6
Role of the Lead Worker Representative	6
Arrangements for the Lead Worker Representatives	7
1. Collaborative Approach	7
2. What can a Lead Worker Representative Do?	8
3. Selection of Lead Worker Representative/ Deputy LWR/ Assistant LWR	8
4. Supports for the Lead Worker Representative and Assistant LWR	8
5. Procedure for dealing with issues that arise	9
Signage	10
Making Changes to School Layout	10
	11
Health and Safety Risk Assessment	11
Access to School and Contact Log	12
Control Measures - To prevent Introduction and Spread of COVID-19 in Solas Chríost National School	13
Know the Symptoms of COVID-19	14
Respiratory Hygiene	14
Hand Hygiene	15
Frequency of Hand Hygiene	15
Physical Distancing	16
To Minimise risk of introduction of Infection:	16
To Managing risk of spread if introduced by the following:	16
Increasing separation	16
Classroom Layouts in Solas Chríost National School	17
Decreasing interaction	24
Additional measures to decrease interaction include:	24
Physical Distancing outside of the classroom and within the school	25
School drop off/collection	25
Staff	26
Corridors	26
Yard/Supervision	26
Use of PPE in Schools	27
Masks	27

Gloves	27
Impact of COVID-19 on certain school activities	27
Choir/Music Performance	27
PE / Sport Activities	28
Toys	28
Cleaning Procedure for Toys	28
Art	28
Electronics	28
Musical Equipment/Instruments	28
Library Policy	29
Hygiene and Cleaning in Schools	29
Dealing with a Suspected Case of COVID-19	30
Special Educational Needs	31
<i>Hand hygiene</i>	31
Equipment	31
Staff Duties	31
COVID-19 related Absence Management	32
Employee Assistance and Wellbeing Programme	32
Appendix 1 Solas Chríost National School	33
Pre-Return to Work Questionnaire COVID-19	33
Appendix 2 Risk Assessment	34
Appendix 3 Contact Tracing Log	37
Appendix 4 Checklist - For School Management	38
Appendix 5 Checklist - Lead Worker Representative	42
Appendix 6 Checklist - Cleaning	43
Appendix 7 Checklist - For Dealing with a Duspected Case of COVID-19	44
Appendix 8	46
Utilise and reconfigure all available spaces in order to maximise physical distancing	46
Accessing available spaces within the local Community	46

Solas Chríost National School - COVID-19 Response Plan

Introduction - What is a COVID-19 Response Plan?

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

The Covid-19 Response Plan details **the policies and practices** necessary for a school to meet the Government's 'Return to Work Safely Protocol', the Department of Education plan for school reopening and to prevent the introduction and spread of Covid-19 in the school environment. The plan incorporates current advice to reduce the spread of Covid-19 in the community 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 complies with the public health advice and guidance documents prepared by the Department. Doing so minimises the risk to pupils, staff and others. The response plan supports the sustainable reopening of the school where the overriding objective is to protect the health of staff and pupils while promoting the educational and development needs of the pupils in the school. **The Solas Chríost National School COVID-19 Response Plan is a living document** and will be updated in line with the public health advice as appropriate for primary schools.

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

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

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

School COVID-19 Policy Statement

The school's COVID-19 Policy Statement outlines the commitment of the school to implement the plan and help prevent the spread of the virus. **The Covid 19 Policy Statement** is signed and dated by the chairperson and principal of the BOM and brought to the attention of the staff, pupils, parents and others. Schools must have a COVID-19 policy statement in place prior to the reopening of schools for the 2020/21 school year.

Planning and Preparing for Return to School

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

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

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

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

- **School Management Checklist** (Appendix 4)
- **Lead Worker Representative (LWR) Checklist** (Appendix 5)
- **Cleaning Checklist** (Appendix 6)
- **Checklist for Managing a Suspected Case of COVID-19** (Appendix 7)

Induction Training

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

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

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

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

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

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

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

Procedure for Returning to Work (RTW)

In order to return to the workplace, staff must complete a **Return to Work (RTW)** form, which is available online and will be emailed to all staff by the principal. A copy is attached also as **Appendix 1** to this Covid 19 Response Plan

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

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

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

People at very high risk (extremely vulnerable):

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

- are over 70 years of age - even if fit and well
- have had an organ transplant
- are undergoing active chemotherapy for cancer
- are having radical radiotherapy for lung cancer
- have cancers of the blood or bone marrow such as leukaemia, lymphoma or myeloma who are at any stage of treatment
- are having immunotherapy or other continuing antibody treatments for cancer
- are having other targeted cancer treatments which can affect the immune system, such as protein kinase inhibitors or PARP inhibitors
- have had bone marrow or stem cell transplants in the last 6 months, or who are still taking immunosuppression drugs
- have severe respiratory conditions including cystic fibrosis, severe asthma, pulmonary fibrosis, lung fibrosis, interstitial lung disease and severe COPD
- have a condition that means they have a very high risk of getting infections (such as SCID, homozygous sickle cell)
- are taking medicine that makes you much more likely to get infections (such as high doses of steroids or immunosuppression therapies)
- have a serious heart condition and are pregnant

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

Lead Worker Representative (LWR)

The Protocol provides for the appointment of a Lead Worker Representative (LWR) in each workplace. The LWR will work in collaboration with the employer to assist in the implementation of measures to prevent the spread of COVID -19 and monitor adherence to those measures and to be involved in communicating the health advice around COVID-19 in the workplace. Please see Appendix 5 for the Lead Worker Representative Checklist.

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

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

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

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

Role of the Lead Worker Representative

In summary, the role of the LWR is to:

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

Every school will appoint one **Lead Worker Representative**. As Solas Chríost national School is a school with 30 or more staff, an **Assistant Lead Worker Representative** will be appointed in addition to the LWR. The role of the Assistant LWR will be to:

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

<i>Lead Worker Representative:</i>	<i>Contact details will be provide to all staff in the workplace</i>
Lead Worker Representative: N. Kenny	
Assistant Lead Worker Representative: TBA	

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

Arrangements for the Lead Worker Representatives

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

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

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

This document should be read in conjunction with:

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

1. Collaborative Approach

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

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

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

2. What can a Lead Worker Representative Do?

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

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

3. Selection of Lead Worker Representative/ Deputy LWR/ Assistant LWR

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

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

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

4. Supports for the Lead Worker Representative and Assistant LWR

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

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

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

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

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

5. Procedure for dealing with issues that arise

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

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

Signage

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

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

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

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

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

Making Changes to School Layout

Maintaining **physical distancing** in the school environment is recommended as one of the key control measures to minimize the risk of the introduction and spread of COVID-19.

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

Solas Chríost National School will endeavour to make the following Layout changes to the school:

- Classroom Blocks, Classroom Bubbles and Pods
- Upgrade flooring in all mainstream classrooms
- Upgrade the flooring in the staffroom
- Add new kitchen facilities to the staff room
- Widen the school yards and front entrance walkway with tarmacadam
- Move the staff photocopiers from the staffroom to the PE Hall
- Reduce the number of female staff toilets from 5 to 3
- Staff to enter the staffroom as per entrance corridor and return via the PE Hall (one way system). Two way system in place when the AfterSchools club is running
- Staff and pupils to keep left when walking through school. Only in designated areas
- Staff only to enter bock(s) assigned to for work purposes
- Excess classroom furniture and equipment to be stored in the sectioned off area of the PE Hall or Storage rooms – not in classrooms or corridors
- School Shop to be closed
- Room C5 to be used as an Covid-19 isolation room followed by the Consultation Room if there is a 2nd Covid-19 suspected case
- Room R8 to be extended during the school year (Planning Permission required)
- Planning permission to be sought for extra rooms in the school during the school year
- Toilets x 2 to be added to room R8
- Breakfast Club to be closed until further notice
- After School to move to PE Hall
- Extra sinks to be added to Staffroom corridor, Speech and Language Classrooms, school entrance lobby and room 8 for handwashing purposes
- Classroom speakers to be upgraded to 2-way
- Extra black and white photocopier to be considered
- Classrooms must be configured by each teacher as per examples show in this document
- Both yards will be divided into 4 sections: one for each class bubble

Health and Safety Risk Assessment

COVID-19 represents a hazard in the context of health and safety in the school environment. A template risk assessment to identify the control measures required to mitigate the risk of COVID-19 in school settings is attached at **Appendix 2**.

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

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

First Aid/Emergency Procedure

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

At least two members of staff from each block will be trained as first-aiders. Should a first-aider from the block not be available a first-aider from another Block will treat the person wearing the appropriate PPE.

Access to School and Contact Log

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

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

The prompt identification and isolation of potentially infectious individuals is a crucial step in restricting the spread of the virus and protecting the health and safety of the individuals themselves and other staff, contractors and visitors at the workplace. A detailed sign in/sign out log of those entering the school facilities should be maintained. The school should maintain a log of staff and pupil contacts. A sample contact log is available at **Appendix 3**.

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

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

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

Solas Chríost National School will endeavour to implement the the following in relation to its contact log and access to the school:

- Arrangements for necessary visitors such as contractors and parents will be restricted to essential purposes and limited to those who have obtained prior approval from the principal.
- The Contact Log for visitors other than staff and pupils will be stored in a folder in the reception area of the school. It must be filled in by any person granted access to the school by the school Principal.
- The staff will continue to sign in and sign as per the existing arrangements.
- Cleaners will continue to sign in and sign as per the existing arrangements
- Meetings and Communications will take place between parents and teachers through the school journal, Aladdin Connect and by return phone call as necessary. Messages can also be passed on to teachers through a message left with the school secretary or through the school's email address info@solaschriost.ie
- Parent Teacher meetings will be carried out over the phone.
- The use of toilets in the school will not be permitted by people who are not staff or students in the school. Parents and children will have no access to toilets in the reception area of the school.
- The early collection of children will not be allowed except when necessary to attend a medical appointment. The school must be contacted at least a day in advance to arrange same.

Control Measures - To prevent Introduction and Spread of COVID-19 in Solas Chríost National School

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

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

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

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

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

Promote awareness of COVID-19 symptoms:

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

Know the Symptoms of COVID-19

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

- ✓ High temperature (Above 37.5)
- ✓ Cough
- ✓ Shortness of breath or breathing difficulties
- ✓ Loss of smell, of taste or distortion of taste

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.

Hand Hygiene

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Frequency of Hand Hygiene

Pupils and staff should perform hand hygiene:

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

- **When they cough or sneeze.**

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

Physical Distancing

To Minimise risk of introduction of Infection:

- Exclusion of pupils, staff members and visitors who are ill

To Managing risk of spread if introduced by the following:

- Regular hand hygiene
- Maintaining physical distancing
- Application of respiratory hygiene and cough etiquette
- Environmental hygiene

Physical distancing can be usefully applied in primary school settings allowing for some flexibility when needed. It must be applied in a practical way to recognise that the learning environment cannot be dominated by a potentially counterproductive focus on this issue. Physical distancing will look different across the various ages and stages of learning. Care should be taken to avoid generating tension or potential conflict and some flexibility in the implementation of measures may be required at times. Please see Appendix 8 for a Checklist for Maintaining Physical Distancing

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

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

Physical distancing falls into two categories:

- **Increasing separation**
- **Decreasing interaction**

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

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

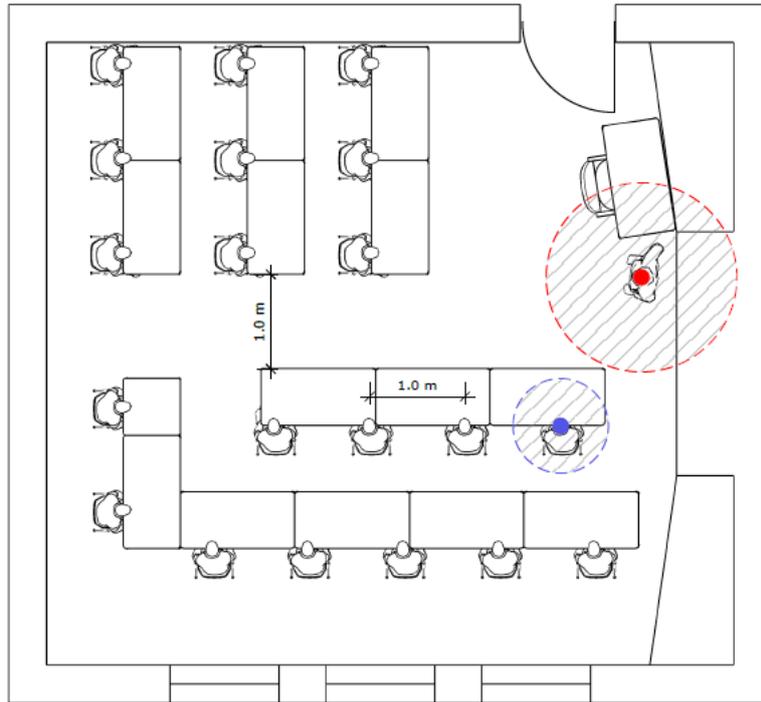
Classroom Layouts in Solas Chríost National School

- Classes will work as a **bubble** and not link with any other classes during the school day.
- From 3rd class upwards, classes should be divided into **Pods** i.e. groups of up to 6 children
- Teachers when they are setting up their rooms should follow the most suitable DES layout plan
- Rooms should be cleared of as much furniture as possible, including book shelves.
- The size of rooms 1 and 2 in each block are approximately 48 Square metres
- The size of rooms 3 and 4 in each block are approximately 60 Square metres
- The size of the support rooms without a storage room are approximately 28 Square metres
- The size of the support rooms with a storage room are approximately 21 square metres
- The size of Room R8 is approximately 28 square metres + 8 square metres
- The size of Room R8 after the extension is built will be approximately 45 square metres
- Sinks are to be added to Rooms R4, R5, R8 and outside the staffroom and the school entrance lobby
- Room C5 is to be used as an **Isolation Room** for a child suspected to have Covid=19
- Further use of the Foyer will be considered

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

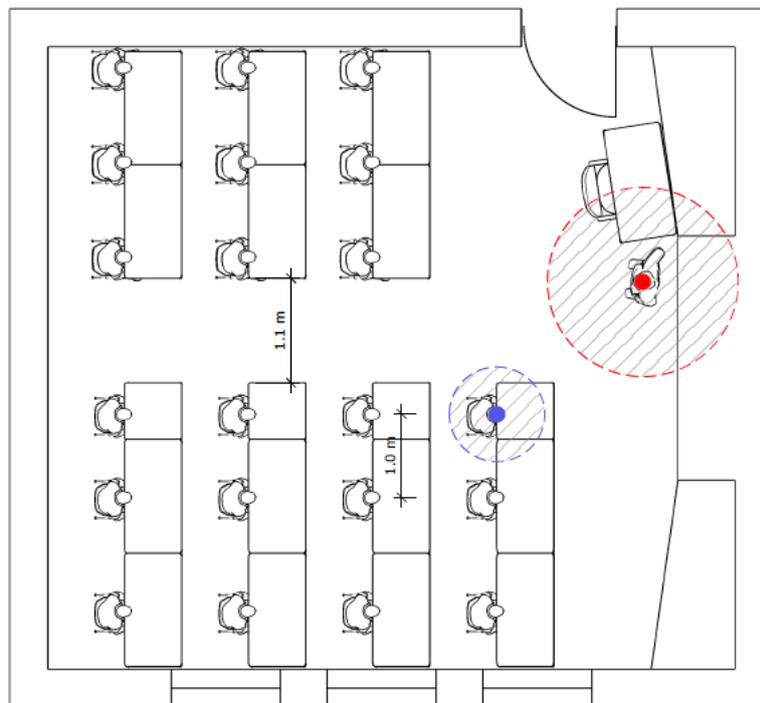
- **Room is clear of any unnecessary furniture/shelves etc. on the walls**
 - **A variety of classroom sizes**
- 1 metre should be maintained between desks or between individual pupils (not a pre-requisite for the first 4 years – Junior/Senior Infants)
 - Where possible, work-stations should be allocated consistently to the same staff and children
 - The risk of spread of infection may be reduced by structuring pupils and their teachers into Class Bubbles and discrete groups or 'Pods' within those class bubbles, to the extent that this is practical – 1m between Pods and 1m between pupils in Pods whenever possible.
 - ...the objective is to limit contact & 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 each class grouping mix only with their own class from arrival at school in the morning until departure at the end of the school day.
 - To the greatest extent possible, pupils and teaching staff should consistently be in the same Class Bubbles although this will not be possible at all times.

Department of Education: Illustrative Mainstream Classroom Layouts



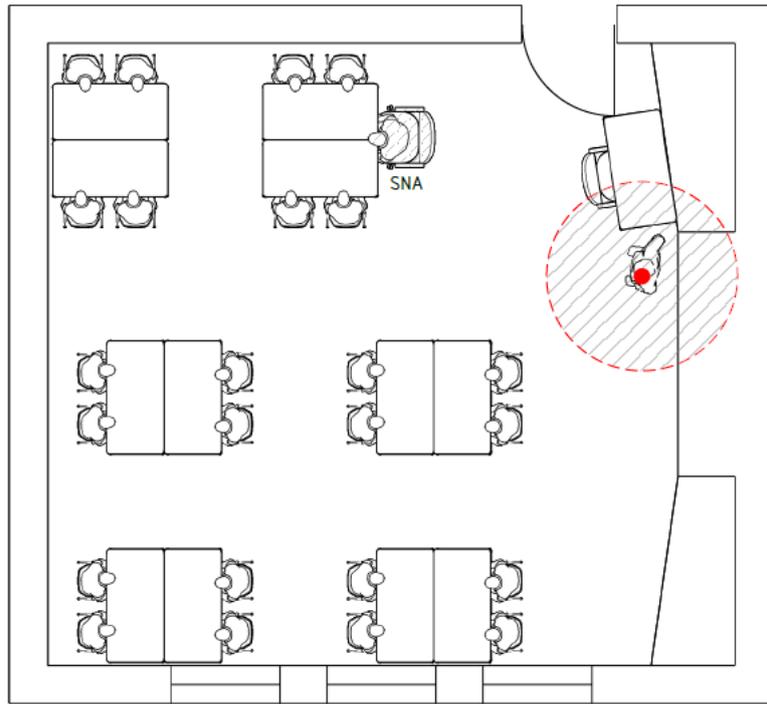
SMALLER PRIMARY CLASSROOM (40 Sq.M)

20 STUDENTS



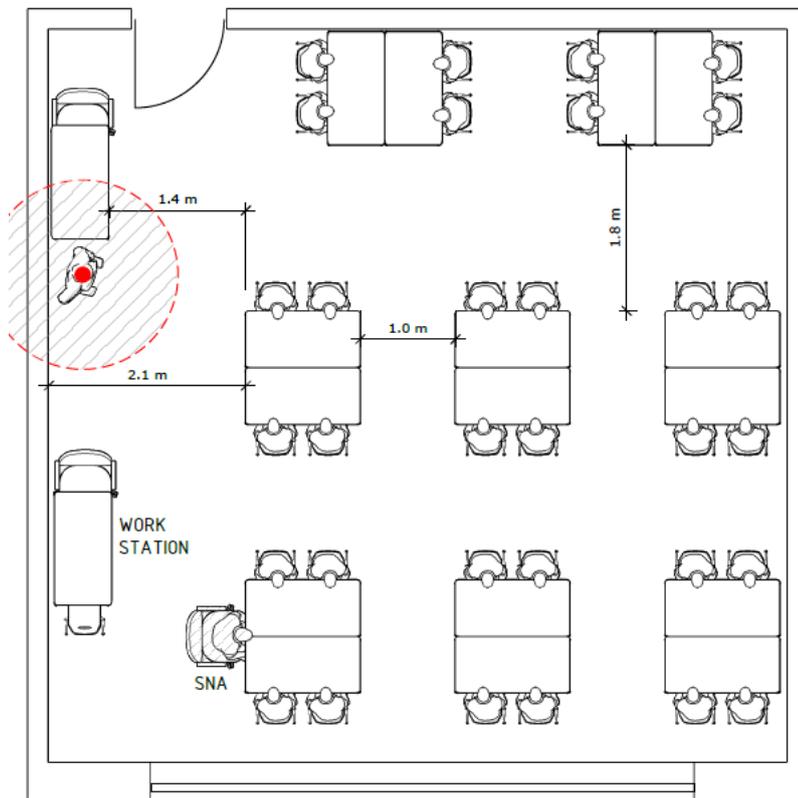
SMALLER PRIMARY CLASSROOM (40 Sq.M)

21 STUDENTS



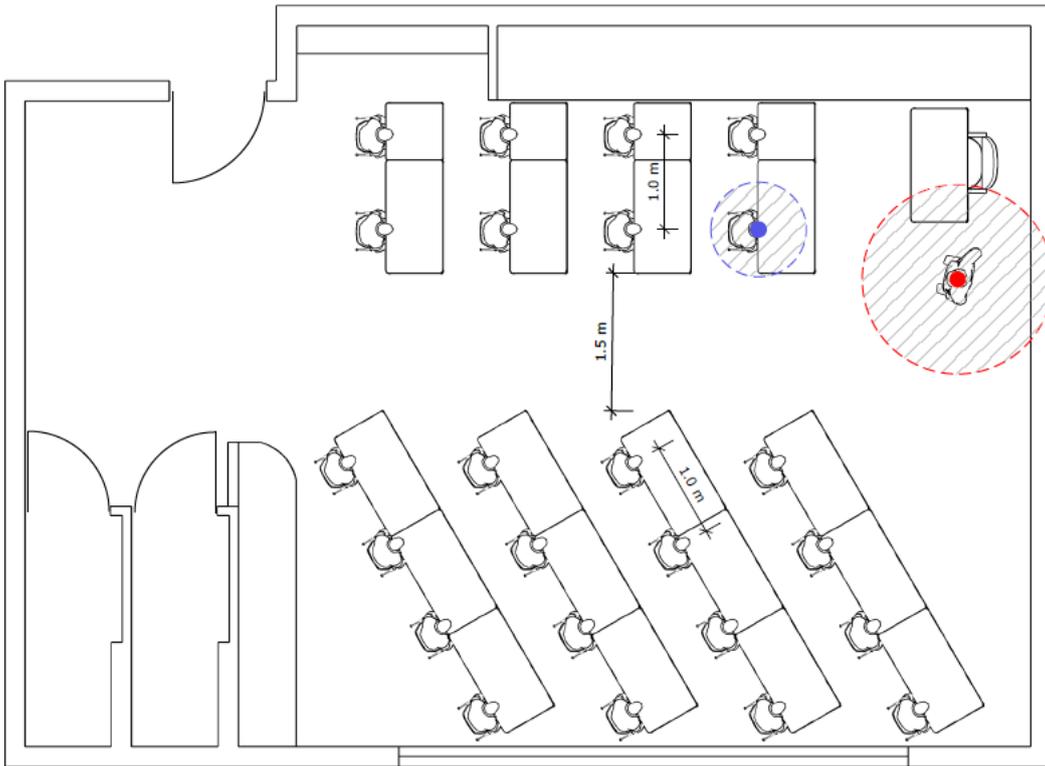
SMALLER PRIMARY CLASSROOM (40 Sq.M)

24 STUDENTS



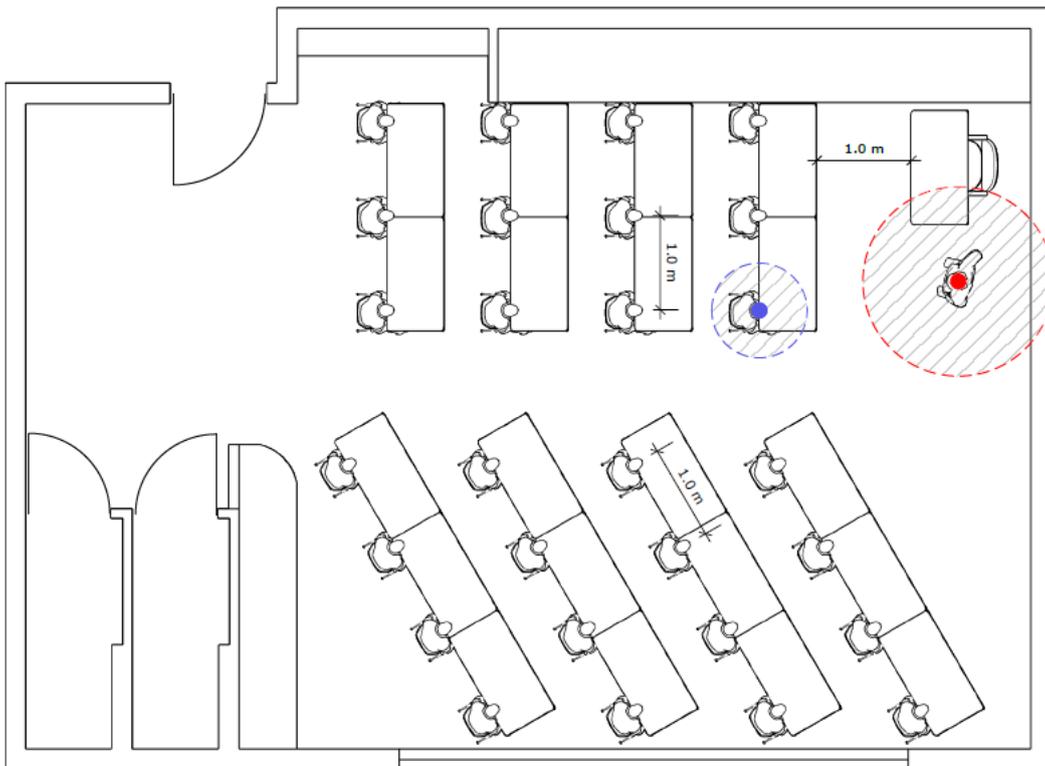
STANDARD PRIMARY CLASSROOM (60 Sq.M)

32 STUDENTS + SNA + WORK STATION



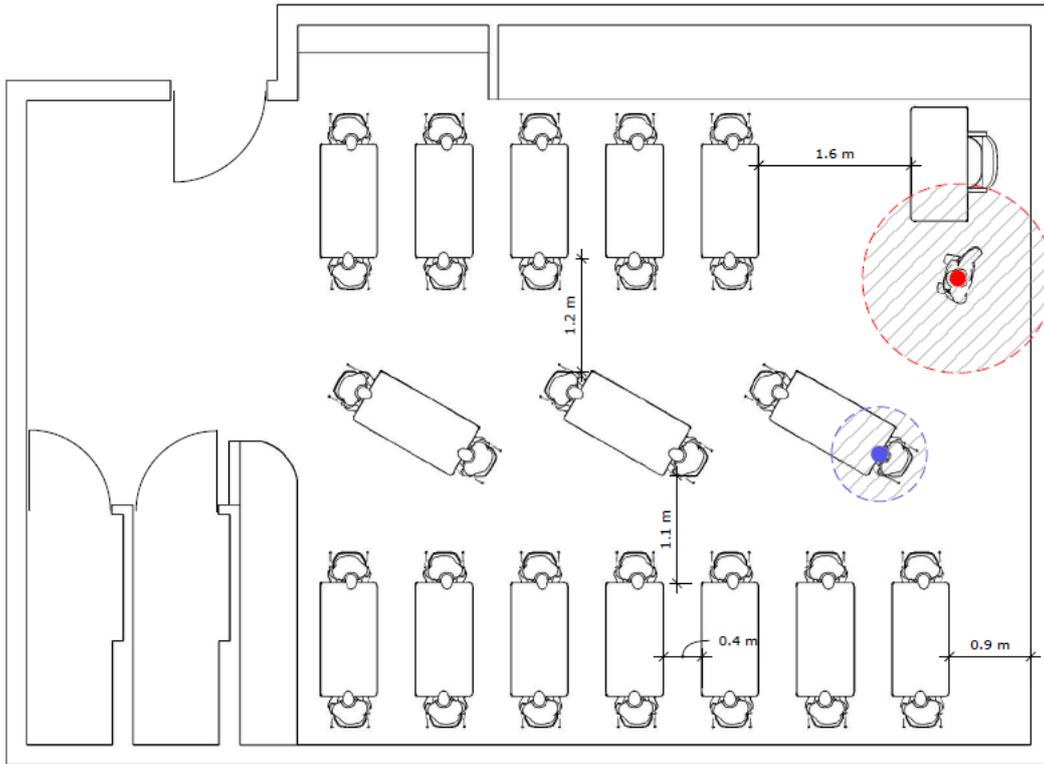
STANDARD PRIMARY CLASSROOM (80 Sq.M)

24 STUDENTS



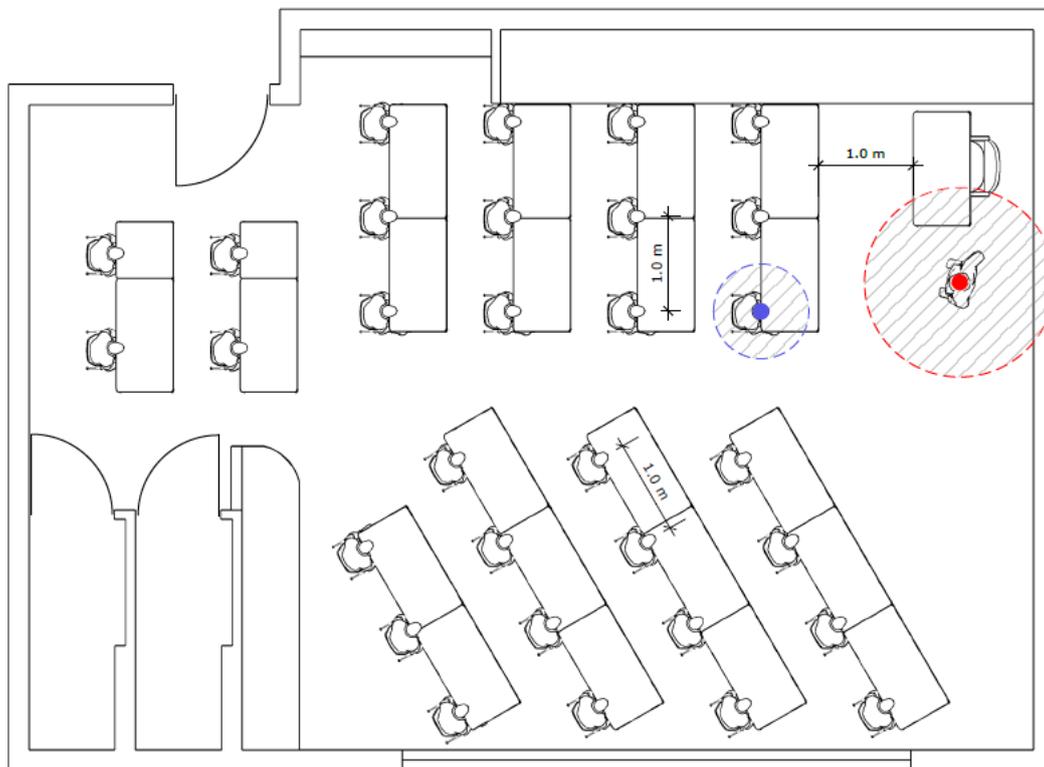
STANDARD PRIMARY CLASSROOM (80 Sq.M)

28 STUDENTS



STANDARD PRIMARY CLASSROOM (80 Sq.M)

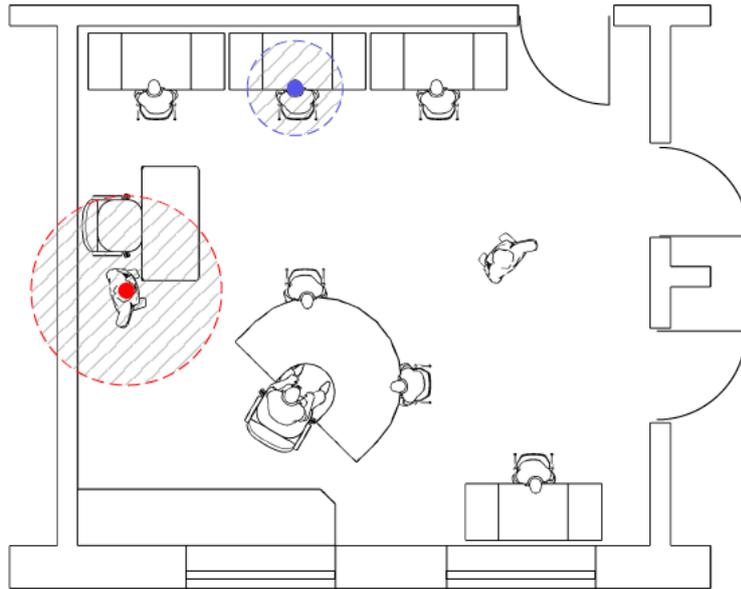
30 STUDENTS



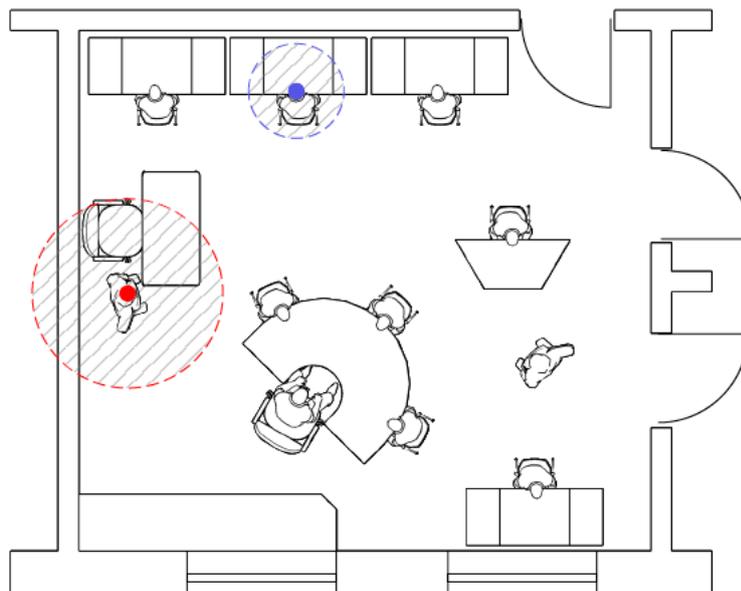
STANDARD PRIMARY CLASSROOM (80 Sq.M)

31 STUDENTS

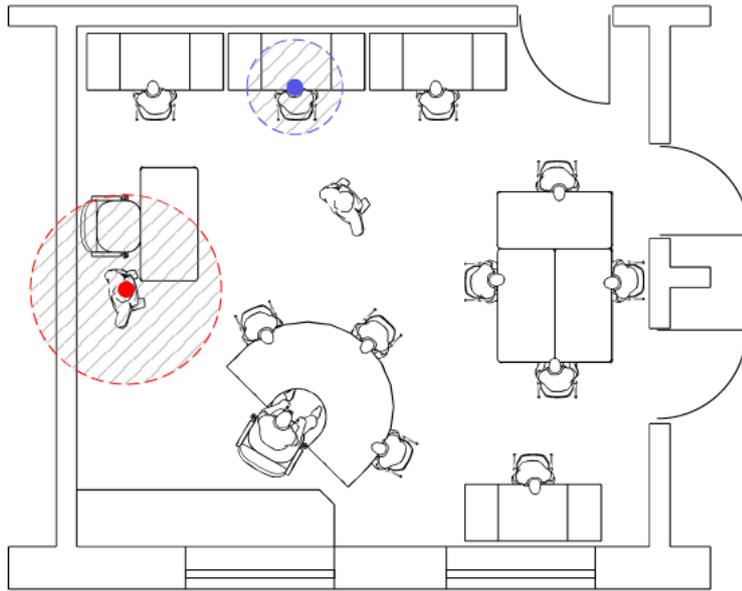
Department of Education: Illustrative Special Educational Needs Classroom Layouts



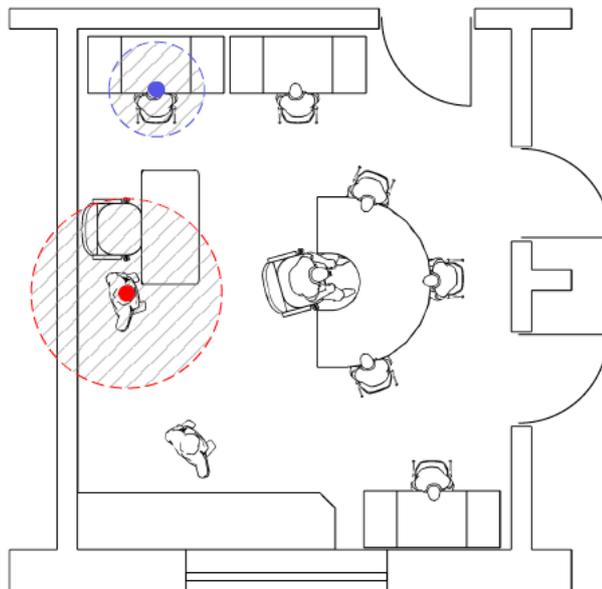
SMALLER CLASSROOM FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (35 Sq.M)
6 STUDENTS / 2 SPECIAL NEEDS ASSISTANTS / 1 TEACHER



SMALLER CLASSROOM FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (35 Sq.M)
8 STUDENTS / 2 SPECIAL NEEDS ASSISTANTS / 1 TEACHER



SMALLER CLASSROOM FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (35 Sq.M)
11 STUDENTS / 2 SPECIAL NEEDS ASSISTANTS / 1 TEACHER



SMALLER CLASSROOM FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS (25 Sq.M)
6 STUDENTS / 2 SPECIAL NEEDS ASSISTANTS / 1 TEACHER



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

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

Funding has been provided under the enhanced minor works grant to facilitate this classroom re-configuration works.

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

Decreasing interaction

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

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

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

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

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

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

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

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

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

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

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

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

Additional measures to decrease interaction include:

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

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

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

Staff and pupils should avoid sharing of personal items.

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

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

Physical Distancing outside of the classroom and within the school

School drop off/collection

	School Ground open	Doors Open	Children must be in school by	Children Leave School
Breaks Block B Jl/SI	8:40am	8:40am	9:00am	1:10pm (Jl – B Block Doors) 1:20pm (SI– Foyer Doors)
Breaks Block C 1st/2nd	8:40am	8:40am	9:00am	2:20pm onwards 4 classes at one minute intervals (2 nd a, 2 nd b, 1 st a, 1 st b)
Breaks Block A 3rd/4th	8:40am	8:40am	9:00am	2:15pm onwards 4 classes at one minute intervals (4 th a, 4 th b, 3 rd a, 3 rd b)
Breaks Block D 5th/6th	8:40am	8:40am	9:00am	2:10pm onwards 4 classes at one minute intervals (6 th a, 6 th b, 5 th a, 5 th b)
Speech and language Class	8:30am	8:30am	8:30am	2:00pm

- Arrangements for dropping off/collecting pupils have been arranged to encourage physical distancing of 2m where possible.
- Parents from 1st to 6th class should not enter the school grounds after the first day
- Walking/cycling/scooting to school should be encouraged as much as possible.
- Arrangements should be made to maintain a distance of 2m between parents and guardians and between parents and guardians and school staff.
 - Parents are not able to enter the school building
 - The school has set up a drop at the child’s block door and go system
 - Window of dropping off children of 15 minutes from 8:40am to 8:55am
 - SNA’s and Support teachers to man their respective doors for 15 minutes (during the assembly of children)
 - Children entering the school during this time period will not be marked as late
 - Parents are requested not to stay on the school’s premises for longer than is necessary
- Staggered drop off pick up times have been considered and are (as above)

- 3 access points to the school will be opened for drop off and pick up times to reduce congestion
- Children will go to their designated learning space when they enter the school building

Staff

- A distance of 2m is recommended for physical distancing by staff. This is particularly relevant to distancing between adults when they are not engaged in teaching such as the staff room and arriving to work.
- If 2m cannot be maintained in staff groups, as much as distance as is possible and guidance on face covering should be observed.
- Physical distancing should be observed between staff members within the staff room through the use of staggered breaks etc.
- Staff meetings and other meetings will be held remotely or in small groups or in large spaces to facilitate physical distancing.
- A no hand shaking policy is to be implemented.
- To Minimise gathering of school staff at the beginning or end of the school day the facilities in the staffroom will not be available
- Staff will be allocated times for breaks and teachers will be grouped with their Block colleagues
- The splitting of classes will not be permitted for sick days
- EPV day structure. Teachers are only allowed to take 1 EPV day between September and the end of December 2020.
- School Breaks will be as follows

	First Break	Lunch Break	SNA's and Teachers on duty in the Block will have their breaks 15 mins/25 mins before the children's breaks start – social distancing in the PE Hall
Breaks Block B JI/SI	10:00 (15 mins)	11:30 (25 mins)	
Breaks Block A 3 rd /4 th	10:40 (15 mins)	12:30 (25 mins)	
Breaks Block C 1 st /2 nd	10:20 (15 mins)	12:00 (25 mins)	
Breaks Block D 5 th /6 th	11:00 (15 mins)	1:00 (25 mins)	

- Staff must bring their own utensils, cups etc. for lunch each day.
- Hot water and regular toasting facilities will be available to staff in the staff room

Corridors

- Briefly passing someone in a hall is very unlikely to contribute significantly to the spread of infection if people do not have physical contact and avoid informal group discussions.
- Staff and pupils will keep left when using the corridors
- Staff will enter the staff room through the usual access corridor and return to their classroom via the PE Hall

Yard/Supervision

- The risk of transmission from contact with outside surfaces or play areas is low.
- Teachers will supervise other classes at lunchtime etc. on strictly a per block basis
- Play time/outdoor activities/outdoor PE times will be set to minimise crowding at the entrance and exits. (see above)
- It is not possible to maintain physical distancing when pupils in primary schools play together outdoors, but in so far as practical it is helpful to keep to consistent groups.
- Children should be encouraged to perform hand hygiene before and after outdoor activities.
- Minimise equipment sharing and clean shared equipment between uses by different people. No equipment will let out at break times.

Use of PPE in Schools

It is now recommended that teachers and other school staff wear face coverings, similar to those worn in shops or on public transport, when a physical distance of 2 metres cannot be maintained. This clear recommendation has been notified to the representative bodies of students, parents, teachers, and principals by the Minister of Education and Skills. **It is also recommended that primary school teachers and staff wear face coverings where a distance of 2 metres cannot be maintained. Primary school children will not be required to wear face coverings under any circumstances.**

PPE must also be used when:

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

Masks

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

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

It is also recommended that primary school teachers and staff wear face coverings where a distance of 2 metres cannot be maintained.

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

Gloves

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

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

Impact of COVID-19 on certain school activities

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

Choir/Music Performance

Choir practices/performances and music practices/performances involving wind instruments and or singing may pose a higher level of risk and special consideration and therefore are not

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

PE / Sport Activities

Schools should refer to the HPSC guidance on Return to Sport. Link to return to sport protocols is found here. The PE coordinators will provide a separate sports bag of necessary PE equipment for exclusive use by each class

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

Shared Equipment

Toys

- All toys should be cleaned on a regular basis for example weekly. This will remove dust and dirt that can harbour germs.
- Toys that are visibly dirty or contaminated with blood or bodily fluids should be taken out of use immediately for cleaning or disposal.
- When purchasing toys choose ones that are easy to clean and disinfect (when necessary).
- If cloth or soft toys are used they should be machine washable.
- Jigsaws, puzzles and toys that young pupils to those with special educational needs may be inclined to put into their mouths should be capable of being washed and disinfected.
- All play equipment should be checked for signs of damage for example breaks or cracks. If they cannot be repaired or cleaned they should be discarded.
- Clean toys and equipment should be stored in a clean container or clean cupboard. The manufacturer's instructions should always be followed.
- At this time soft modelling materials and play dough where used should be for individual use only.

Cleaning Procedure for Toys

- Wash the toy in warm soapy water, using a brush to get into crevices.
- Rinse the toy in clean water.
- Thoroughly dry the toy.
- 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.

Hygiene and Cleaning in Schools

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

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

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

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

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

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

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

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

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

The room should be cleaned as soon as practicably possible.

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

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

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

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

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

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

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

Dealing with a Suspected Case of COVID-19

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

- A **designated isolation area** has been identified within the school building. It is room **C5**.

The possibility of having more than one person displaying signs of COVID-19 has been considered. For second or further possible cases will be isolated in a section of the school hall and or the Consultation Room. The designated isolation area should be behind a closed door and away from other staff and pupils.

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

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

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

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

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

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

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

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

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

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

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

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

Arrange for appropriate cleaning of the isolation area and work areas involved

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.

Special Educational Needs

Additional considerations for those with Special Educational Needs

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

Hand hygiene

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

Equipment

Some children may have care needs (physical or behavioural) which requires the use of aids and appliances and/or medical equipment for example toileting aids, moving and handling equipment, respiratory equipment. Where cleaning of aids and appliances is carried out in the school it is recommended that a cleaning schedule is provided, detailing when and how the equipment is cleaned and the cleaning products to be used in accordance with the manufacturers' instructions.

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

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

Staff Duties

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

- Adhere to the School COVID-19 Response Plan and the control measures outlined.
- Complete the RTW form before they return to work.
- Must inform the principal if there are any other circumstances relating to COVID19, not included in the form, which may need to be disclosed to facilitate their safe return to the workplace.
- Must complete COVID-19 Induction Training and any other training required prior to their return to

school.

- Must be aware of, and adhere to, good hygiene and respiratory etiquette practices.
- Coordinate and work with their colleagues to ensure that physical distancing is maintained.
- Make themselves aware of the symptoms of COVID-19 and monitor their own wellbeing.
- Self-isolate at home and contact their GP promptly for further advice if they display any symptoms of COVID-19.
- Not return to or attend school if they have symptoms of COVID-19 under any circumstances.
- If they develop any symptoms of COVID-19 whilst within the school facility, they should adhere to the procedure outlined above.
- Keep informed of the updated advice of the public health authorities and comply with same.

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.

Employee Assistance and Wellbeing Programme

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

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

Pre-Return to Work Questionnaire COVID-19

This questionnaire must be completed by staff **at least 3 days** in advance of returning to work. If the answer is Yes to any of the below questions, you are advised to seek medical advice before returning to work.

Name: _____

Name of School: _____

Name of Principal: _____

Date: _____

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

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

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

Signed: _____

Appendix 2 Risk Assessment

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

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

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

Risk Assessment carried out by: _____

Date: / /

© All rights reserved.

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

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

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

Risk Assessment carried out by: _____

Date: / /

Appendix 3 Contact Tracing Log

Name of School	Solas Chríost National School		School Contact Person	Mr Edward Kelly (Principal)	
Address of School	Cookstown Road, Belgrad, Tallaght, Dublin 24. D24 C621		For Queries only: Phone No	01 451 7134	
			Email	principal@solaschriost.ie	
Name of Visitor					Was the visit pre-arranged with the Principal? Yes <input type="checkbox"/> No <input type="checkbox"/>
Date of Visit	__ / __ / ____	Time	Entry to school _____ am <input type="checkbox"/> pm <input type="checkbox"/>	Exit from School _____ am <input type="checkbox"/> pm <input type="checkbox"/>	
Visitor Status	Contractor <input type="checkbox"/>	Parent/Guardian <input type="checkbox"/>	Other <input type="checkbox"/> Please complete: _____		
Contact details of visitor	Company Name (if applicable)				
	Address				
	Contact No.		Email Address		
	Reason for Visit				
Who the visitor met (separate line required for each person the visitor met)					
Name of Person visited				Length of time spent with each person in the school	

Appendix 4 Checklist - For School Management

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

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

Composite Checklist for Schools

Checklist - For School Management	
Planning and Systems	
1.	Is there a system in place to keep up to date with the latest advice from Government and Department of Education, to ensure that advice is made available in a timely manner to staff and pupils and to adjust your plans and procedures in line with that advice?
2.	Have you prepared a school COVID-19 response plan and made it available to staff and pupils?
3.	Have you a system in place to provide staff and pupils with information and guidance on the measures that have been put in place to help prevent the spread of the virus and what is expected of them?
4.	Have you displayed the COVID-19 posters in suitable locations highlighting the signs and symptoms of COVID-19?
5.	Have you told staff of the purpose of the COVID-19 contact log?
6.	Have you a COVID-19 contact log in place to support HSE tracing efforts if required?
7.	Have you informed staff on the measures and provided a system for them to raise issues or concerns and to have them responded to?
8.	Have you reviewed and updated risk assessments in line with DES advice to take account of any controls to help prevent the spread of COVID-19?
9.	Have you updated emergency plans, if necessary to take account of the COVID-19 response plan?
Staff	
10.	Have you made available to each staff member a COVID-19 return-to-work form to be completed and returned 3 days before they return to the workplace?
11.	Are you aware of staff members who are at very high risk under the HSE guidance on people most at risk (HSE guidance on people most at-risk) and advised them of the DES agreed arrangements for management of those staff?
12.	Have you advised staff and pupils they must stay at home if sick or if they have any symptoms of COVID-19 ?
13.	Have you told staff and pupils what to do and what to expect if they start to develop symptoms of COVID-19 in school, including where the isolation area is?
14.	Have you advised staff of the availability of the supports of the occupational health and wellbeing programme through Spectrum Life?
15.	Has a lead worker representative been identified (in line with the process agreed with the DES and education partners) and detailed at Section 4.3 of this plan to help advise staff and to monitor compliance with COVID-19 control measures in the school and taken measures to ensure all staff know who the representative is?
Training and Induction	
16.	Have you advised staff to view the Department of Education's training materials which are available online?

17.	Have you taken the necessary steps to update your school induction / familiarisation training to include any additional information relating to COVID-19 for your school?	
18.	Have first aiders, if available, been given updated training on infection prevention and control re: hand hygiene and use of PPE as appropriate? <i>(It is intended that training will be provided as part of the Department's online training programme).</i>	
Buildings / Equipment		
19.	If you have mechanical ventilation does it need cleaning or maintenance before the school reopens?	
20.	Does your water system need flushing at outlets following low usage to prevent Legionnaire's Disease?	
21.	Have you visually checked, or had someone check, all equipment in the school for signs of deterioration or damage before being used again?	
22.	Have you arranged for the school, including all equipment, desks, benches, doors and frequent touched surfaces points, to be cleaned before reopening?	
<u>Control Measures in place</u>		
Hand / respiratory hygiene		
23.	Have you accessed supplies of hand sanitisers and any necessary PPE equipment in line with the interim HPSC health guidance relating to the reopening of schools, from the national framework provided by the Department? (RFI published and framework available from early August).	
24.	Are there hand washing/hand sanitising stations in place to accommodate staff, pupils and visitors adhering to hand hygiene measures in accordance with Department guidance?	
25.	Have arrangements been made for staff and pupils to have regular access to hand-washing/hand sanitising facilities as appropriate?	
26.	Are hand sanitisers easily available and accessible for all staff, pupils and visitors – e.g. in each classroom and at entry and exit points to school buildings?	
27.	Have you made arrangements to ensure hand hygiene facilities are regularly checked and well-stocked?	
28.	Does the alcohol-based hand sanitiser have at least 60% ethanol or 70% isopropanol as the active ingredient?	
29.	Have you informed staff about the importance of hand washing?	
30.	Have you arranged for staff to view how to wash their hands (with soap and water for at least 20 seconds) and dry them correctly through the use of the HSE video resource?	
31.	Have you shown staff and pupils how to use hand sanitiser correctly and where hand-sanitising stations are located?	
32.	Have you displayed posters on how to wash hands correctly in appropriate locations?	
33.	Have you told staff and pupils when they need to wash their hands or use hand sanitiser? This includes: <ul style="list-style-type: none"> ➤ before and after eating and preparing food ➤ after coughing or sneezing ➤ after using the toilet ➤ where hands are dirty ➤ before and after wearing gloves ➤ before and after being on public transport ➤ before leaving home ➤ when arriving/leaving the school /other sites ➤ after touching potentially contaminated surfaces ➤ if in contact with someone displaying any COVID-19 symptoms 	

<p>34. Have you told staff and pupils of the importance of good respiratory measures to limit the spread of the virus?</p> <ul style="list-style-type: none"> ➤ avoid touching the face, eyes, nose and mouth ➤ cover coughs and sneezes with an elbow or a tissue ➤ dispose of tissues in a covered bin 	
Physical Distancing:	
<p>35. Have you identified all available school space to be used to maximise physical distancing?</p>	
<p>36. Have you removed unnecessary clutter to facilitate ongoing cleaning of the school taking into account the importance of having educational materials to create a stimulating learning environment;</p>	
<p>37. Have you reviewed the templates provided by the Department of Education which show options for revised layout of school rooms to meet physical distancing requirements?</p>	
<p>38. Have you arranged to revise the layout of the rooms and furniture as per the Department guidelines if necessary?</p>	
<p>39. Have you arranged in each room that the teacher's desk should be at least 1m and where possible 2m away from pupil desks?</p>	
<p>40. Have you arranged in each room that pupils would be at least 1m away from each other?</p>	
<p>41. Have you allocated work stations consistently to the same staff and children rather than having spaces that are shared?</p>	
<p>42. Have you structured pupils and their teachers into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or "Pods" within those class bubbles to the extent that this is practical?</p>	
<p>43. If you have divided a class into Pods, have you arranged at least 1m distance between individual Pods within the class bubble and between individuals in the pod, whenever possible?</p>	
<p>44. Have you taken steps to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those class bubbles) as much as possible?</p>	
<p>45. Have you arranged Pod sizes to be as small as it is likely to be reasonably practical in the specific classroom context?</p>	
<p>46. Have you arranged to the greatest extent possible for pupils and teaching staff to be consistently in the same Class Bubbles acknowledging that this will not be possible at all times?</p>	
<p>47. Have you arranged where possible that different class bubbles to have separate breaks and meal times or separate areas at break or meal times?</p>	
<p>48. Have you made arrangements to limit interaction on arrival and departure from school and in other shared areas?</p>	
<p>49. Have you encouraged walking or cycling to school as much as possible?</p>	
<p>50. Have you made arrangements, in so far as practicable, to open additional access points to school to reduce congestion?</p>	
<p>51. Can you provide a one system for entering and exiting the school, where practical?</p>	
<p>52. Have you arranged for staff meetings to be held remotely or in small groups or in large spaces to facilitate physical distancing?</p>	
<p>53. Have you a system to regularly remind staff and pupils to maintain physical distancing</p>	
<p>54. Have you advised staff not to shake hands and to avoid any physical contact?</p>	
Visitors to Schools	
<p>55. Has the school made necessary arrangements to limit access to the school to necessary visitors and maintain records of contacts to the school</p>	

57. Have you identified the activities that involve interacting with essential visitors to the school, made arrangements to minimise the number of such visitors and put in place measures to prevent physical contact, as far as possible?	
58. Are there arrangements in place to inform essential visitors to the school of the measures to help prevent the spread of infection?	
59. Have you a system in place for all visitors who do need to come to the school to make appointment, arrange to contact a central point and to record their visit using the contact tracing log?	
60. If you have divided a class into Pods, have you arranged at least 1m distance between individual Pods within the class bubble and between individuals in the pod, whenever possible?	

Appendix 5 Checklist - Lead Worker Representative

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

Appendix 6 Checklist - Cleaning

Checklist - Cleaning	
1. Have you a system in place for checking and keeping up to date with the latest public health advice from Government and the Department of Education, to ensure that advice is made available in a timely manner in order to adjust your cleaning procedures in line with that advice?	
2. Have you reviewed the HPSC interim health advice for the safe reopening of schools, in particular Section 5.6 Environmental Hygiene?	
3. Have you explained the need for the enhanced cleaning regime to staff?	
4. Are you aware that cleaning is best achieved using a general purpose detergent and warm water, clean cloths, mops and the mechanical action of wiping and cleaning, following by rinsing and drying?	
5. Have you sufficient cleaning materials in place to support the enhanced cleaning regime?	
6. Have you provided training for cleaning staff on the enhanced cleaning regime? (<i>Department of Education intends to provide online training for cleaning staff</i>)	
7. Have you made arrangements for the regular and safe emptying of bins?	
8. Are you familiar with the cleaning options for school settings set out in the interim HPSC health advice for schools for surfaces, toilets, cleaning equipment, PPE and waste management?	
9. Are you aware that each school setting should be cleaned once per day?	
10. Have you provided cleaning materials to staff so that they can clean their own desk or immediate workspace?	
11. Have you advised staff that they are responsible for cleaning personal items that have been brought to work and are likely to be handled at work or during breaks (for example, mobile phone and laptops) and to avoid leaving them down on communal surfaces or they will need to clean the surface after the personal item is removed?	
12. Have you advised staff and pupils to avoid sharing items such as cups, bottles, cutlery, and pens?	
13. Have you put in place a written cleaning schedule to be made available to cleaning staff including: <ul style="list-style-type: none"> ➤ Items and areas to be cleaned ➤ Frequency of cleaning ➤ Cleaning materials to be used ➤ Equipment to be used and method of operation? 	
14. Details of how to clean following a suspected case of COVID-19 are at Section 7 of the Plan above	
15. If disinfection of contaminated surfaces is required, is a system in place to do this following cleaning?	
16. If cleaning staff have been instructed to wear gloves when cleaning are they aware of the need to wash their hands thoroughly with soap and water, both before and after wearing gloves?	
17. Have you a system in place for the disposal of cleaning cloths and used wipes in a rubbish bag? <i>Current HSE guidance recommends waste such as cleaning waste, tissues etc. from a person suspected of having COVID-19 should be double bagged and stored in a secure area for 72 hours before being presented for general waste collection.</i>	
18. Have you ensured there is a system in place to make sure reusable cleaning equipment including mop heads and non-disposable cloths are clean before re-use?	
19. Have you ensured there is a system in place to ensure that equipment such as buckets are emptied and cleaned with a fresh solution of disinfectant before re-use?	

Appendix 7 Checklist - For Dealing with a Suspected Case of COVID-19

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

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

Checklist - For Dealing with a Suspected Case of COVID-19	
<u>Isolation Area</u>	
1. Have you identified a place that can be used as an isolation area, preferably with a door that can close?	
2. The isolation area does not have to be a separate room but if it is not a room it should be 2m away from others in the room.	
3. Is the isolation area accessible, including to staff and pupils with disabilities?	
4. Is the route to the isolation area accessible?	
5. Have you a contingency plan for dealing with more than one suspected case of COVID-19?	
6. Are the following available in the isolation area(s)?	
➤ Tissues	
➤ Hand sanitiser	
➤ Disinfectant/wipes	
➤ Gloves/Masks	
➤ Waste Bags	
➤ Bins	
<u>Isolating a Person</u>	
7. Are procedures in place to accompany the infected person to the isolation area, along the isolation route with physical distancing from them?	
8. Are staff familiar with this procedure?	
9. Have others been advised to maintain a distance of at least 2m from the affected person at all times? <i>(it is intended that this will be dealt with as part of the Department's online training)</i>	
10. Is there a disposable mask to wear for the affected person while in the common area and when exiting the building?	
<u>Arranging for the affected person to leave the school</u>	
11. Staff – have you established by asking them if the staff members feel well enough to travel home?	
12. Pupil – have you immediately contacted their parents/guardians and arranged for them to collect their pupil? Under no circumstances can a pupil use public or school transport to travel home if they are a suspected case of COVID-19.	
13. The affected person should be advised to avoid touching other people, surfaces and objects.	
14. The affected person been advised to cover their mouth and nose with disposable tissue(s) when they cough or sneeze, and to put the tissue in the bin.	
15. Has transport home or to an assessment centre been arranged if the affected person has been directed to go there by their GP?	
16. Has the affected person been advised not to go to their GP's surgery or any pharmacy or hospital?	
17. Has the affected person been advised they must not use public transport?	

18. Has the affected person been advised to continue wearing the face mask until they reach home?	
<u>Follow up</u>	
19. Have you carried out an assessment of the incident to identify any follow-up actions needed?	
20. Are you available to provide advice and assistance if contacted by the HSE?	
<u>Cleaning</u>	
21. Have you taken the isolation area out-of-use until cleaned and disinfected?	
22. Have you made arrangements to clean and disinfect any classroom space where the staff or pupils were located?	
23. Have you arranged for cleaning and disinfection of the isolation area and any other areas involved, as soon as practical after the affected person has left the building?	
Have the cleaners been trained in dealing with contaminated areas and supplied with the appropriate PPE? <i>(It is intended to provide online training for cleaning staff. Appropriate PPE will be available to schools through the national procurement process which schools can access before reopening).</i>	

Appendix 8

The following checklist of potential actions is provided to help primary schools in this process, recognising that schools themselves are best place to decide on the appropriate configuration for their school given that each school setting is different in terms of (i) location; (ii) physical layout; (iii) available space within the school; (iv) pupil numbers; (v) class configuration and (vi) ease of potential access to space outside the school.

Checklist – Maintaining Physical Distance	
Reconfigure class spaces to maximize physical distancing	
Measure	
a. Any unnecessary cabinets, furniture etc. have been removed to maximise the space in the classroom	
b. Consideration given to providing a central storage area in the schools for teacher resources which can help maximise the space available within the classroom	
c. Desks and chairs in classrooms reconfigured to maximise physical distancing as best as possible (see Department’s illustrative layouts which provide guidance on how best to maximise physical distancing and a similar type approach can be followed as best as possible for different sized classes and classrooms).	
d. Treat each classroom as a Class Bubble. In smaller primary schools, this may include pupils across a number of class years. The key point is to limit contact and sharing of common facilities between people in different Class Bubbles	
e. The creation of Pods within Class Bubbles is <u>an additional measure rather than an absolute requirement</u> . If it is necessary to divide a class bubble into a Pod, design the size of the Pod as small as possible as is reasonably practical in the specific classroom context. Keep a 1 metre distance between Pod within the Class Bubble, and <u>wherever possible</u> , between individuals within the Pod. (See Department’s illustrative layouts)	
Utilise and reconfigure all available spaces in order to maximise physical distancing	
Measure	
a. Classes from 3 rd Class upward are allocated to the largest classrooms (as, in line with the public health advice, achieving a 1 metre distance in the classroom for Junior & Senior Infants, 1 st and 2 nd class is not a prerequisite for re-opening a primary school for all pupils)	
b. Review utilisation of all rooms and areas within the school to maximise the opportunities within the footprint of the school building for achieving a full return to school – which is the overall national priority. This may involve utilising all available largest spaces (such as assembly area, GP Rooms. Multi-purpose rooms etc.) to accommodate larger classes.	

Accessing available spaces within the local Community

If the above actions are in of themselves not sufficient to maintain physical distance in the classroom in line with the Roadmap for the Full Return to School, consider accessing available spaces in the local community if practicable.

If after the implementation of all the above measures, a primary school continues to have difficulties in maintaining physical distancing in the classroom in line with the public health advice, please call our dedicated school reopening helpline on 057 9324461 or email at reopeningschools@education.gov.ie

Other

Children who are sick

Parents of children who present as being sick will be contacted and required to collect their child as soon as possible.

Children –Covid –Covid – isolation

Collecting Children Early

Will not be allowed under any circumstances

Parents are requested that

- The Junior school yard has been made bigger
- New flooring will be installed in all mainstream classrooms
- The student entrance pathway has been widened at the front of the school
- Directional Signage
- Photocopier location will be changed from the staffroom
- Before school use of the staff room will not
- School shop
- Messages to other classes or to the school shop will not be permitted
- All staff, pupils and visitors will be required to walk on the left of the corridor
- Unnecessary classroom equipment will be stored in sectioned off part of the PE Hall
- Individual classrooms will be kept in **bubbles** and will not mix with other classes during the school day
- Classes will be divided in PODs focussing on children who may receive extra supports together in the first instance
- PPE gear

School Room Changes:

TBA

School Yards

Yard divided into 4 quadrants for each classroom bubble

Pods in each class requested to play together

SPHE (Social, Personal and Health Education)

After School

Once the After School can meet all Government requirements

PE

- Set of common PE Equipment set up for each class
- PE to take place outdoors and will be dependent on the weather
- Swimming to be finalised after Christmas

Breakfast Club

- There will be no breakfast club until further notice

Music

- Song singing not permitted
- Playing of wind instruments not permitted

Uniforms

- Flexibility allowed
- Children recommended to use tracksuits on 2 of the five days

School Shop

- Will not be available while restrictive measures are in place in the school
- Parents will pay for books/art and craft/journal etc online
- Envelopes to accept cash will also be provided as an option in September

Messages

- Not going on messages