Achonry National School
Covid Response Document

Table of Contents

Introduction

Introduction

This *Covid-19 Response Plan* is designed to support the staff and Board of Management in putting measures in place that will prevent the spread of Covid-19 in Achonry NS.

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

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

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

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

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

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

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

1. **Achonry NS COVID-19 Policy**

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

COVID 19 Policy Statement

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

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

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

This can be done through the Lead Worker Representative(s)

Signed: Fr. Peter Gallagher   Date: August 2020

2.   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 work must be done safely and in strict adherence to the advice and instructions of public health authorities and the Government.
Details for the reopening of the school facility and the applicable controls are outlined in this document.

School Buildings
Before re-opening schools in the new school year schools are reminded to check the following:
- Does the water system need flushing at outlets following low usage to prevent Legionella disease;
- Has school equipment and mechanical ventilation been checked for signs of deterioration or damage before being used again;
- Have bin collections and other essential services resumed

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

3.   Procedure for Returning to Work (RTW)

In order to return to the workplace, staff must complete a **Return to Work (School) [RTW(s)]** form, which is available electronically or from the office on request. Staff will be obliged to return a RTW after all periods of closure as well as all periods of absenteeism. A RTW form should only be completed **at least 3 days prior** to any proposed date of return to the workplace. On receipt of the completed form the Principal will provide: details of the Induction Training for completion by staff prior to the return to the workplace and details of any additional health and safety measures in place in the school to facilitate the staff member's return to the school facility.
Note: Induction Training for staff will be developed by the Department in consultation with stakeholders and made available for all schools and staff

4.   Return to work safely and Lead Worker Representative
Responsibility for the development and implementation of the Covid-19 Response Plan and the associated control measures lies primarily with the Board of Management and the School Leadership. The Return to Work Safely protocol provides for an agreed procedure between management and staff to appoint a Lead Worker Representative to carry out a specific role.
The role of the worker representative) is to ensure that Covid-19 measures are adhered to in the workplace as follows
- Work collaboratively with the employer to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19.
- Promote good hygiene practices such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice.
- Assist with the implementation of measures to suppress COVID-19 in the workplace.
- Monitor adherence to measures put in place to prevent the spread of COVID-19.

- Consult with colleagues on matters relating to COVID-19 in the workplace.

- Make representations on behalf of their colleagues on matters relating to COVID-19 in the workplace.

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

Name(s) of Lead Worker representative:	Contact details
Ms. Fiona McCabe	info@achonryns.ie

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

5.   **Safety Statement and Risk Assessment**

COVID-19 represents a hazard in the context of health and safety in the school environment. IPPN has commissioned an independent Policy Statement and Risk Assessment to identify the control measures required to mitigate the risk of COVID-19 in school settings.

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

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.

6. **General advice to prevent the spread of the virus**
   In order to prevent the spread of COVID-19 it is important to know and recognise the symptoms. They are:
   - High temperature
   - Cough
   - Shortness of breath or breathing difficulties
   - Loss of smell, of taste or distortion of taste

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

This can be achieved through the following measures:

- Promote awareness of COVID-19 and its symptoms amongst staff, pupils, parents and visitors.
- Advise staff and parents of pupils who have symptoms of COVID-19 or other acute infectious diseases to self- isolate or restrict their movements at home and to phone their GP to arrange a test.
- Advise staff and parents of pupils not to return to or allow their child attend school in the event of the following;
  - if they are identified by the HSE as contact of a person with COVID-19
  - if they live with someone who has symptoms of the virus
  - if they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.
- Advise staff and parents of pupils to cooperate with any public health officials and the school for contact tracing purposes and follow any public health advice in the event of a case or outbreak in the school.
- Ensure that staff and pupils know what to do if they develop symptoms at school.
- Everyone entering the school building should be required to perform hand hygiene with hand sanitiser.
- Visitors to school during the day should be by prior arrangement and should be received at a specific contact point.

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

Updated advice from the HSE is available on its website – https://www2.hse.ie/coronavirus/

The Department of Education and Skills will ensure all updated advice is circulated to schools. Achonry NS will arrange for this advice to be circulated to staff, pupils and visitors in a timely manner.

7. **Managing the risk of spread of COVID-19**
    Wash your Hands Frequently
    Regular hand washing with soap and water is effective for the removal of COVID-19.

    Access to hand washing facilities after activities that are likely to soil hands, for example playing outside or certain sporting activities.

    Follow the HSE guidelines on handwashing:

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

Hand Hygiene and Hand Sanitisers
Hand hygiene can also be achieved by the use of hand sanitisers (**when hands are clean**).

Hand sanitisers are more readily deployed in school settings to avoid disruption to teaching and learning and to avoid congestion of staff and pupils waiting to use hand washing facilities. Automatic Hand Sanitisers have been installed at entry and exit points and in each classroom and at strategic points throughout the school. (Alcohol-based sanitiser must not be stored or used near heat or naked flame).

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

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

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

Ventilation
All classrooms and rooms will be ventilated according to recent DES Guidelines-February 2021. (See Appendix 1)

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

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

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

Do
    a. Wash your hands properly and often
    b. Cover your mouth and nose with a tissue or your sleeve when you cough and sneeze
    c. Put used tissues into a bin and wash your hands
    d. Clean and disinfect frequently touched objects and surfaces

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

People at Very High Risk (Extremely Vulnerable):

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

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

The advice for this group is available from the HSE. Staff who are in this group should self-declare on the Return to Work form if they believe that they are at very high risk. Details of the leave arrangements that will apply will be updated by the Department of Education and Skills.

If the Board/Principal is unsure whether or not staff fall into the very high-risk category, advice will be sought from the Occupational Health Service.

8. Control Measures

A range of essential control measures have been implemented to reduce the risk of the spread of Covid-19 virus and to protect the safety, health and welfare of staff, pupils, parents/guardians and visitors as far as possible within the school.

These control measures are outlined in this document.

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

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

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

The following control measures have been put in place:

Return to Work Form

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

Return to Educational Facility Parental Declaration Form

Following any child's absenteeism all parents/guardians will be required to fill in the Return to Educational Facility Parental Declaration Form

https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/guidance/childcareguidance/Return%20to%20Educational%20Facility%20declaration%20form.pdf

Returning from travel abroad

Anyone returning from outside Ireland will have to quarantine for 14 days before returning to School.

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 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.

Note: Induction Training for reopening schools in the new school year has been developed by the Department in consultation with stakeholders and made available for all schools and staff/

Hygiene and Respiratory Etiquette

It is crucial that all staff, pupils, parents/guardians, contractors and visitors are familiar with, and adopt, good hand and respiratory hygiene practices.

Guidance documentation and Information posters will be available at various locations within the school facility. Information posters will be prominently displayed at appropriate locations within the school facility including offices, corridors, staffroom area, classrooms and toilet areas. Such are intended to inform but also remind everyone about the importance of hygiene

in preventing the spread of Covid-19 virus and protecting health and safety.

Handwashing facilities and/or hand sanitisers are available at multiple locations within the school facility and should be available in each classroom.

The Use of Personal Protective Equipment (PPE)

All staff will wear masks according to the recommendations in the recent DES guidelines ie. in the EN16483 category. SNA's and all staff members who are in close contact/ proximity with any child must wear 3 Ply /Surgical Grade Masks or masks of the equivalent specification. However, further PPE and higher grade masks (FFP2 Respirator Masks) will be used in certain circumstances depending on the nature of the work, during certain work activities or in certain work areas. This might include roles such as:

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

Appropriate PPE will be available for dealing with suspected COVID-19 cases, intimate care needs and for first aid (3 ply masks, FFP2 masks, gloves, aprons etc.). Where staff provide healthcare to children with medical needs in the school environment, they will apply standard precautions as per usual. Appropriate PPE will be available for dealing with suspected COVID-19 cases, intimate care needs and for first aid. This will be updated in line with advice from the HPSC (Health Protection Surveillance Centre)

**The children are not required to wear masks or face coverings, however, if a parent requests that their child/ren wear a mask this will be accommodated.

Wearing of Gloves
There is no need for the children to wear disposable gloves. They are considered inappropriate under the guidelines. Staff members will wear disposable gloves when they are looking after a pupil's intimate Care Needs, administering First Aid or dealing with a Suspected Case of Covid-19. There will be an emphasis on hand hygiene rather than on the wearing of disposable gloves.

Hygiene and Cleaning

Sanitiser and /or Soap dispensers have been installed throughout the school e.g. at each entrance, in each classroom and in all toilets.

Warm water and soap is available in all the toilets, and at each sink in the classrooms and in the staff bathroom and staff room.

Hand hygiene will be promoted and encouraged, and parents/guardians are asked to support the school in reinforcing this message. Regular hand washing and sanitising routines will take place throughout the school and will become an integral part of the school day.

A significant cleaning programme has been carried out within the school .In accordance with the DES guidelines, the school will be thoroughly cleaned at least once per day. Particular attention will be focused on frequently touched surfaces – door handles, handrails, chairs/arm rests, communal eating areas, sink and toilet facilities. A daily/weekly cleaning schedule has been drawn up in line with DES guidelines.

All staff will have access to cleaning products and will be required to maintain cleanliness of their own work areas. Staff should thoroughly clean and disinfect their work area before and after use each day. All staff members have been provided with an Individual Pack containing masks, gloves, aprons, tissues, wipes, cloths, paper roll, sanitizer, sanitizing spray and bags.

Waste will be collected daily from all rooms including classrooms and other areas within the school. Pedal bins are provided for tissues and paper towels.

Staff must use and clean their own equipment and utensils (cup, cutlery, plate etc.)
All cleaning will be carried out in line with recent DES Guidelines

Access to the school building /contact log
Access to the school facility will be in line with agreed school procedures.
Arrangement for necessary visitors such as contractors and parents/guardians with be restricted to essential purposes and limited to those who have obtained prior approval from the Principal. Parents/guardians are asked not to enter the school grounds or building unless it is absolutely necessary. All visitors to the school will be asked to wear a face mask, to sanitise their hands on entering and exiting the building and to sign a contact tracing log on entering the school building. (We would also like to remind parents/guardians that there is a buzzer access system at the front door).

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 students contacts.

First Aid/emergency procedure
The standard First Aid/Emergency procedure shall continue to apply in Achonry NS.

In an emergency or in case of a serious incident, call for an ambulance or the fire

brigade on 112/999 Contact the principal or nearest first aider giving details of

location and type of medical incident.

Staggered Drop Off and Collection Times

Morning: Parents are asked to 'Drop (at the school gate) and Go'.

Car Drop Off: 9.05 am - 9.15 am (All staff to be present to support arrival of pupils. Class teachers to be in their classrooms)

Bus Arrival: 9.15 am

Children will go **directly to their classrooms** on arrival using their allocated routes and entry areas. Other staff members (including Special Education Teachers, SNA and the Principal) will be available outside and inside the building to receive the children and to help them to their classrooms. Unfortunately, it will not be possible for parents/guardians to come onto the school grounds before/after school. All children must be dropped off and collected at the school gate. Parents/ Guardians who walk to the school to collect children are asked to maintain a social distance outside the school gate.

***We must emphasise that under no circumstances can parents / guardians or children congregate outside the school gate at drop off or pickup times. Children must remain in their cars until a member of staff is at the front door to supervise the safe entry and exit of all the children (9.05am). We would also ask that all parents/guardians adhere strictly to the Guidelines regarding social distancing and the wearing of face coverings when dropping off and picking up your child/ren.

Afternoon:

1.55p.m. Class teacher will bring **Junior and Senior Infants** to the school gate. Parents/ Guardians are asked to 'pick up and go' (at the school gate) .

2.45p.m. Class teachers will bring **First, Second, Third and Fourth** Classes to the school gate. Parents/ Guardians are asked to 'pick up and go'. Parents/ Guardians who also have children in Fifth or Sixth Class may wait in their cars until these classes have been dismissed.

2.50p.m. Class teacher will bring **Fifth and Sixth** Classes to the school gate. Parents/ Guardians are asked to 'pick up and go'.

2.55p.m. Bus Pick Up

All the children will enter and leave the building through their assigned ENTRY and EXIT points;
Junior and Senior Infants: Classroom Fire Exit Door.
First and Second Class: Left hand -side Alley Access Door.
Third and Fourth Class: Right hand-side Alley Access Door.
Fifth and Sixth Class: Classroom Fire Exit Door.

Please Note the Following Drop Off and Pickup Times- all times will be strictly adhered to

Summarised Timetable for Drop Off and Pick Up

9.00am   SETs, SNA and Principal to support arrival of pupils

9.05 –

9.15am   Arrival of pupils – Stop, Drop, Go system. No adults to enter the school yard. Children to go straight to their classrooms on arrival.

1.55   Stop, pick up, go– Junior and Senior Infants

2.40   Stop, pick up, go- First and Second

2.45   Stop, pick up go – Third and Fourth

2.50   Stop, pick up go – Fifth and Sixth

2.55   Bus Pick Up

School Access

Parents/guardians are asked not to enter the school grounds or building unless it is absolutely necessary. All visitors to the school will be asked to wear a face mask, to sanitise their hands on entering and exiting the building and to sign a contact tracing log on entering the school building. (We would also like to remind parents/guardians that there is a buzzer access system at the front door).

Drop Off / Collection during the School Day:

If for any reason, you (or another nominated adult), needs to drop off/ collect a child during the school day please come to the front door and press the buzzer. Your child will then be brought out to the front door from his/her classroom.

Breaktimes / Playtime

First Break -for all classes: 11.00-11.20

Lunch indoors - for all classes: 12.40 -12.50

Playtime outdoors - for all classes: 12.50 – 1.10.

The DES guidelines state that the risk of transmission from contact with outside surfaces or play areas is low. To minimise the risk of transmission equipment will be kept to an absolute minimum and all children will play within the designated areas for each class "Bubble":

Junior & Senior Infants –Bubble One

First & Second Class – Bubble Two

Third & Fourth Class – Bubble Three.

Fifth & sixth Class – Bubble Four.

Changes to Classroom and School Layout and to School Routines
The DES guidelines recognise that a common-sense approach is needed in our Primary schools. To that end, every effort will be made to limit interaction within classrooms, to limit contact between class groups and to limit the sharing of common facilities.

The children and their teachers will work in Class Bubbles. A Class Bubble is a grouping which stays apart from other classes as much as possible. The aim of the system within the school is that class groupings mix only with their own class from arrival at school in the morning until the children go home at the end of the school day.

Ventilation
All classrooms and rooms will be ventilated according to recent DES Guidelines- February 2021.

Special Education Teachers/Special Needs Assistants
Staff members (particularly SETs and SNA) can rotate between areas/classes but this will be minimized where possible. When rotation occurs, agreed sanitising routines will be observed - on entry and exit to and from a room and between each individual/group session.

The provision of support will be organised to ensure our support teachers will work as far as possible, within the confines of a bubble. The tables and chairs in SET rooms will be wiped clean in between individual pupils or small groups attending.

Junior Infants to Second Class
It is recognised that younger children are unlikely to maintain physical distancing indoors so there is no requirement for children from Junior Infants to Second Class to maintain a physical distance within their Class Bubble. However, we will continue to encourage 'hands to self' and to minimise direct hand contact when possible.

Third Class to Sixth Class
Children from Third Class to Sixth Class will be arranged in Pods within their Class Bubbles, with a maximum of 6 pupils per Pod. As far as possible, each Pod will be at least 1 metre distance from the next Pod. All unnecessary furniture has been removed from these classrooms to create as much space as possible.

Corridors and Stairwells
Briefly passing someone in a hall is very unlikely to contribute significantly to the spread of infection if people do not have physical contact and avoid informal group discussions. We will be implementing a policy of keeping to the left hand-side (when possible) when walking in the corridors.

Additional Measures to Limit Interactions
Children will go straight to their classrooms from the yard and will not congregate in the corridors or hallways. Hand shaking and hugging will not be allowed. We will practice 'Air High Fives'!

Toilets
Junior Infants, Senior Infants In –Class Toilets
Fifth and Sixth In –Class Toilets
First and Second Class -toilet block A in the Front Hall *
Third and Fourth Class -toilet block B in the Front Hall *

** We will continue to practise an adapted Pass System, whereby only one child can occupy a block at any given time.

Water heaters have been installed in all toilet blocks and are already present in the other facilities in the building, under the sinks in the classrooms and in the staffroom.

Lunches

We have suggested that each child have two lunch boxes and beakers that can be rotated throughout the week. All lunch boxes and beakers are to be clearly labelled with your child's full name. It is very important that these items are cleaned out thoroughly on a daily basis. Please keep packaging to an absolute minimum. All packaging will be going home in the lunch boxes. Please remind your children not to share their food or drinks with other children. It is very important that all lunch boxes, beakers and food packaging can be managed   (opened /closed) independently. (This will be closely monitored and if any changes need to be made this will be communicated to you).

Parents / Guardians must make sure that children bring their Lunches and Drinks to school to avoid adults having to come to the school during the day.

Wrappers to be kept to a minimum and all packaging to be brought home. Children will eat their lunches at their desks, as per our usual practice.

Books, Copies, Pencils, etc.
Children should use their own books, pens, pencils, etc. We are asking all children to have TWO Stationary Packs. A pencil case for home use only and a see- through (this will allow the children to see the contents of their packs) plastic/mesh Zip Folder for school use only (Zip Folders have been provided by the school) The children will not bring pencil cases in and Zip Folders out, of the school. We will add to the contents of the Zip Folder pack in school.

Uniforms/Tracksuits
There is no guidance or advice to say that school uniforms or tracksuits should be washed every day and this is probably not practical for most families.
The schedule for Uniforms / Tracksuits is as follows;
Monday-Wednesday-Friday; School Uniform.
Tuesday – Thursday; School Tracksuit.
School Shoes: We would ask that the younger children wear Velcro shoes.
As a school we strongly advise that children should wear their school uniforms or tracksuits only for school related activities. Uniforms or tracksuits should be taken off straight after the child arrives home from school for the day. They should not be worn in after-school facilities, shops, during after-school activities, etc.

Office

A contactless payment system has been set up to minimise the amount of cash that needs to be handled. Parents/Guardians are asked to co-operate in helping to keep school staff safe by arranging for contactless payments through the school office. A hatch has also been installed to reduce the frequency of office occupancy.
Children will not be sent to the Secretary's Office or to the Reception area to deliver messages.
As far as possible, staff members should not enter the Office area when already occupied and should speak with the Secretary at the Reception area.

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

ICT
A timetable will be drawn up for the use of Laptops/ Ipads. Devices should be cleaned after use.

Visiting Teachers/Coaches
At present there are no external coaches/ programmes being facilitated in the school. However, the possibility of facilitating coaches and teachers for the remainder of the school year i.e. After Easter (football, music etc.) will be reviewed depending on the public health advice available. Children will remain in their bubbles if/when participating in such activities.

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

Physical Education and P.E. Equipment
Physical Education lessons will take place outside when the weather allows.
Staff members and pupils may take additional breaks outside during the school day. The use of equipment will be kept to an absolute minimum.

Parent/ Teacher Meetings
For the remainder of this academic year all Parent/Teacher Meetings will take place over the phone. If in exceptional circumstances a face to face meeting is deemed essential BOM approval must be sought and granted before said meeting can take place. We will re-assess this arrangement at a later date.

Staffroom
All staff members should maintain a physical distance of 2 metres when they are not engaged in teaching e.g. when they are using the staff room and arriving to work. If 2m cannot be maintained in staff groups, face coverings must be worn.

Staff members should bring their own cups, bottles, cutlery, etc. to school and avoid sharing utensils in the staffroom as far as possible.
No more than two staff members in the staff room at any one time and for short periods only i.e. collection/preparation of food.

Staff Meetings.
Staff meetings will be held remotely or in small groups in large spaces (ie. the large classroom at the back of the school) to facilitate physical distancing. Masks must be worn at all times.

Teaching and Learning

As a staff, we are very aware that the children have been away from school since December 22nd. We appreciate the time and effort that went into Home Learning, and we recognise the challenges that Home Learning presented for all families.

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

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

Homework
A revised homework schedule will be introduced for the re-opening of the school (before the Easter 2021) in line with the needs of each class/ individual level.

Curriculum:
➢ Previous learning will be re-taught, revised and consolidated before new learning is introduced.
➢ Greater time will be given to Maths, Language, SPHE and PE
➢ PE will be outdoors   and weather permitting.
➢ PE days will be Tuesday & Thursday.

Supporting the Learning of Children who Cannot Attend School
If a child is not able to attend school for an extended period of time, the class teacher (and/or the Special Education Teacher, where relevant) will put a plan in place to support the child's learning at home, this will be shared with parents/guardians.

Communication
Email addresses have already been provided to the school. We would ask, however, that all parents/ guardians ensure that your contact details are correct. It is of utmost importance that any change in contact details (address, phone numbers etc.) are communicated to the school immediately.

School Closure and Online Learning Platforms.

In the event of a full or partial school closure the following online platforms will be utilised;

Seesaw: Junior Infant – Fourth Class
Google Classroom: Fifth and Sixth Class
Zoom: SEN and Mainstream Classes
If the teacher and WHOLE class are isolating and well, the class teacher will engage with and teach the class on the agreed relevant platform. SETs and assistants can also help if required or needed! This unfortunately would mean that SEN children in other classes will not be taken at this time.

If the teacher is in school, not isolating and has a few pods in the classroom and with a few pods isolating at home, the SETs must help the teacher with keeping the isolating children involved and learning remotely.

However, if the teacher of the class in question is certified as unwell and/or Covid positive, a substitute teacher will need to be employed and take over the teacher's lesson plan and platform.

9. **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 Achonry NS will deal with a suspected case that may arise during the course of work.

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

A. If a pupil displays symptoms of COVID-19 while at school, the following procedure will be implemented: (See Appendix 7)

➤ The pupil will be accompanied to the isolation area. A distance of 2 meters will be maintained. If this is not possible, the person accompanying the child must wear appropriate PPE.
➤ A face covering will be provided to the child who is symptomatic.
➤ The child who is symptomatic should avoid touching people, surfaces and objects. If a pupil has a suspected case, parents/guardians will be contacted immediately by telephone. To help us in this regard, parents/guardians are asked to make sure that their contact details are kept up to date at all times.
➤ If the child is well enough to go home, arrangements will be made for them to be transported home by a family member, as soon as possible. Under no circumstances can a child who is presenting with any of the above symptoms, use Public Transport to travel home.
➤ The parents/guardians of the child who is symptomatic will be advised to inform their general practitioner by phone of their symptoms.
➤ If a child is too unwell to go home or advice is required immediately, the school will contact 999 or 112 and inform them that the sick person is a Covid-19 suspect.
➤ The isolation area and work areas will be thoroughly cleaned in line with the guidelines.

Please do not send your child to school if they display any symptoms of COVID-19
https://www2.hse.ie/conditions/coronavirus/if-your-child-hassymptoms.html#stay-at-home

B. If a Staff Member displays symptoms of COVID-19 while at school, the following procedure will be implemented:

➤ Staff must not attend school if they display any symptoms.
➤ A designated isolation area has been created in the Front Office.
➤ Staff members who are symptomatic should immediately inform the Principal/Deputy Principal and go to the isolation area.
➤ A face covering will be provided to the staff member who is symptomatic.
➤ The staff member who is symptomatic should avoid touching people, surfaces and objects.
➤ If the staff member is not well enough to go home independently, arrangements will be made for them to be transported home by a family member, as soon as possible.
➤ Anyone who is symptomatic is advised to inform their general practitioner by phone of their symptoms. Public transport of any kind should not be used to travel home.
➤ If the staff member is too unwell to go home or advice is required, the school will contact 999 or 112 and inform them that the sick person is a Covid-19 suspect.
➤ The isolation area and work areas will be thoroughly cleaned in line with the guidelines.

The HSE will inform any staff/parents who have come into close contact with a diagnosed case via the contact tracing process. The HSE will contact all relevant persons where a diagnosis of COVID-19 is made. The instructions of the HSE should be followed and staff and pupil confidentiality is essential at all times. It is important to remember than any of us can get sick or unwell, and if we do, we need understanding and support from those around us. It is essential that anyone who feels unwell makes that known to the Principal/Deputy Principal as soon as possible.

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

10. Staff Duties

Staff have a statutory obligation to take reasonable care for their own health and safety and that of their colleagues and other parties. 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. 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
- 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 and contact their GP promptly for further advice if they display any symptoms of Covid-19
- Not return or attend school if they have symptoms of Covid-19 under any circumstances.
- Not return to or attend school in the event of the following:
  - If they live with someone who has symptoms of the virus
  - If they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.
- If they develop any symptoms of Covid-19 whilst within the school facility, they should adhere to the procedure outlined above
- Complete the RTW form before they return to work
- Cooperate with any public health personnel and their school for contact tracing purposes and follow any public health advice given in the event of a case or outbreak in their school.
- Undergo any COVID-19 testing that may be required in their school as part of mass or seriel testing as advised by Public Health.
- Must inform the Principal if there are any other circumstances relating to Covid-19, not included in the form, which may need to be disclosed to facilitate their safe return to the workplace
- Must complete Covid-19 Induction Training and any other training required prior to their return to school
- Must be aware of, and adhere to, good hygiene and respiratory etiquette practices
- Keep informed of the updated advice of the public health authorities and comply with same.

11. Covid related absence management

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

Teacher or SNA Absence and Substitution

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

12. Employee Assistance and Wellbeing Programme

The Board of Management aims to protect and support the health and wellbeing of all staff (physical, mental, spiritual etc.) both at work, whether in the school facility or at home and outside of work. The Board of Management is mindful that the support and promotion of staff health and wellbeing is particularly important in the current context where the Covid-19 pandemic has caused considerable challenges for, and disruption to, people's personal, family and social lives as well as their work arrangements.

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

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

Support for school staff wellbeing will be provided by Department Support Services including the PDST and CSL, as well as by the HSE's Health Promotion Team.

An Occupational Health Strategy is in place as a supportive resource for staff in schools. The aim of the Occupational Health Strategy is to promote the health and wellbeing of employees in the workplace, with a strong focus on prevention.

The Occupational Health Strategy comprises the Employee Assistance Service and the Occupational Health Service. The Employee Assistance Service (EAS) is provided by Spectrum Life under the logo of 'Wellbeing Together: Folláinne Le Chéile'.

A free-phone confidential helpline 1800 411 057 is available 24 hours a day, 365 days a year and staff members are encouraged to make use of the service when the need arises.

Wellbeing of the School Community

A suite of wellbeing Resources has been prepared by the relevant departments and all such initiatives are communicated to the parents/ guardians as they are reminded of the importance of their own wellbeing.

Documentation:

- Updated Covid-19 Policy & School Response Plan: will be on the school website
  www.achonryns.ie

<u>Appendix 1</u>   **Return to Work Form**

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

Name: _____

Name of School: _____

Name of Principal: _____   Date: _____

	Questions	YES	NO
1.	Do you have symptoms of cough, fever, high temperature, difficulty breathing, loss or change in your sense of smell or taste now or in the past 14 days?		
2.	Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days?		
3	Are you awaiting the results of a COVID-19 test?		
4	In the past 14 days, have you been in contact with a person who is a confirmed or suspected case of COVID-19?		
5	Have you been advised by a doctor to self-isolate at this time?		
6	Have you been advised to restrict your movements at this time?		
7	Have you been advised to cocoon at this time? Note: if you're at very high risk (extremely vulnerable) from COVID-19 you may be advised to cocoon.		

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

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

Signed: _____

Appendix 2   Return to Educational facility Parental Declaration Form

Return to Educational Facility Parental Declaration Form

Child's Name:	Manager's Name:
Parents/Guardian's Name:	
Name of Setting:	

This form is to be used when children are returning to the setting after any absence.

Declaration:
I have no reason to believe that my child has infectious disease and I have followed all medical and public health guidance with respect to exclusion of my child from educational facilities.

Signed

Date:

<u>Appendix 3</u> Checklist for dealing with a suspected case of COVID-19

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

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

Isolation Area

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

Isolating a Person

7. Are procedures in place to accompany the infected person to the isolation area, along the isolation route with physical distancing from them?
8. Are staff familiar with this procedure?
9. Have others been advised to maintain a distance of at least 2m from the affected person at all times?
10. Is there a disposable mask to wear for the affected person while in the common area and when exiting the building?

Arranging for the affected person to leave the school

11. Staff – have you established by asking them if the staff members feel well enough to travel home?
12. Pupil – have you immediately contacted their parents/guardians and arranged for them to collect their pupil? Under no circumstances can a pupil use public or school transport to travel home if they are a suspected case of COVID-19.

13. The affected person should be advised to avoid touching other people, surfaces and objects.
14. The affected person been advised to cover their mouth and nose with disposable tissue(s) when they cough or sneeze, and to put the tissue in the bin.
15. Has transport home or to an assessment centre been arranged if the affected person has been directed to go there by their GP?
16. Has the affected person been advised not to go to their GP's surgery or any pharmacy or hospital?
17. Has the affected person been advised they must not use public transport?
18. Has the affected person been advised to continue wearing the face mask until the reach home?

Follow up

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

Cleaning

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

Appendix 4   Contact Tracing Log

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

Name of Visitor			Was the visit pre-arranged with the Principal? Yes ☐ No ☐
Date of Visit	_____/_____/_____ **Time**	**Entry to school**_____am ☐ pm ☐	**Exit from School**_____am ☐ pm ☐
Visitor Status	Contractor ☐ Parent/Guardian ☐	Other ☐ Please complete: _____	
Contact details of visitor	Company Name (if applicable)		
	Address		
	Contact No.	Email Address	
	Reason for Visit		

Who the visitor met (separate line required for each person the visitor met)	
Name of Person visited	**Length of time spent with each person in the school**

<u>Appendix 5</u>   Checklist for School Management

Composite Checklist for Schools

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

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

Planning and Systems

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

Staff

10. Have you made available to each staff member a COVID-19 return-to-work form to be completed and returned before they return to the workplace? ***(Template attached)***
11. Have you request confirmation that the details in the Return to Work Form remain unchanged following periods of closure such as school holidays.
12. Are you aware of staff members who are at very high risk under the HSE guidance on people most at risk (HSE guidance on people most at-risk) and advised them of the DES agreed arrangements for management of those staff?

13. Have you advised staff and pupils they must stay at home if sick or if they have any symptoms of COVID-19?

14. Have you advised staff and pupils not to return to or attend school if they are identified by the HSE as a close contact of a confirmed case of COVID-19 or if they live with someone who has symptoms of the virus.

15. Have you advised staff and pupils not to return or attend school if they have travelled outside of Ireland; in such instances staff are advised to consult and follow latest Government advice in relation to foreign travel.

16. Have you told staff and pupils what to do and what to expect if they start to develop symptoms of COVID-19 in school, including where the isolation area is?

17. Have you advised staff and pupils to cooperate with any public health officials and the school for contact tracing purposes and follow any public health advice in the event of a case or outbreak in the school;

18. Have you advised staff of the availability of the supports of the occupational health and wellbeing programme through Spectrum Life?

19. Has a lead worker representative been identified (in line with the process agreed with the DES and education partners) and detailed at Section 4.3 of this plan to help advise staff and to monitor compliance with COVID-19 control measures in the school and taken measures to ensure all staff know who the representative is?

Training and Induction

20. Have you advised staff to view the Department of Education's training materials which are available online?

21. Have you taken the necessary steps to update your school induction / familiarisation training to include any additional information relating to COVID-19 for your school?

22. Have first aiders, if available, been given updated training on infection prevention and control re: hand hygiene and use of PPE as appropriate?

Buildings / Equipment

23. If you have mechanical ventilation does it need cleaning or maintenance before the school reopens after periods of closure?

24. Does your water system need flushing at outlets following low usage to prevent Legionnaire's Disease?

25. Have you visually checked, or had someone check, all equipment in the school for signs of deterioration or damage before being used again?

26. Have you arranged for the school, including all equipment, desks, benches, doors and frequent touched surfaces points, to be cleaned once a day

Hand / respiratory hygiene

27. Have you accessed supplies of hand sanitisers and any necessary PPE equipment in line with the interim HPSC health guidance from the national framework provided by the Department?
28. Are there hand washing/hand sanitising stations in place to accommodate staff, pupils and visitors adhering to hand hygiene measures in accordance with Department guidance?
29. Have arrangements been made for staff and pupils to have regular access to hand-washing/hand sanitising facilities as appropriate?
30. Are hand sanitisers easily available and accessible for all staff, pupils and visitors – e.g. in each classroom and at entry and exit points to school buildings?
31. Have you made arrangements to ensure hand hygiene facilities are regularly checked and well-stocked?
32. Does the alcohol-based hand sanitiser have at least 60% ethanol or 70% isopropanol as the active ingredient?
33. Have you informed staff about the importance of hand washing?
34. Have you arranged for staff to view how to wash their hands (with soap and water for at least 20 seconds) and dry them correctly through the use of the HSE video resource?
35. Have you shown staff and pupils how to use hand sanitiser correctly and where hand-sanitising stations are located?
36. Have you displayed posters on how to wash hands correctly in appropriate locations?
37. Have you told staff and pupils when they need to wash their hands or use hand sanitiser? This includes:
    - before and after eating and preparing food
    - after coughing or sneezing
    - after using the toilet
    - where hands are dirty
    - before and after wearing gloves
    - before and after being on public transport
    - before leaving home
    - when arriving/leaving the school /other sites
    - when entering and exiting vehicles
    - after touching potentially contaminated surfaces
    - if in contact with someone displaying any COVID-19 symptoms
38. Has you told staff and pupils of the importance of good respiratory measures to limit the spread of the virus?
    - avoid touching the face, eyes, nose and mouth
    - cover coughs and sneezes with an elbow or a tissue
    - dispose of tissues in a covered bin

39. Have you identified all available school space to be used to maximise physical distancing?
40. Have you reviewed the templates provided by the Department of Education which show options for revised layout of school rooms to meet physical distancing requirements?
41. Have you arranged to revise the layout of the rooms and furniture as per the Department guidelines if necessary?
42. Have you arranged in each room that the teacher's desk should be at least 1m and where possible 2m away from pupil desks?
43. Have you arranged in each room that pupils would be at least 1m away from each other?
44. Have you allocated work stations consistently to the same staff and children rather than having spaces that are shared?
45. Have you structured pupils and their teachers into Class Bubbles (i.e. a class grouping which stays apart from other classes as much as possible) and discrete groups or "Pods" within those class bubbles to the extent that this is practical?
46. If you have divided a class into Pods, have you arranged at least 1m distance between individual Pods within the class bubble and between individuals in the pod, whenever possible?
47. Have you taken steps to limit contact and sharing of common facilities between people in different Class Bubbles (and Pods within those class bubbles) as much as possible?
48. Have you arranged Pod sizes to be as small as it is likely to be reasonably practical in the specific classroom context?
49. Have you arranged to the greatest extent possible for pupils and teaching staff to be consistently in the same Class Bubbles acknowledging that this will not be possible at all times?
50. Have you arranged where possible that different class bubbles to have separate breaks and meal times or separate areas at break or meal times?
51. Have you made arrangements to limit interaction on arrival and departure from school and in other shared areas?
52. Have you encouraged walking or cycling to school as much as possible?
53. Have you made arrangements, in so far as practicable, to open additional access points to school to reduce congestion?
54. Can you provide a one system for entering and exiting the school, where practical?
55. Have you arranged for staff meetings to be held remotely or in small groups or in large spaces to facilitate physical distancing?
56. Have you a system to regularly remind staff and pupils to maintain physical distancing
57. Have you advised staff not to shake hands and to avoid any physical contact?
58. Have you advised staff of the Department's guidance to achieve good ventilation
59. Have you checked any mechanical ventilation systems to ensure an adequate supply of fresh air is used

60. Have you identified the activities that involve interacting with essential visitors to the school, made arrangements to minimise the number of such visitors and put in place measures to prevent physical contact, as far as possible?

61. Are there arrangements in place to inform essential visitors to the school of the measures to help prevent the spread of infection?

62. Have you a system in place for all visitors who do need to come to the school to make appointment, arrange to contact a central point and to record their visit using the contact tracing log?

Appendix 6 (a) Lead Worker Representative – Primary and Special Schools

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

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

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

This document should be read in conjunction with:

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

1. *Collaborative Approach*

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

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

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

2. *Role of the Lead Worker Representative*

In summary, the role of the LWR is to:

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

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

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

- Cleaning protocols and their implementation
- Physical Distancing
- Implementation of one-way systems in the school to ensure social distancing including when entering and exiting the school
- Hand Hygiene facilities including their location and whether they are stocked and maintained
- Hand sanitising

- Staff awareness around hand hygiene in the school
- Respiratory hygiene
- Personal Protective Equipment
- At Risk Groups
- Visitors/Contractors

4. *Lead Worker Representative*

Every school will appoint one Lead Worker Representative.

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

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

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

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

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

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

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

The LWR/ Deputy LWR/ Assistant LWR will, following selection by the school staff, be formally appointed by the employer. LWR/ Deputy LWR/ Assistant LWR will be required

to confirm, prior to taking up the role, that they have completed the provided training and that they are fully aware of the requirements of the role.

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

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

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

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

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

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

8. Procedure for dealing with issues that arise

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

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

- **COVID-19 Response Plan:** plan designed to support the staff and BOM/ ETB in putting infection prevention control measures in place that will prevent the spread of COVID-19 in the school environment. The plan details the policies and practices necessary for a school to meet the Work Safely Protocol, Department of Education and public health guidance to prevent the introduction and spread of COVID-19 in the school environment. COVID-19 Response Plans for Primary and Special Schools are available on the Department's website.

- **Labour Employer Economic Forum (LEEF):** the forum for high level dialogue between Government, Trade Union and Employer representatives on matters of strategic national importance - involves the Irish Congress of Trade Unions, Government & Employers.

- **Work Safely Protocol:** national protocol designed to support employers and workers to put measures in place that will prevent the spread of COVID-19 in the workplace.

- **Safety Representative:** Section 25 of the Safety, Health and Welfare at Work Act 2005 sets out the selection and role of the Safety Representative in the workplace. The rights of the Safety Representative are set out in legislation. (Note: A Safety Representative has rights **Appendix 8   Checklist Lead Worker Representative**

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- Have you agreed with your school to act as a Lead worker representative for your school? (*Process for agreeing on lead worker representative/s in schools to be agreed centrally and implemented locally).*

- Have you been provided with information and training in relation to the role of lead worker representative? (*Training for this role is currently being explored with the HSA).*

- Are you keeping up to date with the latest COVID-19 advice from Government?

- Are you aware of the signs and symptoms of COVID-19?

- Do you know how the virus is spread?

- Do you know how to help prevent the spread of COVID-19?

- Have you watched and do you understand the online Induction Training provided by the Department of Education before returning to school?

- Are you helping in keeping your fellow workers up to date with the latest COVID-19 advice from Government?

- Have you completed the COVID-19 return-to-work form and given it to your school?

- *(Department template Return-to-Work form available)*

- Are you aware of the control measures your school has put in place to minimise the risk of you and others being exposed to COVID-19? (*Checklist for School Management available)*

- Did your school consult with you when putting control measures in place? *Control measures will be agreed centrally between the Department and education partners. Consultation at school level should take place on any specific local arrangements necessary to implement the protocol*

- Have you a means of regular communication with the person with overall responsibility for the school COVID-19 plan?
- Are you co-operating with your school to make sure these control measures are maintained?
- Have you familiarised yourself with the cleaning requirements needed to help prevent cross contamination? (*Checklist for Cleaning and Disinfection available*)
- Have you been asked to walk around and check that the control measures are in place and are being maintained?
- 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?
- Are you keeping a record of any problems, areas of non-compliance or defects and what action was taken to remedy the issue?
- Are you familiar with what to do in the event of someone developing the symptoms of COVID-19 while at school?

- Are you co-operating with your school in identifying an isolation area and a safe route to that area? (Checklist for dealing with suspected case of COVID-19 available)
- Are you helping in the management of someone developing symptoms of COVID-19 while at school?
- Once the affected person has left the school, are you helping in assessing what follow-up action is needed?
- Are you helping in maintaining the contact log?
- Have you been made aware of any changes to the emergency plans or first aid procedures for your school?
- Are you making yourself available to fellow staff to listen to any COVID-19 control concerns or suggestions they may have?
- Are you raising those control concerns or suggestions with your school and feeding back the response to the worker who raised the issue?
- Are you aware of the availability of the Spectrum Life Wellbeing Together Programme?
- and not duties under the 2005 Act). This role is separate to the LWR under COVID-19.

Appendix 6 (b)   Checklist Lead Worker Representative

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

24. Are you making yourself available to fellow staff to listen to any COVID-19 control concerns or suggestions they may have?
25. Are you raising those control concerns or suggestions with your school and feeding back the response to the worker who raised the issue?
26. Are you aware of the availability of the Spectrum Life Wellbeing Together Programme?
27. Have you been provided by the Principal/ school management with the supports to which you are entitled in your role as Lead Worker Representative?
28. If you are a teacher, have you been provided with the 2 hours per week of protected time off class contact hours, as provided for in the protocol?
29. If you are a school secretary or a caretaker have your duties been re-prioritised by school management to afford you sufficient time to carry out your duties as LWR within the scope of your normal contracted hours, as provide for in the protocol?

<u>Appendix 7</u>   Checklist for Cleaning

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

16. If cleaning staff have been instructed to wear gloves when cleaning are they aware of the need to wash their hands thoroughly with soap and water, both before and after wearing gloves?

17. Have you a system in place for disposing personal waste such as cleaning cloths and used wipes in a rubbish bag? The Protocol advises *that personal waste such as cleaning waste, tissues etc. should be double bagged and stored in a secure area for 72 hours before being presented for general waste collection.*

18. Have you ensured there is a system in place to make sure reusable cleaning equipment including mop heads and non-disposable cloths are clean before re-use?

19. Have you ensured there is a system in place to ensure that equipment such as buckets are emptied and cleaned with a fresh solution of disinfectant before re-use?

Appendix 8   **Ventilation Practices**

![An Roinn Oideachais / Department of Education logo]

Practical Steps for the Deployment of Good Ventilation Practices in Schools V2 30

November 2020

The implementation of the COVID-19 Response Plan by a school is the means through which schools can best prevent the introduction and spread of COVID-19 and demonstrate that they are operating in accordance with the requirements of the Roadmap for the Full Return to School, the Public Health advice from the Health Protection Surveillance Centre (HPSC) and the Return to Work Safely Protocol developed by the Health & Safety Authority. These documents are available at www.gov.ie/backtoschool.

The public health guidance for reopening schools and educational facilities includes some important recommendations about ventilation practices in schools:

➢ Consider if room ventilation especially in classrooms can be improved without causing discomfort.
➢ Where possible the opening of doors and windows should be encouraged to increase natural ventilation.
➢ Increase air flow and ventilation weather permitting.

The following practical measures for the deployment of good ventilation practices in schools should be considered by schools in the implementation of their COVID-19 Response Plans:

1. In summary, the overall approach for schools should be to have windows open as fully as possible when classrooms are not in use (e.g. during break-times or lunch-times (assuming not in use) and also at the end of each school day) and partially open when classrooms are in use. It is worth noting that windows do not need to be open as wide in windy/colder weather in order to achieve the same level of airflow into the classroom. This will assist in managing comfort levels in classrooms during periods of colder weather.

2. Most schools rely on the opening of windows i.e. natural ventilation and therefore it is important that windows and air vents can be accessed and opened.

3. Rooms should be well ventilated before occupancy each day. This can be achieved by ensuring that at the end of the school day each evening, the windows in each room should be opened (as wide as practical and safe while also considering security issues) for at least 15 minutes to ventilate the room fully.

4. Windows should also be open at break times and at lunchtimes for at least 15 minutes where possible.

5. Classrooms for the first class on the following school day (where the above end of day ventilating has occurred) can consider maintaining partially opened windows as per guidance below to keep the room fresh and prevent stuffiness and condensations etc.

6. Achieving fresh air via a number of windows partially opened as required rather than one window fully open can help to maximise the use of window driven natural ventilation distribution across the room without causing discomfort.

7. In colder weather any local chilling effect can be offset by partially opening the windows nearest and above the radiators.

8. Make sure that air movement is not blocked by furniture or window blinds and curtains.

9. Consideration should be given to local circumstances that may require to have additional windows open such as after break time activities

10. Rooms with adequate fresh air should not be stuffy or have condensation on the window glass.

11. Schools should also ensure that all permanent ventilation openings in rooms are fully open and not blocked by wall hangings etc. These normally are either a circular or rectangle ventilation grill on the external classroom wall or linear slot type ventilators built into the window frames. All of these should be opened all the time, if they have been taped and sealed for decorating purposes then the tape/sealing should be removed. If a room does not have permanent background ventilation, provision of same should be considered based on professional construction advice and current Building Regulations.

12. All mechanical ventilation systems and any air conditioning systems should be set to 100% fresh air, any air conditioning units that cannot operate on 100% fresh air (check with unit suppliers if in doubt) should be left off unless it is complemented by an adequate outside air supply such as openable windows, as this can help to provide outside air to occupants and maintain thermal comfort.

13. If the corridors and staircases have no identifiable ventilation systems and rely on air infiltration from adjoining spaces as many transient spaces do, consideration should be given to ventilating these areas before and after break times by opening doors etc., this needs to be considered taking into account the fire strategy of the building. Where stairwells have opening windows, consideration should be given to their utilisation.

14. Keeping open the internal doors into classrooms for periods of time may assist with increasing air movement and ventilation rate. It is important to note that fire doors should not be kept open unless fitted with approved automatic closers so that they function as fire doors in the event of an alarm or fire.

15. Schools should ensure there is appropriate ventilation of staffrooms, offices and other areas used primarily by staff, and in the context that some of these areas are used by different groups of staff at different times. This is in addition to the use of face coverings and adequate cleaning.

16. Schools should ensure there is appropriate ventilation of areas such as sanitary facilities, gyms, multi-purpose rooms and libraries etc. which are used by different groups of pupils and promote proactive use of open windows and any extractor fans when these spaces are in use.

The Department considers the above practical steps are sufficient to ensure good ventilation practices in school while at the same time ensuring an appropriate balance between ventilation and comfort.

The Department's Planning and Building Unit has reviewed the HPSC guidance that consideration be given to installing an indoor air quality monitor in classrooms.

The HPSC guidance is based on general guidance published by the Federation of European Heating, Ventilation and Air Conditioning Associations (REHVA). The purpose of a monitor is to assist in determining when windows should be opened. Such monitors are already included in the Department's Technical Design Guidance, published in February 2018 (TGD 033). The rationale for the inclusion of guidance on the installation of monitors within the Department's TGD at that time was driven by the increased levels of insulation and air-tightness in new classrooms built since 2018 and the objective to increase awareness about ventilation, with associated guidance on when to open windows in these very airtight school buildings. The REHVA guidance recommends that windows should be opened when the monitor indicates that CO2 levels exceed 800 parts per million (ppm). Given that this threshold is at 800 ppm compared to the standard setting of 1,500 ppm the Department considers that the use of monitors will result in an outcome similar to the approach taken in the above practical steps which recommend that windows are open as much as possible while recognising the importance of also managing comfort levels (windows to be partially open when classroom is in use and fully open when not in use).

It is also worth noting that the UK Scientific Advisory Group for Emergencies (SAGE) which provides scientific and technical advice to support its government decision makers during emergencies notes with low confidence that continuous monitoring of CO_2 may be possible to use as a transmission risk indicator but further research is necessary to evaluate the potential application of the approach for different spaces and to compare modelled results and actual infection rates.

Given the above, it is the Department's view that in the main windows are likely to be required to be open at a frequency and level set out above to ensure appropriate levels of ventilation in the classroom irrespective of whether the opening of windows is prompted through the indoor air quality monitor (re-active approach) or through the pro-active approach outlined in the above guidance. While this matter (and supporting data) will be kept under review, the Department does not consider it necessary for schools to install such monitors in classrooms, where the practical steps outlined above are applied. However, it is a matter for individual schools to consider whether they wish to use some of their minor works grant funding for this purpose or alternatively schools may wish to use some of their minor works grant funding for provision of permanent background ventilation, where required, as referenced in above practical steps.

As part of managing comfort levels in classrooms, schools should check that their boilers operation temperatures are set at the recommended manufacturers' guidance levels to maximise the available heat to the school. In addition, heating should operate for extended periods during colder weather to counteract, as best as possible, the impact of windows being open (partially when classrooms in use and fully when not in use) in order to maintain an appropriate balance between ventilation and comfort levels.

Appendix 9   **Wellbeing Supports and Resources**

An Roinn Oideachais
Department of Education

Wellbeing Supports and Resources for Primary Schools

January to June 2021

Within the context of supporting the wellbeing of school communities the Department's services will work with schools over the coming academic year in the context of specific phases as follows:

- **Phase 1: School reopening to Hallowe'en**
- **Phase 2: Hallowe'en to end of December 2020**
- **Phase 3: January 2021 to end of academic year**

This directory outlines wellbeing supports and resources for primary schools during phase 3.

The following is a list of supports available for primary schools. Click on underlined sections for further information on resources and services.

National Educational Psychological Service (NEPS)

Casework with Students

Bespoke visits by allocated psychologist, including direct and indirect casework. While public health measures are in place NEPS will endeavour to minimise in person contact without compromising the quality of the service. This means some elements of work will take place face to face and other elements remotely. While schools remain closed all elements of casework will take place remotely.

- **Indirect casework**: The psychologist works with a student's teachers and/or parents, to facilitate a common understanding of the issues and agree a plan to support the student. The student's views are sought and represented by the teachers and parents.
- **Direct casework:** The psychologist engages in direct face to face work with the student or observes the student and consults with their teachers/parents/other professionals, to facilitate a common understanding of the issues and agree plan to support the student.

Advice and Consultation Service to Teachers/Schools

Bespoke school visits by allocated psychologist remotely and face to face to build school/teacher capacity to support the needs of all students and particular students. While schools remain closed this work will take place remotely.

These include:
- Individual Teacher Practice Consultation
- Group Teacher Practice Consultation.

With a focus on the following areas:
- Promoting School Support Systems
- Promoting Wellbeing, Social & Emotional Competence, Mental Health & Positive Behaviour Management
- Promoting Cognition and Learning
- Promoting Communication and Interaction

Wellbeing Webinar for Post Primary Schools and complementary Wellbeing Toolkit for Post Primary Schools

The 1 hour webinar for all school staff covers
- Understanding Impact of COVID- 19
- Staff wellbeing and self-care
- Key elements in supporting students to return to school and settle in
- Teaching and Learning approaches & activities that build resilience
- Signposting to resources

The toolkit includes sections on:
- Staff wellbeing and self-Care
- Preparing for reopening
- Settling back to school
- Supporting the wellbeing of all children and young people in School
- Additional support for some children and young people in school

Navigating through Covid 19 – An input for School leaders

The presentation will be delivered in a live webinar format with a Q & A session. The session will focus on the wellbeing and self-care needs of school leaders and on supporting school leaders in providing a psycho-social response which is underpinned by Hofboll's 5 principles. The principles of psychological first aid (PFA) and the Listen, Protect, Connect, Model and Teach approach will be outlined in detail.

FRIENDs for Life /My FRIENDS Youth

Online live webinars on the FRIENDS for Life anxiety prevention and resilience programme (3 x 2.5 hour webinars). The 10 session evidence- based programme complement Hobfall's five principles, and SPHE curriculum. The webinars will focus on: information on anxiety; resilience; cognitive behavioural theory and step by step guidance in the programme's sessions. After the three webinars, teachers will be trained as facilitators to deliver the programme to pupils in school.

On-line Wellbeing Guidance and Advice

Wellbeing guidance and advice for teachers including the following:

- pre-school to primary transition
- understanding the response to stress in children
- managing stress and anxiety
- reluctant attenders/school refusal behaviour
- panic attacks

- managing thoughts feelings, behaviours
- self-regulation for pupils

Supporting Children to Cope with Loss and Grief

Booklet on supporting bereaved students and staff returning to school following COVID-19 public health restrictions and includes signposting to services and supports.

Centre for School Leadership (CSL)

Mentoring and Coaching for principals and School Leadership Teams

Mentoring for newly appointed principals

- Information and guidance to complement mentoring practice including: online modules on wellbeing, articles, research, blogs and social media information.
- Bespoke sustained mentoring for principals experiencing professional challenge (from Q2 2021)
- Coaching for Principals and School Leadership teams
- Leadership "Comhrás" sharing successes and challenges of leading schools in the pandemic

Professional Development Service for Teachers (PDST)

Support for Wellbeing of School Leaders

- Misneach: The National Induction Programme for newly appointed school principals consists of 5 (x2 days). This programme includes Managing Self/Reflective Practitioner, Leading Mindfully, Personal Wellbeing/ Leading Wellbeing
- Forbairt: A programme is for experienced School Principals, Deputy Principals and a third teacher leader within the school and includes Personal Effectiveness/ Personal Wellbeing/ Leading Wellbeing / Leading Change/ Leading Learning/Ethical Leadership. As well as providing a safe space for exploring issues re wellness and self care
- Tánaiste: This is a face to face five day summer course for Deputy Principals and includes Personal Wellbeing & Self-Motivation
- Meitheal: (For experienced Leaders) A leadership development programme for principals with a minimum of five years' experience and includes a commitment to action on the serious challenges faced by school leaders and supporting their wellbeing and resilience .
- Comhar: Middle Leadership: This programme is a two year pilot programme for Assistant Principals in primary and post-primary schools and includes self care and self management.
- Sustained Support for School Leadership: This form of support draws on research in relation to best practice in professional development and includes advice around self care and wellbeing in their specific school context.

Support for Teacher Wellbeing

Bespoke teacher wellbeing support facilitated remotely via phone, email and online platforms.

Child Protection CPD for DLPs and DDLPs

An E-learning version of a face-to-face seminar, based on the Revised Child Protection for Teachers, School Leaders - DLP and DDLPs
- Child Protection Session 1: Overview and Context (90 mins)
- Child Protection Session 2: Role of the DLP/DDLP (90 mins)
- Child Protection Session 3: Record Keeping and Oversight (90 mins)

Stay Safe after school Workshops

Supporting the mandatory nature of the Stay Safe programme, as per the Child Protection Procedures for Primary and Post Primary schools 2017, this workshop familiarises teachers with the rationale, structure, key messages, and content of the revised Stay Safe Programme. It aims to support and enable teachers to implement the revised programme within the context of the SPHE curriculum and with a cross curricula approach.

Wellbeing Webinar Series

Supporting primary schools to focus on whole school wellbeing, by highlighting a range of new, practical resources for teaching SPHE and PE.
- **Webinar 1: Focus on Relationships and Sexuality Education (RSE)**

- **Webinar 2: Focus on Physical Education**
- **Webinar 3: Focus on Wellbeing through the SPHE Curriculum**
- **Webinar 4: Introduction to Physical Literacy**

SSE of Wellbeing Promotion using the Wellbeing Policy Statement and Framework for Practice

Introduction Session to the Wellbeing Framework - evening workshop: This workshop will offer an introduction to the policy document, how it works in tandem with SSE and next steps signposts.

Wellbeing Webinar - a pre-recorded webinar to support whole staff engagement with the policy documents will be made available to accompany the introductory workshop above

RSE Seminar

This seminar focuses on teaching the sensitive elements of RSE from Infants to Sixth class in the context of Social, Personal and Health Education. The course will be experiential and practical in its approach. The seminar includes:
- An overview of RSE as a core aspect of SPHE
- The role and function of an RSE policy
- Methodologies for teaching RSE
- Creating a safe classroom environment

CPD and School Support for Primary Schools

Bespoke school support and CPD in all areas of Health and Wellbeing including Social, Personal and Health Education (SPHE), Anti-bullying (including internet safety and cyber-bullying), Restorative Practice, Physical Education (PE), Relationships and Sexuality Education (RSE) and Wellbeing Promotion facilitated remotely via phone, email and online platforms.

Face to face in-school support will resume as soon as it is feasible to do so.

An Introduction to Primary SPHE

These resources explores a variety of topics in the SPHE programme for primary schools including:
- an introduction to SPHE
- SPHE resources for children with SEN.
- an overview of SPHE resources

This support is offered through a suite of videos and newly developed resource materials available online for teachers to access.

[Primary SPHE Resources](#)
- ☐ [Breathe](#) -   Self-Regulation and Relaxation Techniques for Children.
- ☐ [RSE Tips for Parents](#) -   How to Support Your Child's Learning at Home
- ☐ [SPHE Tips for Parents](#) -   How to Support Your Child's Learning at Home
- ☐ [NEW Updated Busy Bodies RSE Workbook:](#) Designed for Use at Home or at School, to Accompany the Busy Bodies (HSE) Resource

[Primary PE Resources](#)

This resources includes:
- ☐ [120 Non-Contact Activities for Physical Education across the Primary School](#)
- ☐ [Primary PE Resource hub on Scoilnet featuring resources for Dance, Gymnastics, Outdoor and Adventure Activities, Games and Athletics](#)
- ☐ [Using children's books to explore wellbeing themes in Physical Education](#)
- ☐ [Movement in the Classroom: Movement Breaks and Energisers.](#) Using movement breaks at intervals throughout the day offers pupils the opportunity to re- energise their body while giving the brain the time it needs to process learning and prepare for future learning. This resource outlines short movement breaks and activities that you can use during the school day.
- ☐ [Resources to support planning for Physical Education](#)
- ☐ [Resources to support Physical Literacy development](#)
- ☐ [PE Overview Poster 2020/2021.](#) This poster outlines the PE strands that are best suited to the four key considerations highlighted in the Return to School curriculum guidance document and signposts suitable, relevant PDST PE resources.

[An Introduction to Physical Literacy E-Learning programme](#)

- ☐ An online suite of Physical Literacy resources, including: Instructional videos to explore Fundamental Movement Skills, Planning and Developing Motivation and Confidence through Physical Education
- ☐ Assessment Templates
- ☐ Beyond the Classroom resources for developing Physical Literacy at home

This online offering enables teachers to develop a foundational understanding of the concept of Physical Literacy. It will focus on using the Move Well, Move Often resource in planning for the development of Fundamental Movement Skills across the whole school community.

Primary PE Resources to support a blended learning approach
- ☐ [Beyond the Classroom](#) - a comprehensive suite of activities and video clips designed to support the development of Fundamental Movement Skills in the home in tandem with the Move Well, Move Often Physical Literacy resource.
- ☐ [PE at Home](#) This series of videos aims to complement strand-based learning in PE at home. Children can consolidate their learning in PE by taking part in and enjoying the video lessons as part of their daily physical activity along with other members of their household.
- ☐ [PE Homework - Active Every Day](#) This resource features a comprehensive activity book, reflection templates and PE homework charts to encourage children to practise what they have learned in PE at home.

Primary SPHE Resources
- **Breathe** -   Self-Regulation and Relaxation Techniques for Children.
- **RSE Tips for Parents** -   How to Support Your Child's Learning at Home
- **SPHE Tips for Parents** -   How to Support Your Child's Learning at Home
- **NEW Updated Busy Bodies RSE Workbook**: Designed for Use at Home or at School, to Accompany the Busy Bodies (HSE) Resource

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- **PE Homework - Active Every Day** This resource features a comprehensive activity book, reflection templates and PE homework charts to encourage children to practise what they have learned in PE at home.

Primary Wellbeing Resources

The Primary Wellbeing Online Resource portal contains links to 100's of resources that schools can draw on to support pupil wellbeing including**:**

- PE and SPHE Resources including some new to PDST
- Resources to support children through Grief and Loss
- Resources that support children's psychological health and wellbeing
- Links to relevant Webinars, Podcasts and to the Post-Primary Wellbeing Resource Portal
- Supplementary cross curricular resources that support wellbeing development across the areas of physical activity, Literacy, art, SESE, music and culture
- Wellbeing Supports Overview for Returning to School

- Resources for children with SEN
- Learning and development opportunities for teachers
- Resources to support Teacher Wellbeing

Children's Books for Wellbeing - **An exploration of picture books and novels which may support teaching and learning in SPHE and PE in the primary school**

This resource explores how the use of Children's picture and story books can bring the subjects of SPHE and PE to life in terms of the feelings and emotions experienced in daily life in order to enhance children's wellbeing. A comprehensive list of books is provided with an explanation of content and subject matter for each, which is followed by a number of lesson plans with specific books in mind. These are adaptable and interchangeable with different class groupings.

Employee Assistance Service Spectrum Life (EAS)

School Staff Wellbeing

The Employee Assistance Service provided by Spectrum Life provides the following services:

- Dedicated free-phone confidential helpline available 24 hours per day, 7 days per week 365 days per year.
- **Bespoke wellbeing portal**
- Spectrum Life webinars
- Promote staff wellbeing in the workplace with a focus on prevention
- Mental Health Promotion Manager available for wellbeing promotion
- Support Programme for Managers
- Short-term counselling for individuals

Webinar - Finding balance when walking a tightrope.
Date: 20th January
Description: This webinar aims to increase identification of those areas in our life that might need attention and looks at ways to best optimise work-life balance.

HSE Health Promotion for Schools

Classroom Supports Zippy's
Friends:

- Online **refresher** workshop for trained teachers, including guidance on delivering during Covid.
- **Online training** for teachers in Zippy's Friends programme available from March 2021.

Teacher Wellbeing

Stress Control Online: Online programme helps participants deal with their stress and learn skills to support their mental wellbeing, is made up of six online sessions of an hour and half each. To join go to stresscontrol.ie to register.

Minding Your Wellbeing: Online Programme, made up of five online sessions of 20 minutes each, focusing on self-care practices for promoting wellbeing.
Available on HSE Health and Wellbing Youtube **https://www.youtube.com/channel/UCGWXSPzwl8-IqDbHMMg42hw**

HSE/National Office for Suicide Prevention

LivingWorks Start is one of a number of suicide prevention training programmes coordinated at a local level by HSE Resource Officers for Suicide Prevention. A 1.5 hour e-learning programme can be accessed **here**

Classroom Resources available on our website:
https://www.hse.ie/eng/about/who/healthwellbeing/hse-education-programme/training-and-resources-for-primary-school-teachers/

- Physical Activity – Get active in the classroom.
- Physical Activity – Active playgrounds.
- Physical Activity – Get your school walking.
- Healthy Eating Policy Toolkit
- Busy Bodies RSE Resource
- Toms Flower Power Resources for Parents

The National Council for Special Education (NCSE)

In-School Support : Advice and Collaborative Consultation for Teachers https://ncse.ie/school-support

Bespoke school support by allocated advisor remotely or face to face to build school/teacher capacity to support the needs of students with Special Educational and Additional Needs.

Visiting Teacher specialist support for pupils - blind/vision impaired or deaf/hard of hearing

Bespoke visits to support pupils, parents, principals, teachers and whole school staff to meet the needs of pupils who are blind/vision impaired or deaf/hard of hearing.

Online CPD/TPL Seminars

Understanding Behaviour : A 6 session seminar delivered over 3 days to support teachers to develop positive behaviour strategies at whole class level for all, some and few students.

Pathways to Prevention : An 8 session seminar, supporting teachers to plan for students with Behaviours of Concern, incorporating strategies for student and teacher well-being.

Adaptive PE seminar . This seminar is designed to deliver information on adapting or modifying physical education programmes to support students with complex needs.

Webinar – ASD and Mental health - Support for pupils with ASD (In association with Middletown Centre For Autism)

A 4 Sessions course over 2 Days will support school leaders, teachers and SET's to support pupils with ASD around mental health and managing anxiety. The course addresses understanding and promoting positive mental health in pupils with autism.

Getting Back To What We Know

Suite of resources and supports for young people with complex needs to help them with the following:
- understand and learn new routines and transitions e.g. handwashing, school transport etc
- support the development of functional life skills
- support the development of occupational well-being
- support the development of language and communication skills

Promoting Positive Behaviour and Learning in the Infant Classroom
Online booklet to:

- support teachers to plan for the promotion of positive behaviour in the Junior Infant classroom
- to teach new skills and routines to children transitioning to Junior Infants.

NCCA

Education Passport - a set of resources developed by the NCCA to support the transfer of pupil information from primary to post primary school. Part of this includes a student profile that links to student wellbeing.

https://ncca.ie/en/primary/reporting-and-transfer/education-passport

Children's Books Ireland

The Mind Yourself reading guide is a resource that can be used by adults – parents, guardians, caregivers, teachers – to support and educate young people in relation to mental health and wellbeing. The guide contains reviews and recommendations of over 400 books for children and young people from birth to age eighteen and is designed as a 'first-aid kit' for worries, sadness, loneliness, anxiety and any number of feelings that a young person may want to explore.

www.childrensbooksireland.ie