

# **NEWTOWNMOUNTKENNEDY PRIMARY SCHOOL**

## **Covid-19 Response Plan**

### **Introduction**

The health safety and well-being of our pupils, staff and wider school community are of paramount importance to the Board of Management. As such this document outlines how the school will implement the Roadmap to reopening schools issued by the Dept. of Education and Skills.

The school has a responsibility to make every effort to ensure the safety, health and well-being of all members of our school community – children, parents and staff. This plan has been formulated to better ensure that the school can exercise that duty of care.

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

### **Prior to school reopening**

#### **Staff**

#### **COVID-19 Induction Training**

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

- latest up to-date advice and guidance on public health
- COVID-19 symptoms
- what to do if a staff member or pupil develops symptoms of COVID-19 while at school
- outline of the COVID-19 response plan

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

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

### Procedure for returning to work (RTW)

In order to return to the workplace, staff must complete a Return to Work (RTW) form. A RTW form should be completed and returned at least 3 days before returning to work.

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

### Staff members at very high risk

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

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

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

The RTW form issued to staff will include a question pertaining to whether or not the staff member identifies with one of the above named categories. If a staff member identifies themselves within one of the above named categories they will be contacted by the Principal and DES procedures will be followed.

### Parents

All parents will be provided with information on school reopening via Aladdin and the school website, including a copy of Covid-19 School Reopening Plan and a video on correct procedures for hand hygiene to watch with their child(ren).

Parents/guardians can contact the school raising questions or concerns via email to [office@newtownprimary.ie](mailto:office@newtownprimary.ie)

### Pupils

Prior to returning to school pupils should:

- have all personal belongings clearly labelled
- watch video on correct procedures for hand hygiene

### Lead Worker Representative (LWR)

A Lead Worker Representative will be appointed from the staff. The Lead Worker Representative 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.

In summary, the role of the Lead Worker Representative is to:

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

Every school will appoint one Lead Worker Representative.

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
- deputise as LWR where the LWR is absent

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

#### 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

#### 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 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.

### Supports for the Lead Worker Representative/ Deputy 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.

### 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) of the issue. Action points for addressing the issue should where possible be agreed between the LWR and the BoM. Staff should be informed of the outcome.

### Entering the school building/ grounds

#### Staff

All staff members are required to sign in when entering the building.

All staff members are required to observe good hand hygiene practices upon entering the building.

All staff must observe social distancing and follow HSE guidelines re wearing a mask where they cannot keep a distance of 2m in an enclosed space.

#### Parents

- Parents/guardians will be required to drop their child at the designated areas and are asked to leave the area as soon as possible. A teacher will be on duty at entry points and in the school yard.
- All adults coming to the drop off areas are asked to follow the current guidance on social distancing etc.

- We ask for co-operation at the entry/exit points as it will mean that the numbers congregating in any one area will be minimised
- No adults, other than staff members, should enter the school grounds.
- Meetings with school staff are by appointment only.
- Messages for teachers can be sent by email or by phoning the school office.
- School will start at 9.00am. There will be supervision from 8.50am.
- Parents who enter the school building are required to complete a Contact Tracing Logbook

## Pupils

Upon entering the school grounds pupils must proceed to their designated class line. Hand sanitiser is available at the entrance to the school and in all classrooms and must be used. Teachers will place children into colour coded pods (groups) within their classroom and children must remain in these pods, unless directed to move from them by a teacher.

On wet days the children will proceed from the gate directly to their classroom (teacher supervision in place).

**All pupils are expected to follow the guidelines set out in this plan. This response plan is an essential part of our reopening plans. We have put it in place to ensure the safety of all members of our school community - pupils, parents and staff. Failure to follow the guidelines and good hygiene etiquette set out in this plan will be dealt with according to our Code of Behaviour.**

## Drop Off/Collection

### **Junior School – Drop off and Collection**

- Junior school main gate will be closed to cars at 8.45am.
- Parents are NOT allowed in school yard in the morning time. Please wait on the footpath.
- Supervising teachers will greet children at gate and direct them to the back yard (which will be supervised by teachers).
- All children will sanitise their hands as they enter/exit the school (Sanitiser will be provided by the school).
- Junior and Senior Infants will use the door by Mrs Keyes room to enter and exit the building.
- 1<sup>st</sup> class will use the door in the back yard to enter/exit the building during the school day.
- 2<sup>nd</sup> class will use the door in the playground at the back of the Junior School to enter/exit the building during the school day.
- Ms. Corcoran's ASD class – enter/exit by front door or line up in the yard with their mainstream classes. Staff will bring children who arrive by bus to Junior/Senior School.
- Home Time – Parents in the Junior school are allowed into the front yard for home time collection.
- We have staggered home times and we would appreciate your co-operation with this plan to ensure safety procedures can be followed. Class teachers will walk class to front yard. Please do not take your child from the line or call them over to you. Class teachers will safely hand over children in turn.

- Junior Infants will finish at 1.20pm - exit by side gate/front door (on rainy days)
- Senior Infants will finish at 1.30pm – exit by side gate/front door (on rainy days)
- 1<sup>st</sup> Class will finish at 2.30pm (Except for first two weeks-they will finish at 1.40pm). Exit by side door in front yard.
- 2<sup>nd</sup> class will finish at 2.40pm – exit by side door in front yard.

### **Senior School**

- No parents allowed in school yard or on the avenue (from where staff parking is). There will be teacher supervision here and on the yard.
- We would ask parents not to wait on the avenue as it will lead to congestion and prevent social distancing from taking place. We want all children and staff to be able to arrive safely.
- Supervising teachers will greet children at drop off point and direct them to the yard (which will be supervised by teachers).
- All children will sanitise their hands as they enter/exit the school (Sanitiser will be provided by the school).
- There will be social distancing markers on the ground.
- Each class will line up in their allocated space.
- 3<sup>rd</sup> class will enter/exit the school by the back doors of their classrooms.
- 4<sup>th</sup> class will enter/exit the school by the side door.
- 5<sup>th</sup> class will enter/exit the school at the side door in their room(new path).
- 6<sup>th</sup> class will enter/exit by the back door of their classroom.
- Ms Russell's ASD class will enter/exit side door in their room (new path).
- We have staggered home times and we would appreciate your co-operation with this plan to ensure safety procedures can be followed. Class teachers will walk class to avenue.
- Parents in the Senior School can line up on the avenue at home time but not in the yard. Please observe social distancing guidelines.
- 3<sup>rd</sup> Class - 2.25pm.
- 4<sup>th</sup> Class - 2.35pm.
- 5<sup>th</sup> Class – 2.45pm
- 6<sup>th</sup> Class – 2.50pm

### **Physical alterations to the school building**

#### **Classrooms**

All classrooms have been altered to ensure a full return to school in line with DES reopening schools. Children will be seated in pods of 4 to 6 children. Children will remain in these pods. While children are not 1m apart within their pods they are 1m distance from the next pod, this is in line with DES classroom layouts. Excess furniture has been removed from classrooms to ensure a full return to school is possible.

#### **Signage**

Dept. of Education and Skills to issue signage to all schools. Signs will be placed around the school building and at wash points.

#### **Hand Sanitiser**

Hand sanitiser is available at all entry points and in classrooms.



## Yards

Yards have been divided to maintain class bubbles at break times. The yards have been divided into sections and each class group has their own section.

## Break times

- Yard times will be staggered. Yards will be clearly marked so that there will be no mixing of bubbles (Classes).
- We have arranged eating time in class and play times in yard to ensure that there will be no meeting of classes as they enter/exit yard.
- Children in our classes for children with ASD will have lunch times with their corresponding mainstream classes.
- Please ensure your child brings a raincoat to school every day as outdoor time is essential during the school day.

## Staggered Yard Times

Class	Break	Lunch	Building
Junior & Senior Infants	10.40 - 10.50	12.00 – 12.30	Junior School
1 <sup>st</sup> and 2 <sup>nd</sup> class	11.00 - 11.10	12.30 – 1.00	Junior School
3 <sup>rd</sup> and 4 <sup>th</sup> class	10.45-10.55	12.00 -12.30	Senior School
5 <sup>th</sup> and 6 <sup>th</sup> class	11 – 11.00	12.30 – 1.00	Senior School

## Curriculum

The initial settling back period will be especially significant for revisiting and consolidating and, in some cases, relearning curriculum content previously worked on either prior to the school closure period or as part of distance learning. It will be important to reinforce and consolidate pupils' learning from their previous class. Teachers might find it useful to work with the curriculum content, objectives and learning outcomes for the previous class level for at least the month of September in order to ensure that pupils are ready to commence new learning.

It will be necessary for schools to prioritise certain aspects of the curriculum when the new term begins. Schools will need to re-orientate their work with the curriculum especially during the initial weeks of the first term as they give greater time and attention to areas such as Social, Personal and Health Education (SPHE), Physical Education (PE), Language and Mathematics. Gradually, as schools build comprehensive pictures of where pupils are in their learning, they will work towards more 'typical' curriculum plans.

SPHE and PE will be important in supporting pupils' wellbeing while language and Mathematics will be central in supporting pupils' overall learning. Mandatory aspects of SPHE such as *Stay Safe* and Relationships and Sexuality Education (RSE) should be taught early in the year. Pupils should also continue to have experiences in Social, Environmental and Scientific Education (SESE) and the Arts; the use of cross curricular or thematic approaches may be particularly useful in this regard.



## Physical Education

Physical Education supports the development of skills and attributes such as physical movement and development, communication, self-esteem and confidence, all of which are particularly important as pupils return to school. Pupils will have had varying opportunities for movement and physical activity over the past months. As the new school year gets underway, movement and activity through timetabled PE lessons along with activity throughout the day, will contribute positively to pupils' wellbeing.

The use of 'pods', the need for physical distancing, the cleaning and organisation of equipment, and the individual school environment will shape the PE learning experiences in the new school year.

## Social personal Health Education

The wider physical, mental, emotional and relationship implications of social distancing, lockdown and possibly bereavement may be significant for some pupils. There should therefore be a focus on wellbeing as a foundation for learning.

Teachers will play an important role in supporting positive interactions and routines for the children and in encouraging healthy behaviours as the pupils make sense of their new realities and come to feel safe and secure in their school surroundings.

SPHE is particularly important in responding to how Covid-19 has impacted on children in terms of their feelings, thoughts and behaviours. Learning experiences that support children to focus on their strengths, positive attributes and qualities to enable reconnection with the school community will assist in easing the transition back to school. SPHE curriculum content will also be useful in providing general and specific support to pupils who are finding the transition back to school difficult. While teachers will be best placed to consider what aspects of their SPHE programme should be prioritised or revisited in light of the particular context of their class or pupils, it may be pertinent to focus on some of the following Strand Units:

- Self-identity
- Taking care of my body
- Growing and changing
- Safety and protection
- My friends and my family
- Developing citizenship

Particular attention will be given to:

- The importance of **personal hygiene** and how to wash hands thoroughly, coughing/sneezing according to the medical guidance, and how and when to wear face coverings/masks
- Supporting pupils in **managing their feelings, resolving conflicts** and coping with uncertainty, as well as new situations brought about by Covid-19 such as loss of a loved one

- Revisiting the **Stay Safe Programme** or **Relationships and Sexuality Education (RSE)**
- Allowing pupils adequate time to re-connect with one another and to (re)establish relationships with peers. **Co-operative games** and the incorporation of drama activities such as **role play** and **improvisation** can support this process.
- Providing children with opportunities to talk about and make sense of their experiences.

### Supporting pupils at “very high risk” to COVID-19

There may be some pupils for whom return to school at the end of August/ early September may not be appropriate because the relevant public health guidelines indicate they are at “very high risk”. Overall responsibility for ensuring that such pupils receive appropriate support to engage adequately with learning remains with the school in which they are enrolled. Regular and ongoing communication between school and home will be essential to support the pupil’s engagement with their learning and their continuous connection with their classmates and school community.

Additional supports will be provided for these pupils from within the staffing resources of the school. It may also be possible to utilise support from teachers who are assessed as ‘very high risk’ and who are available to work from home. Schools will have discretion to manage and redistribute their support resources in order to best meet the learning needs of their pupils, including pupils at ‘very high risk’ to COVID-19.

Under the direction of the school principal the relevant support teacher should:

- Liaise with the relevant class teacher and Special Education Teacher (SET) where relevant regarding curricular content and classwork
- Access relevant learning resources including those produced by the class teacher as well as other externally produced resources such as those on *Scoilnet*
- Provide the pupil with individualised support for his/her learning; this may include devising of an individual support plan for the pupil in cooperation with the class teacher and, where relevant, the SET
- Increase the pupil’s autonomy, motivation and agency and wellbeing
- Improve the pupil’s capacity to become a self-directed learner
- Support the development of the pupil’s digital competence where necessary
- Avail of the communication / learning platform used by the pupil’s school to ensure ongoing contact between the pupil and his/her school and to facilitate some engagement with his/her class teacher and classmates.

## Cleaning

### Cleaning schedule

The cleaners will follow the guidelines provided by the Department of Education and HSE. The School will be cleaned daily and common touch points will be cleaned throughout the day

### Respiratory Hygiene

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

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

### Hand Hygiene

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

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

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

Hand sanitiser dispensers are at exit and entry points of school and classrooms and care should be taken to clean up any hand sanitiser spills to prevent risks of falls.

Water and soap is available at all sinks.

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

Hand washing facilities are maintained in good condition and supplies of soap and towels will be checked daily.

Posters displaying hand washing techniques and promoting hand washing are placed on walls adjacent to washing facilities.

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

### Frequency of Hand Hygiene

Pupils and staff should perform hand hygiene:

- on arrival at school
- before eating or drinking
- after using the toilet
- after playing outdoors
- when their hands are physically dirty
- when they cough or sneeze

## Use of shared equipment and resources

### Toys

All toys should be cleaned on a regular basis. This will remove dust and dirt that can harbour germs.

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

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

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

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

Clean toys and equipment should be stored in a clean container or clean cupboard.

The manufacturer's instructions should always be followed.

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

### Cleaning Procedure for Toys

- wash the toy in warm soapy water, using a brush to get into crevices
- rinse the toy in clean water
- thoroughly dry the toy
- some hard plastic toys may be suitable for cleaning in the dishwasher
- toys that cannot be immersed in water that is electronic or wind up should be wiped with a damp cloth and dried
- in some situations, toys/equipment may need to be disinfected following cleaning for example: toys/equipment that pupils place in their mouths. Toys/equipment that have been soiled with blood or body fluids or toys where a case of COVID-19 has been identified. **If disinfection is required:** A chlorine releasing disinfectant should be used diluted to a concentration of 1,000ppm available chlorine. The item should be rinsed and dried thoroughly.

### Electronics

Shared electronic devices such as tablets, touch screens, keyboards should be cleaned between use.

### Art Resources

To the greatest extent possible, art resources should not be shared. Each child will be provided with their own scissors/glue stick/paintbrush, etc for art activities.

### Musical Equipment/Instruments

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

### Library Policy

Children will be given library books by class teacher on a Monday. Children will keep these books for a week. Teacher will collect books on a Friday.

### Shared Sports Equipment

This will be sanitized and limited to equipment for each pod where practical.

## Special Education

- In keeping with our Special Education Policy, learning support will be provided by a blended approach of in-class support and withdrawal. The provision of support will be organised to ensure our support teachers will work within the confines of specific class bubbles.
- Where a support teacher is working alongside a class teacher in a classroom, both teachers must be mindful of maintaining social distance from one another.
- Where children receive support in one of the SET rooms, social distancing of 1 metre will be maintained between each child in the group where practical.
- The tables and chairs in SET rooms will be wiped clean in between different groups attending.

## Use of Personal Protective Equipment (PPE)

PPE will not be required to be worn within schools according to current occupational and public health guidance. However, for a limited number of staff, PPE will need to be used occasionally or constantly due to the nature of certain work activities or 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

Appropriate PPE will be available for dealing with suspected COVID-19 cases, intimate care needs and for first aid. Where staff provide healthcare to children with medical needs in the school environment they should apply standard precautions as per usual practice.

## Masks

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

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

For staff, face coverings will be required if physical distancing of 2m is not possible and practiced appropriately. Wearing a face covering may conceal facial expression and make communication difficult, however staff safety is paramount.

The use of a visor as an alternative may be considered where there is a concern regarding prolonged close contact and exposure to fluid/respiratory droplets.

#### Gloves

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

#### Protocol in the event of a staff member or pupil displaying symptoms of COVID-19

If someone displays symptoms of COVID-19, we will implement this plan:

1. Teacher to contact Principal / Deputy Principal immediately.
2. The Principal / Deputy Principal/SET teacher will attend the classroom wearing a face covering and accompany the individual to the designated isolation, keeping at least 2m away from the symptomatic person.
3. The Principal / Deputy Principal/SET teacher will make sure that others maintain a distance of at least 2m from the symptomatic person at all times.
4. Where it is a member of staff, assess whether the unwell individual can immediately be directed to go home and call their doctor and continue self-isolation at home.
5. Where it is a student, assess whether the unwell individual can immediately be collected by a parent/guardian, to call their doctor and continue self-isolation at home. Public transport of any kind should not be used.
6. Facilitate the person presenting with symptoms remaining in isolation if they cannot immediately go home. Staff / students shall avoid touching people, surfaces and objects. Public transport of any kind should not be used.
7. Advice shall be given to the person presenting with symptoms to cover their mouth and nose with the disposable tissue provided when they cough or sneeze and put the tissue in the waste bag provided.
8. Carry out an assessment of the incident which will form part of determining follow-up actions and recovery.
9. Arrange for appropriate cleaning of the isolation area and work areas involved.
10. Provide advice and assistance if contacted by the HSE.

#### Supporting teaching and learning in the home where there is localised full school closure

In the event of a full school closure, we will use Aladdin and Google Classrooms to continue teaching and learning.

## Ratification and Review

This COVID-19 Response Plan was ratified by the Board of Management on 24th August 2020. It has been shared with the entire school community to ensure that everyone is familiar with its contents before the return to school.

This plan will be review regularly in line with health and safety guidance.

Signed:

Hugh McDaid

Deirdre Lennon

Chairperson

Principal