

*St. Kevin's
Covid-19 Risk Assessment*



As part of the school's Covid-19 policy and response plan, the following is the written risk assessment of St. Kevin's that is to be read alongside its Health and Safety Statement and its written risk assessment and the Child Safeguarding Statement and its written risk assessment. It will be reviewed before the end of September 2020.

It is completed under the following headings:

- a) Cleaning and hygiene, including signage, knowledge of symptoms, respiratory and hand hygiene, PPE, suspected case*
- b) Physical distancing, including layout, entry/exit, changes to breaks, parent access*
- c) Staffing arrangements, including return to work, training, absences, wellbeing, lead worker*
- d) Teaching and learning, including Aistear, sharing resources, SEN, virtual learning*
- e) Changes to school activities, including visitors, contact tracing, external supports*

Cleaning and Hygiene

<i>List of school activities</i>	<i>Risk Level</i>	<i>The school has identified the following potential hazards:</i>	<i>The school has the following procedures in place to address the risk identified in this assessment:</i>
Cleaning Procedures	<i>High</i>	<ul style="list-style-type: none"> a) Spread of Covid-19 virus b) Surfaces not cleaned sufficiently in between uses c) Virus passing between users, children or adults becoming ill d) Risk of virus spreading through high-touch surfaces e) Risk of virus spreading through lack of hygiene/cleanliness procedures 	<p>All cleaning to be undertaken in line with DES and public health guidance.</p> <ul style="list-style-type: none"> a) A clear and shared cleaning schedule outlines the frequency and locations to be cleaned daily b) Toilet facilities and high-touch points (e.g. door handles, light switches, banisters) to be cleaned regularly c) Staff to ensure that their workspace and classroom are free from clutter and that surfaces are clear and clean as much as possible. Items that must be stored in classrooms are to have a clear place and space and be labelled clearly. d) Staff to be provided with essential cleaning materials to keep their own work areas (e.g. desk, laptop, IWB) clean (for example, wipes/disinfection products, paper towels and waste bins). Staff to wash their hands with soap and water for at least 20 seconds, before and after cleaning. Staff may purchase their own cleaning materials (for example, if they have allergies to particular products) if they prefer and these reimbursed. e) Sharing of work areas minimised, but where support teachers use the same workspace with children, the tables and chairs wiped down and sprayed with disinfectant between each group. f) Staff are advised to bring minimal personal items to work. They are responsible for cleaning personal items that have been brought to work and items handled at work or during breaks. Staff are advised to clean personal items (e.g. mobile phones) and to avoid leaving them down on communal surfaces or they will clean the surface after the personal item is removed g) Cleaning staff are trained in the new cleaning arrangements for the school, following DES guidance. Sufficient cleaning materials and PPE are available to allow for increased cleaning. h) Cleaning staff to be instructed to wear gloves and aprons when cleaning and are aware of the need to wash their hands thoroughly with soap and water, both before and after wearing gloves i) System in place for the disposable of cleaning cloths and used wipes in a rubbish bag j) System in place to make sure reusable cleaning equipment including mop heads and non-disposable cloths are clean before re-use k) System in place to ensure that equipment such as buckets are emptied and cleaned with a fresh solution of disinfectant before re-use <p>Cleaning a space following a suspected case of Covid-19</p> <ul style="list-style-type: none"> a) Staff to wear designated PPE – visor, disposable mask, gloves and apron, when cleaning an area where there has been a suspected case. Wash hands regularly and once finished.

			<p>b) Thoroughly clean all areas and surfaces that the symptomatic person has come into contact with - first with warm, soapy water and then with disinfectant, using disposable cloths/paper towels, where possible.</p> <p>c) Avoid creating splashes and spray when cleaning.</p> <p>d) Wash any fabrics on a hot wash and dry completely or use steam cleaning if items cannot be washed in a washing machine.</p> <p>e) Waste put in a plastic rubbish bag, 'double-bagged' and tied at the top.</p> <p>f) Waste stored safely and securely and kept away from</p>
First Aid and Medical Needs	<i>High</i>	<p>a) Virus passing between users, children or adults becoming ill</p> <p>b) Risk of virus spreading through close contacts</p>	<p>a) First aid and emergency procedures to remain the same – see First Aid Protocol. Staff to wear masks and gloves when attending to children where they cannot maintain physical distancing.</p> <p>b) Parents/carers of children with allergies or medical conditions that may be affected by Covid-19 or the new procedures, to contact the Office to update care plans.</p> <p>c) Staff attending to children with medical needs or intimate care needs, to wear appropriate PPE, a mask and visor with gloves, and aprons. These to be provided.</p> <p>d) In cases of emergency, continue to call 112 or 999, as appropriate. Where a child is showing symptoms of Covid-19 and is also in an emergency situation, ensure the 999 operator is informed</p>
Knowledge of Covid-19 symptoms	<i>High</i>	<p>a) Risk of virus spreading in the community due to lack of knowledge of the symptoms</p> <p>b) Children or adults arriving at school with symptoms and not self-isolating</p> <p>c) Parents/carers, children or staff not understanding or following new procedures</p>	<p>a) Known effects of Covid-19 are shared with children, parents/carers and staff before the return to school and regularly once returned</p> <ul style="list-style-type: none"> • A fever (high temperature of 37.5 degrees Celsius or above) • A 'new' cough - this can be any kind of cough, not just a dry cough • Shortness of breath or breathing difficulties • Loss of sense of smell • Loss of sense of taste or distortion of sense of taste <p>b) Regular sharing, explicit teaching and reminders about hand and respiratory hygiene and importance of keeping surfaces and objects clean.</p> <p>c) Any child or staff member with symptoms is not to attend school. They will contact their GP without delay and arrange for a test as soon as possible.</p> <p>d) Any child or staff member who is tested for Covid-19 and receives a negative result, will return to work after 48 hours symptom-free, in consultation with their GP.</p> <p>e) Any child or staff member who has tested positive for Covid-19 must not return to work until their GP advises it is safe to do so. Close contacts will follow HSE guidance.</p> <p>f) Guidance will be provided to parents/carers in home languages and accessible formats</p>
Signage	<i>Medium</i>		<p>a) Appropriate signage in place around the building to remind children and adults about the control measures in place, including physical distancing, hand hygiene, respiratory hygiene, enhanced cleaning etc.</p> <p>b) Colour-coding and clear signage to support understanding and promote safer practices</p>

			<p>c) Bathrooms and toilets to have reminders re handwashing.</p>
Suspected Cases	<i>High</i>	<p>a) Spread of Covid-19 virus b) Isolation area not cleaned sufficiently in between uses c) Virus passing between users, children or adults becoming ill d) Risk of virus spreading through high-touch surfaces e) Risk of virus spreading through lack of hygiene/cleanliness procedures</p>	<p>a) The room in the hall is the designated isolation area. It has its own box of dedicated PPE and resources to support sick children or staff. b) If a person (child or adult) displays symptoms, they will be accompanied, at a distance where possible, to the isolation room – going straight there via the nearest staircase and along the ground floor corridor and making contact with the Principal as quickly as possible. c) The person will be provided with a mask immediately and remind them about good respiratory hygiene – coughing/sneezing into elbow, using tissues and bin provided, encourage not to touch people, surfaces or objects. The person will be facilitated to remain in isolation until arrangements to go home can be made. d) If the person is well enough to go home, a school leader will arrange for them to be transported home by a family member, as soon as possible and advise them to inform their general practitioner by phone of their symptoms. Public transport of any kind will not be used. e) If they are too unwell to go home or advice is required, we will contact 999 or 112 and inform them that the sick person is a Covid-19 suspect. f) Carry out an assessment of the incident which will form part of determining follow-up actions and recovery, including contacting HSE, etc. g) Arrange for appropriate cleaning of the isolation area and work areas involved.</p>
Respiratory and Hand Hygiene	<i>High</i>	<p>a) Spread of Covid-19 virus b) Virus passing between users, children or adults becoming ill c) Risk of virus spreading through high-touch surfaces d) Risk of virus spreading through lack of hygiene/cleanliness procedures</p>	<p>a) All staff and children to wash or sanitise their hands regularly. Explicit lessons to remind children about good hygiene practices to take place when school returns. b) Running water, emulsifying soap and appropriate sanitisers (i.e. hand gel dispensers, etc.) are available in every classroom. Sanitiser is also available at entry/exit points – at each set of external doors. Hot water is available in staff toilets, staff room and all classrooms. Supplies to be replenished regularly. c) Hand sanitiser used on clean hands (i.e. not visibly dirty). Dirty hands washed with water and soap. d) Each classroom has a routine in place for sanitising and handwashing to avoid congregation in toilets/sanitiser point. e) Posters and signage displayed in toilet and sink areas. f) Care to be taken on the positioning of sanitisers and cleaning materials in classrooms with small children so that they are not have independent use of alcohol gels.</p> <p>Children and staff to:</p> <p>a) Wash their hands properly and often. b) Hands to be washed or sanitised:</p> <ul style="list-style-type: none"> • After coughing or sneezing • When hands are visibly dirty • Before and after eating or preparing food • Before and after using protective gloves • Before and after being on public transport

			<ul style="list-style-type: none"> • When arriving and leaving the school campus • After toilet use • After playing outdoors <p>c) Cover their mouth and nose with a tissue or their sleeve when coughing and sneezing. d) Put used tissues into a bin and wash their hands e) Develop a routine of increased cleaning and disinfecting of frequently touched objects and surfaces</p>
Use of PPE	<i>High</i>	<p>a) b) Spread of Covid-19 virus c) Virus passing between users, children or adults becoming ill d) Risk of virus spreading through lack of PPE</p>	<p>a) Where PPE is required by staff, they are notified accordingly via training and provided with the necessary PPE and provided with training and information in the proper use, cleaning, storage and disposal of PPE. b) PPE needs to be consistently and properly worn when required. In addition, it must be regularly inspected, cleaned, maintained and replaced, as necessary. c) PPE is not required to be worn generally within the school according to current occupational and public health guidance. d) Face shields/visors provided to all staff and must be worn at all times. Staff working in close proximity to children, especially in support and/or SEN settings, will wear a mask in addition to a visor. e) Gloves are not required generally within the workplace for infection prevention and control purposes according to current guidance. Due to the risks associated with the usage of gloves, the Board of Management will not provide gloves to staff for general use. f) Face coverings are not recommended to be worn by children under 13 years.</p>
Use of Tools or Equipment	<i>Medium</i>	<p>a) Spread of Covid-19 virus b) Virus passing between users, children or adults becoming ill c) Risk of virus spreading through high-touch surfaces d) Risk of virus spreading through lack of hygiene/cleanliness procedures</p>	<p>a) Cleaning staff must wear appropriate PPE for the nature of the work that they are undertaking b) All tools and equipment must be properly sanitised to prevent cross contamination c) Arrangements to be put in place for one individual to use the same tool, equipment and machinery as far as is reasonably practicable d) Cleaning material available so that all tools can be wiped down with disinfectant between each use e) All mobile machinery (including vacuum cleaners) must be thoroughly cleaned and sanitised prior to use</p>
Ventilation	<i>High</i>	<p>a) Spread of Covid-19 virus b) Virus passing between users, children or adults becoming ill</p>	<p>a) Door wedges available to keep classroom doors open to aid ventilation and reduce contact with high-touch handles. Doors must be closed by last person leaving room in event of fire. b) Some windows in each room to be open to aid ventilation where possible throughout the day and always while the room is not in use, e.g. breaks, lunches, PE time to allow air to move.</p>
Waste Management	<i>Medium</i>	<p>a) Spread of Covid-19 virus b) Virus passing between users, children or adults becoming ill</p>	<p>a) New bins (waste and recycling) with covered lids are available in every room. b) There is a waste bin for paper towels in each bathroom. These are emptied daily</p>

Physical Distancing

<i>List of school activities</i>	<i>Risk Level</i>	<i>The school has identified the following potential hazards</i>	<i>The school has the following procedures in place to address the risk identified in this assessment</i>
Adult Distancing	High	<ul style="list-style-type: none"> a) Virus passing between users, children or adults becoming ill b) Risk of virus spreading through lack of hygiene procedures c) Risk of virus spreading because of close contact 	<ul style="list-style-type: none"> a) Physical distancing (increasing separation and decreasing interaction), particularly between adults, is a key control measure in reducing the spread of infection b) Adults to maintain 2m distance from one another, in all areas – including classrooms, staff room, yard etc. c) Adult meetings, including staff meetings, continue to take place virtually, through 'Zoom' where space does not permit a physical meeting d) There is an agreed policy of no hand-shaking or physical greetings between adults e) All staff, contractors and visitors to maintain physical distancing
Changes to Breaks and Lunches	Medium	<ul style="list-style-type: none"> a) Spread of Covid-19 virus b) Virus passing between users, children or adults becoming ill c) Risk of virus spreading because of close contact d) Heightened risk due to large numbers congregating 	<ul style="list-style-type: none"> a) Break and lunch times staggered to facilitate increased physical distancing. b) Two separate timings for each break mean that the playground is divided into separate class areas with one class in each, for each break, keeping classes separate and reducing numbers accessing the staff room too. c) Each class should line up at their designated point/classroom door with social distancing observed. The class teacher will invite the children to enter the building at the appropriate time. d) Adults to be vigilant to entry/exits, ensuring that classes do not meet other classes, waiting for a class to pass before exiting the room, or waiting outside for a class to pass by, if there has been a delay. e) On days when it is raining, children will remain seated in their pods in their classrooms and teachers on duty will supervise from the classroom door area. Wherever possible, children will be given opportunities to go outside on these days once it has stopped raining. This will be coordinated by the leadership team to ensure physical distancing is maintained between class bubbles on the stairs and outside.
Entry/Exit to School Building	High	<ul style="list-style-type: none"> a) Spread of Covid-19 virus b) Heightened risk due to large numbers congregating c) Risk of virus spreading because of close contact 	<ul style="list-style-type: none"> a) There are staggered times for entry and exit. One class to enter/exit at a time and children and adults encouraged to keep 2m distance. b) Infant parents and parents of SEN children to enter the playground to wait with small children, but markers to support 2m distance between each family. c) Adults who are collecting their children from school at the end of the day should now wait where their child's class lines up in the morning, ensuring that they observe a minimum of 2m distance from others.
Layout and Physical Distance for Children	High	<ul style="list-style-type: none"> a) Virus passing between users, children or adults becoming ill b) Risk of virus spreading because of close contact c) Risk of virus spreading through lack of hygiene procedures 	<ul style="list-style-type: none"> a) Workstations to be assigned consistently to the same staff and children and each class is considered its own 'bubble'. Within the class, children work in 'pods' or small groups. Each pod to limit contact and sharing of resources with other pods. 1m distance between each pod to be maintained in 3rd to 6th Class. b) Classroom layouts to be carefully considered and reconfigured to maintain 1m distance between pods and 1m-2m distance from the teacher's desk. Sample layouts available to teachers.

<p>Office Access</p>	<p><i>High</i></p>	<p>a) <i>Virus passing between users, children or adults becoming ill</i></p> <p>b) <i>Risk of virus spreading because of close contact</i></p> <p>c) <i>Risk of virus spreading through lack of hygiene procedures</i></p>	<p>a) <i>Office capacity to be limited to the school secretary and one other person, to facilitate the maintenance of physical distancing between designated workstations and protect the health and safety of staff. Clear signage in place.</i></p> <p>b) <i>Photocopying and printing can be sent to the machine at any time and where necessary, the secretary can print off or copy materials and bring them directly to classes, to minimise staff entering the office during the school day. However, this should only be used in exceptional circumstances. In general access to photocopier/ printer is before and after school. Teachers should attempt to plan for their photocopying and printing on a weekly basis where possible.</i></p> <p>c) <i>Where teachers need to make phone calls, these are limited to after the school day where possible, and the phone sanitised before/after use.</i></p> <p>d) <i>Accessing the stationery cupboards is with due regard for physical distancing outlined above. Again, materials can be brought to classes directly if necessary.</i></p> <p>e) <i>The practice of sending children to the office to get materials / photocopying is discontinued.</i></p>
<p>Parent/Carer Access to School</p>	<p><i>Low</i></p>	<p>a) <i>Virus passing between users, children or adults becoming ill</i></p> <p>b) <i>Risk of virus spreading because of close contact</i></p> <p>c) <i>Heightened risk due to large numbers congregating</i></p>	<p>a) <i>In general, no adults, other than staff should enter the building.</i></p> <p>b) <i>Parents/carers can email staff via the office and use phone calls to follow up with issues arising during the day. Appointments can be made via phone and set up in a socially distanced space.</i></p> <p>c) <i>An outdoor 'office' at drop-off and collection times facilitates specific questions, track& suit orders, etc.</i></p> <p>d) <i>Parents/carers who need to drop children to school later than usual or collect earlier than usual to go to the office as normal. They ring the bell and speak to the school secretary through the intercom. The secretary asks the adult to remain outside and calls the child's class via internal phone system.</i></p>
<p>Deliveries and Unplanned Arrivals to the Office</p>	<p><i>Medium</i></p>	<p>a) <i>People outside the immediate school community bringing the Covid-19 virus onto the school site</i></p> <p>b) <i>Not having a way to contact visitors if a case of Covid-19 arises in the school following their visit</i></p> <p>c) <i>Risk of virus spreading because of close contact</i></p>	<p>a) <i>Ensure that all delivery transactions comply with physical distancing requirements</i></p> <p>b) <i>Agree a delivery protocol with suppliers, with deliveries planned where possible, with allocated times for collections and deliveries</i></p> <p>c) <i>Appropriate sanitising arrangements at access and egress points.</i></p> <p>d) <i>Visitors and delivery drivers to wear a mask when entering the building.</i></p> <p>e) <i>Any visitors to the site to communicate with secretary through intercom system and remain outdoors where possible. A box for small items for deliveries to be left outside the office door to avoid visitors coming indoors when possible.</i></p>

Staffing Arrangements

<i>List of school activities</i>	<i>Risk Level</i>	<i>The school has identified the following hazards</i>	<i>The school has the following procedures in place to address the risk identified in this assessment</i>
Absence Management	High	<ul style="list-style-type: none"> a) Virus passing between users, children or adults becoming ill b) Substitute cover unavailable and no adult available to take the class 	<ul style="list-style-type: none"> a) b) Staff to be aware of the symptoms of COVID-19 and monitor their own wellbeing. c) If staff display any symptoms of COVID-19, they must self-isolate at home and contact their GP promptly for further advice. Staff must not return to or attend school if they have symptoms of COVID-19 under any circumstances. d) Staff to continue to follow the usual absence protocols if they are unwell, by calling the Principal at 8.00 a.m. in the morning (or the previous evening if possible). Substitute teachers to be engaged to cover absences wherever possible. e) The management of a COVID-19 related absence to be managed in line with agreed procedures with the Department of Education.
Lead Worker Representatives (LWR)	Medium	<ul style="list-style-type: none"> a) Virus passing between users, children or adults becoming ill b) Risk of virus spreading because of close contact c) Risk of virus spreading through lack of understanding of procedures 	<ul style="list-style-type: none"> a) Staff to appoint a 'Lead Worker Representative/s' and a deputy, in case of their absence, before returning to work. This person to work collaboratively with the Principal and BoM to assist in the implementation of the guidelines and monitor adherence to the control measures. They may also have a role in communicating key messages.
Return to Work Protocols	Medium	<ul style="list-style-type: none"> a) Virus passing between users, children or adults becoming ill b) Risk of virus spreading because of close contact c) Risk of virus spreading through lack of understanding of procedures 	<ul style="list-style-type: none"> a) Staff must complete a Return to Workplace (RTW) form, via a link from the Principal, three days before returning to the building. They must also complete the induction training module provided on health and safety. b) Staff in a 'very high risk' group (see HSE website) to contact the Principal immediately to discuss their return to work. c) Principal to maintain contact with staff through month of August (or following any significant absence) to communicate key changes in advance and give staff opportunities to ask questions or raise concerns. d) Staff to take time in the day before school starts to orientate themselves with the new procedures in advance of the children's return.
Staff Room and Staff Toilets	High	<ul style="list-style-type: none"> a) Virus passing between users, children or adults becoming ill b) Risk of virus spreading because of close contact c) Risk of virus spreading through lack of hygiene procedures 	<ul style="list-style-type: none"> a) Staggered breaks to reduce numbers accessing staff room facilities at the same time. b) Staff to maintain physical distance of 2m in staff areas and avoid congestion around kettles, toasters, etc. Masks may be needed around the food preparation area if distancing cannot be maintained. c) The layout of furniture in the staff room to be adjusted for physical distancing and must not be moved.

			<ul style="list-style-type: none"> d) Staff to wash or sanitise their hands before and after eating or preparing food. Cleaning sprays available for wiping down surfaces before/after use. Each individual is asked to look after their own cup, plate, etc. and wipe down the surface where they prepared food, sat, ate, etc. e) The kitchen facilities in the Parents' Room can be used as an alternative space where necessary. f) Sanitisers and cleaning sprays available in each staff toilet for additional wiping down of surfaces and high touch points before/after use.
Training	<i>Medium</i>	<ul style="list-style-type: none"> a) Virus passing between users, staff or children becoming ill b) Risk of virus spreading through lack of understanding of procedures 	<ul style="list-style-type: none"> a) All staff to undertake and complete Covid-19 Induction Training prior to returning to the school building, to ensure they have full knowledge and understanding of the following: b) Latest up to-date advice and guidance on public health and Covid-19 symptoms c) What to do if a staff member or pupil develops symptoms of Covid-19 while at school d) Outline of the Covid-19 response plan e) Staff 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 updated with any changes to the control measures or guidance available from the authorities. f) 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 to immediately seek guidance from the Lead Worker Representative or Principal, who are supported in this role by the BoM.
Travelling to Work	<i>High</i>	<ul style="list-style-type: none"> a) Spread of Covid-19 virus b) Staff becoming ill c) Risk of virus spreading because of close contact 	<ul style="list-style-type: none"> a) b) Where a staff member exhibits any signs of Covid-19 or has been exposed to a confirmed case they are not to travel to work, c) If availing of public transport, sit down to minimise contact with frequently touched surfaces – handles, roof straps, isolation bars, etc. d) Wear a face mask and carry hand sanitiser (at least 60% alcohol) and use it regularly throughout your journey.
Wellbeing	<i>High</i>	<ul style="list-style-type: none"> a) Staff suffering trauma as a result of Covid-19 experiences, including bereavement, grief b) Staff worried and anxious about returning to workplace c) Staff suffering from stress 	<ul style="list-style-type: none"> a) We recognise the significant stresses of the past few months on all staff and that everyone is returning to the workplace with their own worries and anxieties. b) Information about planning for school returning issued in good time with opportunities for staff to contribute to the plan and ask questions c) The leadership team to ensure there are regular opportunities for 'check-ins' with staff as we settle back into school life d) Communication re wider supports, e.g. Employee Assistance Service via Spectrum Life – a dedicated free-phone confidential helpline 1800 411 057 available 24 hours a day, 365 days a year providing advice on a range of issues such as wellbeing, legal, financial, mediation, management support etc. e) Wellbeing supports also available via PDST websites.

<i>Teaching and Learning</i>			
<i>List of school activities</i>	<i>Risk Level</i>	<i>The school has identified the following risk of harm</i>	<i>The school has the following procedures in place to address the risk identified in this assessment</i>
<i>Restoring Relationships and Curriculum</i>	<i>Medium</i>	<ul style="list-style-type: none"> a) <i>Children becoming socially and physically isolated from school</i> b) <i>Children suffering trauma as a result of Covid-19 experiences</i> c) <i>Children disengaging from school and learning as a result of the school closure</i> 	<ul style="list-style-type: none"> a) <i>Re-establishing and restoring relationships are the most important aspect of our return to school. As adults, we need to recognise that experiences of Covid-19 are different for everyone, have empathy for those different experiences and respond with compassion.</i> b) <i>Re-establishing a sense of safety and communicating confidence and calm to children is very important. We must recognise the potential for trauma while exploring the opportunities for change and how we might like to do things differently now.</i> c) <i>There are opportunities for re-establishing and taking time to establish and practice school routines without potential distractions from other children/classes.</i> d) <i>NEPS advises focusing on wellbeing and relationships and taking time in the first few weeks to focus on SPHE and PE.</i> e) <i>Dept. of Education guidance also suggests allowing time for revisiting and revising in Language and Maths initially, to find where the children are at.</i> f) <i>Children will be asked to turn to face the front and be physically distant (and not facing one another) when singing in the classroom.</i> g) <i>Strenuous physical activity will take place outside or in the Hall where children can be physically distant.</i>
<i>Special Educational Needs</i>	<i>Medium</i>	<ul style="list-style-type: none"> a) <i>Risk of virus spreading through high-touch surfaces</i> b) <i>Risk of virus spreading through lack of hygiene/cleanliness procedures</i> c) <i>Staff maintaining physical distancing from one another in the classroom</i> d) <i>Different adults moving between different pods/bubbles with increased risk of virus spreading</i> 	<ul style="list-style-type: none"> a) <i>We acknowledge the time away from school has been particularly challenging for children with SEN and their families and their transition back to the school building and need particularly careful attention to reduce anxiety and support their wellbeing.</i> b) <i>Physical distancing may be more challenging for these children. Parents/carers advised to be particularly vigilant to symptoms. Staff working closely with SEN children to always wear a visor, and a mask where necessary. Children may need support with hand washing and need additional support around hygiene.</i> c) <i>Equipment used by children to be visibly clean and cleaned or disinfected where necessary before/after use.</i> d) <i>Where children use specific resources, these are clearly labelled with their name and used only by them. Resources to be stored carefully to avoid mix-ups or children taking something by accident.</i> e) <i>Sensory circuits will not start immediately. A separate risk assessment may be needed and all equipment to be wiped down after use.</i> f) <i>It is acknowledged that for some children with additional needs, physical distancing will be difficult to maintain. In these instances, staff must increase handwashing and sanitising, both for themselves and the child and minimise the contact as much as possible.</i>
<i>Aistear and Play-Based Learning</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Risk of virus spreading through high-touch resources</i> b) <i>Risk of virus spreading via young children</i> 	<ul style="list-style-type: none"> a) <i>Aistear and play-based learning to continue as far as possible, especially in Infant classes. Toys to be cleaned weekly (or more often if visibly dirty).</i> b) <i>Cloth/soft toys to be machine washed, or not used. Clean toys and equipment to be stored in a clean container or clean cupboard. The manufacturer's instructions to always be followed.</i>

		<p>c) <i>Risk of virus spreading through lack of hygiene/cleanliness procedures</i></p>	<p>c) <i>At this time soft modelling materials and play dough were used to be for individual use only.</i></p> <p>d) <i>Smaller hard-plastic toys can be tidied up (as part of the children's 'tidy up routine') into mesh bags which can be placed for cleaning each day, or on rotation.</i></p> <p>e) <i>Other toys to be washed in warm, soapy water (or Milton) with a brush, rinsed and dried.</i></p> <p>f) <i>Toys that cannot be immersed in water to be wiped with a damp cloth and dried.</i></p> <p>g) <i>Toys that have been in a child's mouth, soiled with body fluids or used where a case of Covid-19 has been identified, to be disinfected with a chlorine-releasing disinfectant</i></p> <p>h) <i>Infant teachers to consider rotas and routines for play very carefully to ensure toys are not shared between 'pods' without being cleaned.</i></p>
<p>Physical Education and Outdoor Learning</p>	<p><i>Medium</i></p>	<p>a) <i>Risk of virus spreading through lack of physical distancing Risks re ventilation</i></p>	<p>a) <i>Teachers to create more opportunities than usual for children to be outdoors, weather permitting. Particularly within the longest session of the day (this to depend on the breaks allocated), it would be advisable to go outside, or to another room (e.g. Hall or Library) for part of this time – for PE, to read a story, to have circle time, to play a Maths game – an opportunity to get out of the room, move around a bit and have some fun!</i></p> <p>b) <i>In PE lessons, it is important to recognise that some children may have had limited time outdoors or chance for physical exercise. Focusing on fundamental movement skills in the athletics or games strands are good ways to get everyone moving again, and with some creativity, can be done with physical distancing. See PDST resources.</i></p> <p>c) <i>If equipment needs to be used, it would be best to take that equipment for a week (or two), store it in your classroom if possible, or label it clearly with your class name, and take responsibility for sanitising equipment between uses.</i></p> <p>d) <i>Minimise equipment sharing and clean shared equipment between uses by different people.</i></p>
<p>Shared Resources in Classrooms</p>	<p><i>High</i></p>	<p>a) <i>Risk of virus spreading through high-touch surfaces</i></p> <p>b) <i>Risk of virus spreading through lack of hygiene/cleanliness procedures</i></p>	<p>a) <i>Equipment sharing to be minimised with careful timetabling and rotas for different pods (small groups).</i></p> <p>b) <i>Each child has their own set of resources (copy book, individual whiteboard, marker, pencils, colours) in an individual zipped folder on their desk space, to limit movement around the class.</i></p> <p>c) <i>Observe good hygiene (hand washing and respiratory etiquette, do not touch your eyes, nose, mouth with unwashed hands, etc.) before and after handling books and other materials.</i></p> <p>d) <i>Most 'rental' texts do not need to be used daily and teachers to plan their use carefully, preferably choosing days that are 72 hours apart so that the set of books can be quarantined in between use.</i></p> <p>e) <i>Any books/resources that are used by one group to be quarantined for 72 hours before being used by another. Quarantining means placing these items in a separate box with a post-it or label with the time and date of the start of the quarantine period. Following the expiry of the 72-hours, the items may be unboxed.</i></p> <p>f) <i>Children to have their own individual art and equipment supplies, e.g. scissors, glue sticks, colouring pencils, paintbrush, etc.</i></p>

			<ul style="list-style-type: none"> g) Shared electronic devices such as tablets, touch screens, keyboards cleaned between use, using antibacterial wipes. They should not be shared between classes. h) To the greatest extent possible, musical instruments are not shared between children and if sharing is required, the instruments are cleaned between uses. i) Children encouraged to perform hand hygiene after using any shared item.
Homework	Medium	<ul style="list-style-type: none"> a) Risk of virus spreading through sharing of resources between home and school b) Risk of virus spreading through high-touch surfaces 	<ul style="list-style-type: none"> a) b) Homework will not be given for the first few weeks of September to allow time for everyone to settle into the new routines of school. c) Where homework books or copies are being sent home, this is kept to a minimum and tasks set per week and self-corrected by children where possible. d) Where teachers are correcting homework books/copies, they wash their hands before and afterwards, keep their hands away from their face and ensure to wipe down the book/copy before touching them
In-class Support, Including SNA Support	High	<ul style="list-style-type: none"> a) Staff maintaining physical distancing from one another in the classroom b) Different adults moving between different pods/bubbles with increased risk of virus spreading 	<ul style="list-style-type: none"> a) In-class support to continue as a core part of the work of support teachers and SNAs. b) In line with our current support teaching and SNA allocation, support to be focused on a limited number of classes. Staff to not work with children from more than 2-3 classes each day. c) When working in class, it is important that adults maintain as much distance as possible from one another, at least 2m. d) Specific guidance and planning for initiatives like Power Hour and Maths for Fun to be developed over the first few weeks in September to ensure adults have appropriate space, resources are shared safely and that all staff and children are aware of and understand the new procedures.
Use of ICT	High	<ul style="list-style-type: none"> a) Risk of virus spreading through high-touch surfaces 	<ul style="list-style-type: none"> a) Children encouraged to continue using technology during the school day. The covers on the tablets are wipeable and wiped down before and after use with anti-bacterial wipes. b) Older children encouraged to do this themselves. c) Keyboards on computers sanitised before and after use. d) Equipment is not shared between classes.
Withdrawal of Children for Support Teaching	High	<ul style="list-style-type: none"> a) Staff and children unable to maintain physical distancing b) Staff and children working in smaller and closer settings c) Mixing of pods/bubbles outside the classroom d) Different adults moving between different pods/bubbles with increased risk of virus spreading 	<ul style="list-style-type: none"> a) We will initially focus on in-class support and settling children into classroom routines. The support team to meet to consider timetabling, especially as space is limited and we want to limit group size, focus on the same groupings and having a consistent space for the same staff and children. Some informal or small group testing may be helpful to re-establish baselines for learning support. b) When providing 1:1 or small group support: <ul style="list-style-type: none"> a. Staff wash hands before and after working with a child

			<ul style="list-style-type: none"> b. A space is identified for the intervention to take place, and set up seats a suitable distance apart with all equipment needed for the child is set up in the space before the start of the session c. Staff go to the child's classroom, standing at the entrance to collect the child (not entering the classroom) d. The child follows the staff member (at a distance) to the identified area and returns to class following the intervention in the same way e. The intervention is provided at a distance f. After the child has returned to class, the member of staff cleans the desk area and washes any equipment that needs to be used by another pupil <ul style="list-style-type: none"> c) Workstations to be consistently allocated to the same staff and children and tables and chairs to be wiped down and sanitised between groups. d) Groups to consist of children from the same class grouping, as much as possible. e) Support teachers to keep a written record of children taken each day. f) This section to be updated later in September.
<p><i>Virtual Learning</i></p>	<p><i>Medium</i></p>	<ul style="list-style-type: none"> a) 'Very high risk' children missing out on learning from being out of school b) Children not able to access learning from home during a school closure 	<ul style="list-style-type: none"> a) As we return, we will establish if there are any children 'at very high risk' who will not return to the school building. Virtual learning via Seesaw to continue for any child in this instance. A designated teacher from the support team to be responsible for posting appropriate learning for the child each week and to check-in with the family regularly for support. Time to be allocated with the support timetable for this work, if necessary. b) If there is a localised closure and our school has to close for a period, we will revert to online learning. c) During September, we will take time in our staff meeting to reflect on our online learning experiences from March – June 2020 and consider additional measures that may need to be considered in the event of a further closure and support settings so that all children (especially those who did not engage as much in the summer term) are increasingly familiar with how to access and complete activities; getting devices to children and families who need them, and ensuring staff are up to date on the updates to Seesaw that have been rolled out over the summer. d) We will also need to explore widening our use of Zoom, Aladdin and the potential of more synchronous lessons to keep children engaged with their learning while at home.

Changes to school activities

<i>List of school activities</i>	<i>Risk Level</i>	<i>The school has identified the following risk of harm</i>	<i>The school has the following procedures in place to address the risk identified in this assessment</i>
<i>After-School Clubs and Activities</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Children and adults from different pods and bubbles mixing in the one space without physical distancing</i> 	<ul style="list-style-type: none"> a) <i>After-school clubs and activities to not run for the month of September to allow time for new routines and structures to be embedded into daily practice.</i> b) <i>With staggered start/finish times and the need to keep class 'bubbles' separate, afterschool activities may not be possible this term but explore options at the end of September and communicate this to parents/carers.</i>
<i>Assembly</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Large groups gathering in an indoor space and passing the virus to one another</i> 	<ul style="list-style-type: none"> a) <i>Due to physical distancing guidelines, whole-school assemblies will not take place 'in person' for the first term.</i>
<i>Breakfast Club</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Large groups gathering in an indoor space and passing the virus to one another</i> b) <i>Additional risks associated with food preparation and hygiene</i> 	<ul style="list-style-type: none"> a) <i>Due to physical distancing guidelines, staggered starts and the need for class bubbles to remain separate, breakfast club will not operate in one room.</i> b) <i>As an alternative individual meals may be provided</i>
<i>Contact Logs</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Being unsure of who has been in contact with different pods/bubbles if a case arises</i> b) <i>Not having a way to contact visitors if a case of Covid-19 arises in the school following their visit</i> 	<ul style="list-style-type: none"> a) <i>Roll books completed on Aladdin and timetables to record interactions and contacts between children and staff each day, for contact tracing purposes. Children to work within their class bubble as much as possible.</i> b) <i>All visitors to the school to complete a contact tracing log with their personal details and information regarding their visit and those they interacted with.</i>
<i>Educational Visits</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Maintaining adequate supervision while physical distancing outside of the school site</i> b) <i>Risks of other places not having hygiene protocols in place</i> c) <i>Risk of child/adult</i> 	<ul style="list-style-type: none"> a) <i>Educational visits will not run for the month of September to allow time for new routines and structures to be embedded into daily practice.</i> b) <i>Teachers to consider opportunities for virtual tours of museum and galleries</i> c) <i>Some enrichment opportunities may be available virtually, e.g. a Zoom session with an author or a video call with a local historian. Teachers to avail of as many of these opportunities as possible to continue to provide a creative and engaging curriculum and spark children's curiosity.</i>
<i>Mobile Phones – children</i>	<i>High</i>	<ul style="list-style-type: none"> a) <i>Risk of virus spreading through high-touch surfaces</i> 	<ul style="list-style-type: none"> a) <i>Children to bring a plastic bag to put their phone inside.</i> b) <i>Class teachers to have a designated box in the classroom for mobile phones.</i>

			<p>c) Teachers to sanitise their hands before/after touching the box, and children are responsible for placing their phone inside/retrieving it. Children to also sanitise their hands afterwards.</p>
School Meals	<i>High</i>	<p>a) Risk of virus spreading through high-touch surfaces</p>	<p>a) School meals are individually packaged with each child's name clearly marked on the front. b) Ideally, children to collect their individual bag when entering the room, e.g. after break and proceed straight to their seat. c) Where an adult distributes the bags to children, they ensure they wash their hands before and afterwards. d) Children to wash or sanitise their hands before and after eating and ensure their work surface is clean after eating.</p>
School Uniform	<i>Medium</i>	<p>a) Risk of virus spreading through close contact</p>	<p>a) Uniforms to be washed on a high heat each week to ensure high standards of cleanliness and hygiene.</p>
Visitors	<i>Medium</i>	<p>a) People outside the immediate school community bringing the Covid-19 virus onto the school site b) Not having a way to contact visitors if a case of Covid-19 arises in the school following their visit</p>	<p>a) Visits to the school to be very restricted and visitors asked to: Make a prior appointment before visiting and remain at home if they have any Covid19 symptoms a. Follow the agreed Covid-19 protocols for the school, sanitise before entering the premises and complete a visitor contact tracing log on entry. b. Adhere to social distancing requirements, complete business promptly and leave premises immediately b) Visitors to continue to be greeted with dignity and respect, but expectations about the new procedures must be clear and strictly adhered to.</p>
External Coaches, Specialist Teachers	<i>Medium</i>	<p>a) People outside the immediate school community bringing the Covid-19 virus onto the school site b) Not having a way to contact visitors if a case of Covid-19 arises in the school following their visit</p>	<p>a) Specialist teachers/coaches (e.g. GAA or Irish dancing) will not run for the month of September to allow time for new routines and structures to be embedded into daily practice. b) Procedures for starting these activities to be considered later in the term, taking on board all current public health advice.</p>
HSCCL	<i>High</i>	<p>a) Risk of virus spreading through close contact b) Maintaining adequate physical distancing outside of the school site c) Risks of other places not having hygiene protocols in place</p>	<p>a) HSCCL teacher will not enter homes for home visits. While in exceptional circumstances, the HSCCL teacher may visit a home, she will remain outdoors and at a 2m distance from any other person at all times. b) Most contact with parents/carers will be via phone or outdoors in the school setting, linking in with the 'outdoor office'. c) Where a longer meeting is necessary, it should be scheduled in advance in a space that can meet 2m physical distancing requirements only.</p>

		<i>d) Risk of child/adult contracting virus as a result of visit</i>	<i>d) Parent classes will not take place in the school building for Term 1 and will be reviewed in line with public health advice.</i>
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