



# Knockanes N.S

## *Health & Safety Policy Statement*

### ■ **Introductory Statement**

*This policy statement was adapted to the current format in accordance with the guidelines of the Primary Professional Development Service. Our previous Safety Statement was reviewed and updated to take into account the most recent legislation in regard to Health and Safety.*

### ■ **Rationale**

It is a legal requirement under the Safety, Health and Welfare at Work Act, 2005 for every employer, in conjunction with employees, to prepare a Health and Safety Statement. It represents the Board of Management (BOM)'s commitment to safety and health, and specifies the manner, the organisation and the resources necessary for maintaining and reviewing safety and health standards. The BOM wishes to document their health and safety programme and make it available to all employees, outside services providers and Inspectors of the Health and Safety Authority.

### ■ **Relationship to Characteristic Spirit of the School**

The Board of Management recognises the importance of the Legislation enacted in the Safety, Health and Welfare at Work Act, 2005. This Safety Statement sets out the Safety Policy of the Board of Management and sets out the means to achieve that policy. The Board of Management's objective is to endeavour to provide a safe and healthy work environment for all our employees and pupils and to meet our duties to members of the public with whom we come into contact. This policy requires the co-operation of all employees.

It is our intention to undertake regular reviews of the statement in light of experience, changes in legal requirements and operational changes. The Board of Management will undertake to carry out a safety audit annually and report to staff. This inspection / safety audit will be carried out more frequently if requested by either staff or the Board of Management. All records of accidents or ill-health will be monitored in order to ensure that any safety measures required can be put in place, wherever possible, to minimise the recurrence of such accidents and ill-health.

## ■ Aims

- to create a safe and healthy school environment by identifying, preventing and tackling hazards and their accompanying risks
- to ensure understanding of the school's duty of care towards pupils
- to protect the school community from workplace accidents and ill health at work
- to outline procedures and practices in place to ensure safe systems of work
- to comply with all relevant health and safety legislation (so far as is reasonably practicable) to include the following areas
  - *Provision of a safe workplace for all employees – teachers, SNAs, secretary, caretaker, etc.*
  - *To ensure competent employees, who will carry out safe work practices*
  - *Safe access and egress routes*
  - *Safe handling and use of hazardous substances and equipment*
  - *Safe equipment including maintenance and use of appropriate guards*
  - *Provision of appropriate personal protective equipment.*

## ■ Guidelines (*content of policy*)

### **POLICY STATEMENT ON SAFETY, HEALTH AND WELFARE AT WORK OF THE BOARD OF MANAGEMENT OF Knockanes NS.**

#### 1.1

The members of the Board of Management of Knockanes are

Chairperson: Fr George Hayes

Secretary: Lucy O' Sullivan

Recording Secretary: Marie Cronin

Treasurer: Mike Culloty

Other Board Members: Patricia O' Donoghue

Mary O' Sullivan

Niamh O' Connor

Leonard Moran

1.2 The Board of Management will ensure that, in so far as is practicable, the highest standards of safety shall prevail and that, at a minimum, the provisions of the Safety, Health and Welfare at Work Act, 2005 are applied.

1.3 Specifically, the Board of Management wishes to ensure so far as is reasonably practicable:

- The design, provision and maintenance of all places in a condition that is safe and without risk to health.
- The design, provision and maintenance of safe means of access to and egress from places of work
- The provision of systems of work that are planned, organised, performed and maintained so as to be safe and without risk to health.
- The provision of instruction to relevant staff on proper lifting techniques of pupils and dealing with pupils with challenging behaviour when such children are enrolled.
- The provision and maintenance of suitable protective clothing or equivalent as necessary to ensure the safety and health at works of its employees.
- The preparation and revision as necessary of adequate plans to be followed in emergencies. e.g. fire evacuation, injuries etc..
- The safety and prevention of risk to health at work in connection with use of any article or substance.
- The provision and maintenance of facilities and arrangements for the welfare of employees at work.
- Obtaining where necessary, the services of competent persons for the purpose of advising on the safety and health at work of the employees e.g. Advisors from the HSE, Fire Officers, ICT Advisors re equipment, ergonomics etc.
- An annual review of this *Health & Safety Statement* and a log of issues raised and remediated.
- The provision of arrangements for consultation with employees on matters of Health and Safety
- The provision of arrangements for the selection from amongst its employees of a Health and Safety Representative.

1.4 The Board of Management recognises that its statutory obligations under legislation extend to employees, pupils, and any person legitimately conducting school business and the public.

1.5 The Board of Management of will ensure that the provisions of the Safety, Health and Welfare at Work Act, 2005 are adhered to.

1.6 The Board of Management will monitor the implementation of the Safety and Health

policies of Knockanes NS and the requirement under the Safety, Health and Welfare at Work Act, 2005.

1.7 The Board of Management will appoint a Safety Representative from the School Staff, and a Safety Officer from the BOM.

(Lucy O' Sullivan is the Safety Representative and Board Member, Leonard Moran was appointed as Safety Officer for the term 2020-2023)

## CONSULTATION & INFORMATION

It is the policy of the Board of Management of Knockanes NS:

- To consult with staff in the preparation and completion of the Health and Safety Statement.
- To make available the *Health & Safety Statement* to all present and future staff.
- That any additional information or instructions regarding safety, health and welfare at work not contained in the document will be conveyed to all staff as it becomes available.
- That Health, Safety and Welfare will form an integral part of any future staff training and development plans.

## HAZARDS

Hazards that can be rectified or minimised will be dealt with as a matter of urgency. When a Staff Member notices a hazard, he/she will notify the Safety Representative, who will rectify/resolve the issue.

The Board of Management in consultation with the employees will review and make recommendations on the elimination of hazards.

## SPECIFIC HAZARDS

### 1. Fire

It is the policy of the Board of Management of Knockanes NS that

- \* There is an adequate supply of fire extinguishers, which will deal with any type of fire.
- \* All fire equipment is identified and regularly serviced.
- \* Regular fire drills take place at least twice a year. (See [Appendix 1](#) for Fire Evacuation Procedure)
- \* Instruction is given in the use of fire extinguishers for specific materials/equipment.
- \* Signs will be clearly visible to ensure visitors are aware of exit doors.
- \* An assembly area is designated (Astro Area at back of School)
- \* Those leaving buildings/classrooms should let someone know.
- \* Exit signs are clearly marked.
- \* The teacher in each classroom will be responsible for fire evacuation and fire drills procedures.
- \* A fire officer has checked the school and equipment and all recommendations made by him/her have been implemented.
- \* The position of Deputy Principal has as one of its duties to act as Fire Marshall and oversee in conjunction with the Safety Officer and Representative the above aspects of the policy.

### 2. Other hazards

- \* Stairs leading to play area, staff room and art press

- \* The surface of some of the playing areas (upper grass area) is uneven and potentially hazardous.
- \* On occasions the lino area of classrooms, hallways and toilets could become slippery.
- \* There are goalposts on the school football pitch (See Appendix 4 for Goalpost Safety Plan)
- \* Pupils are not allowed to play in the school grounds during weather which would pose a danger to their safety e.g. frost snow, and ice.
- \* During particularly inclement weather the Board of Management reserves the right to keep the school closed if it is felt that a risk is posed to staff and pupils by travelling to or attending school.
- \* Covid-19 (See Appendix 7 for Knockanes N.S Covid-19 Response plan.

## CONSTANT HAZARDS

### 1. Electrical Appliances

It is the policy of the Board of Management of Knockanes NS that only competent persons use Electrical Appliances. Such appliances and equipment will be subject to regular maintenance checks.

### 2. Chemicals

It is the policy of the Board of Management of that all chemicals, detergents etc., be stored in clearly identifiable containers bearing instructions and precautions for their use and kept in a locked area, and protection provided for use when handling them.

### 3. Drugs/Medications

It is the policy of the Board of Management of Knockanes N.S. that no drugs or medication be administered to pupils by members of school staff due to the fact that staff are not qualified to do so and therefore could pose a threat to the welfare of the pupils. In exceptional circumstances where emergency medication is required to safeguard a seriously ill child's welfare, a teacher or SNA may be requested to administer such medication. Staff will adhere to Covid-19 guidelines. The procedure in such cases is included as Appendix 6.

### 4. Wet Floors

It is the policy of the Board of Management of Knockanes N.S. that the washing of floors is conducted after school hours to ensure, as far as is reasonably practicable, elimination of danger of slipping.

### 5. The Code of Conduct

The Code of Conduct in the school provides for a level of appropriate behaviour to minimise personal risk or stress to any employee.

### 6. Accidents and Injuries

However vigilant the school staff is in relation to pupil safety, accidents will happen and correct procedures in the event of accidents can prevent or minimise injuries. Our accident/illness procedure is included as Appendix 3. Staff will adhere to Covid-19 guidelines.

### 7. Bullying

The Anti-Bullying Policy is a stand-alone policy, which provides a framework for dealing with

instances of bullying among pupils. The procedures for dealing with Adult Bullying are in accordance with the INTO publication '**Working Together: Procedures and Policies for Positive Staff Relations (2000)**' and our '**Dignity at Work Statement**' included as Appendix 5.

#### 8. Access to Employees is by Consent

When an employee feels at risk from or threatened by a particular person on school property, this must be drawn to the Board of Management's attention. The Board of Management will undertake to ensure that in such circumstances all appropriate measures will be taken to protect employees.

#### 9. First Aid

It is the policy of the Board of Management that: -

All required remedies and equipment are made available for first aid function.

There will be an adequate supply of properly equipped First Aid Boxes available at all times to staff which will contain:

Elastoplast plasters

Cotton Bandage

Cotton Wool

Water

Ice Pack

Staff administering First Aid will adhere to Covid 19 guidelines.

### OTHER PROCEDURES

#### 1. Educational Visits

Educational visits will be booked with a reputable, properly insured coach service with fully seat-belted coaches.. Every effort will be made to ensure the safety of the pupils at events or activities they are participating in i.e. the theatre, swimming pool, playground, etc. will be properly equipped and manned by qualified staff.

#### 2. Visitors to the School

Persons coming onto the school premises must identify themselves clearly to whoever answers the door before gaining admittance to the school premises. Any contractor should make direct contact with the Principal, or Vice Principal before initiating any work on the school premises. All outside facilitators, teachers, coaches etc. who are delivering workshops to pupils will do so under the supervision and direction of the class teacher. Any outside professionals working with children without such supervision must have appropriate qualifications and Garda vetting. All visitors must adhere to Covid 19 guidelines.

#### 3. Wet Days

On wet days, children will be supervised indoors. The pupils stay in their classroom, where they read, draw, play board games or chat etc.

#### 4. Emergency Closures

On occasions where school is in progress and it becomes necessary to close the school for safety reasons, the school bus operators and parents who bring their children to school are contacted. Every effort is made to ensure that all parents are made aware of the situation through Text-a-Parent, local media, school website etc. Transport home is arranged and where there is nobody at home pupils can stay with nominated persons with their own parents' consent. In instances of staff members' vehicles being used to bring pupils home, it is policy to carry additional pupils to ensure that a pupil will not be alone in the vehicle with a staff member at any time.

## ■ **Success Criteria**

Our success criteria will be based on the achievement of our aims to provide a safe environment for our employees, pupils and visitors. We will use staff observation and parental feedback in addition to and our safety record as our benchmark for success or otherwise of the policy.

## ■ Roles and Responsibility

### DUTIES OF ALL EMPLOYEES

1. It is the duty of every employee while at work:
  - (a) To take reasonable care for his/her own safety, health and welfare and that of any person who may be affected by his/her acts or omissions while at work.
  - (b) To co-operate with his/her employer and any other person to such an extent as will enable his/her employer and the other person to comply with any of the relevant statutory obligations.
  - (c) To use in such manner so as to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or anything provided (whether for his/her use alone or for use by him/her in common with others) for securing his/her safety, health and welfare while at work.
  - (d) To report to the Board of Management without unreasonable delay, any defects in plant, equipment, place of work or system of work, which might endanger safety, health or welfare, of which he/she might become aware.
2. No person will intentionally or recklessly interfere with or misuse any appliance, protective clothing, convenience, equipment or anything provided in pursuance of any of the relevant statutory provisions or otherwise, for securing safety, health and welfare arising out of work activities.
3. Employees will, by using available facilities and equipment provided, ensure that work practices are performed in the safest manner possible.

### DUTIES OF SAFETY REPRESENTATIVE

- Conduct an assessment to identify all hazards. Sample Checklist is included as Appendix 2.
- Assess the risks associated with these hazards.
- Detail arrangements made, resources supplied, and responsibility required to deal with the hazards and to keep them under review.

### DUTIES OF SAFETY OFFICER

- To liaise with the Safety Rep on matters of Health and Safety.
- To make recommendations for the alleviation of potential hazards.
- To monitor progress in relation to dealing with hazards.
- Report on all of the above at appropriate BOM meetings.



## ■ **Timeframe for Implementation**

The revised policy will be implemented from July 2019.

## ■ **Timeframe for Review**

This policy is reviewed annually.

## ■ **Responsibility for Review**

The BOM will be responsible for reviewing the policy.

## ■ **Ratification and Communication**

The Board of Management ratified this policy on 3/12/20 Signed: Fr George Hayes

(Chairperson, BOM)

**Knockanes N.S. does not have adequate resources to disseminate all of its policies to all the concerned members of the wider school community. The policy is communicated to the members of the BOM and is available to the wider school community through the parents' representatives on the BOM. All Knockanes N.S. policies are available for inspection in the school.**

## **APPENDIX 1**

### **FIRE EVACUATION PROCEDURE**

#### **Sequence**

- Alarm
- Call the fire brigade
- Evacuation
- Assembly
- Roll Call
- Tackle the fire

#### **Aim**

To prevent panic and ensure the safe, orderly and efficient evacuation of all the occupants of the school using all the exit facilities available and to train the mind to react rationally when confronted with a fire or other emergency at school or elsewhere.

#### **Alarm**

Anyone discovering an outbreak of fire will raise the alarm at once by informing a teacher. The teacher will immediately sound the fire alarm.

#### **Call the Fire Brigade**

All outbreaks of fire however small, or any suspected fire will be reported immediately to the Fire Brigade by the fire marshal to the emergency phone number.

#### **Evacuation**

On hearing the alarm, pupils will stand to attention by their desks and, when instructed by the teacher in charge of the class as to the exit route to be followed, will leave the classroom in single file. Classes will then proceed at a steady uniform pace via the nearest fire exit to the place of assembly followed by the teacher who will bring the Class List and close the classroom door and any other doors used to exit. Children in Learning Support rooms will exit via nearest emergency exit followed by SEN teacher. Children in Ms Cronin's room will join Middle Room line outside exit door. The Deputy Principal will, if safe to do so, 'sweep' the school to ensure no pupils remain in toilet or other areas.

#### **Assembly**

The place of assembly is the Astro Area behind the Main Building and all classes will stand together in lines according to classroom. If this area becomes unsafe, supervised evacuation will be through the upper grass area and into nearest field.

## **Roll Call**

Immediately the classes have gathered at the place of assembly, a roll call or count will be taken, from the class lists. If anyone is missing an immediate search by the staff will be made. As far as is practicable, no place to which pupils have access being overlooked.

The officer in charge of the Fire Brigade will be met on arrival and immediately informed whether or not all persons have been safely evacuated.

## **Attacking Fire**

Circumstances will dictate whether fire-fighting operations will be attempted. Fire fighting will always be secondary to life safety. While small fires may be dealt with summarily, in the case of a sizeable fire, safe evacuation will be the primary concern.

## **Fire Drills and Testing Alarms**

A Test fire drill will be held once per term. It will be carried out according to the above procedure with the exception of 'Calling the Fire Brigade' and 'Tackling the Fire'. A record of all fire drills will be kept. Fire Alarms will be tested once a term outside of school hours.

## **APPENDIX 2**

### **SAFETY REPRESENTATIVES' CHECKLIST**

#### **1 CIRCULATION AREAS**

##### **1.1 Stairways**

*Check that:*

- 1.1.1. stairways are fitted with sound banisters or rails;
- 1.1.2 stairways are adequately lit;
- 1.1.3 steps are not worn or broken or slippery.

##### **1.2 Passages**

*Check that:*

- 1.2.1 floor surfaces are even and are not slippery;
- 1.2.2 passages are adequately lit;
- 1.2.3 litter or rubbish has not been allowed to accumulate;
- 1.2.4 mats, etc, are not positioned in such a way as to be tripping hazards;
- 1.2.5 there are no areas of loose, flaking or damaged paint, plaster or plasterboard.

##### **1.3 Doors and Windows**

*Check that:*

- 1.3.1 doors are unobstructed;
- 1.3.2 doors with glass windows have toughened or laminated glass;
- 1.3.3 doors with a fire resistance requirement have wire reinforced glass;
- 1.3.4 there are no doors with:
  - loose or broken hinges;
  - damaged or sticking catches;
  - broken wood panels or glass panels;
  - loose or stiff handles;
- 1.3.5 doors are not allowed to swing freely without restraint;
- 1.3.6 windows are not broken or cracked;
- 1.3.7 windows open easily without undue force being applied;

- 1.3.8 windows do not jut out dangerously when open;
- 1.3.9 windows are cleaned regularly;
- 1.3.10 windows do not have broken fastenings or cords;
- 1.3.11 where necessary, a window pole is available.

## **2 HEATING AND VENTILATION**

*Check that:*

- 2.1 heating systems serviced
  - 2.2 the heating system is adequate to comply with the requirements of circular 24/82;
  - 2.3 where there are large areas of glass facing direct sunlight, there is provision for shading, e.g. Venetian blinds;
  - 2.4 windows can be easily opened to allow for adequate ventilation.
- Further advice on heating and ventilation is given in the next section.

## **3 FIRE SAFETY**

*Check that:*

- 3.1 the fire exits and escape routes are clear from obstructions;
- 3.2 fire doors are kept unlocked and unobstructed whilst people are on the premises;
- 3.3 all designated fire exits are clearly marked;
- 3.4 evacuation procedures are clearly displayed;
- 3.5 staff and children are familiar with evacuation procedures;
- 3.6 staff are familiar with and have been adequately trained in the procedure to be followed when using fire fighting equipment;
- 3.7 there have been practice evacuations/fire drills held at least once per term;
- 3.8 fire doors open outwards and are not held or wedged open;
- 3.9 fire extinguishers and fire blankets are checked and maintained in accordance with manufacturer's instructions;
- 3.10 the fire fighting equipment available is that recommended by the local authority's fire officer and is located in accordance with the fire officers recommendations;
- 3.11 the fire alarm system is tested at regular intervals whilst the school is in session to ensure that it works and is audible in all parts of the building;
- 3.12 flammable substances e.g. cleaning fluids, photocopying chemicals etc, are stored correctly, away from any sources of heat.

More detailed advice on fire safety is given in the next section.

## **4 ELECTRICAL EQUIPMENT**

### **4.1 General**

All electrical equipment should be maintained and checked regularly by a competent person. Such maintenance should include checking that:

- equipment is correctly wired and earthed;
- plugs are correctly wired;
- use ratings that are correct for the type of equipment being used (fuse ratings should be marked on the equipment and the plug).
- the mains supply is still capable of meeting the maximum demand;
- the distribution system (i.e. sockets, bench supplies etc) is suitable for the type of work being carried out;
- the isolating switches are marked, well-sited, accessible and known to staff;
- residual current (earth leakage) circuit breakers are used where appropriate.

### **4.2 Lighting**

*Visually check that:*

- 4.2.1 all the light fittings are working and are kept in a clean condition;
- 4.2.2 light switches are not broken and appear to be in a safe condition;
- 4.2.3 the lighting is adequate for the type of work being undertaken as specified in Circular 24/82.

### **4.3 Plugs/Sockets/Leads**

*Visually check that:*

- 4.3.1 plugs are in good condition with no cracks or pieces missing;
- 4.3.2 sockets are in good condition with no cracks or pieces missing;
- 4.3.3 socket screws and mountings are secure;
- 4.3.4 sockets are situated in safe positions, convenient for the equipment to be used and not subject to damp;

- 4.3.5 indicator lights on sockets function correctly;
- 4.3.6 insulation on leads is not cracked or frayed;
- 4.3.7 leads are without knots or joins and are reasonably free of 'kinks';
- 4.3.8 Leads are the correct length for the equipment being used;
- 4.3.9 leads and flexible cable are securely fixed at both equipment and plug ends.

#### **4.4 Equipment**

*Check that:*

- 4.4.1 fixed and portable electrical equipment is not damaged and, as far as you are aware, is operating correctly;
- 4.4.2 equipment is only being used for purposes for which it was intended;
- 4.4.3 where appropriate, all electrical equipment is switched off and, unplugged when not in use;
- 4.4.4 mains isolating switches are easily accessible and known to staff;
- 4.4.5 on/off indicator lights function correctly;
- 4.4.6 equipment incorporating heating has a thermal safety cut-out in addition to a thermostat;
- 4.4.7 equipment containing liquid has a leakage detector;
- 4.4.8 all items of electrical equipment are properly and regularly maintained and serviced.

#### **5 USE OF GAS**

*There are currently no gas installations in the school.*

#### **6 FIRST AID**

*Check that:*

- 6.1 notices are posted in prominent positions detailing:
  - procedure for calling ambulances etc;
  - telephone number of local doctor, gardai, hospital.
  - procedure for dealing with individual pupils emergencies due to known conditions/allergies etc
- 6.2 first aid boxes are readily available and adequately stocked
- 6.3 the accident file or yard book is readily available and kept up-to-date.

#### **7 GENERAL PURPOSE CLASSROOMS**

- 7.1 look again at sections 1-4;

*Check that:*

- 7.2 hazards are not arising from overcrowded classrooms;
- 7.3 all cupboards, fixed blackboards, display units are stable;
- 7.4 classroom furniture is not damaged;
- 7.5 wherever possible, there are no sharp edges or corners on the furniture;
- 7.6 furniture is positioned safely;
- 7.7 all shelf mountings are secure.

#### **8 ART FACILITIES**

*Check that:*

- 8.1 guillotines are fitted with an approved safety guard which can be locked;
- 8.2 materials and partly finished work are stored safely.

#### **9 NON-TEACHING AREAS**

##### **9.1 Offices**

*Check that:*

- 9.1.1 substances for use with photocopying/duplicating machines are stored correctly, and that the room where photocopying/duplicating machines are operated is adequately ventilated;

##### **9.2 Staff Facilities**

- 9.2.1 the staffroom is clean, warm and well lit;
- 9.2.2 there are adequate cloakroom facilities and storage facilities for personal belongings, books etc;
- 9.2.3 the staffroom is large enough for the numbers to be accommodated and sufficient seating is provided, both with upright chairs and tables or desks for working and with comfortable seating;
- 9.2.4 there is provision for tea and coffee to be made;

9.2.5 staff sanitary facilities are suitable, sufficient and properly cleaned.

### **9.3 Hygiene**

*Check that the following are available:*

9.3.1 soap

9.3.2 hand drying facilities

9.3.3 hot water

9.3.4 toilet paper

9.3.5 litter bin per classroom

9.3.6 provision for disposal of sanitary towels

9.3.7 safe, suitable, sufficient and properly cleaned sanitary facilities.

### **9.4 Outside Areas**

9.4.1 there are no uneven/broken/cracked paving slabs;

9.4.2 outside steps are secure, with a firmly fixed handrail;

9.4.3 roofs, guttering, drain pipes etc are, as far as can be seen, sound and well maintained;

9.4.4 all play areas, are kept clean and free from glass;

9.4.5 outside play/PE appliances are securely anchored;

9.4.6 holes for goalposts, netball posts, tennis posts are covered when posts are not in position;

9.4.7 outside lighting works and is sufficient;

9.4.8 all parking facilities for cars and cycles are safe in regard to the presence of pedestrians;

9.4.9 all builders' materials, caretakers' maintenance equipment etc are kept securely.

## **10 COVID -19**

Check that the school is fully compliant with all Covid-19 regulations and guidelines.

## **APPENDIX 3**

### **PROCEDURE IN THE EVENT OF AN ACCIDENT/SERIOUS ILLNESS**

When a teacher witnesses an accident involving a pupil or other employee, or when an accident or serious illness is brought to the notice of a teacher the following procedure will be followed:

- The staff member will comply with Covid-19 department of Education guidelines.
- The teacher will ascertain the seriousness of injury or illness.
- Minor injuries will be dealt with in a manner consistent with what any prudent parent would do in a similar situation. However, this treatment will not generally include administration of medication (See Appendix 2).
- In a case where serious injury or illness is suspected, the teacher will take a decision as to whether or not the injured/ill person can be moved. Where it is felt a breakage or other such serious injury has occurred, the injured/ill person will be made comfortable and kept warm in situ until the emergency services can be contacted.
- If the injured/ill person is a pupil, the parents or guardians will be contacted immediately in all instances.
  - If it is felt the pupil needs to be brought to casualty, parental permission will be sought. If a parent/guardian cannot be contacted a decision will be made by a member of staff in the best interests of the

child. This may involve a trip to casualty or the calling of an ambulance. Written parental consent for such action will be a prerequisite for enrolling a child in the school.

- In such circumstances, repeated attempts will be made to contact parents.
- Where a pupil is carried in a member of staff's vehicle, it is policy to carry additional pupils to ensure that a pupil will not be alone in the vehicle with a staff member at any time.
- If the injured/ill person is an adult, the next of kin will be contacted immediately in all instances. The procedure will follow the same lines as with a pupil adapted to an adult's circumstances having regard to the health & safety of the injured/ill person.
- A written report will be kept of all serious accidents.

#### **APPENDIX 4**

### **Goalpost Safety Plan**

Guidance for the general procurement, installation, maintenance, storage and other related matters.

- 1 Before use, ensure that the goalpost is secured at all times by means of the appropriate supplied anchoring system. This applies to all posts whether they are fixed, portable or free-standing. All goalposts should be anchored, weighted, pinned, chained, pegged or otherwise made secure so as to prevent overturning.
- 2 Before assembly of equipment check that it is not damaged and that it is fit for use. Check for damages to nets, joints and that locking devices are in good working condition.
- 3 Check that the equipment for securing the product is intact and in good working order.
- 4 When goalposts that are tall or heavy are being erected/assembled, it is recommended that heavy lifting equipment is used and that correct tools for the job are used at all times. Assembly and erection of goals should be carried out by sufficient number of persons.
- 5 Consideration should be given to the proximity of overhead electrical cables during the erection and transportation of goalposts.
- 6 When dismantling goalposts follow the assembly instructions and recommendations. Ensure all ground sockets have been suitably blanked off when goalposts have been taken out to eliminate trip hazards.
- 7 Procurement: All new goalposts should be purchased from manufactures/suppliers that comply with the following standards I.S.EN 748, I.S.EN 749, I.S.EN 750 and BS 8462. All products should carry a manufactures label and safety warning label. The manufacturers label should include instructions for installation, storage, dismantling, inspection and maintenance.
- 8 Maintenance: Regular maintenance of goalposts is essential to ensure that it is fit

for use. In the absence of a standard, it is recommended that the user follow the guidelines set out by the manufacturer.

## **APPENDIX 5**

### **Dignity at Work: Building & Maintaining a Positive & Effective Work Environment**

- The Board of Management of Knockanes N.S. has adopted the following as part of the school's Health & Safety Statement.
- This document was formulated in light of a number of background documents, including the Health & Safety Authority's *Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work* (2007) and the Equality Authority's *Code of Practice*, given legal effect in the Statutory Instrument entitled *Employment Equality Act 1998 (Code of Practice) (Harassment) Order 2002* (S.I. No. 78 of 2002).

#### **A. Core Principles**

This school is committed to a positive work environment where work is done in an atmosphere of respect, collaboration, openness and equality.

Adult bullying and harassment in the workplace are phenomena which this school will seek to prevent and will not tolerate. All employees have the right to be treated with dignity and respect. Management is committed to intervening in an appropriate manner - utilising one of the accepted Management/INTO procedures - to investigate and deal with allegations of bullying or harassment. The provisions of Circular 40/97 on *Assaults on Staff in Primary Schools* will be utilised as appropriate.

#### **B. What is Workplace Bullying and Harassment?**

The Board of Management adopts the definition of adult bullying as set out by the Task Force (2001):

*"Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying".*

Harassment is covered by Employment Equality legislation and is based on a person's standing within one of the nine categories (or grounds) specified in that legislation (gender, marital status, religion, sexual orientation etc.) Harassment is defined in law as "*unwanted conduct*" related to one or more of the discriminatory grounds which "*has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.*"

It is recognised that bullying and harassment complaints may arise among work colleagues but may also arise in relation to visitors to the school. In either case, the commitment to a positive workplace, where dignity at work is respected, prevails.



### **C. A Positive Work Environment**

It is agreed that we will all work to make this school a happy place to work. A happy place to work has a positive work environment characterised by

- Our Catholic Ethos and our Ursuline Philosophy
- A supportive atmosphere
- Good and open communication (e.g. through opportunities at regular staff meetings)
- Appropriate interpersonal behaviour
- Collaboration
- Open discussion and resolution of conflict
- Recognition, feedback and affirmation as appropriate
- Fair treatment of all staff (including fair systems of selection and promotion in line with agreed procedures)

Every person has a responsibility to play his/her part in contributing to a positive work environment. In this regard, a person who is a witness or bystander has a clear responsibility to raise concerns about dignity at work and threats to this, in an appropriate and timely manner.

The Safety Statement - as mandated under the Safety, Health and Welfare at Work Act 2005 – will also include a commitment to a positive work environment, in light of the Employer’s obligations as outlined at Section 8 of that Act, including the duty to manage work activities in such a way as to prevent “*improper conduct or behaviour*” likely to put health and safety at risk.

It is agreed that the adoption of this policy in our school will be accompanied by a number of steps to examine our work environment and, as necessary, to agree changes which reflect a commitment to dignity at work. These steps will be initiated by Management, and be repeated by way of review at appropriate intervals.

The actions to be undertaken may generally be described as Identification, Assessment, Implementing Strategies and Monitoring.

### **D. Adult Bullying as a Problem**

Our school recognises that Adult Bullying and Harassment are problems where they occur in any workplace.

Bullying behaviour generally amounts to psychological abuse which causes serious pain and suffering. Studies have shown that any person may become a target, irrespective of their personality or ability. In addition to its unacceptable effects on persons who are its targets, workplace bullying and harassment is extremely detrimental to organisational effectiveness.

Bullying may include behaviours such as:

- Verbal abuse/insults, undermining remarks
- Excessive monitoring of work
- Withholding work-related information
- Exclusion with negative consequences.

Such behaviours need not and should not be part of a workplace. This policy aims to ensure that a positive environment prevents such behaviours from occurring. Where bullying or harassment does occur or is alleged to have occurred, there are means of tackling it through the agreed procedure.

### **E. What Happens if there is an Allegation of Bullying or Harassment?**

Without prejudice to an individual's right to take such advice or steps as they themselves may decide, the Board of Management will take seriously any allegations or workplace bullying or harassment.

Supportive and effective procedures, in accordance with nationally-agreed practice, are in the place in this school. These procedures to address and investigate allegations will focus on the earliest possible resolution, will proceed as necessary from informal to formal stages and will have a stress on confidentiality.

### **F. Summary**

Management has a duty of care towards employees. Similarly, employees have a duty of care towards one another. This policy seeks to set out principles and practices to support the exercise of that duty in our school.

Just as inappropriate and undermining behaviour among work colleagues is taken seriously, so is such behaviour when perpetrated against an employee of this school by any other person.

Together we are committed to building and maintaining a work environment where respectful, open and equal relationships are the norm.

In summary, we are committed to having a positive, happy place to work.

## **APPENDIX 6**

### **Administration of Medicines Policy**

#### **Introduction:**

An Administration of Medication policy has been in existence in the school since April 2017. The policy was recently redrafted through a collaborative school process and was ratified by the Board of Management (BoM) on 5<sup>th</sup> April 2017.

#### **Rationale:**

The policy as outlined was put in place to;

- Clarify areas of responsibility
- To give clear guidance about situations where it is not appropriate to administer medicines
- To indicate the limitations to any requirements which may be notified to teachers and school staff
- To outline procedures to deal with a pupil with a nut allergy in our school
- Safeguard school staff that are willing to administer medication
- Protect against possible litigation.

#### **Relationship to School Ethos:**

The school promotes positive home-school contacts, not only in relation to the welfare of children, but in relation to all aspects of school life. This policy is in keeping with the school ethos through the provision of a safe, secure and caring school environment and the furthering of positive home-school links.

#### **Aims of this Policy:**

The aims and objectives of the policy can be summarised as follows;

- Minimise health risks to children and staff on the school premises

- Fulfill the duty of the BoM in relation to Health and Safety requirements
- Provide a framework within which medicines may be administered in cases of emergency or in instances where regularised administration has been agreed with parents/guardians

### **In –School Procedures:**

Parents are required to complete a Health/Medication form when enrolling their child/ren in the school. No teacher or SNA is obliged to administer medicine or drugs to a pupil and any teacher or SNA willing to do so works under the controlled guidelines outlined below.

- Staff will comply with Covid-19 department guidelines.
- Prescribed medicines will only be administered after parents of the pupil concerned have written to the BoM requesting the Board to authorise a member of the teaching staff to do so. Under no circumstance will non-prescribed medicines be either stored or administered in the school. The Board will seek indemnity from parents in respect of any liability arising from the administration of medicines. Medicines should be provided in an original dispensed container.
- The school generally advocates the self administration (e.g. inhalers) of medicine under the supervision of a responsible adult, exercising the standard of care of a prudent parent. No medicines are stored on the school premises. A small quantity of prescription drugs will be stored in the Administration Office if a child requires self-administering on a daily basis and parents have requested storage facilities. Parents are responsible for the provision of medication and notification of change of dosage
- Teachers have a professional duty to safeguard the health and safety of pupils, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- The Board of Management requests parents to ensure that teachers be made aware in writing of any medical condition suffered by any child in their class
- This does not imply a duty upon teachers personally to undertake the administration of medicines or drugs.

### **Long Term Health Problems**

Where there are children with long-term health problems in school, proper and clearly understood arrangements for the administration of medicines must be made with the Board of Management. This is the responsibility of the parents/guardians. It would include measures such as self administration, administration under parental supervision or administration by school staff.

### **Life Threatening Condition**

Where children are suffering from life threatening conditions, parents/guardians must clearly outline, in writing, what should be done in a particular emergency situation, with particular reference to what may be a risk to the child (Appendix 3). If emergency medication is necessary, arrangements must be made with the Board of Management. A letter of indemnity must be signed by the parents in respect of any liability that may arise regarding the administration of medication.

### **Guidelines for the Administration of Medicines**

1. The parents of the pupil with special medical needs must inform the Board of Management in writing of the condition, giving all the necessary details of the condition. The request must also contain written instruction of the procedure to be followed in administering the medication. (Appendix 1, 2 or 3)
2. Parents must write requesting the Board of Management to authorise the administration of the medication in school
3. Where specific authorisation has been given by the Board of Management for the administration of medicine, the medicines must be brought to school by the parent/guardian/designated adult
4. A written record of the date and time of administration must be kept by the person administering it (Appendix 4)
5. Parents/Guardians are responsible for ensuring that emergency medication is supplied to the school and replenished when necessary
6. Emergency medication must have exact details of how it is to be administered
7. The BoM must inform the school's insurers accordingly

8. Parents are further required to indemnify the Board of Management and members of the staff in respect of any liability that may arise regarding the administration of prescribed medicines in school
9. All correspondence related to the above are kept in the school.

### **Medicines**

- Non-prescribed medicines will neither be stored nor administered to pupils in school
- Teachers/SNAs in the school will only administer prescribed medication when arrangements have been put in place as outlined above
- Arrangements for the storage of certain emergency medicines, which must be readily accessible at all times, must be made with the Principal
- A teacher/SNA must not administer any medication without the specific authorisation of the Board of Management
- The prescribed medicine must be self-administered if possible, under the supervision of an authorised Teacher/SNA if not the parent
- No teacher/SNA can be required to administer medicine or drugs to a pupil
- In an emergency situation, qualified medical assistance will be secured at the earliest opportunity and the parents contacted
- It is not recommended that children keep medication in bags, coats, etc.
- Where possible, the parents should arrange for the administration of prescribed medicines outside of school hours.

### **The following guidelines are in place with regard to pupils with a Nut Allergy**

1. Staff dealing with the pupil do not eat nuts or any item with nut trace
2. Advise children not to offer or exchange foods, sweets, lunches etc.
3. If going off-site, medication must be carried.

### **In the event the pupil comes in contact with nuts**

1. Administer 5ml Zirtec/Sudafed or other antihistamine immediately. It is important that the pupil be kept calm to allow him to breathe calmly as he will experience discomfort and sensation of his/her throat swelling. If possible (s)he needs to drink as much water as possible. These steps should allow him/her to recover fully.
2. Only in the event of anaphylactic shock should the pen be administered. Pen is stored in a secure area of the classroom. Before or immediately after Pen has been administered, an ambulance must be called.

### **Indicators of shock include**

Symptoms of shock can include, wheezing, severe difficulty breathing and gastrointestinal symptoms such as abdominal pain, cramps, vomiting and diarrhoea.

**School Doctor** Dr Gary Stack

**Contact Number** 064-6634111

### **Emergencies:**

In the event of an emergency, teachers should do no more than is necessary and appropriate to relieve extreme distress or prevent further and otherwise irreparable harm. Qualified medical treatment should be secured in emergencies at the earliest opportunity.

Where no qualified medical treatment is available, and circumstances warrant immediate medical attention, designated staff members may take a child into Accident and Emergency without delay. Parents will be contacted simultaneously.

In addition, parents must ensure that teachers are made aware in writing of any medical condition which their child is suffering from. For example children who are epileptics, diabetics etc. may have a seizure at any time and teachers must be made aware of symptoms in order to ensure that treatment may be given by appropriate persons.

Written details are required from the parents/guardians outlining the child's personal details, name of medication, prescribed dosage, whether the child is capable of self-administration and the circumstances under which the medication is to be given. Parents should also outline clearly proper procedures for children who require medication for life threatening conditions.

The school maintains an up to date register of contact details of all parents/guardians including emergency numbers. This is updated in September of each new school year.

### **First Aid Boxes:**

A full medical kit is taken when children are engaged in out of school activities such as tours, football/hurling games and athletic activities.

A first aid box is kept in each individual classroom containing bandages, cotton wool, scissors etc. note the classroom based-kit should be kept in a safe location.

### **General Recommendations:**

We recommend that any child who shows signs of illness should be kept at home; requests from parents to keep their children in at lunch break are not encouraged. A child too sick to play with peers should not be in school.

### **Roles and Responsibilities:**

The BoM has overall responsibility for the implementation and monitoring of the school policy on Administration of Medication. The Principal is the day to day manager of routines contained in the policy with the assistance of all staff members. The Principal is the Safety Officer and the maintenance and replenishment of First Aid Boxes is carried out by a designated classroom assistant.

### **Success Criteria:**

The effectiveness of the school policy in its present form is measured by the following criteria;

- Compliance with Health and Safety legislation
- Maintaining a safe and caring environment for children
- Positive feedback from parents/teachers
- Ensuring the primary responsibility for administering remains with parents/guardians

### **Ratification and Review:**

This policy was ratified by the BOM on 5<sup>th</sup> April 2017. It will be reviewed in the event of incidents or on the enrolment of child/children with significant medical conditions, but no later than April 2019.

### **Implementation:**

The policy has been implemented since April 2017.

**Appendix 1**  
**Medical Condition and Administration of Medicines**

Child's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**Emergency Contacts**

1) Name: \_\_\_\_\_ Phone: \_\_\_\_\_

2) Name: \_\_\_\_\_ Phone: \_\_\_\_\_

3) Name: \_\_\_\_\_ Phone: \_\_\_\_\_

4) Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Child's Doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

Medical Condition: \_\_\_\_\_

Prescription Details:

\_\_\_\_\_

Storage details: \_\_\_\_\_

Dosage required:

\_\_\_\_\_

Is the child to be responsible for taking the prescription him/herself?

\_\_\_\_\_

Is the child to be responsible for bringing the medication to and from school daily/ when required?

\_\_\_\_\_

What Action is required

\_\_\_\_\_

I/We request that the Board of Management authorise the taking of Prescription Medicine during the school day as it is absolutely necessary for the continued well being of my/our child. I/We understand that the school has no facilities for the safe storage of prescription medicines and that the prescribed amounts be brought in daily. I/We understand that we must inform the school/Teacher of any changes of medicine/dose in writing and that we must inform the Teacher each year of the prescription/medical condition. I/We understand that no school personnel have any medical training and we indemnify the Board from any liability that may arise from the administration of the medication.

Signed \_\_\_\_\_ Parent/Guardian

\_\_\_\_\_ Parent/Guardian

Date \_\_\_\_\_

**Appendix 2**  
**Allergy Details**

Type of Allergy: \_\_\_\_\_

Reaction Level: \_\_\_\_\_

Medication: \_\_\_\_\_

Storage details: \_\_\_\_\_

Dosage required: \_\_\_\_\_

Administration Procedure (When, Why, How)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix 3**  
**Emergency Procedures**

In the event of \_\_\_\_\_ displaying any symptoms of his medical difficulty, the following procedures should be followed.

Symptoms: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Procedure:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

***To include: Dial 999 and call emergency services.  
Contact Parents***



Appendix 4

**Record of administration of Medicines for short term condition**

**To Be Completed by Parent/Guardian**

Pupil's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Medical Condition/ Reason for Medication: \_\_\_\_\_

Name of Prescribed Medication: \_\_\_\_\_

Dosage to be administered:  
\_\_\_\_\_

Can the Child Self-administer under supervision: YES \_\_\_\_\_ NO: \_\_\_\_\_

Does the Medication need to be stored in the fridge: YES \_\_\_\_\_ NO: \_\_\_\_\_

Additional Information:  
\_\_\_\_\_  
\_\_\_\_\_

I/We request that the Board of Management authorise the taking of Prescription Medicine during the school day as it is absolutely necessary for the continued well-being of my/our child. I/We understand that the school has no facilities for the safe storage of prescription medicines and that the prescribed amounts be brought in daily by the parent /guardian and given directly to school personnel. I/We understand that we must inform the school/Teacher of any changes of medicine/dose in writing. I/We understand that school personnel do not have any medical training and we indemnify the Board from any liability that may arise from the administration of the medication.

Parents/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parents/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Below Records To Be Completed by School**

<i>Date</i>	<i>Time</i>	<i>Quantity Administered</i>	<i>Administered By</i>	<i>Supervised By:</i>

--	--	--	--	--

*Updated 27.03.2019*

***Record of administration of Medicines***

Pupil's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Medical Condition: \_\_\_\_\_

Medication: \_\_\_\_\_

Dosage Administered: \_\_\_\_\_

Administration Details (When, Why, How)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

***Record of administration of Medicines***

Pupil's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Medical Condition: \_\_\_\_\_

Medication: \_\_\_\_\_

Dosage Administered: \_\_\_\_\_

Administration Details (When, Why, How)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX 7**

**Knockanes N.S.**  
**Headford, Killarney, Co. Kerry**  
**Uimhir Rolla: 13150Q**

***COVID-19***  
***RESPONSE PLAN***

**August 2020**

**COVID-19 Policy Statement**

**Knockanes National School** 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, pupils and parents 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*
- *keep a contact log to help with contact tracing*
- *ensure staff engage with the induction / familiarisation briefing provided by the Department of Education*
- *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 advice*

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

This can be done through the 'Lead Worker Representative' (LWR), who will be supported in line with the agreement between the Department and education partners.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

## **Pre-Return to Work Questionnaire COVID-19**

This questionnaire must be completed **by staff at least 3 days** in advance of returning to work.

If the answer is 'Yes' to any of the below questions, you are advised to seek medical advice before returning to work.

Name: \_\_\_\_\_

Name of School: Knockanes NS

Name of Principal: Lucy O Sullivan

Date: \_\_\_\_\_

**Questions: YES/NO**

	<b>Questions</b>	<b>YES</b>	<b>NO</b>
1.	Do you have symptoms of cough, fever, high temperature, sore throat, runny nose, breathlessness or flu like symptoms now or in the past 14 days?		
2.	Have you been diagnosed with confirmed or suspected COVID-19 infection in the last 14 days?		
3.	Have you been advised by the HSE that you are you a close contact of a person who is a confirmed or suspected case of COVID-19 in the past 14 days?		
4.	Have you been advised by a doctor to self-isolate at this time?		
5.	Have you been advised by a doctor to cocoon at this time?		
6.	Have you been advised by your doctor that you are in the very high risk group?		

If **yes**, please liaise with Principal re return to work and follow the agreed DES arrangements for very high risk groups.

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

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

Signed: \_\_\_\_\_

Date:

### **Lead Worker Representative – Primary and Special Schools**

The COVID-19 Return to Work Safely Protocol is designed to support employers and workers to put measures in place that will prevent the spread of COVID-19 in the workplace. The Protocol was developed following discussion and agreement between

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

The purpose of this section is to set out the provisions in respect of the LWR in schools.

The operation of these arrangements will be kept under review by the parties.

This document should be read in conjunction with:

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

### **1. Collaborative Approach:**

Responsibility for the development and implementation of the COVID-19 Response Plan

and the associated control measures lies primarily with the Board of Management/ 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 students. Adherence to the Return to Work Protocol will only be achieved if everyone has a shared responsibility in implementing the measures contained within the

Protocol in their place of work.

If a staff member has any concerns or observations in relation to the COVID-19 Response

Plan, control measures or the adherence to such measures by staff, students or others, they should contact the LWR who will engage with school management.

### **2. Role of the Lead Worker Representative:**

In summary, the role of the LWR is to:

- Represent all staff in the workplace regardless of role, and be aware of specific issues that may arise in respect of different staff cohorts;
- Work collaboratively with school management to ensure, so far as is reasonably practicable, the safety, health and welfare of employees in relation to COVID-19;
- Keep up to date with the latest COVID-19 public health advice;
- In conjunction with school management, promote good hygiene practices such as washing hands regularly and maintaining good respiratory etiquette along with maintaining social distancing in accordance with public health advice;
- Assist school management with the implementation of measures to suppress COVID-19 in the workplace in line with the Return to Work Safely Protocol and current public health advice;
- In conjunction with school management, monitor adherence to measures put in place to prevent the spread of COVID-19;
- Conduct regular reviews of safety measures;

- Report any issues of concern immediately to school management and keep records of such issues and actions taken to rectify them;
- Consult with the school management on the school's COVID-19 Response Plan in the event of someone developing COVID-19 while in school including the location of an isolation area and a safe route to that area;
- Following any incident assess with the school management any follow up action that is required;
- Consult with colleagues on matters relating to COVID-19 in the workplace;
- Make representations to school management on behalf of their colleagues on matters relating to COVID-19 in the workplace.

### **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 [further detail to be provided];*
- *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.

### **Glossary of Terms:**

- **COVID-19 Response Plan:** plan designed to support the staff and BOM/ ETB in putting 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 Return to Work Safely Protocol, the Department of Education plan for school reopening and to prevent the introduction and spread of COVID-19 in the school environment. 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.
- **Return to Work 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 and not duties under the 2005 Act). This role is separate to the LWR under COVID-19.

## Risk Assessment

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

Hazards	Is the hazard	What is the	Risk Rating: H=High	Controls: When all	Is this control	Action, To Do List.	Person Responsible	Sign & Date
---------	---------------	-------------	------------------------	-----------------------	-----------------	------------------------	--------------------	-------------

	present? Y/N	risk?	M=Medium L=Low	controls are in place risk will be reduced	in place?	Outstanding actions.		
Covid-19	N	Illness	H	School Covid19 Response Plan in place in line with Dept of Ed. guidance and the Return to Work Safely Protocol and public health advice		Follow public health guidance from HSE re hygiene and respiratory etiquette  Complete School COVID-19 Policy Statement  Return to Work Forms received and reviewed  Induction Training provided  Contact log in place  Complete checklists as required: School Management How to deal with a suspected case Other school specific checklist		

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

Risk Assessment carried out by: \_\_\_\_\_

Date:

\_\_\_\_\_

## Contact Tracing Log

<b>Name of School</b>	Knockanes NS		<b>School Contact Person</b>	Lucy O Sullivan
<b>Address of School</b>	Headford, Killarney, Co. Kerry		<b>For Queries only: Phone No</b>	0647754038
			<b>Email</b>	knockanesnationalschool@gmail.com
<b>Name of Visitor</b>			Was the visit pre-arranged with the Principal? Yes _ No _	
<b>Date of Visit</b>	____/____/____	<b>Time</b>	<b>Entry to school</b>	<b>Exit from School</b> _____am _ pm _
			am    pm 	
<b>Visitor Status</b>	Contractor 	Parent/Guardian	Other _ Please complete: _____	
<b>Contact details of visitor</b>	Company Name (if applicable)			
	Address			
	Contact No.		Email Address	
	Reason for Visit			

Name of Person visited	Length of time spent with each person in the school

# **Checklists for Safe Return to School**

*These checklists support 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(s) with overall responsibility of managing the implementation of the COVID-19 Response plan in line with the supports as agreed with Department of Education.*

## **Appendix 1: Checklist for School Management:**

### **Planning and Systems**

1. Is there a system in place to keep up to date with the latest advice from Government and Department of Education, to ensure that advice is made available in a timely manner to staff and pupils and to adjust your plans and procedures in line with that advice?
2. Have you prepared a school COVID-19 response plan and made it available to staff and pupils? (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 3 days before they return to the workplace? (Template attached)
11. Are you aware of staff members who are at very high risk under the HSE guidance on people most at risk (HSE guidance on people most at-risk) and advised them of the DES agreed arrangements for management of those staff?
12. Have you advised staff and pupils they must stay at home if sick or if they have any symptoms of COVID-19?
13. Have you told staff and pupils what to do and what to expect if they start to develop symptoms of COVID-19 in school, including where the isolation area is?
14. Have you advised staff of the availability of the supports of the occupational health and wellbeing programme through Spectrum Life?

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

### **Training and Induction:**

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

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

18. Have first aiders, if available, been given updated training on infection prevention and control

re: hand hygiene and use of PPE as appropriate? (It is intended that training will be provided

as part of the Department's online training programme).

### **Buildings / Equipment:**

19. If you have mechanical ventilation does it need cleaning or maintenance before the school reopens?

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

21. Have you visually checked, or had someone check, all equipment in the school for signs of

deterioration or damage before being used again?

22. Have you arranged for the school, including all equipment, desks, benches, doors and frequent touched surfaces points, to be cleaned before reopening?

### **Hand / respiratory hygiene:**

23. Have you accessed supplies of hand sanitisers and any necessary PPE equipment in line with the interim HPSC health guidance relating to the reopening of schools, from the national framework provided by the Department? (RFI published and framework available from early August).

24. Are there hand washing/hand sanitising stations in place to accommodate staff, pupils and visitors adhering to hand hygiene measures in accordance with Department guidance?

25. Have arrangements been made for staff and pupils to have regular access to hand-washing/hand sanitising facilities as appropriate?

26. Are hand sanitisers easily available and accessible for all staff, pupils and visitors – e.g. in

each classroom and at entry and exit points to school buildings?

27. Have you made arrangements to ensure hand hygiene facilities are regularly checked and well-stocked?

28. Does the alcohol-based hand sanitiser have at least 60% ethanol or 70% isopropanol as the active ingredient?

29. Have you informed staff about the importance of hand washing?

30. Have you arranged for staff to view how to wash their hands (with soap and water for at

least 20 seconds) and dry them correctly through the use of the HSE video resource?

31. Have you shown staff and pupils how to use hand sanitiser correctly and where hand-

sanitising stations are located?

32. Have you displayed posters on how to wash hands correctly in appropriate locations?

33. Have you told staff and pupils when they need to wash their hands or use hand sanitiser?

This includes:

- *before and after eating and preparing food*
- *after coughing or sneezing*
- *after using the toilet*
- *where hands are dirty*
- *before and after wearing gloves*
- *before and after being on public transport*
- *before leaving home*
- *when arriving/leaving the school /other sites*
- *after touching potentially contaminated surfaces*
- *if in contact with someone displaying any COVID-19 symptoms*

34. 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*

### Physical Distancing:

35. Have you identified all available school space to be used to maximise physical distancing?

36. 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?

37. Have you arranged to revise the layout of the rooms and furniture as per the Department

guidelines if necessary?

38. Have you arranged in each room that the teacher's desk should be at least 1m and where

possible 2m away from pupil desks?

39. Have you arranged in each room that pupils would be at least 1m away from each other?

40. Have you allocated work stations consistently to the same staff and children rather than

having spaces that are shared?

41. 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?

42. 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?

43. 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?

44. Have you arranged Pod sizes to be as small as it is likely to be reasonably practical in the

specific classroom context?

45. 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?

46. Have you arranged where possible that different class bubbles to have separate breaks

and meal times or separate areas at break or meal times?

47. Have you made arrangements to limit interaction on arrival and departure from school and

in other shared areas?

48. Have you encouraged walking or cycling to school as much as possible?

49. Have you made arrangements, in so far as practicable, to open additional access points to

school to reduce congestion?

50. Can you provide a one system for entering and exiting the school, where practical?

51. Have you arranged for staff meetings to be held remotely or in small groups or in large

spaces to facilitate physical distancing?

52. Have you a system to regularly remind staff and pupils to maintain physical distancing

53. Have you advised staff not to shake hands and to avoid any physical contact?

#### Visitors to Schools:

54. 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?

55. Are there arrangements in place to inform essential visitors to the school of the measures

to help prevent the spread of infection?

56. 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 2: Checklist for dealing with 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 responsible 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? (it is intended that this will be dealt with as part of the Department's online training)
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 they 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? (It is intended to provide online training for cleaning staff. Appropriate PPE will be available to schools through the national procurement process which schools can access before reopening).

### **Appendix 3: Checklist Lead Worker Representative**

1. 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).
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 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)
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?

### **Appendix 3: 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? (Department of Education intends to provide online training for cleaning staff)
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*

Equipment to be used and method of operation?

**14.** Details of how to clean following a suspected case of COVID-19 are at **Section 7 of the Plan above**

15. If disinfection of contaminated surfaces is required, is a system in place to do this following cleaning?

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

17. Have you a system in place for the disposal of cleaning cloths and used wipes in a rubbish bag? Current HSE guidance recommends waste such as cleaning waste, tissues etc. from a person suspected of having COVID-19 should be double bagged and stored in a secure area for 72 hours before being presented for general waste collection.

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?