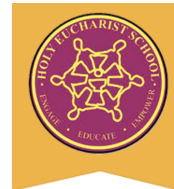# Holy Eucharist Catholic Primary School
St Albans South.

INFECTIOUS DISEASES POLICY

This policy has been adapted from the Education and Training website issued by they State Government of Victoria.

APPENDIX:
1. **Clean Hands – Clean Hands Hygiene Curriculum Resource**
2. **Be a Soapy Hero! (Poster – Wash Your Hands With Soap)**
3. **Be a Soapy Hero! (Poster – Training Steps)**
4. **Be a Soapy Hero! (Certificate and Colouring In Sheet)**
5. **Be a Soapy Hero! (Poster – How to Wash Your Hands)**

Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

A safe and nurturing culture for all children and young people at our Catholic school

'The intention for this statement is to provide a central focus for child safety[1] at our Catholic school, built around a common understanding of the moral imperative and overarching commitments that underpin our drive for improvement and cultural change….

…Holy Eucharist Primary School together with the CECV will stay abreast of current legislation and will meet legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements[2].

[1]As defined by the Victorian Government Special *Gazette* No. 2 (2016), 'children and young people' in this document refers to those children and young people enrolled as students in Catholic schools in Victoria.

[2]Holy Eucharist Catholic Primary School Commitment Statement to Child Safety

EVIDENCE OF THIS OCCURING AT HOLY EUCHARIST

At all times, the ongoing safety and wellbeing of all children and young people will be the primary focus of care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Purpose of this policy

To outline the strategies and actions that schools are required to take to prevent the transmission of an infectious disease or control transmission of an infectious disease when a case/s is identified.

Summary - critical information

- Primary responsibility for the prevention and control of infectious diseases lies with individuals, families and public health authorities.
- Schools are not expected to provide expert advice or treat students, which is the role of medical practitioners and health authorities.
- As of December 2019 changes to the Public Health and Wellbeing Regulations (the Regulations) mean primary schools and children's services are no longer required to notify the Department of Health and Human Services if a child at their school has an confirmed infectious disease.
- A person in charge of a primary school must not allow a child to attend the school in accordance with the Public Health and Wellbeing Regulations 2019 (the Regulations), if they have been informed the child is infected with, or been in contact with a person with an infectious disease/condition listed in the Regulations; where that condition requires exclusion. Diseases and exclusion periods are listed in the Department of Health and Human Services school exclusion table.
- As of December 2019 changes to the Regulations mean failure of a person in charge of a primary school to exclude a child with, or exposed to, a specified infectious disease from a primary school, in accordance with the Regulations, may result in an infringement penalty. An existing court penalty also remains.
- Schools have a legal responsibility to help manage infectious diseases in their facilities and have an important role to play in supporting prevention and control of disease transmission.

Policy

Schools have a legal responsibility to help manage infectious diseases in their facilities.

Schools also have an important role to play in supporting the prevention and control of transmission of infectious diseases through:

• abiding by legislated requirements for school exclusion, infectious disease notification and immunisation status recording

• supporting the personal hygiene routines of students, for example, provision of hand hygiene facilities

• ensuring procedures are in place to safely manage the handling of spills of blood and other body fluids or substances.

Definitions

Hand hygiene is a general term referring to any action of hand cleansing. It includes hand washing with soap and water and using antimicrobial hand rubs (for example, an alcohol-based hand rub). For more detailed information about hand hygiene, see: Personal Hygiene in Related policies

Infectious diseases are diseases caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi; the diseases can be spread, directly or indirectly, from one person to another.

Respiratory hygiene or **cough etiquette** are terms used to describe infection prevention measures.

Practices include:

• covering the mouth and nose when coughing or sneezing

• using tissues and disposing of them appropriately

• attending to hand hygiene immediately after coughing, sneezing or blowing nose.

Standard precautions are the minimum infection prevention and control practices that must be used at all times for all people in all situations. The use of standard precautions aims to minimise and, where possible, eliminate the risk of transmission of infection.

Prevention of infectious diseases

The following table outlines the strategies and actions that schools are required to take to prevent the transmission of an infectious disease.

Strategy	Action
Support for immunisation programs	Schools have a role in helping health authorities and families prevent and control infectious diseases through **the support of immunisation programs** and through **recording the immunisation status of each student.** For more information, see the Immunisation policy on the Education and Training website issued by they State Government of Victoria.
Standard precautions	Staff and students should treat all blood and other body fluids or substances as being potentially infectious and practice standard precautions whenever dealing with them. Standard precautions include: • hand hygiene, for more information, see the Personal Hygiene policy on the Education and Training website issued by they State Government of Victoria. • the use of personal protective equipment (for example, gloves and masks) • safe handling and disposal of 'sharps', for more information, see the Syringe Disposals and Injuries policy on the Education and Training website issued by they State Government of Victoria. • respiratory hygiene.
School education on hand hygiene	Hand hygiene is considered one of the most important infection control measures for reducing the spread of infection. Where appropriate, schools should incorporate the teaching of hand hygiene routines into the curriculum and daily school activities; see the **Clean Hands curriculum resource** Hand hygiene should also be promoted through the display of available resources and DHHS resources.

Provision of soap	Schools have a responsibility to provide soap and other hand hygiene consumables to support good hand hygiene.
Management of blood and other body fluid/ substance exposures	Schools should have appropriate personal protective equipment (for example, gloves and masks) available for staff to use when dealing with blood or body fluids/substances. Staff members and students should be familiar with and practice recommended standard precaution practices. For more information, see the **Managing Open Wounds and Blood Spills** on the Education and Training website issued by they State Government of Victoria.
Occupational health and safety	Appropriate personal protective equipment, such as single-use disposable gloves, must be provided for staff to use when dealing with blood or other body fluids or substances. Schools should encourage staff to be appropriately vaccinated against preventable infectious diseases as per the Australian Immunisation Handbook recommendations for persons who work with children.

Control of transmission of infectious disease

The following table outlines the strategies and actions that schools are required to take to control transmission of infection when a case/s is identified.

Strategy	Action
Send unwell children home as soon as possible.	Ensure that unwell children do not attend your school. Isolate children who become unwell during the day and send the unwell child home as soon as possible.
Notification of infectious diseases on the CEVN website to alert CEM.	When a school is made aware of student illness that is a medically confirmed case(s) of pertussis, measles, mumps, rubella, meningococcal disease polio, or novel coronavirus, this should be reported via the **School Injury Incident Report Form on the CEVN website**. This is to assist Catholic Education Melbourne (with DHHS) to monitor disease outbreak at a school level and to provide further guidance where required.
Seeking expert advice	If schools have questions or concerns about a child with an infectious disease, the can contact: Department of Health and Human Services Communicable Disease Prevention and Control telephone: 1300 651 160 (24 hours*) **infectious.diseases@dhhs.vic.gov.au** (regularly monitored).
Exclusion of a child with an infectious disease: primary school students Children with certain infectious diseases, and children who have been in contact with certain infectious	As set out in the **Public Health and Wellbeing Regulations 2019** principals of primary school-aged students must not allow a child to attend school if: they have been informed that the child is infected with an infectious disease, confirmed by a medical practitioner, that requires exclusion as described in the **DHHS School exclusion table** *(https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table)* • they have been informed that a child has been in contact with a person with an infectious disease as described in the School exclusion table. • during an outbreak, the Chief Health Officer directs a primary school to

diseases, are required to be excluded from school for a specified period. The **DHHS School exclusion table** identifies which infectious diseases require exclusion and for what period	exclude a child based on material risk of a child contracting a vaccine-preventable disease (i.e. a child who is not immunised to be excluded until advised attendance can be resumed).
Exclusion of a child with an infectious disease: secondary school students	Secondary schools Secondary schools are not bound by the legislative exclusion requirements which apply to primary schools, but are encouraged to follow the same guidance to ensure the safety of their students. In the event of a public health risk, such as an infectious disease outbreak, secondary schools may be required under the Public Health and Wellbeing Act 2008 to comply with the directions of the Chief Health Officer or an authorised officer.
General responses to influenza, gastroenteritis and other common infections in your school	Schools should consider the following important points when responding to students affected by common infections: • students with cold or flu-like symptoms or vomiting or diarrhoea should be encouraged to seek medical attention, limit contact with others and stay at home until symptoms have passed • if a child becomes ill at school with these symptoms, schools should contact the family and arrange for the collection of the child • good general hygiene remains the best defence against infection and schools should encourage children to regularly wash their hands and cover their nose and mouth if sneezing and coughing; see the **Personal Hygiene** policy on the Education and Training website issued by they State Government of Victoria.
Influenza Pandemic Response	An outline of key school actions against different stages of an influenza pandemic can be found in the **Human Influenza Pandemic Incident Response Procedures (docx - 242.26kb)**(Pandemic Influenza Incident Response Plan https://www.education.vic.gov.au/Documents/school/principals/health/pandemicprocedure.docx). Schools should also refer to DHHS advice regarding pandemic influenza.
School community communication and additional advice	It is not generally necessary to communicate with the broader school community about an infectious disease, unless there is an outbreak or the school has been directed to pursue specific action by health authorities. Doing so can cause unnecessary anxiety in the school community. For advice on alerting parents, or displaying signage, in relation to case(s) of a notifiable infectious disease in the school; schools can phone DHHS on 1300 651 160 who may give advice on whether such as action is required. In more general cases, where communication has been deemed necessary, the school should give consideration as to what should be communicated to the school community. It should: • maintain student confidentiality • be fact based • be written in a way not to cause alarm • inform parents and guardians that a school community member/s has been diagnosed with an infectious disease • name the condition • suggest that they seek medical advice regarding their child's health if they have concerns.

Related policies on the Education and Training website issued by they State Government of Victoria.

- **Admission:** for information on immunisation status certificates within the context of requirements for student enrolment
- **Blood-Borne Viruses:** for information on risk of blood-borne virus infection, privacy and discrimination
- **First Aid:** for information on first aid requirements and duty of care
- **Head Lice:** for information on processes to minimise outbreaks of head lice
- Health Needs
- **Immunisation:** for information on the role of schools in relation to student immunisation
- **Managing Open Wounds and Blood Spills:** for information on first aid procedures related to blood spills and bleeding students
- **Personal Hygiene:** for information on support for personal hygiene, including hand hygiene, and school's responsibility for the provision of soap
- **Syringe Disposals and Injuries:** for information on safe handling and disposal procedures and treatment of needle stick injuries

Related policies issued by the Catholic Education Commission of Victoria.

- **Pandemics: http://www.cecv.catholic.edu.au/Emergency-Management/Pandemics-(1)**
- **Coronavirus Information: http://www.cecv.catholic.edu.au/OHS-WorkCover/Coronavirus**

Related legislation

- Public Health and Wellbeing Act 2008
- Public Health and Wellbeing Regulations 2019

Department resources

- **First Aid** (HRWeb): for OH&S first aid information, including information on training courses
- **First Aid and Infection Control** (HRWeb): for information on first aid in the context of infection control requirements
- **Hand Hygiene:** for Clean Hands curriculum materials (and other supporting materials) for primary schools
- Human Influenza Pandemic Incident Response Procedures **(Pandemic Influenza Incident Response Plan (docx - 242.26kb)** is located in the Guides section and outlines key actions against different stages of an influenza pandemic

Other resources

- **Better Health Channel:** comprehensive Victorian Government health information website
- **Disease information and advice** (DHHS): guidelines for the control of infectious diseases
- **Role of schools and child care services** (DHHS): information on which infectious diseases are notifiable and the role of schools if a child has, or is suspected to have, an infectious disease
- School Exclusion Table: information on the minimum times a child with and infectious disease must be excluded from school
- **Swimming - Keeping the water clean:** information on when to stay out of the pool if someone has an infection (Better Health Channel)
- **Victorian Immunisation schedule:** information on the immunisation schedule, including vaccine eligibility age.

Policy Ratified

- March 2020

APPENDIX 1: Clean Hands – Clean Hands Hygiene Curriculum Resource

CLEAN HANDS

Hand Hygiene Curriculum Resources
for Foundation, Grade 1 or Grade 2 Year Levels

CONTENTS
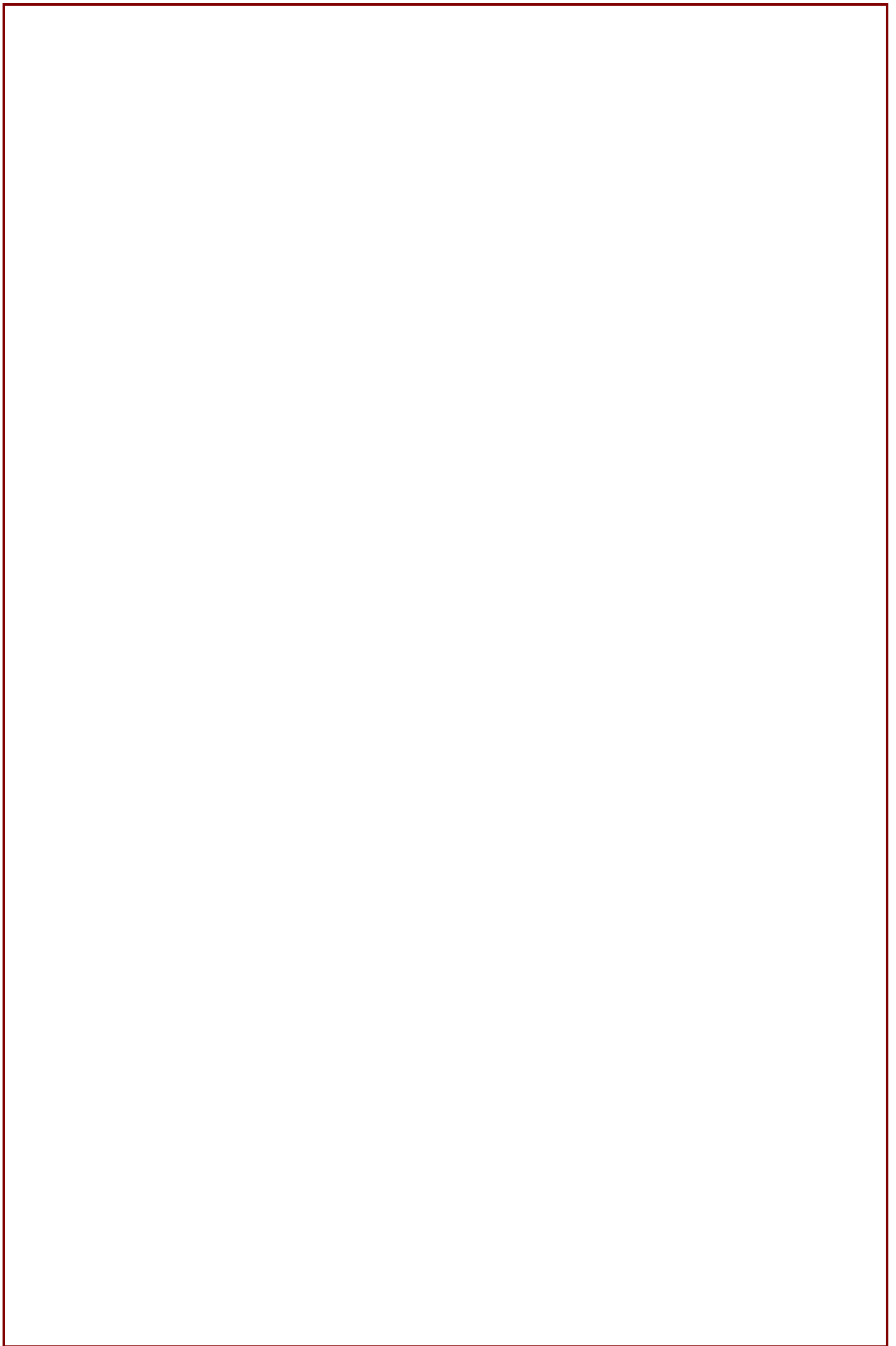
INTRODUCTION

The creation of healthy habits during childhood is important to ensure lifelong healthy decisions and actions. An effective hand hygiene program in Victorian schools is critical to the prevention of communicable disease outbreaks in schools and local communities. It will also help build healthy habits into the future. This curriculum resource package for primary schools will support good hand hygiene practices among Victoria's children and keep them healthy.

The Victorian Department of Education and Training's Personal hygiene policy provides guidance to ensure schools help students manage their own personal hygiene routines, including handwashing. The policy reminds schools of their responsibility to provide soap in student bathrooms to assist with the prevention and control of infection.

Washing hands with soap and water at key times is the most effective way to prevent the spread of gastrointestinal and respiratory infections in community settings. The key times are:

- after going to the toilet
- before and after eating
- after coughing, sneezing or blowing your nose
- after touching pets and other animals
- whenever your hands look dirty.

In addition, washing hands before and after eating is encouraged as a strategy to minimise the risks associated with known food allergies.

This curriculum is supported by a public education campaign. You can access this 'Soapy Hero' campaign, which includes animation and resources, on the Better Health Channel, see: www.betterhealth.vic.gov.au/soapy-hero.

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HOW TO USE THIS CURRICULUM RESOURCE PACKAGE

This resource is intended for use with Foundation, Grade 1 or Grade 2 students in Victorian primary schools. Schools can choose which year level they would like to deliver this important learning about hand hygiene.

At each level, the resource includes a set of lesson plans, worksheets and tools adjusted for age appropriate learning. There is a common set of three topics:

1. Why is hand hygiene important?
2. When do I perform hand hygiene?
3. How do I perform hand hygiene?

The structure of the resource allows for flexibility in how the teaching and learning activities are delivered and at which of the three year levels they are chosen to be taught. The topics follow a logical sequence – why, when and how – but teachers can select from amongst the lessons and the material can be taught at any of the three year levels.

- Each topic has a set of learning intentions.
- Topics are organised into lessons. There are three or four lessons for each topic. The time allocated for each lesson is approximately 45 minutes. A lesson could be stand-alone or combined with others, such as two lessons conducted in a 1½ hour session.
- Each lesson includes teaching and learning activities (guided learning), teacher notes, resources required and activities for further learning. The activities for further learning can be selected if time permits or be used as ideas for extension. (Teachers may also decide to use these as an opportunity to refresh student learning at a different year level, for example, if a school decides to teach the Clean Hands curriculum at Foundation or Grade 1.)
- The worksheets are numbered and referred to within the lesson.
- The tools section at the end of each booklet contains important information and resource material.
- There is a review/evaluation form for each year level should teachers wish to use it.

The Tools section includes two important posters. *How to Handwash?* and *How to Handrub?* are from the World Health Organization (WHO). While aimed at healthcare workers, they provide an understanding of the 'gold standard' for washing/rubbing hands. Foundation-Grade 2 students don't need this level of detail, but they are important for teachers as a point of reference when instructing students how to correctly wash hands or use a liquid handrub. Similarly, the United Kingdom's National Health Service (NHS) provide video illustrations and a guide. For further reference, you can go to:

- NHS guide: file:///C:/Users/08196543/Downloads/DH_078750.pdf
- NHS video: http://www.nhs.uk/Livewell/homehygiene/Pages/how-to-wash-your-hands-properly.aspx
- WHO website: www.who.int/en.

None of the learning topics require teachers to have access to the GlitterBug Beginner Kits; however, a number of suggested activities have been included for those teachers who have access to a kit. Interested schools can purchase a GlitterBug Beginner kit online (see References and resources below).

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LINKS TO THE VICTORIAN CURRICULUM

This healthy handwashing curriculum resource package links with the **Health and Physical Education Learning Area**, but also relates to the **Critical and Creative Thinking Capabilities** within the Victorian Curriculum F-10.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA	
CONTENT DESCRIPTIONS	
Personal, Social and Community Health	
Foundation Level	**Levels 1 and 2**
Being healthy, safe and active	
• Identify people and actions that help keep themselves safe and healthy (VCHPEP059).	• Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073). • Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074).
Communicating and interacting for health and wellbeing	
• Practise personal and social skills to interact with others (VCHPEP060).	• Examine health messages and how they relate to health decisions and behaviours (VCHPEP077).
Contributing to healthy and active communities	
• Identify actions that promote health, safety and wellbeing (VCHPEP062).	• Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078).
Relevant parts of the Achievement Standard	
By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. **They identify actions that help them be healthy, safe** and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. **Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities.** They perform fundamental movement skills and solve movement challenges.	**By the end of Level 2**, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others' feelings. **They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active.** They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. **They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems.** They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

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CRITICAL AND CREATIVE THINKING CAPABILITIES

CONTENT DESCRIPTIONS

Foundation to Level 2

Questions and possibilities

- Identify, describe and use different kinds of question stems to gather information and ideas.
- Consider personal reactions to situations or problems and how these reactions may influence thinking.
- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities.

Reasoning

- Compare and contrast information and ideas in own and others reasoning.
- Consider how reasons and examples are used to support a point of view and illustrate meaning.

Metacognition

- Investigate ways to problem-solve, using egocentric and experiential language.

Relevant parts of the Achievement Standard

By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.

Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.

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TEACHING AND LEARNING APPROACHES IN THIS RESOURCE

Introducing a new unit, theme, topic or lesson to students is an important moment. There are many ways to do this. Using the 'hook' technique, by delivering key information to students as directly as possible, captures what is interesting, meaningful and engaging about the material and puts it out in front. A hook is an introduction, not the lesson itself, and sets the momentum.

Once students are 'hooked', they are more likely to be enthusiastic, motivated and engaged. There are examples of hooks incorporated throughout this resource. Here are some effective hooks that could be used at the start or within a lesson:

- pose a question
- tell a quick and engaging story that goes directly to the topic or theme of the lesson
- offer students an interesting analogy that is relevant to the lesson
- use a prop, such as a favourite classroom toy
- use different forms of media, such as pictures cartoons or comic strips, short excepts from a video, television program, website or YouTube video. The hand hygiene characters have been incorporated throughout the resource
- provide a challenge, for example, offer students a challenging task and let them try to solve it.

The teaching and learning activities in this resource cater for the year level of the students and use a range of tools and approaches to support different learning styles.

A range of graphic organiser templates can be located on the Department of Education and Training website: http://www.education.vic.gov.au/school/teachers/support/Pages/graphicorganisers.aspx

As the teacher, you know the students in your class the best, feel free to use the suggestions or choose your own.

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REFERENCES AND RESOURCES

The following are reputable sources of information on best practice hand hygiene which could be used as a guide or for further information.

- Better Health Channel – Soapy Hero campaign website: www.betterhealth.vic.gov.au/soapy-hero
- Better Health Channel – Infections (information about infections and hygiene): www.betterhealth.vic.gov.au/conditionsandtreatment/infections
- Department of Education and Training (Victoria) – Personal hygiene policy: www.education.vic.gov.au/school/principals/spag/health/Pages/personalhygiene.aspx.
- Hand Hygiene Australia: http://www.hha.org.au.
- Handwashing: Clean hands save lives, Centers for Disease Control and Prevention: www.cdc.gov/handwashing/when-how-handwashing.html
- Healthy Hands: Hand hygiene resource manual ages 4-14, North Bay Parry Sound District Health Unit (2013): www.myhealthunit.ca/en/partnerandhealthproviderresources/resources/English_Resource_Manual_-_PDF.pdf
- GlitterBug: http://glitterbug.net.au
- KidsHealth: http://kidshealth.org/en/kids/germs.html
- Milo and the invisible world of germs: Handwashing education kit for preschool children, Region of Waterloo Public Health (2013): http://chd.region.waterloo.on.ca/en/healthyLivingHealthProtection/resources/Handwashing_Education_Kit.pdf
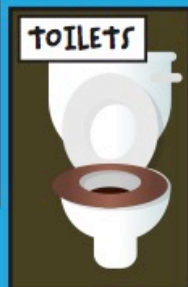
Booklets included as a part of this resource:

- Booklet 1: Foundation Lesson Plans
- Booklet 2: Grade 1 Lesson Plans
- Booklet 3: Grade 2 Lesson Plans.
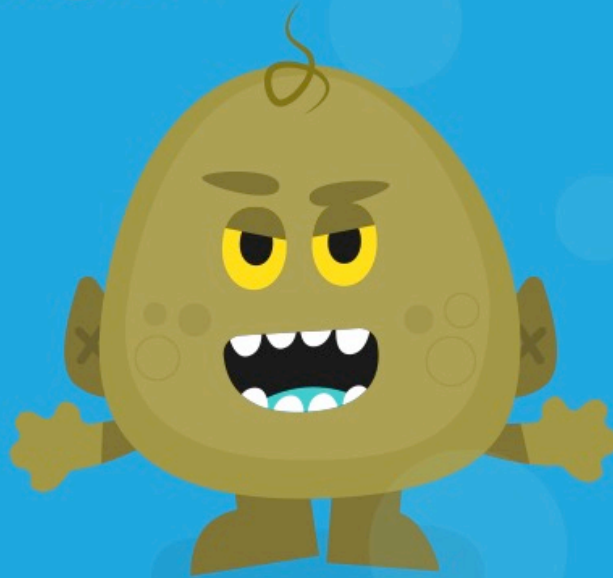
I completed my

Soapy Hero

training

Name: _____ **Date:** _____

Find out more about hand hygiene at: **www.betterhealth.vic.gov.au/soapy-hero**

Be a Soapy Hero!

Be a Soapy Hero

How to...
wash your hands

WASH YOUR HANDS
TO GET RID OF GERRY THE GERM

It only takes **20** seconds!

Wet — **WET** your hands with running water

Rub — **RUB** soap all over your hands for 20 seconds
Sing 'happy birthday' twice!

Rinse — **RINSE** the soap off your hands

Dry — **DRY** your hands with a clean towel or paper towel or under a hand dryer

Wash your hands:
- whenever your hands look dirty
- after going to the toilet
- after coughing, sneezing or blowing your nose
- before and after eating
- after touching pets or other animals
- after you play

Find out more about hand hygiene at: www.betterhealth.vic.gov.au/soapy-hero