

# **Scoil Mhuire Junior**



# **Health & Safety Policy**

**2023**

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*Health and Safety Statement*  
*Board of Management Scoil Mhuire Junior,*

**Health, Safety and Welfare Policy**

In accordance with the Safety, Health and Welfare at Work Act 2005 and the Safety, Construction Regulations 2013. It is the policy of the Board of Management of Scoil Mhuire Junior to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect students, visitors, contractors and other persons at the school from injury and ill health arising from any work activity. The successful implementation of this policy requires the full support and active co-operation of all staff, students, contractors and visitors to the school.

It is recognised that hazard identification, risk assessment and control measures are legislative requirements which must be carried out by the employer to ensure the safety, health and welfare of all staff.

**The Board of Management, as employer, undertakes in so far as is reasonably practicable to:**

- promote standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation, standards and codes of practice;
- provide information, training, instruction and supervision where necessary, to enable staff to perform their work safely and effectively;
- maintain a constant and continuing interest in safety, health and welfare matters pertinent to the activities of the school;
- continually improve the system in place for the management of occupational safety, health and welfare and review it periodically to ensure it remains relevant, appropriate and effective;
- consult with staff on matters related to safety, health and welfare at work;
- provide the necessary resources to ensure the safety, health and welfare of all those to whom it owes a duty of care, including staff, students, contractors and visitors.

The Board of Management is committed to playing an active role in the implementation of this occupational safety, health and welfare policy and undertakes to review and revise it in light of changes in legislation, experience and other relevant developments

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

Chairperson, Board of Management

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

**Section 1**

**PRINCIPAL:** *Niamh Cronin*

**DEPUTY PRINCIPAL:** *Joan Conway*

**ROLL NO:** *19605P*

## Safety Statement

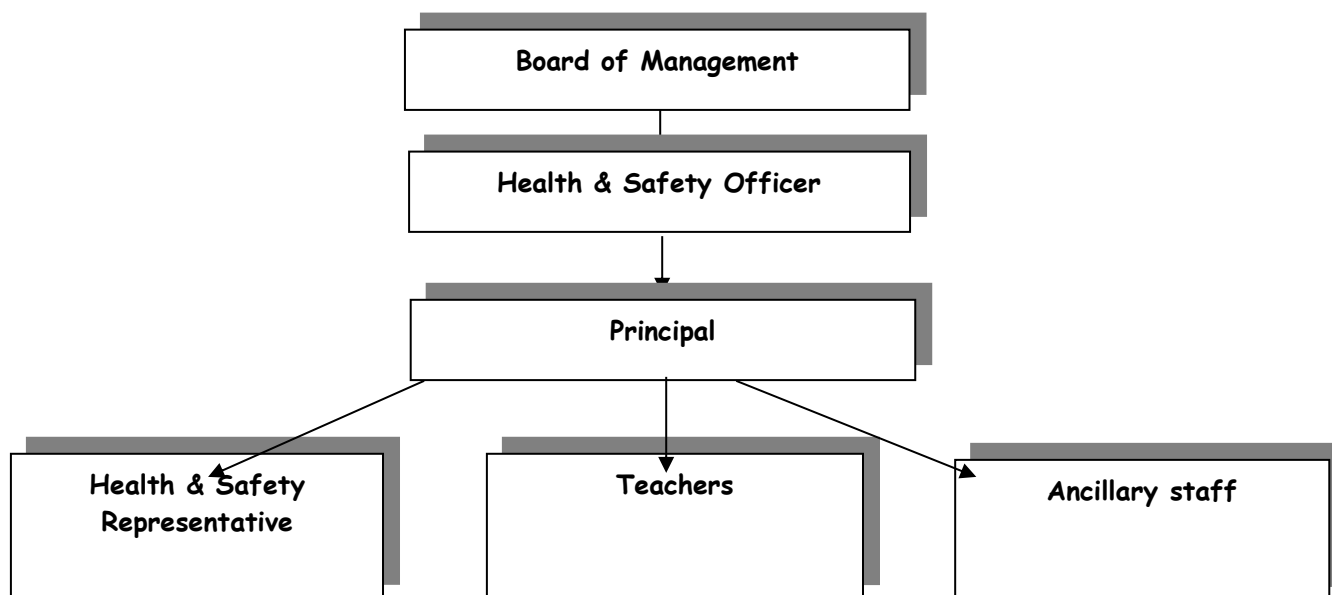
### School Profile:

Scoil Mhuire Junior comprises a single storey main building consisting of 16 classrooms with toilets, an office, a general purposes room, 3 Learning Support rooms, 3 store rooms, 1 office for HSLteacher, 2 toilet units and 1 Staffroom and 1 Parent Room [Prefab]. On the grounds, there are also a 3-unit prefab and a single prefab. There are 2 car parking areas and two hard-surfaced play areas.

### Organisational structure:

The school is managed by a Board of Management which has ultimate responsibility for all matters concerning Health and Safety. The day-to-day running of the school is the responsibility of the principal, assisted by the Deputy Principal. **The Board of Management should appoint** a member to liaise with the Principal on Health and Safety issues.

## Organisational Structures for Health and Safety



## Planning for Health and Safety

- Health and Safety is tabled for discussion by the Board of Management at every meeting, approximately, 5/6 meetings per year. The Board sets in place targets and improvements which it hopes to implement in each school year, where resources are available.
- Safety issues are reported and discussed and appropriate decisions taken.
- Matters arising from Health and Safety issues are discussed informally and formally among staff at staff meetings, cohort meetings, ISM (in-school- management) meetings.

“Croke Park” hours can be used for training in Health and Safety legislation, skills and procedures, and reviewing policies which impact directly or indirectly on Health and Safety.

As part of the SSE (school self -evaluation) process, we will also look at the Health and Safety component of each policy.

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ROLL NO: *19605P*

- All staff members have a responsibility to identify risks to health and safety and either take action themselves where appropriate or notify the principal where necessary.
- The caretaker has responsibility for day-to-day maintenance issues which fall within his capabilities. Where necessary, the principal will employ the services of a professional to make necessary repairs.
- All risks identified by a staff member which they cannot deal with themselves will be recorded and dated in our Health and Safety Record at the Office. When remedial work has been completed, the relevant date will be entered in the record
- Special provision is made for pupils with specific needs on an individual basis, as part of responsibility of class teacher initially.

**A safety committee (Principal, Deputy Principal, Assistant Principal) will take on the following tasks –**

**1) Review the tasks listed in the Health and Safety record and check whether the work has been completed;**

**2) When necessary, inspect the yards for safety issues after severe weather (storms, ice and snow).**

**(Note: The Safety Committee cannot be held legally liable for putting any proposals into effect Attached in Appendix 1 is a list of potential hazards we have identified, how they should be dealt with and who is responsible for dealing with them.**

### **Resources for Health and Safety**

**Scoil Mhuire Junior** will dedicate the appropriate resources and welfare facilities necessary, to ensure in so far as is reasonably practicable the safety, health and welfare of all its employees and pupils as well as others who may be affected by its operations and activities.

The Health and Safety officer on the Board of Management with the assistance of the School Principal and the Health & Safety Representative will develop appropriate health and safety programmes, inspections, maintenance programmes and training activities etc.

### **The following resources and welfare arrangements have been dedicated:**

- The school will provide each new employee, on commencement of employment, with the necessary information and guidelines on the basic safety knowledge they require before they begin work.
- They will be notified of any revisions to the safety statement. A system is in place to ensure easy and regular access to the statement by all parties. A hard copy available in the office and a copy on the school drive. New staff should read the statement upon commencement of employment. Substitutes and temporary staff need to have the relevant sections brought to their attention
- Staff are offered 'First Aid' training and use of defibrillator.
- One staff member is First Aid Officer (Edwina Slattery).
- One staff member (Caitriona Quinn) is responsible for the defibrillator.
- The caretaker has been trained in manual handling and First Aid.
- Personal protective equipment has been provided for ancillary staff.
- There is a full-time secretarial presence at school entrance with buzzer /keypad entry to school
- Doors to rear of school can be locked to open from inside only

- All classrooms are connected by an intercom system to main office.
- A fully stocked First Aid press is located in the front of the school and all classrooms have access to a first aid kit.
- First Aid kits are available for tours etc.
- Fire -fighting equipment (alarms, hoses, extinguishers) has been positioned throughout the School. This equipment has been chosen and sited applicable to the fire risk.
- \*\*See map for the location of all fire- fighting equipment in the School
- Each Classroom has Fire exit.
- Fire blanket in staff kitchen.
- Fire alarm system upgraded in 2021.
- Non-slip mats inside entrance doors.
- Non-slip mats on ramps.
- Wet floor warning signs.
- Door hooks on internal swing doors
- Hazardous materials locked away
- Hazardous tools and implements locked away

The above resources serve to address the issues of primary concern. They are reviewed and maintained as the need arises by the appropriate personnel. These resources satisfy our requirements for maintaining a safe environment.

## **Section 2**

### **Roles & Responsibilities:**

#### **Board of Management:**

- complies with its legal obligations as employer under the 2005 Act;
- ensures that the school has written risk assessments and an up-to-date safety statement;

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- reviews the implementation of the Safety Management System and the safety statement;
- sets safety, health and welfare objectives;
- receives regular reports on safety, health and welfare matters and matters arising from Same are discussed;
- reviews the safety, health and welfare statement at least annually and when changes that might affect workers' safety, health and welfare occur;
- reviews the school's safety, health, and welfare performance;
- allocates adequate resources to deal with safety, health and welfare issues;
- Ensure that there is adequate insurance in place to cover the activities of the school. support the principal in her role as day-to-day manager of the school
- Appoints competent persons as necessary, to advise and assist the board of management on safety, health and welfare at the school.
- Stay abreast of legal requirements through legal training from the CPSMA (Catholic Primary Schools Managers' Association).
- Health and safety issues concerning remote learning are dealt with in the Remote Learning policy and in the Child Safeguarding Statement and Risk Assessment.
- Health and safety issues concerning racism are dealt with in our anti racism policy and in the Child Safeguarding Statement and Risk Assessment.

#### **Designated person for safety, health and welfare acting on behalf of the Board, the Principal:**

Complies with the requirements of the 2005 Act

- Support, monitor and assist staff to enable them to reach correct decisions about health and safety and will check at intervals that safe working methods are being observed that are in accordance with school and statutory procedures.
- bring safety statements to employees' attention on commencement of employment
- Ensure employers from whom the school contracts services have up –to-date safety statements.
- Procure advice and assistance whenever necessary from the Health and Safety authority.
- Ensure so far as reasonably practicable that safe procedures of work are in place.
- Maintain a tidy workplace, arranging for regular clean-up periods with responsibility specifically assigned. Identify any hazard that arises from time to time, as part of her regular walk-through inspections of the school.
- Inform staff and pupils of safety concerns and procedures.
- Receive and deal initially with any health and safety concerns that she receives from staff, parents, guardians and others.
- Ensure that all accidents and incidents that occur or are reported to her have been investigated and reported to the HSA if applicable.
- Ensure that appropriate fire- fighting equipment is available, tested on an annual basis and replaced when used or defective.
- Arrange for regular fire drills and review of same.
- Take heed, together with remedial action, on any matters brought to the attention of the Board of Management.
- Ensure the First Aid boxes are maintained properly.
- Ensure safety data sheet for products are available.
- Ensure all contractors comply with the school safety procedures.
- Record and investigate all accidents with a view to preventing recurrence.
- show a personal example of following Safety, Health and Welfare

**The Deputy Principal Joan Conway, will take on the duties of the principal, if she is absent.**

### **All Employees**

- comply with all statutory obligations on employees as designated under the 2005 Act;
- co-operate with school management in the implementation of the safety statement;
- inform students of the safety procedures associated with individual subjects, rooms, tasks;
- ensure that students follow safe procedures.
- Formally check classroom/immediate work environment to ensure it is safe and free from fault or defect;

### **Teachers / Special Needs Assistants / Non-teaching staff:**

- comply with all statutory obligations on employees as designated under the 2005 Act;
- co-operate with school management in the implementation of the safety statement;
- inform students of the safety procedures associated with individual subjects, rooms, tasks;
- Ensure that students follow safe procedures.
- formally check classroom/immediate work environment to ensure it is safe and free from fault or defect;
- check that equipment is safe before use;
- Ensure that risk assessments are conducted for new hazards.
- select and appoint a safety representative as appropriate;
- co-operate with the school safety committee where one is established;
- report accidents, near misses and dangerous occurrences to relevant persons as outlined in the safety, health and welfare statement
  - may not be under the influence of an intoxicant to the extent that it endangers their own or another person's health, safety or welfare and must submit to any reasonable tests for intoxicants or deal with any persons under the influence
  - Must inform the Principal /Board of Management if they are suffering from any injury, disease or illness that adds to risks within the school.
  - Must attend such training as may be reasonably required by employer.

### **Training**

Members of staff are required to attend any health and safety training that is deemed essential by the Board of Management and are encouraged to undertake appropriate additional training.

All training must be delivered by individuals/organisations competent to do so.

Records of all health and safety training completed will be maintained by the school.

### **Board of Management Safety Officer/Staff Safety Representative**

The Safety Officer on the Board of Management, Joan Ashbrook, will deal with Health and Safety issues on behalf of the board and on behalf of the staff as staff representative. Duties will include preparation and review of the Health and Safety statements, liaising with principal, and others, organising health and safety reviews and risk assessments, communicating and reporting on health and safety issues to all personnel.

- Represent employees on health and safety matters
- Inspect the place of work on health and safety grounds when alerted to a problem.
- Make representations to, and receive information from, an inspector

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- Make representations to the Board of Management on health and safety matters
- Liaise with other relevant persons engaged in health and safety matters

### **Parents and guardians**

Parents and guardians are requested to cooperate with the Board of Management and others to ensure health and safety law in general and this policy in particular, are implemented.

- They have responsibility to take reasonable care of their own safety, health and welfare and that of any person who may be affected by their acts or omissions.
- Parents are especially reminded that they must not allow their children to engage in dangerous play in and around the school. NO cycling on school grounds & no animals permitted on the premises.
- Parents should enter the school via the main entrance only and should report to the school office
- Once a pupil enters the school building, the teachers are *in loco parentis* and thus primarily responsible for the child's health, safety and welfare.
- Parents and guardians, however, must take specific responsibility for all their children, especially young children when accompanying them in the school and its environs.
- Parents and guardians are requested to report any health and safety concerns to the principal and/or the Chairperson of the Board of Management).
- High risk concerns must be reported promptly to the principal. Parents and guardians are also entitled to receive information on the school's health and safety policy and procedures.
- Parents and guardians must report any issue regarding health and safety issues concerning remote learning to the school.

### **Pupils**

- Parents and guardians are requested to ensure that their children attend school in the appropriate school uniform and footwear.
- Pupils will be advised of any relevant health and safety procedures and are required to comply with the staff and Board of Management in implementing these.
- As part of the SPHE programme, safety training will form an ongoing component in the life of the school in the form of Fire Drills, Road Safety, Healthy Eating policy, codes of behaviour, anti-bullying measures, RSE and school assemblies.

### **Other School Users:**

Other school users such as students, parents, volunteers and visitors should comply with school regulations and instructions relating to safety, health and welfare.

### **Contractors:**

Contractors must comply with statutory obligations as designated under the *Safety, Health and Welfare at Work Act 2005*, the *Safety, Health and Welfare at Work (General Application) Regulations 2007* and any other relevant legislation such as the *Safety, Health and Welfare at Work (Construction) Regulations 2006*.

- Schools must make available the relevant parts of the safety, health and welfare statement and safety file (where one exists) to any contractors working in the school on behalf of the school.
- Schools must provide to contractors the school regulations and instructions relating to safety, health and welfare.
- Contractors must make available relevant parts of both their safety, health and welfare statement and risk assessments in relation to work being carried out.
- Where schools are sharing a workplace with a contractor they must co-operate and coordinate their activities in order to prevent risks to safety, health and welfare at work.

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**Short duration, low risk, single contractor works involving routine maintenance, cleaning, decorating or repair:**

- The board of management must ensure that the contractor is competent. This means that the contractor is suitably qualified and experienced and is registered. For instance, an electrician should be registered with the Register of Electrical Contractors of Ireland (RECI) or the Electrical Contractors Safety and Standards Association (ECSSA).
- In many cases, the school will have a list of maintenance personnel and this may only need to be reviewed if any changes occur.
- The contractor and the principal meet before the project commences to ensure communication links are established before work starts and throughout the contract.
- The contractor should advise the principal about the likely duration of the work and any possible hazards, and how these will be addressed.
- The contractor should also provide the principal with a copy of its safety statement including any relevant risk assessments for the project to be undertaken.
- Likewise, the principal should advise the contractor about necessary precautions which need to be considered, particularly if work is being carried out during school time.

**Substantial building works, (e.g., extension to school building):**

Where substantial building work lasting more than 30 days or 500 person days is being considered, the board of management take on the responsibility of “client”. The client must:

- appoint, in writing before design work starts, a Project Supervisor for the Design Process (PSDP) who has adequate training, knowledge, experience and resources;
- appoint, in writing before construction begins, a Project Supervisor for the Construction Stage (PSCS) who has adequate training, knowledge, experience and resources;
- co-operate with the project supervisors and supply any necessary information;
- notify the HSA of the appointment of the PSDP on Approved Form AF1 *“Particulars to be notified by the Client to the Health and Safety Authority before the design process begins”*;
- Retain and make available the safety file for the completed structure. The safety file contains information on the completed structure that will be required for future maintenance or renovation.

The Project Supervisor for the Construction Stage further develops the safety and health plan for the construction stage of the project. This includes coordinating appropriate safety, health and welfare arrangements on site to prevent accidents occurring, e.g., keeping vehicles and pedestrians apart.

**Section 3**

**Section Hazards and Controls**

Risk Assessment and protocols

<b>Hazard identified</b>	<b>Procedure</b>	<b>Person responsible</b>
Spills/wet floor	Cover/mop up immediately Use “Wet Floor” signs if needed. Absorbent materials/newspaper in storeroom at staffroom	Person who notices it.
Toilets in classrooms	Monitor and inspect frequently during the day.	Class teacher/SNA
School bags (trip)	Store under tables or in designated area out of passageways in rooms. Not on back of	Class teacher

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	chairs.	
Coats on floor (trip)	Hang fallen coats up	Person who finds it.
Mats at entrances (trip)	Check regularly that they fit and lie flat	S & H committee to inspect regularly
Falls during transitions to outside	Children are reminded by teacher to exercise due care.	Teacher in charge.
Steps	Paint edges with yellow warning paint. Renew as it fades.	Caretaker
Unsuitable footwear	Parents are called to bring suitable replacement footwear	Person who notices this
Broken furniture	Broken furniture is removed from use until repaired or replaced	Teacher and Caretaker
Defective electrical equipment	Equipment is removed from use until repaired or replaced	Person who notices it.
Large electrical appliances	Checked regularly, repaired or replaced	Cleaner supervisor Caretaker
Electrical faults	Electrical outlets are not overloaded.	All staff
Sharp cutters/scissors	Students are instructed in safe use of scissors. Knives are stored safely and only used by adult staff	Class teacher Other staff
Hazardous materials	These are store in locked storage facilities and only used in the absence of children by those authorised to use them.	All staff
Chemical burns	Only non-hazardous cleaners are used where the children are.	Teacher
Trailing cables (trip)	Keep out of high traffic areas.	All staff
Damaged flooring	Repairs are carried out and steps taken to prevent further damage.	Person who finds it notifies caretaker.
Slippery surfaces	Absorbent mats are placed at entrance doors and checked regularly	H & S Committee
Burns and scald	All staff members use covered travel mugs. Water boiler is serviced regularly	All staff  Electrical contractor
Hot equipment (cookers in classrooms)	Children remain seated and cooker is placed in cordoned off area not accessible to children.	Teacher
Hot oven for lunches	Only designated personnel allowed to touch, use ovens.	Caretaker
Hot Lunches	Distribution by designated person only. Children to eat lunch at table.	Teacher/ caretaker
Fire	Regular fire drills are carried out Sufficient appropriate fire-fighting equipment is available	Designated Staff member
Fire equipment failing	This equipment is checked regularly	Contract with company
Gas boiler exploding	This is serviced regularly as per manufacturers recommendation	Service company
Home visit by HSCL	Fully charged phone carried at all times. Another staff member is informed when she leaves on visits.	HSCL coordinator
Falls from a height	Ladders are only used for short	Caretaker

	duration/light work and where risk of injury is low. Ladders are used with all due care. Condition of ladder is checked regularly	All staff.
Cleaning	Wet floor signs are used Trailing vacuum cables are monitored Chemical cleaning products are used and stored according to manufacturers' instructions.	Cleaning staff and supervisor
Manual handling	Staff should seek assistance when moving heavy equipment. Caretaker has been trained in correct manual handling procedures. Trolleys are provided for transferring heavy loads.	1/3/16 All Staff
Restraining children at risk	Board of Management/staff (teachers/SNAs, Principals and Chairperson) are investigating possible relevant training for staff. <ul style="list-style-type: none"> <li>• SNA's and certain staff members trained in Studio 3, more will train in August</li> <li>• MAPA</li> <li>• CPI</li> <li>• Optimal Training</li> </ul> Board will make decision following enquiries.	Cost of this is €3,600 for 10 people Currently, the minister of Education is in consultation with regard to developing guidelines around the use of restraint in schools. Until such time as these are published, SESS is not in a position to give guidance or advice around same. <i>Special Educational Support Service 7/1/16</i>
Contractors	Contractors engaged in work in the school are required to have an appropriate Health and Safety policy.	
Injury to caretaker	Appropriate Personal Protective Equipment has been provided for him. (Gloves, goggles and ear protectors) Herbicides are used only in calm conditions and when students are absent. All tools etc. are used in accordance with manufacturers' instructions All equipment is inspected and repaired as necessary	Caretaker.
Gas boiler/fire	No flammable materials should be stored in proximity to the boiler.	
<b>External hazards</b>		
Falls	Code of behaviour established Supervision is adequate Playground surface inspected as necessary	All staff Post holder Safety committee
Dangerous objects	Dealt with immediately as appropriate	All staff

Injury/illness/trauma in playground	Follow protocol laid out in policy	All staff
Aggressive behaviour	Follow established procedure in school Code of Behaviour	All staff
Slippery walkways	Grit/salt available for use	Caretaker
Person being struck by vehicle	Traffic management system is in place. No parents' cars allowed on church/school car park.	
Fire exits	These are marked clearly.	
Doors with broken fixtures	Repair as soon as identified	Caretaker/professional as required.
Doors swinging closed in windy conditions	Teacher stands at door as children exit to hold it. Internal classroom door is kept closed at these times.	Class teacher.
<b>Excursions and extra-curricular activities</b>		
Safety of children on trips	Refer to excursions policy.	
<b>First Aid</b>		
Inadequate equipment	First Aid kits are well stocked and checked regularly.	SNA
Collapse	Defibrillator is on premises.	All staff
Contamination from open wounds	Protective gloves are worn when dealing with open wounds.	All staff
Knowledge of trained personnel	School secretary training is arranged and staff to be informed.	Principal
Administration of medication to children	Refer to school policy	
Storage of medication	Medication is stored in the Office in a secure place, clearly labelled with child's name.	
<b>Visitors to school</b>		
Unknown persons accessing school	All visitors can only enter via main entrance. Visitors Log is maintained at reception. Front door access is controlled from inside. All other exit doors are kept locked.	
<b>Lone workers</b>		
Danger from an intruder	Lone worker has mobile phone on his/her person at all times.	
Sudden illness when alone	Caretaker and Principal have lone worker alarm.	
<b>Student considerations and workplace issues</b>		
Children with special needs	A responsible adult is assigned to each of these children as the need arises e.g., evacuation of school, transitions, tours etc.	
Students with challenging behaviour	Refer to school code of behaviour policy	
Collection of children	Refer to policy.	
Bullying	Bullying of pupils and/or staff is dealt with in School Anti-bullying policy.	

Stress/illness	Policies to avoid/reduce stress in the workplace include the Anti-bullying policy, School Code of behaviour.	
Aggressive/threatening behaviour	Alert nearest staff member for assistance. Dignity at work policy to be developed and put as part of parental sign off at beginning of year together with Code of Behaviour.	

This hazard and risk assessment was completed in January 2023, all such hazards shall be eliminated or reduced in so far as resources and circumstances allow. See the summary of the Hazards that need attention overleaf

### **Risk Assessment Results. Summary of Actions needing attention**

<b>Steps at Parents room</b>	Paint edges with yellow warning paint. Renew as it fades.	Caretaker  Caretaker
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<b>Manual handling</b>	Staff should seek assistance when moving heavy equipment. Caretaker has been trained in correct manual handling procedures. Trolleys are provided for transferring heavy loads.	
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<b>Restraining children at risk</b>	Training available for teachers in safe restraint.	See previous
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<b>External hazards</b>		
Person being struck by vehicle	Traffic management system is in place. School liaising with senior school and church to buy electric gates to stop parents coming in.	
Fire exits	Marked clearly. New Fire exit signs put in 2021	
Doors swinging closed in windy conditions	Teacher stands at door as children exit to hold it. Internal classroom door is kept closed at these times.	Class teacher.
<b>First Aid</b>		
Knowledge of trained personnel	List of currently qualified First Aid personnel is made available to all and displayed at First Aid station.	Principal waiting for staff response to email updating

Storage of medication	Medication is stored in the Office in a secure place, clearly labelled with child's name.	Updated each September and as required throughout the year
<b>Lone workers</b>		
Danger from an intruder	Lone worker has mobile phone on his/her person at all times.	
Sudden illness when alone	Principal and Caretaker have personal alarm	

Stress/illness	Policies to avoid/reduce stress in the workplace include the Anti-bullying policy, School Code of behaviour. Staff made aware of Spectrum life. (Counselling service provided by INTO)	
Aggressive/threatening behaviour	Alert nearest staff member for assistance. Alert nearest staff member who notifies the office. If threat is perceived as dangerous guards are called immediately Dignity at work policy signed by parents.	
	<b>EXTRA Hazards To Note</b>	
HALL	PE equipment to be returned correctly into storage areas after use	All staff
	All fire doors in blocks to be closed on lock All fire doors in hall to be closed on lock up.	caretaker
<b>Kitchen</b>		





## **Fire Safety**

- The Board of Management will ensure that an adequate supply of fire extinguishers, suitable for the type of fires likely to occur in each area, is available, identified and regularly serviced by authorised and qualified persons. Each fire extinguisher shall have instructions for its use
- The principal will ensure that fire drills shall take place at least once a term.
- Signs shall be clearly visible to ensure that visitors are aware of exit doors and routes to Assembly Points (Responsibility of Board of Management Safety Officer)
- All doors in classrooms and corridors shall be kept clear of obstruction and shall be able to be opened at all times from within the building.
- External classroom doors must be kept clear at all times (Class Teachers)
- P.E. hall doors and doors on corridor must be kept clear at all times (Principal)
- A plan showing assembly points outside the school must be prepared on an annual basis
- Exit signs shall be clearly marked
- All electrical equipment, except photocopier, must be left unplugged when unattended for lengthy periods and when the building is empty. Under no circumstances may a pupil plug in or unplug any electrical appliance. Teachers are responsible for their own classroom. The Secretary/Principal is responsible for the offices. The Staff room is every employee's responsibility.
- All recommendations made by a Fire Officer in addition to these provisions shall be implemented.

**Accidents and Emergencies-** See Critical Incident policy also (Appendices)

The school recognises the importance of taking the appropriate measures in cases of accidents and injury, including, where necessary, securing the site and immediately telephoning the emergency services, parents and guardians.

**When a serious accident occurs the procedures below must be followed**

- The Principal and the Chairperson of the Board of Management, safety officer / safety advisor, insurance company and HSA must be notified immediately of any accidents

**The School principal, or other nominated persons, must take charge of the proceedings as follow:**

- Observe accident location and status of injured person.
- If there is a risk of further injury move injured person to safety.
- Call for immediate medical assistance or emergency service.
- Ensure First Aid is administered as required by a competent person.
- If an ambulance is called make sure exact location is given and the ambulance can access as near as possible to the injured person.
- Notify family of injured person and if required arrange for transport to take them to the hospital.
- Gather all information immediately about the accident and what lead up to it.
- Obtain witnesses statements, writing them down as they are given.
- Complete accident report book and report form and check with Principal / Chairman before sending to Health and Safety Authority as required.
- Take sketches / photographs of area where accident happened.
- If H.S.A. is to inspect the scene of the accident, do not move anything unless further serious risks have to be avoided.

- The Board of Scoil Mhuire to notify insurance company and seek guidance on further reports, investigations and position of the school.

### **Emergency contact details**

- Emergency contact details of the parents and guardians of all children in the school will be kept in the school office and recorded on Aladdin. Parents can update their contact details on Aladdin Connect. It is the parents' responsibility to ensure that school has up to date contact details. Emergency contact/next of kin details of all staff will be kept in the school office.
- Emergency service contact numbers will be maintained in the office.

### **Emergency routes and exits**

- The school has and will maintain, an adequate number of emergency routes and exits, which meet statutory regulations.
- These will be clearly signed and kept free from obstruction at all times.
- All rooms will have evacuation instructions on the inside of each door.
- School evacuation will be practised as part of regular fire drills.
- All users of the school after hours will be given a copy of fire drill procedures and fire safety policy.

### **Evacuation**

An evacuation procedure has been prepared and is provided to each employee. Evacuation drills will take place at least twice per year or more often if required. Employees are reminded to familiarise themselves with the procedures so that a fast and effective evacuation of the premises can be completed in the event of an emergency. See Appendix 1

For information /compliance requirements in the case of emergency see

- Fire evacuation procedures - Appendix 1
- Assembly Point locations (Appendix)

### **General Safety**

The aim of the Board of Management is to provide a healthy and safe working environment. This can be achieved with the help and assistance of all employees and pupils by

- Observing the general rules of safety
- Using all plant, machinery and equipment in a safe and proper manner
- Employing the proper procedures when carrying out tasks and ensuring that no practices are used which may act as a source of danger to themselves and/or others
- Keeping work areas clean and tidy at all times
- Making sure all corridors and passageways, particularly those leading to escape routes, are kept free of obstructions at all times
- Taking care that fire points are not blocked or covered up in any way and that they are ready for use if the need arises.

### **Trip Hazards**

Teachers are cognisant of the hazards associated with busy classrooms and safety instruction is given to children before and during particular activities.

- Mops and wet floor sign are located in the cleaner's room and may be used if there are exceptional wet surfaces.
- Warning signs have been provided for use during floor cleaning.

- Class teachers will ensure that PE equipment is safe, well maintained, stacked securely and positioned so as not to cause a hazard after each PE class.
- Class teachers will routinely check PE before use and will be alert to any possible hazards in PE equipment. E.g., splinters in benches, torn mats and will report fault to principal.
- Children moving PE equipment will be supervised.

### Specific Safety/Protective Measures

- **All machinery, electrical appliances and fire equipment** are to be used only by competent and authorised persons. Such appliances and equipment will be subject to regular maintenance checks. All machinery and electrical equipment must be fitted with adequate safeguards.
- **All chemicals - photocopier toner, cleaning agents, detergents** etc. must be stored in clearly identifiable containers bearing instructions and precautions for their use as appropriate and shall be kept in a locked area, and protection provided to be used when handling them. Safety data sheets are supplied with all such materials. Members of staff using these materials should familiarise themselves with the hazards associated with the materials and precautions to be taken in the event of spillage, splashes etc.
  
- **All drugs, medications**, etc. be kept in a secure place and consent must be received from the parent/guardian to administer such medication (*Administration of Medicines Policy*)
- It is the policy of the Board of Management that the school shall be a **non-smoking area** to avoid hazard to staff and pupils of passive smoking. (*Substance Use Policy*). Smoking is prohibited in Primary and Secondary Schools, including the school grounds (cf. Circular, Eastern Health Board, 11 March 1991)
  
- To ensure the welfare of the staff and children, toilet and cloakroom areas are provided. A staffroom separate from the work area is provided for staff, where tea and lunch breaks may be taken. Staff must co-operate in maintaining a **high standard of hygiene** in this area.
- A high standard of hygiene must be achieved at all times. Adequate facilities for waste disposal must be available. An adequate supply of hot and cold water, towels and soap and sanitary disposal facilities must be available. Disposable gloves are provided for use in all cleaning tasks.

### **Animals:**

- No animals may be brought into the school grounds at any time, with the exception of assistance dogs, class pets.
- Teachers will take appropriate action to deal with any issues that may arise if dogs come into the school yard when children are at play.

### **Broken glass**

- Glass usage will be excluded or avoided as far as possible in classrooms.
- Children may not use or carry glass cups.
- Broken glass is disposed of by caretaker in special bin.
  
- It is the policy of the Board of Management that **all infectious diseases** shall be notified and steps taken to ensure the safety of staff and students against all such diseases as outlined in Infection in School Manual. Disposable gloves are provided for use in all First Aid applications.

- Any **visitors to the school** shall be required to identify themselves to the Principal or the Secretary before gaining admittance to the school. All visitors to the school must be recorded by (a) signing a Visitor's Book or (b) signing the Early Collection sheet in the case of parents/guardians collecting child/children early.
- All **contractors** must make direct contact with the principal before initiating any work on the premises and shall be shown a copy of the Safety Statement applying to the school and must comply with all provisions therein.
- While work is in progress, any noise shall be avoided wherever possible during school hours and shall at all times be reduced to the minimum necessary. The contractor and his workmen shall not create any hazard, permanent or temporary, without informing the principal or his nominated agent and shall mark such hazard with warning signs or other suitable protection
- All **parent/guardians/carers** in the interest of safety must obey all signs upon entering the school grounds.
- Parents /guardians/carers must supervise children on the school grounds before 8.50 and after their school day ends i.e., 1.30 or 2.30.

- **Morning Line up In Yard:** **From**  
**September – June, Children line up outside their fire doors.**  
Parents must stay with the child until the teachers opens the door at 8.50
- Junior, Senior Infants and First Class are not allowed home unaccompanied. 2<sup>nd</sup> class children may only go home unaccompanied with written consent from their parents /guardians. Home alone list must be visible at fire door.
- Children may only leave school early in exceptional circumstances. They may be collected by their parent/guardian/carer from the classroom only after they have signed the "Home Early" book in the office.

## Road Safety

### Traffic management

The school recognises that great numbers of staff, pupils, parents, guardians, and other members of the public travel within the direct vicinity of the school. This poses safety concerns.

- A school lollipop lady is on duty at school opening and closing times.
  - There is a pedestrian traffic light located outside of the main exit also.
  - The Board of Management wants traffic in and around the school to be managed as safely as possible, but this requires the full cooperation of all parties concerned.
  - Staff, parents/guardians and children are informed on an ongoing basis that they are not permitted to drive into the church car park.
  - All vehicle users coming to the school must comply with the rules set down by the Road Safety Authority. In instances of illegal road usage, the school may inform the local Garda station.
  - A few pupils cycle to school and a safe and secure location for the parking of bicycles has been provided to the front of the school
- **Staff cars may not enter the parish grounds after 8.40 or leave before 2.40**
  - All potentially serious incidents, whether to employees, pupils or members of the public must be reported immediately to the principal. This is necessary to monitor the progress of safety standards and to ensure that proper medical attention is given where required. An Accident Report File is retained for recording all such incidents/accidents.

### **Security and public liability**

- The board will endeavour through the principal to prevent the admission to its premises of unauthorised persons.
- Fences at back of the school will be kept in good condition.
- All staff should be conscious of all aspects of the security of people and property.
- Access doors to school must be secured.
- Parents are not permitted to walk around the school corridor unless permission is sought at the office.
- No admittance of people wearing motorcycle helmet.
- Secretary not to open door unless person is vetted.
- Maintaining security is aimed at reducing the opportunity for unauthorised persons to enter the buildings through non designated access points, who may constitute a threat to staff, students and bona-fide visitors.
- Lone working is to be avoided where possible. Teachers will not work after hours in school without other adult present. Where lone working is unavoidable, due care will be taken with regard to personal safety. Caretaker should be informed of their presence.

### **First Aid**

First Aid boxes are provided - one to each Class Block (4) and one in the office. Those in the Class Blocks are kept by the senior teacher in each Class Block and are available to the other teachers for minor accidents during class times.

The office First Aid box is kept in a locked press in the front hall in the event of accidents on the yard/in the classroom during break times.

If a child is injured during break time, an adult escort them to the office where appropriate action is taken. An Accident Report File is maintained in the office. The adult on duty and the adult administering First Aid fill in the Accident Report Form and the Principal files these in the office.

Staff may not apply any medication to cuts or wounds. Disposable gloves must be used at all times in administering First Aid. Only authorised staff may administer medicine to a pupil on behalf of a parent/guardian. *See Administration of Medicines Policy*



**The following table gives a broad indication of the type of first-aid equipment and supplies which should be provided, be conveniently located and kept up to date.**

Materials	First Aid Travel Kit Contents	First Aid Box Contents		
		1-10 persons	11-25 persons	26-50 persons*
Adhesive Plasters	20	20	20	40
Sterile Eye Pads (No. 16) – bandage attached	2	2	2	4
Individually Wrapped Triangular Bandages	2	2	6	6
Safety Pins	6	6	6	6
Individually Wrapped Sterile Unmediated Wound Dressings Medium (No. 8) – 10x8cms	1	2	2	4
Individually Wrapped Sterile Unmedicated Wound Dressings Large (No. 9) – 13x9cms	1	2	3	4
Individually Wrapped Sterile Unmedicated Wound Dressings Extra Large (No. 3) – 28x17.5cms				
Individually Wrapped Disinfectant Wipes	10	10	20	40
Paramedic Shears	1	1	1	1
Pairs of Examination Gloves	3	5	10	10
Sterile water where there is no running water**	2x20mls	1x500mls	2x500mls	2x500mls
Pocket Face Mask	1	1	1	1
Water Based Burns Dressing Small (10x10 cms)	1	1	1	1
Water Based Burns Dressing Large (10x10 cms)	1	1	1	1
Crepe Bandage (7cms)	1	1	2	3

\* Note 1: Where there are more than 50 people, pro rata provision should be made

\*\*Note 2: Where mains tap water is not readily available for eye irrigation, sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Each container should hold at least 20ml and should be discarded once the seal is broken. Eye bath/eye cups/refillable containers should not be used for eye irrigation due to the risk of cross infection. The container should be CE marked.

### **Supervision**

There will be adequate supervision of all children at all times while on the premises.

Mrs Joan Conway draws up a duty rota for break time supervision each year and she monitors its implementation on an on-going basis. If a teacher has to leave their classroom for a short period of time, the teacher in the classroom opposite supervises their class.

Ref Code of Discipline /Behaviour Policy and School Tours Policy

### **Health promotion**

The school will promote safe and healthy living, both through the curriculum and in other ways. For example, walking and cycling to school are encouraged and we have a Healthy lunch policy in place with the lunches the children receive from Glanmore.

### **Child Protection policy**

The school has an up to date Child Safeguarding Statement and Risk Assessment (see appendices) ratified by the Board of Management. All teachers have a copy of this policy which is also available on the school website.

### **Emergency Closures/ Adverse Weather**

- In the event of, for instance, heavy snowfall, high winds, thunderstorms, disconnection of services, death or critical incident, the principal will consult as soon as feasible with the Chairperson of the Board of Management and the Senior School to decide whether it is in the interests of all parties to close the school.
- If it is decided that it would be unsafe to keep the school open, an exceptional closure will be deemed to have been granted by the Board of Management.
- Exceptional closures will be kept to an absolute minimum. Parents and guardians will be informed at the earliest opportunity of any such closure using a range of communication techniques (Aladdin text service, email, telephone calls, posting on school website, note on school door etc.).
- If school is open when an incident occurs, staff will remain on the premises until all children have been collected.
- In the event of sudden bad weather, the procedures on Emergency closures will be followed.
- In the event of forecasted snow and icy conditions, parents and teachers will be informed by school texting service of arrangements for opening times, clearing of paths and other safety considerations.

### **Personal Risk**

- In the case of any pupil behaving in a manner likely to be a danger to him/herself or others and where every reasonable effort made to address the matter has failed the principal shall ask the parent/guardian to remove the pupil from Scoil Mhuire Junior until such time as the Board of Management deals with the matter at its earliest convenience *Ref Code of Discipline /Behaviour Policy*
- The only jewellery permitted is a watch and stud earrings
- Long hair must be tied back at all time.

## **Section 4**



## **Investigation, recording and reporting**

Instances of ill health, accidents that result from compromised health and safety circumstances are recorded and investigated, to ensure relevant lessons are learnt for the future.

The principal will maintain such records.

The principal will comply with the statutory duties of reporting incidents to the Health and Safety Authority as described in the 2005 Act

### **Accident / Incident Reporting (See appendix for critical incident policy)**

All accidents, no matter how trivial, and whether to employees or visitors must be reported immediately to school principal or in their absence the senior staff member

#### **Information gathered should include:**

- **Date of incident**
- **Time of incident**
- **Person injured – contact details.**
- **Witnesses – contact details**
- **Detail of activity being carried out at time of incident**
- **Exact location of incident**
- **Description of incident**
- **Injuries sustained**
- **Medical treatment administered**
- **Emergency services called**
- **Details of same**
- **Details of notifier of accident.**

This is necessary to monitor the progress of safety standards and to ensure proper medical attention is given where required.

Where an accident investigation is necessary all employees are obliged to co-operate fully with such investigations and to provide any information which may be useful in establishing the circumstances surrounding the accident

All accidents causing injury to an employee resulting in absence from work for more the 3 consecutive days or accidents causing injuries to a member of a public which results in treatment by a registered practitioner will be reported to the Health and Safety Authority on the prescribed form IR1

## **Communication**

1. This Health and Safety statement will be made available to parents and school users on the school website and server. Staff, including new staff will have access to it on the school network, Teacher Saving Area.
2. A hard copy will also be displayed prominently in the school

## **Review**

1. This policy will be monitored on an ongoing basis.
2. Health and safety risk assessments will take place at least annually and sooner if circumstances require this.
3. Records of accidents and occurrences will be maintained for analysis and review as part of the ongoing policy review of the school.

**Concluding Comment**

This Safety Statement has been prepared based on conditions existing in the premises of the school at the time of writing. It may be altered, revised or updated at a future date so as to comply with any changes in conditions.

This policy was ratified by the Board of Management on 30<sup>th</sup> January 2023

Chairperson: \_\_\_\_\_

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

**Section 6**

**Monitor / review / Implementation**

**Attached are copies of risk assessment forms to be used when doing a review audit**

	Yes Applies	No
<b>Health and Safety Audit for Teachers.</b> <b>Please tick yes/no or n/a and return to Safety Representative/Safety Officer.</b>		
<b>1. Slips and Trips</b>		
Is flooring in good condition? – Reception – Block 1- 14 tiles Back Corridor –12 tiles & outside teacher’s toilet	***	
I keep gangways clear as far as possible and remind children to store belongings properly, within confines of space available.	***	
Are trailing leads kept tidy?	✓	
Procedures in place for dealing with spillages, water, blood from cuts etc.	✓	
Traffic along corridors and through doors is orderly and supervised.	✓	
Corridors kept free from extra tables, furniture, apart from temporary art displays		
I am familiar with the arrangements in place for wet yard days?	✓	
<b>2. Supervision</b>		
If I have to leave the classroom, I make arrangements for my class to be supervised?	✓	
<b>3. Sharp objects</b>		
All glass jars bottles etc. been removed from my classroom?	✓	
Craft knives, needles, scissors etc. are used by children only under supervision and after instruction in safe use?	✓	
Arrangements are in place to store scissors centrally/safely in my classroom	✓	
Children know they are not allowed use/ carry or take glasses or cups, knives from kitchen?	✓	
I do not send children to kitchen or storage rooms.	✓	
I use the dedicated bin for storage of sharp /dangerous objects before disposal? – Give to caretaker for disposal.	✓	
<b>4. Liquid spill and burns</b>		
There are no portable heaters or other heated appliances in my classroom.	✓	
<b>5. Chemicals/glue</b>		
Children do not have access/ are not sent to storage rooms.	✓	
Art materials are age appropriate, nontoxic, non-solvent (e.g., no Tippex)	✓	
<b>6. Fixtures and Furniture</b>		
Are shelves and tall presses securely fastened? Teachers to alert caretaker, caretaker do termly checks	✓	
Are heavier objects stored on low shelves?	✓	
<b>7. Electrical</b>		
Are all plugs, cables and switches, sockets in good repair?	✓	
If any equipment is defective or damaged, has it been taken out of use?	✓	
<b>8. Fire</b>		
Fire Safety – upgraded 2021 – lights, sprinklers, automatic doors on corridor in case of fire.	✓	
Are fire evacuation procedures clearly displayed?	✓	
Have you received training in use of fire extinguishers or fire blankets?	No	
Are you familiar or practised fire evacuation procedures?	✓	
Have you made arrangements for children with specific disabilities, (visually impaired/ physically disabled, EFL) in case of fire.	✓ ASD – in progress	
<b>PRINCIPAL: Niamh Cronin      DEPUTY PRINCIPAL: Joan Conway      ROLL NO: 19605P</b>		
Do you know the location of nearest fire extinguisher/hose/alarm to your classroom?	✓	
<b>9. Work at height</b>		

When changing displays etc. in my classroom, due care is taken and I use the available, Stepladders where necessary?	✓	
Children/adults never use chairs or tables to reach notice boards etc.	✓	
<b>10. Working alone</b> I follow the school policy of no lone working. Link in with D.P. and personal alarm. Alert caretaker.	✓	
<b>11. Yard</b> Do you supervise your class going to and from yard and check that supervising teacher is present?	✓	
Are procedures in place for dealing with emergencies/violent behaviour?	✓	
Are procedures in place for dealing with students with challenging behaviour?	✓	
If on duty, do you inspect the condition of the yard and act accordingly, as far as is within your control?	✓	
Are children routinely informed of school code of behaviour in relation to behaviour in playground?	✓	
<b>12. First Aid</b> Have you been trained in occupational first aid?	Certain members of staff	
Have you been trained in using a defibrillator?	Certain members of staff	
Do you bring a first aid kit when leaving school on excursions?	✓	
Are you familiar with guidelines for administration of medicine in the school?	✓	
Do you wear gloves when dealing with cuts/biological hazards?	✓	
Are you aware of the school's responsibilities and procedures re? Reporting accidents?	✓	
<b>13. School tours and excursions</b> Are you familiar with the school policy and procedures when taking children on tours, field trips and excursions?	✓	
<b>14. Security</b> Are procedures in place for preventing access by people unknown to staff or principal?	✓	
Are you familiar with the school policy in relation to collection of students by people other than parents or in custody cases?	✓	
Are you familiar with the school's critical incident policy?	✓	
<b>15. Manual Handling</b> I take due care when lifting and carrying objects and all heavy lifting/moving furniture is done by the caretaker.	✓	
<b>16. Employees with specific requirements/work demands</b> I inform the principal if I have specific health needs or requirements.	✓	
<b>17. Communication. Roles. Reporting. Responsibilities</b> I know school policy in relation to accidents and emergencies, reporting and recording.	✓	
<b>18. P.E.</b> I check equipment before children use it	✓	
I supervise children moving goalposts/equipment.	✓	
When teaching P.E, I am very aware of safety considerations.	✓	
<b>19. Please include below any other safety concerns, training needs or issues we may need to address</b>		

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

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

**Attached are Audits that will be used when auditing for the Kitchen, cleaning staff and caretaker.**

**1. Checklist for Kitchen.**

**Name:**

**Date:**

**Access**

Is access to the kitchen restricted to appropriate personnel?

**Slips and Trips**

Is the flooring in good condition? ✓

Are items stored appropriately? ✓

Is there a condensation problem? No

Is there a danger of collision? No

**Work at Height. Falls**

Do you have a stepladder available for use where necessary? ✓

**Furniture and Fixtures**

Are permanent fixtures in good condition and securely fastened e.g., shelves and cupboards? ✓

**Electrical Equipment and Services**

Are sockets and switches in good repair? ✓

Are there any sockets overloaded? No

**Fire**

Is there a fire blanket or extinguisher available? ✓

Are fire evacuation procedures clearly displayed? ✓

Are you aware of the fire evacuation drill? ✓

**Boiling Water/Scalds**

Is there any risk of burns or scalds in the kitchen? No. Burn Cream in box in teacher's bathroom

**Signage**

Are appropriate safety signs in place? ✓

**2. Checklist for Cleaning staff. Please specify where necessary.**

**Name:**

**Date:**

**Manual handling:** Do you have access to a trolley for moving heavy objects? ✓  
Do you have to move heavy or awkward items frequently? No

**Storage:**

Are all supplies easily accessible? ✓

**Chemicals**

Are chemicals and supplies stored in a safe location and clearly labelled? ✓

Do you have gloves or other personal protective equipment when using chemicals? Gloves required

Are chemicals used as directed? (E.g., not mixing acidic toilet cleaners and bleach?) ✓

**Glass:** Is there a separate procedure and bins for dealing with broken glass/ sharps? Broken glass given to caretaker to dispose of.

**Equipment:** Is all equipment in good working order? ✓

Do you have access to a step ladder if necessary? ✓

**Slips and Trips**

Do you have wet floor signs and other caution signs when working? ✓

Are the mats in the school suitable and in good repair? ✓

**Signage:**

Do you need any signs or other equipment for your work? No

**Welfare**

Do you ever have to work alone in the school? If so do you have arrangements in place for alerting others?

No

**Other**

Do you have any suggestions for improving health and safety in your area of work? No

### **3. Checklist for Caretaker**

#### **Lone working**

Have you access to first aid facilities? ✓

Do you have to respond to incidents in the school outside of hours on your own? No, security company responds to school alarm.

If yes, do you have arrangements for back up in place?

#### **Equipment**

##### **Stepladders**

Are stepladders available for use and in good condition? ✓

##### **Ladders**

Are ladders in stored safely and in good condition? ✓

Are ladders only used for periods of time less than 30 minutes? ✓

Are you experienced or trained in correct use of ladders? ✓

Do you ever use ladders while working on own? No

##### **Lawnmowers Strimmers and Electrical equipment**

Is the equipment provided in good working order and adequate for the purposes intended? ✓

Do you have PPE (personal protective equipment) when operating machinery. ✓

##### **Yard**

Do you have PPE for dealing with yard hazards such as needle sticks and broken glass? ✓

Are there procedures in place for dealing with broken glass? No

##### **Manual Handling**

Do you have appropriate trolleys or other equipment for transport of heavy loads? ✓

##### **Other**

Do you have any health or safety concerns about your work? No

Do you require any extra equipment or training? No

Assessed by SOS Date:	Hazard identified.	Control Measures to eliminate or reduce risk	Person responsible	Action complete / pending	Reviewed by _____ Date:	Reviewed by _____ Date:	Reviewed by _____ Date:
23/1/ '23	Broken tiles on corridor						

**To be used when reviewing H. & S policy:**



# Appendices

## Appendix 1

### Fire Procedure

1. Anyone discovering a fire should raise the alarm at once and sound the fire-warning signal.
2. The Principal is responsible for calling the Fire Brigade.
3. Marie Burke will alert the teachers in EAL prefab.
4. Lorraine Kitt will alert teachers in Parent's Room Prefabs and the Caretaker.
5. **Carol Nolan** is the designated Fire Marshall. Sinead Fitzpatrick is deputy Fire Marshall.  
She will have:
  - (a) Access to the keys for the Pedestrian and Vehicular Entrances to the school.
  - (b) A High Visibility Jacket
6. The **Fire Marshall** (Sinead Fitzpatrick/Carol Nolan) will alert teachers in the side prefabs and then proceed to open the pedestrian and vehicular entrances to the school.

The Fire Marshall will then stand at the School/Church entrance on the main road to direct Fire Brigade into the school.

7. The secretary will check the staff toilets.
8. Children will line up at "fire doors" in silence.
9. Teachers will check toilets to ensure there is nobody in them and make sure all doors in classroom are closed.
10. Teacher takes fire door key and Laminated Roll Sheet to call roll at Assembly Point.
11. Exit calmly through "fire door" and ensure it is closed when everybody has left.
12. Walk in silence to Assembly Point
  - 2<sup>nd</sup> class & / Senior Infants exit through gate outside office (Gate 2)
  - Junior /1<sup>st</sup> Class / Early Start exit through main gate (Gate 1)
13. Those in the hall, SEN Room, Learning Support /Math's Rooms, EAL Rooms leave for Assembly Point by nearest exit and bring children to their class teacher
14. Roll is called by class teacher at Assembly Point.
15. Always bring laminated roll call sheet and fire door key when bringing class to other rooms
16. The secretary is responsible for the staff Roll call.
17. Mrs.Conway is assigned to **the Junior / Senior Infants / Early Start** roll call check.

17. Mrs. Cronin will check the roll with 1<sup>st</sup> Class & 2<sup>nd</sup> Class & then liaise with Mrs. Conway & secretary in relation to staff Roll call.

### FIRE DRILL PRACTICE

To prepare for fire drill, teachers should practice training procedures

N.B. Explain to children that it is a practice

**N.B.** Fire drill practice one a term

1. Practice lining up children, emphasising that they must not bring bags, books etc.
2. Children must maintain complete silence.
3. Teachers check toilets and make sure all doors are closed.
4. Exit calmly from the classroom through fire door and proceed to Assembly Point. Ensure fire door is closed.
5. Bring your roll book and fire door key.
6. Children who are out of their classrooms with another teacher will be taken outside by that teacher.
7. Those in hall proceed to nearest exit.
8. Call the roll at Assembly Point.

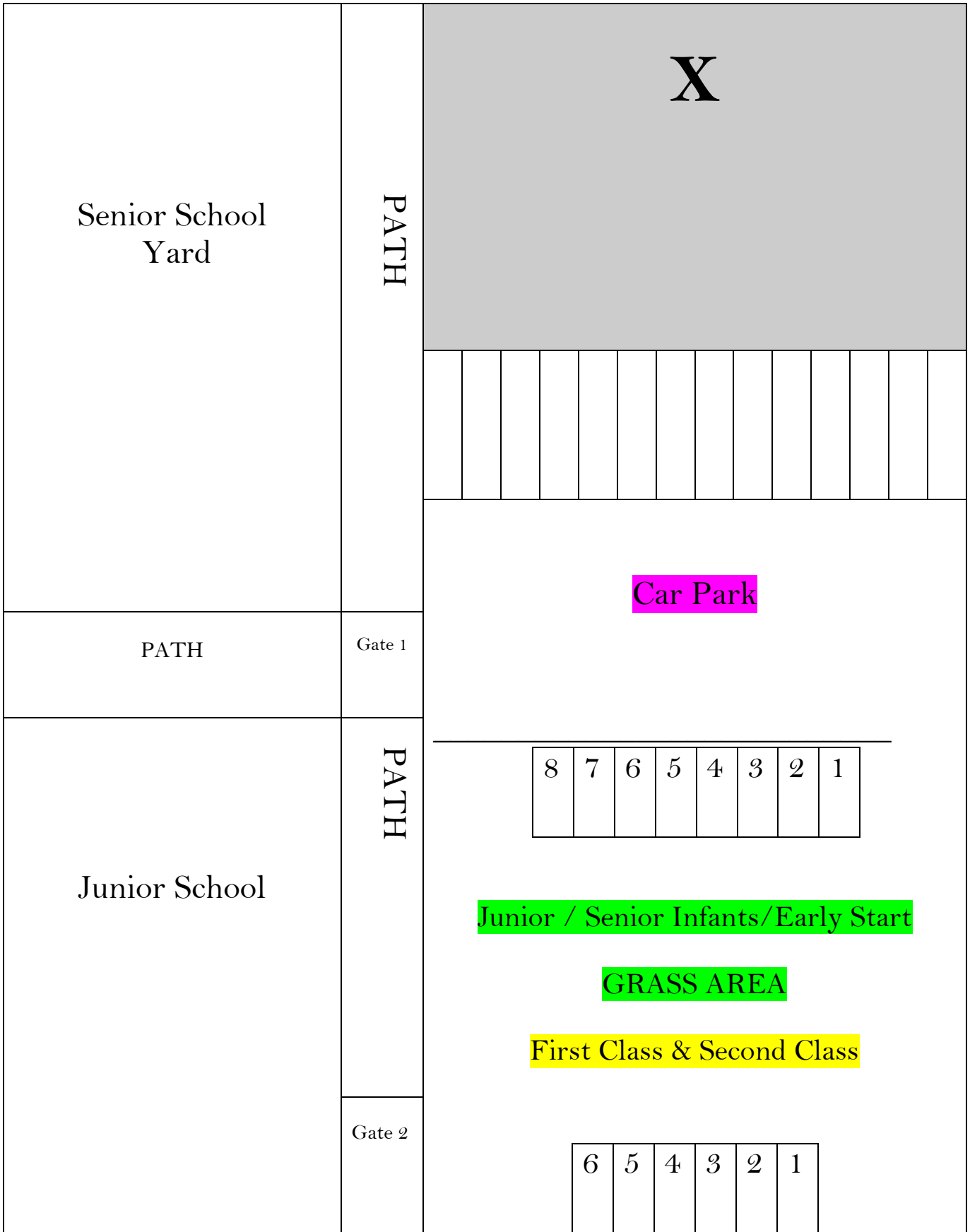
### FIRE / FIRE DRILL ASSEMBLY POINTS

The Assembly points for all classes will be outside the School Gates as follows:

1. *Junior Infants /Senior Infants /Early Start*: Grass Area in front of Church.
2. *1<sup>st</sup> Class & 2<sup>nd</sup> Class*: Grass Area in front of Church.

(See diagram below)

- Classes line up in order of their arrival i.e., first class to arrive lines up at designated Assembly Point furthest away from the campus.



## Appendix 2

### Morning Supervision in the event of Teacher Absence

1. Principal, Deputy Principal & SET team will supervise on a Rota basis classes where teacher is absent from 8.50 – 9.10.
2. The supervising teacher distributes lunches and gives out emergency work if class are being divided. A class list is also given to Tony [caretaker] for lunches and to the secretary.
3. The supervising teacher calls and marks pupils present/absent on Aladdin and records absences on the Class Division list.
4. At 9.10 the supervising teacher divides the class using the Class Division list.
5. If children are to be sent to classes other than those on the Class Division list, this should be recorded on the list.
6. Children are escorted to the class they are assigned to by the supervising teacher.
7. Aladdin roll call is filled in and Class Division list are then sent to the office
8. NEWB /EOP Officer Attendance book will be marked in the office\*\*\*
9. All teachers in the Block look out for children who are late and direct them to the Office.
10. In cases of teacher/substitute delay, children are not divided, but supervised within Block by Rota non-class teacher until teacher/substitute arrives
11. Non-class teacher who supervises in the morning will bring children back to their own classroom in the evening. Junior and Senior Infants will be collected at 1.25, 1<sup>st</sup> and 2<sup>nd</sup> class will be collected at 2.25.
12. “Home Alone” list must be kept up to date and displayed on wall beside fire door to facilitate teacher sending children home.
13. Emergency folders must be up to date and accessible for supervising teacher

## **Appendix 3**

### **SAFETY ISSUES FOR CHILDREN**

**The following are some items of school policy, which refer to the safety of the children.**

1. If you have to leave your classroom, inform the teacher opposite you and leave your door and his/hers open.
2. Children are not allowed to carry CD players, etc.
3. Children must not be given dishes, cups etc. to bring to the Staff Room.
4. On wet days, children are to be given activities based at their tables. They must not play in the Home Corner, in the library or with the sand / water.
5. If you are on yard duty and another teacher is delayed, either remain in the yard with your own and his/her class or escort both classes into their rooms. A class must not be left alone in the yard.
6. All children's coats should be fastened in cold weather.
7. Be aware of trailing flexes, wet floors or anything that can cause falls.
8. Another child or an appropriate adult must accompany children being sent to the office.
9. At home time every day, make sure that you know and see who is collecting each child.
10. Children are only allowed home alone, having brought in a note from parents/guardians to this effect.
11. A list of the names of those children who have permission to go home alone must be displayed beside the fire door. **2<sup>nd</sup> class only.**
12. A list of the names of those children who are only allowed to go home with particular adults (as notified in writing to school by parent/guardian) must be displayed beside the fire door.
13. If a child is to be collected early from school, the adult collecting should be referred to the office to sign the Early Collection book and receive a permission slip to bring back to the class teacher.
14. On all school tours/outings children must be counted regularly, e.g., before leaving school, getting on bus, arrival at /leaving venue etc.

## **Appendix 4**

## Scoil Mhuire Junior Excursion Policy

In accord with the New Curriculum Scoil Mhuire Junior, Blakestown is committed to incorporating educational outings into the school whole plan.

“A rich experience of different aspects of the curriculum outside the classroom adds enormously to the relevance and effectiveness of the child’s learning”. (Primary School Curriculum Introduction)

### **Our main reasons for these excursions are as follows:**

1. The importance of activity and discovery methods.
2. The child’s sense of wonder and natural curiosity.
3. The child as an active agent in his or her learning.
4. The child’s context for learning offered by the immediate environment.
5. Skills that facilitate the transfer of learning should be fostered.

- ❖ In general, educational visits will be available to all children and in organising these visits; special attention will be given to:  
clear, relevant, achievable aims.

### **Before the visit;**

- Where possible the teacher will be familiar with the venue and will have carried out a programme based on the objectives of the visit.
- Permission will have been obtained from the Principal/Board of Management
- Teachers **seek permission for longer trips** e.g. ‘Annual School Tour’.

This will be done using the **School Trip - Permission Form**

- **\*\*Children are not allowed to go on the school tour without parental consent. If none received the child remains in school.**

• **The organising teacher will inform the Parent/Guardian of the nature and purpose of the visit, the programme/itinerary how the children will be supervised and the cost involved. (School Trip - Information Form)**

- The class teacher will keep a list of children who are going on the tour.
- The organising teacher will inform the school Secretary of the plans for the tour.
- The organising teacher will note the day and time of the trip on the weekly notices whiteboard.
- The appropriate number of adults will accompany the children always.
  - **N.B. The children will be made aware of the action to take if separated from the group**
  - The students will wear safety belts on buses at all times.

### **The tour itself:**

#### **During the visit the teacher will have the following:**

- A mobile phone – with contact number left in office. Phone numbers for principal and vice principal and Hone school Liaison as emergency numbers.
- **A list of emergency numbers for each child. Print off from Aladdin the day before.**
- A general permission will have been obtained in writing giving the school the right to authorise any medical or surgical procedure necessary in any emergency.
- Any relevant medical details considered important/necessary.
  - First Aid kit, tissues, sick bags.

### **Following the visit:**

- Any accident or incident must be recorded and reported to the principal.
- Work completed by children to be displayed as appropriate.

**\*\*• In general children will participate in outings.**

**However**, where a child is considered to be unable to abide by the code of discipline while outside the school, inclusion in outings may be withdrawn for the child's safety and the safety of other children. This will be reviewed for each outing.

- School tracksuit, uniform or a high-visibility jacket is required for purposes of identification. (See Health & Safety Statement)
- The Code of Behaviour applies to all outings.
- Children should have the appropriate lunch as advised by the teacher.
- Mobile phones are not allowed on school outing
- Photographs may be taken ONLY by school staff members as per our Acceptable Use of ICT policy.
- Valuable items must not be brought on outings.

❖ **Sample Letter:**

**(Details to be filled in by teacher before printing off for the class)**

Dear Parent/Guardian,

PRINCIPAL: *Niamh Cronin*

DEPUTY PRINCIPAL: *Joan Conway*

ROLL NO: *19605P*



Your child's class will be going on their annual school tour soon. Please fill out the consent form below cut it off and return it to your child's class teacher with the money

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

Venue: \_\_\_\_\_

Departure Time: \_\_\_\_\_

Return Time: \_\_\_\_\_

What to Wear: \_\_\_\_\_

Cost: \_\_\_\_\_

Lunch: \_\_\_\_\_

----- **I give permission for my child**

Emergency Phone Numbers: \_\_\_\_\_

**Note: See server & Policy Folder for hard copies of these Policies**

## **Appendix 5**

Child Safeguarding Statement and Risk Assessment

PRINCIPAL: *Niamh Cronin*

DEPUTY PRINCIPAL: *Joan Conway*

ROLL NO: *19605P*

## Appendix 6

Anti-Bullying Policy Amended

## Appendix 7

Administration of Medicines Policy

## Appendix 8

Critical Incident Management Policy

## Appendix 9

Substance Abuse Policy

## Appendix 10

### I.N.T.O

#### **Managing Challenging Behaviour in Schools**

[\[PDF\]Guidance on Managing Challenging Behaviour in Schools](#)

[www.into.ie/NI/.../Guide\\_managing\\_challenging\\_behaviour.pdf](http://www.into.ie/NI/.../Guide_managing_challenging_behaviour.pdf)

○  
○

A perusal of the behaviour records of most **primary schools** will provide clear examples of different types of challenging behaviour displayed by **children**. These include: • **Aggressive behaviour**, including pushing, punching, kicking, biting, scratching, .... principles which will be reflected in the school's Discipline **Policy**; and. 4 ...

[\[PDF\]Managing Challenging Behaviour - Guidelines for ... - INTO](#)

<https://www.into.ie/ROI/Publications/ManagingChallengingBehaviour.pdf>

○  
○

Published by **Irish National Teachers' Organization**. November 2004 ... Managing **aggressive** or violent misbehaviour. ... Guidelines towards a positive **policy** for school **behaviour** and ... In many **primary schools** this approach has now ... to deal with **behaviour** which seriously impairs some **children's** ability to benefit from.

### **Key Points from this document:**

#### **Managing Challenging Behaviour**

Steps taken to promote positive behaviour impact positively on the general climate in the school and the classroom, and minimise the occurrence of negative behaviour. Nevertheless, despite the best efforts of schools to develop shared approaches that promote positive behaviour, it is likely that all teachers and schools will encounter situations of challenging behaviour.

### **Responding to Challenging Behaviour**

An appropriate response to challenging behaviour depends on the type of behaviour being exhibited by the child. Any response to challenging behaviour should be consistent, fair and be the least disruptive response necessary to manage the behaviour. A considered, proactive response is likely to be more effective than one which is merely reactive, and which may be influenced by an emotional response to the incident.

One response to particular forms of challenging behaviour is to **ignore** them. This strategy can be effective in dealing with annoying behaviours such as whining, pouting, screaming and tantrums. These behaviours are generally aimed at getting something, such as an object or attention. Initially, the behaviour may worsen, as the child tries harder to get attention. By ignoring the behaviour consistently, the child will come to realise that the behaviour is not effective. However, this approach must be combined with positive reinforcement of appropriate behaviour. Ignoring is not appropriate for behaviours that are abusive, or destructive, or behaviours such as lying, stealing or non-compliance. It is important that teachers do not ignore children who are inattentive, or who are withdrawn. Teachers need a range of strategies for **redirecting** such children,

### **Managing Aggressive or Violent Misbehaviour**

**Aggressive and violent misbehaviour is not a regular occurrence in most schools. However, when such incidents occur, they are serious and cause a great deal of stress for those involved. When faced with a potentially violent situation the following steps may prove useful in de-escalating the situation. Schools should develop a system where a teacher can call for assistance if faced with a potentially dangerous situation.**

- **Where possible the child should be isolated. This may involve the child being exited from the classroom, perhaps with special needs assistant, or with the assistance of another teacher. An alternative is that the rest of the class is removed from a potentially violent situation.**
- **The child should be spoken to calmly, assertively and respectfully.**
- **The teacher should stay at a safe distance.**
- **It should be made clear that you are listening to the child. In this way it may be possible to find out how the situation has developed, or how it may be resolved.**
- **The child should be asked to consider possible positive outcomes and behaviours.**
- **The child should be given space and time to cool off and to respond to requests.**

**It is important that any violent incident is recorded. It may also be analysed using the Antecedent - Behaviour – Consequences approach (see previous).**

**The most serious form of misbehaviour is assault, whether it is an assault on a teacher or another pupil. The guidance issued in INTO Leaflet No. 9 ‘Assaults on Teachers’ should be followed in the case of an assault by a pupil.**

#### **Physical Containment / Restraint**

**The question of whether a child should be physically restrained or contained if they pose a danger to themselves or to others is clearly defined in the DE Circular 1999/9 Pastoral Care: Guidance on the Use of Reasonable Force to Restrain or Control Pupils.**

**“Article 4 of the 1998 Order authorises teachers to use such force as is reasonable in the circumstances to prevent a pupil from:**

- **Committing an offence;**
- **Causing personal injury to, or damage to the property of, any person (including the pupil himself); or**
- **Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils whether during a teaching session or otherwise.”**

**It must be emphasised that the vast majority of pupil misbehaviour can be managed without any use of containment / restraint. The interventions might include holding back a child who runs out in to traffic or intervening between two children fighting. The following principles must be borne in mind when considering any use of physical restraint:**

- **Physical intervention carries the possibility of being interpreted as an assault;**
- **Physical intervention may carry the risk of injury to the child or to the adult involved;**
- **Any consideration of the use of restraint or containment should only occur, as a last resort, where no other intervention is feasible or effective; and**
- **The intention of any physical intervention must be clear.**

**In short, teachers should only intervene physically to restrain or contain a child:**

- **Where there is a clear danger to the child or others;**
- **Where all other interventions have failed or are not feasible;**
- **With the clear intention of removing the child from danger; and**
- **With the minimum force required to ensure the child’s safety.**

**In some special schools, the use of physical restraint may be part of the school’s policy on challenging behaviour. In such cases, staff should be trained in the use of physical restraint as part of an overall behaviour intervention strategy. Where such a policy exists in the school, teachers will normally be required to undertake training in the use of restraint. However, it is important to keep in mind that only a minority of pupils will need to be restrained.**

#### **Conclusion**

**All children are entitled to an education free from frequent disruptions in a safe secure environment. Boards of Governors have a duty to ensure that schools are safe and healthy workplaces for teachers and others. The promotion of positive behaviour in the school and in the classroom is necessary if these outcomes are to be achieved. Schools also need to have a clear policy on how incidences of misbehaviour are handled. Experience has shown that the effort required in setting up a systematic approach to the promotion of positive behaviour pays dividends for all staff and students.**

## Appendix 11

### First Aid

#### Organisational Practices:

1. Minor accident or injury is one where child has received scrape, graze or minor cut to arm, leg or body.
2. Serious accident or injury is one where child has received injury which may require further treatment, or any head injury.  
Bites – adults to cover bite, get tetanus injection within 72 hours. Get appendix 7 & 8 from office.  
Appendix 7 must be stamped by doctor. Fee is paid by B.o.M.
3. A First Aid Box is located at first aid station in front corridor for all injuries.
4. Antoinette - school secretary is responsible for First Aid (has First Aid course), she is consulted with any injury considered serious, and who in turn will notify principal and parents thereafter.
5. Parents will take responsibility for further medical attention.  
Parents have given permission on school enrolment forms to take child to hospital in case of accident or serious illness.  
Emergency contact numbers are located in the office and are updated regularly.
6. For minor accidents that do not require parent's presence, class teacher will inform parents when child is collected.
7. Class First Aid Kits contain – sterile wipes, plasters, dry gauze, and plastic latex gloves.
8. Travel First Aid Kits & First Aid Kit contains – sterile wipes, plasters, dry gauze, plastic latex gloves, conforming bandage, sling, cotton wool, scissors, tweezers, distilled water & surgical tape. Ice Packs stored in fridge in staff room.
9. Office is responsible for ordering supplies and re-filling First Aid Boxes.
10. A number of the staff will keep updated in First Aid Training and Practices.



#### Treatments:

- Cuts, grazes, blood injuries – Teacher while wearing disposable gloves cleans wound using sterile wipes, and puts on plaster if necessary.
- All gloves and waste are discarded after each injury.
- Sprains/suspected breaks – ice pack applied, First Aid person and/or Principal are notified and parents are contacted.
- Head Injuries are always checked by First Aid person and Principal, child is monitored and Parents are contacted.
- In case of emergency, Principal will be notified and will call ambulance.
- Administering Medication- see policy.

#### Records:

- An Accident Report Form is filled out for all serious injuries or accidents or any head injuries. (Copy of Accident Report Form in office)
- These records are kept in the office.
- School maintains these records for 10 years.
- At the end of each academic year Accident Report Forms are placed in relevant student's file.
- Serious incidents are reported to school insurance company in line with company policy

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**DEPUTY PRINCIPAL: Joan Conway**

**ROLL NO: 19605P**

- Notify the company of any incident which is likely to give rise to a claim.
- Get an early report from any witnesses to the incident.
- Whilst being sympathetic and helpful, do not do or say anything which might be interpreted as an admission of liability.
- If the incident involves equipment, it should be removed from service and kept for inspection.
- Photographs taken of the exact location soon after the accident may prove invaluable in the event of an action against the school.
- Forward solicitor's letters or other correspondence regarding the accident to the Company immediately and without reply
- In event of serious accident or injury the school has an arrangement to inform school insurers and complete usual incident report form.

Enrolment:

- Child's enrolment form allows parents to inform school regarding pupil's health/allergies.
- Parents should inform class teacher/office if any updated information.
- This information is kept in child's file in the office.



**NB:**

**Has this ever happened in the school**

**\*\*\*School Safety, health and welfare management audit tool. Completed by B.o.M Safety Officer.**

**Safety Statement** Yes ✓ No x

- Does your school have a safety statement? ✓
- Is it current? (I.e. reviewed in the last 12 months) ✓
- Is it authorised/signed/ratified by the board of management? ✓
- Does it contain a clearly defined safety, health and welfare policy? ✓
- Does the safety, health and welfare policy include a commitment to prevent injury and ill-health and continual improvement in safety, health and welfare management and performance? ✓
- Does it include a commitment to comply with identified legislative? ✓
- Requirements that relate to occupational safety, health and welfare hazards? ✓
- Does it provide a framework for setting and reviewing safety, health and welfare action plan? ✓
- Is the safety statement documented - in a written format either on paper or electronically? ✓
- Is the safety statement communicated to all persons within the school? ✓
- Is the safety statement communicated to interested parties, visitors, and contractors? ✓
- Have formal risk assessments been completed ✓

**Hazard identification, risk assessment and determining controls** Yes No

- Has your school a written procedure for conducting hazard identification, risk assessment and determining of control measures? ✓
- Does this procedure take into account routine and non-routine activities? ✓
- Are the risk assessments documented and kept up to date? ✓

**Legal and other requirements** Yes No

- Is there a written procedure for identifying and assessing the legal and other safety, health and welfare requirements? ✓
- Is the information kept up to date? ✓
- Is the relevant information communicated to interested parties? ✓

**Action Plan** Yes No

- Has the board of management a written safety, health and welfare action plan? ✓
- Are the safety, health and welfare tasks identified in the action plan assigned a timeframe for completion? As far as lies within budgetary constraints ✓

**Resources, roles, responsibilities, accountability and authority** Yes No

- Are safety, health and welfare roles and responsibilities defined? ✓
- Are safety, health and welfare roles and responsibilities assigned to individuals? ✓
- Are safety, health and welfare roles and responsibilities documented? ✓
- Are safety, health and welfare roles and responsibilities communicated to individuals? ✓

**Competence, training and awareness** Yes No

- Are employees appropriately competent regarding safety, health and welfare? ✓
- Does the board of management identify staff safety, health and welfare training needs and set this out in a written plan? E.g., fire safety, first aid, etc. ✓
- Once training needs are identified, is the appropriate training provided to meet these needs? ✓
- Are training records retained? ✓

**Communication** Yes No

- Has the board of management established a formal procedure for internal communication within the school? ✓
- Has the board of management established a formal procedure for communication with contractors and other visitors to the school? ✓

**Participation and consultation** Yes No

- Has the board of management established a formal procedure for the participation of staff in hazard identification, risk assessment and the implementation of control measures? ✓
- Has the board of management established a procedure for the involvement of staff in incident investigation? ✓

**PRINCIPAL: Niamh Cronin**

**DEPUTY PRINCIPAL: Joan Conway**

**ROLL NO: 19605P**



- Has the board of management established a procedure for the participation of staff in the development of safety, health and welfare policies? ✓
- Does this procedure ensure adequate attention is paid to the needs of individuals with disabilities?
- Has the board of management established a procedure for consulting staff if any changes are made that affect safety, health and welfare policy? ✓
- Has the board of management established a procedure for the representation of staff on safety, health and welfare matters? ✓
- Has the board of management established a procedure for consulting with contractors on safety, health and welfare issues? ✓

#### **Emergency preparedness and response Yes No**

- Has the board of management established procedures to identify potential emergency situations? ✓
- Does this procedure establish how the school should respond to such emergency situations? ✓
- Is the procedure subject to periodic review and update and revised where necessary? ✓
- Is there an audible fire warning system in your school? ✓
- Are fire assembly points identified and clearly demarcated? ✓
- Does your school have emergency lighting systems in place? ✓
- Are fire exits kept clear at all times? ✓
- Are fire drills carried out? ✓
- Are the outcomes of fire drills recorded, e.g. time taken, reports of faults or hindrances that require action? ✓
- Is all first-aid equipment and firefighting equipment (fire hose reels, emergency lighting, fire extinguishers, fire blankets, etc.) in place? ✓
- Are all fire installations and equipment inspected and serviced as per requirements?

#### **Performance, measurement and monitoring Yes No**

- Are written procedures in place for the measurement and monitoring of safety, health and welfare performance – ongoing/periodic review of the school safety, health and welfare plan? ✓
- Are safety, health and welfare reviewed throughout the school year? ✓

#### **Incident investigation Yes No**

- Are written procedures in place to investigate and record incidents in order to determine underlying safety, health and welfare deficiencies and to identify corrective actions required? ✓
- Are the safety, health and welfare tasks identified in the action plan assigned a timeframe for completion? X
- Are accident reports documented and recorded in a timely manner? ✓
- Are reportable accidents and dangerous occurrences reported to the Health and Safety Authority when necessary? ✓

#### **Non-compliance, corrective action and preventive action Yes No**

- Are written procedures in place for dealing with actual and potential noncompliance and for taking corrective action and preventive action? E.g., an inspection, outcomes of fire drills, etc. ✓
- As new hazards are identified, are they risk assessed? ✓

#### **Safety, Health and Welfare Reviews Yes No**

- Are safety, health and welfare reviews conducted at planned intervals to? ✓
- Ensure the school is conforming to safety, health and welfare requirements? ✓ Are safety, health and welfare reviews documented? ✓

#### **Management Review Yes No**

- Is the feedback from other interested parties? e.g., fire services, contractors reviewed? ✓
- Are decisions of the board of management review communicated formally to staff and parents? ✓

\*\*\*\*\*NB: Have we got something like this borrowed this example from another school

## Record of Training, Consultations, Interventions

Consultation	Training	Purchases Improvements	Preventative Maintenance	New procedure	Inspection	Review	Communication
<p>Local authority consulted re. Road safety assessment.</p> <p>Fire company consulted re fire safety in kitchen</p> <p>All staff have been consulted as to working procedures, equipment</p>	<p>First aid Defibrillator</p>	<p>Stepladders, safety signs, ppe, new cleaning equipment.</p>	<p>Caretaker and principal dealing with maintenance issues.</p>	<p>Glass in class removed</p> <p>Access to kitchen by children changed.</p> <p>Signing in/out procedure for parents collecting children</p> <p>New procedures for preventing slips on wet mornings</p>	<p>Safety audit of premises and policies conducted by school staff.</p> <p>Consultant review of yard surfaces and application made.</p>	<p>School policies impacting on safety reviewed (mobile phone, school tours, PE Health and Safety policy drawn up and review by external expert.</p>	<p>Policies discussed and communicated to staff, parents, BOARD OF MANAGEMENT</p>
<p>Consultation with local authorities and garda re road traffic.</p> <p>Consultation with JNs re yard safety</p>	<p>Ongoing discussion and information at Staff meeting and Croke park reviews</p>	<p>Safety markings on yard. Sections of exit to road fenced off to prevent children running across in front of traffic</p>	<p>Caretaker and principal dealing with maintenance issues</p>	<p>Changes in yard supervision, grass areas, lining up, increased supervision of corridors at peak time</p> <p>Review and changes in access to school during class times</p> <p>Change in practice of lone working. Teachers to use buddy system if working at weekends</p>	<p>Safety audit of premises and policies conducted by school staff.</p> <p>Review of teaching practices in the light of health and safety</p>	<p>Child protection and anti-bullying policy update January every year</p>	<p>Updated Safety Statement reviewed by Board of Management November 2014</p> <p>Communicated to staff. Sections pertaining to in class practices included in induction document.</p>

**Stress Useful information:**

(attached from assessment checklist done in 2015 // Hard copy in blue folder with e=the rest of the checklists.

General School - No. 21 Stress (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk? Y/N	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action to do to outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Stress	Y	Increased absences	M	The HSA Work Positive tool or similar is used to assist with risk assessment requirements where workplace stress is concerned				
			M	The school has a policy on dignity in the workplace which is communicated to all employees and displayed in the employees room				
			H	Employee's serious health and safety concerns about their work environment are addressed	✓			
			H	Demands in the employee body are achievable and within the role of the job holder	✓			
			M	Systems are in place to enable and encourage employees to report unacceptable behaviour, i.e. in accordance with the Dignity Policy				
			L	There is employee input into decision-making and career progression	✓			
			L	Board of Management actions are consistent and fair	✓			
			M	The school provides employees with timely information to enable them to understand the reasons for proposed changes	✓			
			M	If necessary, employees are given training to support any changes in their jobs	✓			
			L	The school monitors employee's sickness absence and identifies reasons for absence	✓			
				Employees can/should be able to approach the Principal or Deputy Principal to access appropriate support.	✓			

1 Work Positive is an audit tool comprising a user-friendly pack which can be used to identify sources of stress in organisations. Work Positive is one of a number of tools available to help in this process. Additional information is available at [http://www.hsa.ie/enig/Workplace\\_health/Workplace\\_Stress](http://www.hsa.ie/enig/Workplace_health/Workplace_Stress)

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: / /

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