



Health and Safety Statement St. Mary's National School

Updated January 2024

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Safety Statement on behalf of the Board of Management of St. Mary's N.S.

St. Mary's N.S. Safety Statement

January 2024

This document has been prepared in compliance with the 2005 Health and Safety Act and reviewed to include the new school campus on Mount Eden Road.

1. Introduction to this Safety Statement

- 1.1 Saint Mary's National School is located in Donnybrook, Ireland. It is a mixed, Catholic school under the patronage of the Archbishop of Dublin. The school has undergone a significant expansion programme over recent years and there are now more than 600 students enrolled in the school. The expansion programme was completed in 2023 and it now accommodates 25 mainstream classrooms. The school is bi-located, with students from Junior Infants to First Class located in the original campus on Belmont Avenue and students from Second to Sixth Class located in the new campus on Mount Eden Road.
- 1.2 The Mission Statement of St. Mary's National School is "to create an inclusive, respectful, safe, caring and happy environment in which all children will be enabled to reach their full potential". This document has been prepared to provide the specific means to achieve the safety outlined in that statement and its successful implementation depends on the active participation and support of the entire school community.
- 1.3 This Safety Statement has been revised by Aisling Dillon, Safety Representative of the Board of Management, Andrew Furlong, Safety Officer, Marita Keenan, Acting Principal, and has been ratified by the Board of Management. It has been prepared in compliance with the Health and Safety at Work Act 2005 and with the assistance of Health and Safety Authority's "Guidelines on Managing Safety, Health and Welfare in Primary Schools."
- 1.4 The objectives of this Safety Statement are:
 - To demonstrate the school's commitment in writing to safeguarding the health and safety of all staff, pupils, sub-contractors and visitors and to ensuring that all health and safety laws and standards are reviewed and maintained;
 - To document all policies related to health and safety in order to assist those using those policies and to provide a reference for the purposes of assessing and auditing the levels of health and safety being achieved by the school;
 - To help identify any training requirements that need to be fulfilled for suitably qualified personnel to carry out the policies contained within this document.
- 1.5 Meeting the objectives of this Safety Statement ~~This policy~~ requires the co-operation of all employees. It shall be reviewed annually or more frequently if necessary, in the light of experience, changes in legal requirements and operational changes. A safety audit shall be carried out annually by the Safety Officer of the Board of Management. All records of accidents and ill-health will be monitored in order to ensure that any safety measures required can be put in place to minimise the recurrence of such accidents and ill-health.

A soft copy of this Safety Statement will be held on file by the Principal and the Safety Officer and any revisions to it will be made by the Principal in conjunction with the Safety Officer. The Safety Statement will be ratified by the Board of Management on an annual basis. An up-to-date hard copy of the Safety Statement will be available in both staff rooms and will be made available to new staff during their induction training. The Safety Policy will be displayed on a notice board in a prominent location in both school sites for reference by any staff member, sub-contractor, parent or visitor. The Safety Policy will also be published on the school website. Any queries as to the operation of the Safety Statement or Policy should be directed to the Safety Officer.

In addition to those policies listed in the Appendices to this Safety Statement, this document should be considered in conjunction with other school policies ratified by the Board of Management, including the Anti-Bullying Policy, the Child Safeguarding Statement, the Substance Use Policy and the Supervision of Pupils Policy.

2. Glossary of Terms

Safety Statement: This document is a Safety Statement. It contains the Safety, Health and Welfare Policy and includes a comprehensive Risk Assessment and a number of other policies related to Health and Safety. It is a detailed account of how the safety, health and welfare of staff, students and visitors are managed by the school.

Safety, Health and Welfare Policy: This is a declaration of the Board of Management's commitment to ensuring that the school is as safe and healthy as reasonably practicable and that all statutory requirements are complied with. The Safety, Health and Welfare Policy is signed at senior management level on behalf of the Board of Management and provides the overarching framework for the management of safety and health within the school.

Hazard: A hazard is anything with potential to cause harm to people, property or the environment. It can be a work material, a piece of equipment or work method or practice.

Risk: Risk is the likelihood that someone will be harmed together with the severity of harm likely to be suffered.

Controls/control measures: Controls/control measures are the precautions taken to ensure risk is eliminated or reduced.

Risk assessment: a risk assessment is a review conducted in order to identify the hazard, then estimate the severity and likelihood of harm arising from such a hazard. The employer can then put in place control measures to minimise the risk.

3. Safety, Health and Welfare Policy

In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management 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:

- a. 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;
- b. Provide information, training, instruction and supervision where necessary, to enable staff to perform their work safely and effectively;
- c. Maintain a constant and continuing interest in safety, health and welfare matters pertinent to the activities of the school;
- d. Continually improve the systems in place for the management of occupational safety, health and welfare and review it periodically to ensure it remains relevant, appropriate and effective;
- e. Consult with staff on matters related to safety, health and welfare at work;
- f. 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.

John Hennessy
Chairperson, Board of Management

Date: _____

4. School Profile

St. Mary's National School is situated in Donnybrook, Dublin 4 and is spread over two campuses; Junior Infants to First Class are located in the campus on Belmont Avenue and Second Class to Sixth Class are located in the campus on Mount Eden Road. There are currently 631 students enrolled in the school.

4.1 Planning Procedures

Board of Management	<ul style="list-style-type: none">• Initiate safety, health and welfare audit;• Receive report on safety, health and welfare from the safety committee;• Review risk assessment;• Review/update safety statement in light of safety committee's report/recommendations;• Agree actions required;• Allocate resources where necessary;• Identify short, medium and long term priorities;• Approve/ratify safety, health and welfare decisions;• Sign off on safety, health and welfare policy;• Sign off on safety statement.
Designated person for Safety, Health and Welfare acting on behalf of the Board of Management	<ul style="list-style-type: none">• Convene meeting of safety committee, where one exists;• Take necessary actions on foot of agreed safety committee decisions;• Ensure that required protocols for fire drills, accident reporting etc. are fulfilled;• Respond to safety, health and welfare reports, events and issues;• Brief staff on safety, health and welfare and report on issues as required.
Safety Committee	<ul style="list-style-type: none">• Review safety statement and risk assessments;• Agree programme for year – actions/priorities/changes;• Assess training needs – established (fire, first aid, manual handling etc.) and new/special requirements (new equipment, particular needs);• Agree training programme based on risk assessments;• Agree necessary corrective actions;• Decide on maintenance and servicing plan;• Report to the Board of Management.
Staff Meetings	<ul style="list-style-type: none">• Brief staff on key aspects of the safety statement - accident reporting etc...;• Note relevant changes in risk, controls and procedures;• Routinely, and as the need arises, discuss safety, health and welfare related issues.
Staff	<ul style="list-style-type: none">• Inspect work areas: teaching staff - classrooms, general purpose area etc; non teaching staff - offices, toilets, corridors, grounds etc...;• Complete risk assessments as appropriate to one's own area of work as requested by the Board of Management. Each teacher should assess their own classroom;• Follow internal accident and incident reporting procedures;• Comply with safety, health and welfare decisions of the Board of Management.

4.2 Provisions for persons with special needs:

4.2.1 Accessibility:

- Both campuses are wheelchair accessible, with ramps and elevators as needed;
- Handrails and non-slip surfaces are installed where necessary;
- Accessible pathways and entrances are clearly marked.

4.2.2 Evacuation Plans:

- Evacuation plans that account for the specific needs of students with disabilities are developed and practiced;
- Designated evacuation buddies or support personnel to assist students with mobility issues during drills and actual emergencies.

4.2.3 Medical Support:

- Trained staff available to administer medication or provide medical support as needed;
- Up-to-date medical records for students with special needs are maintained;
- Staff are trained in basic first aid and the specific needs of students with disabilities.

4.2.4 Communication:

- Emergency notifications and information are communicated in accessible formats, such as braille, large print, or through assistive technology as necessary;
- Effective communication channels are established with parents or guardians of students with special needs.

4.2.5 Personalized Emergency Kits:

- Personalized emergency kits are created for students with specific medical needs or conditions;
- Necessary medications, medical devices, and communication aids are included in the emergency kits.

4.2.6 Training for Staff:

- Training is provided for school staff on recognizing and addressing the needs of students with special needs during emergency situations;
- A culture of inclusion and awareness is fostered among all staff members.

4.2.7 Adapted Facilities:

- Classrooms and common areas are adaptable to meet the needs of students with various disabilities;
- Appropriate seating arrangements and adaptive equipment are provided as required.

4.2.8 Behavioural Support:

- Behavioural support plans for students with special needs are developed where necessary and implemented to address any potential challenges during emergency situations;
- Staff are trained on de-escalation techniques and strategies.

4.2.9 Collaboration with Parents:

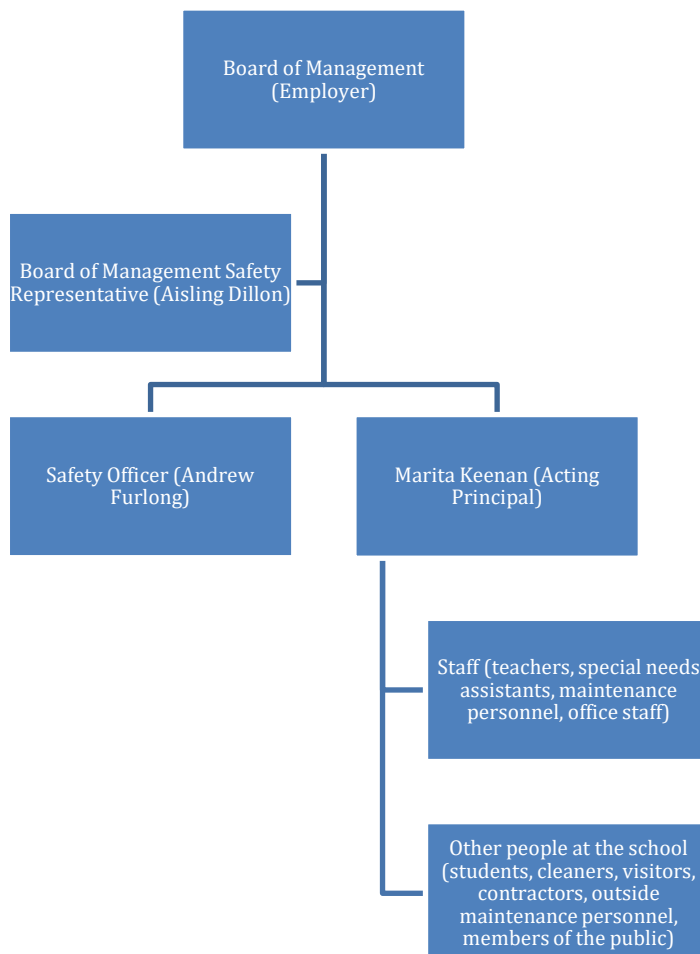
- The school works closely with parents or guardians of students with special needs to understand their child's specific requirements and concerns;
- Individualized health and safety plans are developed in collaboration with parents where necessary.

4.2.10 Accessible Information:

- Health and safety information, including emergency procedures, are provided in accessible formats;
- Visual aids, clear signage, and other communication tools that cater to diverse needs are used.

4.3 Safety Organisation

4.3.1 Safety, health and welfare at work is everyone's responsibility. There is a duty on everyone at work to co-operate effectively to promote healthy, safety and welfare in the school. This organisational chart illustrates the hierarchy of duties.



4.3.1 The Acting Principal, Marita Keenan, shall be responsible for overseeing the safety provisions on behalf of the Board of Management. The Principal has responsibility for implementing this policy and ensuring that all health and safety considerations are always given priority in planning and day-to-day supervision of work.

4.3.2 The Safety Officer is a member of the teaching staff appointed to monitor safety generally and the operation of safety procedures. The Safety Officer will ensure that a copy of the Safety Statement is available to staff and that staff are familiar with its contents. Andrew Furlong is the Safety Officer, with effect from September 2023.

4.3.3 The Board of Management appoints a Safety Representative who is entitled to report to the Board on the implementation of the Safety Statement, but does not have responsibilities with respect to the implementation of health and safety in this school. Aisling Dillon is the Board of Management's Safety Representative, with effect from January 2020.

4.3.4 The Safety Committee shall be comprised of the Safety Representative of the Board of Management, the Safety Officer and the Principal.

4.3.5 It is the responsibility of the Board of Management to ensure that a Safety Statement is set up and maintained in order that all school work and associated activities at *St. Mary's National School* will be conducted in accordance with the relevant statutory provisions of the Safety, Health and Welfare at Work Act 2005 and that all reasonable practicable measures will be taken to avoid risk to all its pupils, staff, sub-contractors, visitors or others who may be affected.

4.3.6 All staff members and contractors are expected to cooperate with the Board of Management in carrying out this policy and must ensure that their own work, insofar as is reasonably practicable, is carried out without risk to themselves or others.

4.3.7 Staff are responsible for safety in their own area and the implementation of relevant safety procedures. Staff should consult with the Safety Officer or the Principal if any of the employees have queries regarding any of the safety provisions in this Safety Statement.

5. Roles and responsibilities for Safety, Health and Welfare

5.1 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;
- 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;
- Appoints competent persons as necessary, to advise and assist the Board of Management on safety, health and welfare at the school.

5.2 Designated person for Safety, Health and Welfare acting on behalf of the Board, (Principal/Safety Officer):

- Complies with the requirements of the 2005 Act;
- Reports to the Board of Management on safety, health and welfare performance;
- Manages safety, health and welfare in the school on a day-to-day basis;
- Communicates regularly with all members of the school community on safety health and welfare matters;
- Ensures all accidents and incidents are investigated and all relevant statutory reports completed;
- Organises fire drills, training, etc;
- Carries out safety audits.

5.3 Teachers (with particular functions in safety, health and welfare) if applicable:

- A deputy principal, assistant principal, special duties teacher or any teacher with duties related to safety, health and welfare must fulfil the duties assigned;
- Although ultimate responsibility for safety, health and welfare rests with the Board of Management, the teacher must fulfil those duties to which he/she has agreed.

5.4 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.

5.5 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.

5.6 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.

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

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

5.6.2 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.

Prior to carrying out any construction work each Board of Management, as client must familiarise itself with its legal health and safety responsibilities, as detailed in the Safety, Health and Welfare at Work (Construction) Regulations 2006. These Regulations have wide-ranging application covering large projects such as capital builds, small projects such as renovations, erecting pre-fabs and routine maintenance such as replacing light fixtures etc. The Regulations introduce such terms as client, project supervisor for the design process (PSDP), project supervisor construction stage (PSCS), Safety, Health and Welfare Plan, Safety File and Contractor. Details can be found in the Guidance publications from the Department of Education and Skills and the Health and Safety Authority listed below.

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Construction/Summary_of_Key_Duties_under_the_Procurement,_Design_and_Site_Management_Requirements_of_the_Safety_Health_and_Welfare_at_Work_Construction_Regulations,_2006.html

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Construction/Clients_in_Construction_-_Best_Practice_Guidance.html

<http://www.education.ie/en/School-Design/Procedures-and-Cost-Plans/>

6. Safety Induction and Training

6.1 The Safety Officer will ensure that safety induction and training for all employees will be carried out regularly.

6.2 Employees must be made aware that they have a responsibility for their own safety and the safety of others and for ensuring awareness of all relevant health and safety policies and standards.

6.3 The Safety Officer will provide all new or temporary employees with a copy of or access to the Safety Statement and information on the locations of all other health and safety policies and regulations.

6.5 All new employees shall be initially informed of any potential hazards and associated control measures in the workplace e.g. fire evacuation procedures, accident and emergency preparedness etc.

6.6 All employees will be:

- a) Advised of the nature and location of fire equipment and how it is safely operated.
- b) Notified of any change in safety procedures.

6.7 The staff will engage in continuous professional development in first aid and health and safety practices on a regular basis.

6.8 General health promotion and surveillance schemes may also be provided in order to contribute to the maintenance of the employees' general health and fitness, e.g. assessments of fitness for work, rehabilitation, job-adaptation following injury or ill-health.

7. Safety Consultation and Representation

7.1 The Health and Safety at Work Act 2005 places a general obligation on the Board of Management of the school to consult with and to take account of any representations made by any employee for the purpose of giving effect to its statutory duties.

7.2 The Safety Officer has the right to ensure that this procedure takes effect with respect to the control of all safety issues and activities.

7.3 As part of their regular safety induction and training, the Principal and/or the Safety Officer will consult with the staff for feedback on the steps taken to safeguard their safety, health and welfare.

7.4 Employees can consult with the Board of Management by raising any issues relating to safety, health and welfare in the school with the Principal and/or the Safety Officer. Those issues may then be raised with the Board of Management.

7.5 The Safety Officer and/or the Principal will establish links with a wide range of bodies and individuals as necessary including:

- Health and Safety Authority
- Fire Service
- Garda Síochána
- Sub-Contractors and Equipment Suppliers
- Insurance Companies
- The Media
- Parents and the general public
- General Medical Practitioners, Specialists and Occupational Health Physicians
- Local Authority Environmental Health Officers and Licensing Officials

8. Statutory/Internal Safety Notices

8.1 The Safety Officer shall ensure that all relevant statutory and internal safety notices are posted in the most appropriate areas throughout the school and externally as required, e.g. fire points, first aid, exit signs, Occupiers' Liability Act, etc.

8.2 Further information regarding all appropriate standards and notices, shall be supplied to the relevant personnel and explained by the most appropriate means, i.e. using the Safety Statement, policies, instructions, notices or training.

8.3 The Safety Officer shall also ensure that all current standards and notices are updated as required.

9. Emergency Preparedness and Response

9.1 It is the responsibility of the Board of Management of *St. Mary's National School* to ensure that procedures are established and maintained to respond to accidents and emergency situations and to prevent and minimise the health and safety impacts associated with them. The Board of Management shall ratify an Emergency Evacuation Policy, drafted in consultation with the Principal and the Safety Officer. (*See Appendix 2 Fire Drill/Evacuation Policy of St. Mary's N.S.*)

The Safety Officer will:

- i. Test and rehearse safety plans and related equipment such as fire alarms;
- ii. Train personnel on what to do in the event of an emergency;
- iii. Liaise with the emergency services.

9.2 The Safety Officer will oversee:

- i. The testing of suitable warning and alarm systems;
- ii. Communicating emergency procedures for the school, including the responsibilities of key personnel;
- iii. Collecting and keeping up-to-date emergency services details e.g. fire brigade, Gardai, ambulance services, doctor, etc;
- iv. Devising internal and external communications plans i.e. displaying emergency contact numbers;
- v. Devising and implementing training plans and reviews of their effectiveness;
- vi. The availability of firefighting equipment and maintenance logs.

10. First Aid

10.1 The Safety Officer shall ensure that adequate first aid supplies are available when required.

10.2 The exact location of all first aid supplies must be made known to all employees or temporary staff and specific notices identifying its whereabouts must be posted.

See Appendix 1 (Recommended First Aid Contents)

10.3 The Board of Management requires parents, whose children need medication during the school day to inform the Board of Management or the Principal of the same and to sign an indemnity form removing the responsibility from the school for the administration of such medication. No unauthorised medication should be given by teachers or other school employees looking after children in school who fall ill (e.g. paracetamol for headaches etc.)

See Administration of Medicines and Emergency Care Policy.

10.4 The Safety Officer shall ensure that the fire alarm system is tested on a regular basis with all results recorded. The exact location of all fire safety equipment must be made known to all employees or temporary staff and specific notices identifying its whereabouts must be posted.

See Appendix 2 and 3 for specific information on School Fire Drill/Evacuation Procedures.

11. Safety Procedures for Contractors or Subcontractors

11.1 Any contractors, on entering the grounds of the school shall be required to identify themselves to the Principal or the Secretary before gaining admittance to the school.

A contractor 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 shall agree to its provisions.

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 or her employees shall not create any hazard, permanent or temporary, without informing the Principal or his or her nominated agent and shall mark such hazard with warning signs or other suitable protection.

Before the commencement of any work, all contractors or subcontractors must provide the following items to the Principal, if requested;

- A copy of all employer and public liability insurance certificates;
- A copy of the Contractor Company Safety Statement.

The Board of Management reserves the right to verify any subcontractors' insurance arrangements.

11.2 Sub-contractors must also ensure any equipment brought into the school/surrounding areas is safe and in good working order, fitted with all necessary guards and safe devices while also possessing the necessary certificates for safety inspections.

11.3 The Safety Officer and/or the Principal must be notified of any material or substance brought into the school grounds which has health, fire or explosive risks. Such materials should be stored and used in accordance with current recommendations.

11.4 Scaffolding and other access equipment brought into the school grounds by sub-contractors and their employees must be erected and maintained in accordance with the sub-contractor's relevant regulations and Code of Practice.

11.4 Any injury/incident sustained by any sub-contractors' employee whilst working in the school or surrounding areas must be reported immediately to the Principal and/or the Safety Officer, who in turn will inform the Board of Management.

12. Personal Protective Equipment (P.P.E)

12.1 The Principal or Safety Officer shall ensure that all relevant staff use personal protective equipment (P.P.E.) where required.

12.2 The Caretaker shall carry out work with P.P.E. in conjunction with all appropriate policies and standards but in particular the following:

- i. All safety equipment must comply with approved standards.

- ii. Eye protection is recommended to protect eyes from dust, flying particles, fumes, radiant heat and light which is likely to be injurious.
- iii. Hearing defenders are recommended when working with hazardous noisy equipment to ensure the correct level of noise alteration is obtained. This is important, as noise is not only dependent on loudness, but also frequency.
- iv. Overalls, fluorescent vests, gloves and safety shoes should be used as required.
- v. All P.P.E. selected and used shall be in accordance with the 2005 Health and Safety Act and the General Application Regulations 2007.

12.3 The Principal or Safety Officer shall inform any employee or contractor of school policy requirements in relation to P.P.E. Any person not complying with these policies will be instructed to stop working immediately until P.P.E. is obtained and used.

13. Safety Procedures for Parents and Visitors

13.1 Any visitor to the school, such as parents, volunteers or sales people, on entering the grounds of the school must sign in with the Secretary before gaining admittance to the school. Visitors to the school must observe and obey all safety signs posted throughout the school and school grounds.

13.2 Any accidents to visitors, however minor, must be reported to the Safety Officer or Secretary and the appropriate accident form will be completed.

13.3 Accidents and incidents involving a child while in the company of a parent or visitor must be reported to a staff member immediately. All health and safety regulations and procedures must be followed when a child is in the company of any parent or visitor.

14. Hazard Identification and Risk Assessment

14.1 A risk assessment will be completed by the Safety Officer and Safety Representative of the Board of Management on at least an annual basis or more if required, while all subsequent impacts, consequences and existing control measures raised will be reviewed and categorised into high, medium or low risk. The Principal, in conjunction with the Safety Officer and the Safety Representative of the Board of Management will then ensure that any hazards identified will then be eliminated or controlled as far as is practicable so that they are reduced to an acceptable level.

“Hazard” means “any substance, article, material or practice which has the potential to cause harm to the Safety, Health or Welfare of staff members at work”.

“Risk” means “the potential of the hazard to cause harm in the actual circumstances of use”.

“Risk Assessment” is links of the probability of occurrence with the severity of loss and/or injury. Risks are graded “High”, “Medium” or “Low”. where:

High Risk “H”	Possibility of fatality/serious/minor injury to a number of people. Possibility of significant material loss.
Medium Risk “M”	Possibility of minor injury to a small number of people. Risk of some material loss. The possibility of a fatality / serious injury or significant material loss is unlikely although conceivable
Low Risk “L”	The possibility of injury or material loss is unlikely although conceivable.

Typical physical hazards include:

- Manual handling (e.g. heavy, awkward or hard to reach loads)
- Traffic movement at the start and end of school day
- Playground arrangements
- Letting school premises to outside groups
- Using step ladders/Falling object
- Slipping/tripping hazards e.g. poorly maintained floors/areas/ drains, loose cables
- Inadequate access/egress in classrooms/offices/stores areas
- Fire Equipment hidden behind doors, boxes, coats etc
- Fire (from flammable or combustible materials or excess waste)

- Boiler house hazards
- Electricity (poor wiring or residual current)
- Special hazards from maintenance of equipment and the school itself
- Hot substances or surfaces
- Poor housekeeping systems
- Pressure systems / boilers

14.3 Typical Health and Chemical Hazards include:

- Excessive/Prolonged noise (e.g. noisy office equipment)
- Inadequate welfare conditions/poorly maintained
- Unsuitable lighting levels
- Sources of radiation
- Extremes of temperature
- Injury through poor design of work stations / layout (e.g. ergonomic faults)
- Exposure to solvents, glues, pesticides etc.

14.4.1 In addition to physical surroundings, human factors must also be taken into account when identifying hazards. People should be mentally and physically capable of doing their jobs safely. The workplace, the work system, the organisation of work and the job should be designed so as to avoid sustained stress. Other human factor issues that may need to be reviewed include violence to workers and bullying. Some groups are particularly vulnerable:

- Young workers, who have a higher accident rate
- Pregnant women
- Staff/Pupils/Visitors with disabilities
- New or inexperienced employees
- Older workers
- Lone workers
- Parents/Visitors not familiar with school grounds
- Violence, challenging behaviour and stress

See Appendix 4 (Health and Safety Risk Assessment)

15. Staff responsibilities with regard to electrical appliances or potentially hazardous materials

Electrical Appliances

Before using any electrical appliances staff should visually check that:-

- a) Power supply cables/leads are intact and free of cuts and abrasions.
- b) Suitable undamaged fused plug tops are used.
- c) Children will be made aware of the dangers of tampering with electrical apparatus, sockets etc.

All classroom and office appliances will be switched off at the socket at the end of each day by the appropriate user.

Chemicals, Solvents, Detergents, Copier Toner, etc.

Members of staff using these materials should familiarise themselves with the hazards associated with any potentially hazardous materials, such as chemicals, solvents, detergents, copier toner, etc., and precautions to be taken in the event of spillage, splashes, etc.

16. Welfare

16.1 The Board of Management of St. Mary's National School will dedicate the appropriate resources and welfare facilities necessary to ensure in so far as is reasonably practicable the safety, health and welfare of its employees and pupils.

The following resources have been dedicated:

- Toilet and cloakroom areas in each classroom;
- Staff toilet area;
- A staffroom in each building separate from the work area where tea and lunch breaks may be taken. Staff must co-operate in maintaining a high standard of hygiene in this area;
- Waste disposal facilities are available;
- Hot and cold water is available;
- Towels, soap and sanitary disposal facilities are available;

Members of staff are reminded that:

- i. Any person who is under medical supervision or on prescribed medication, yet has been certified fit for work, should notify the Principal of any known side effects or temporary physical disabilities which could hinder their work performance and which may be a danger to either themselves or their fellow workers or pupils. The Principal, in consultation with the Department of Education and Skills, will try to arrange or assign appropriate tasks for that person to carry out in the interim.
- ii. Staff and students on teacher placement are not allowed to attend the premises or carry out duties whilst under the influence of illicit drugs or alcohol. Any person found breaking this rule will be liable to instant dismissal.

17. Bullying and Harassment at Work

17.1 The Board of Management of *St. Mary's National School* is committed to providing all of its staff and pupils with an environment free from bullying and harassment. All staff members will be expected to comply with this policy.

17.2 This policy applies to employees both in the school and at work associated events such as meetings, conferences and work related social events, whether on the school grounds or off-site.

17.3 This policy applies to bullying and/or harassment not only by fellow employees but also by a client, or other contact to which an employee might reasonably expect to come into contact with in the course of their employment.

17.4 Any accident or incident caused by bullying or harassment must be recorded and reviewed by the Board of Management. The Board will follow the guidance on grievance procedures for Boards of Management provided by the Catholic Primary Schools Management Association in their handbook. Appropriate disciplinary action, including dismissal for serious offences, will be taken against any employee who violates this policy.

18. Workplace Stress and Welfare Management

18.1 The Board of Management of *St. Mary's National School* is conscious of its responsibilities with respect to recognising, managing and controlling workplace stress. The Principal should pay particular attention to the potential risks of stress from work-related activities and will monitor signs of stress at work and take appropriate action.

18.2 Employees who feel they are at risk from stress at work, should inform the Safety Officer and/or the Principal without any undue delay.

18.3 Appropriate assistance will be provided to staff members to offer confidential and individual counselling when needed. Teachers are to be made aware of the free counselling service made available through the INTO. Appropriate records will be maintained of all stress-related complaints, incidents and follow-up action.

18.4 The Board of Management recognises that voice care is an issue of concern to teachers and teachers. Advice and assistance will be made available to staff through the occupational health service. Steps which might be taken to assist might include voice therapy and also, for example, the provision of voice amplification equipment in appropriate circumstances.

See Appendix 6 (Voice Care) for further information/advice.

19. Maternity Employees Policy

19.1 *St. Mary's National School* must ensure compliance with its obligations under the *Safety, Health and Welfare at Work (General Application) Regulations 2007*. In accordance with Part 6, Chapter 2, *Protection of Pregnant, Post Natal and Breastfeeding Employees*, a maternity employee is defined as an employee who has informed her employer that she is pregnant or that she has given birth within the past 14 weeks or that she is breast-feeding and has given birth within the past 26 weeks.

19.2 Once a maternity employee has notified the school of her condition, supported by medical or other appropriate certificate, as outlined in s. 148 (1), the Safety Officer shall carry out a risk assessment of the areas in which the employee works and those aspects of the work process that may place the employee at risk.

19.3 A maternity employee who feels she may be at risk should ensure that the Board of Management is informed so that the necessary precautions can be taken.

19.4 Any incident or accident involving pregnant employees shall be attended to immediately by the Principal or Safety Officer.

19.5 The Principal or the Safety Officer shall liaise with the relevant employee to ensure that any risk is monitored and the relevant controls are implemented.

20. Lone Workers Policy

20.1 Lone workers are those who work by themselves without close or direct supervision. Anybody who works alone or after-hours including Teachers, Caretaker, Sub-Contractors, Self-employed People, Cleaners, Security, Maintenance or repair staff is classed as a lone worker.

20.2 The risks associated with lone workers will be assessed as part of the risk assessment undertaken by the Safety Officer and the Board of Management Safety Representative.

See Appendix 4(a) and 4(b) (Health and Safety Statement Risk Assessments)

20.3 While the Board of Management is responsible for protecting the safety and health of lone workers, lone workers themselves have a responsibility to fulfil this duty so they must:

- i. Take reasonable care to look after their own safety and health;
- ii. Cooperate with all company safety and health procedures;
- iii. Not misuse any equipment;
- iv. Report all accidents, injuries, near-misses and other dangerous occurrences.

20.4 If the risk assessment demonstrates that it is not possible for the work to be done safely by a lone worker, alternative arrangements should be put in place.

20.5 Control measures must also be implemented in order to eliminate where practicable or to minimise any identified risks.

Such control measures may include:

- i. Communication- e.g. mobile phone, telephone or pager;
- ii. Controlled periodic checks by the Principal;
- iii. Instruction and training;
- iv. Locking and securing of all entrances;
- v. Reporting of any incidents or near misses.

21. Supervisor Safety Procedures

21.1 Teachers' "Duty of Care" for the pupils under their control operates from school opening time at 8.40/8.50am until orderly dismissal at 1.30/2.20/2.30pm.

21.2 Teachers are responsible for bringing their classes to and from the playground in an orderly manner and for accompanying classes to dismissal points at dismissal time.

21.3 Teachers on duty must go to the designated classroom areas/playground in good time for supervision. A table of names for supervision duty will be on display in the staffroom.

21.4 It is the responsibility of a teacher who is unable to supervise on any occasion to arrange to have these duties carried out by a colleague. In the case of teacher absence through illness an emergency rota is in place and displayed in the staff room.

21.5 Teachers in adjoining rooms have a reciprocal arrangement for supervision when they leave their classrooms (e.g. for lunch, before playground supervision, to see a parent etc). Work should be set by the class teacher before leaving.

21.6 No child should remain in the classroom or school building unsupervised during playtime.

21.7 No child is to leave the playground without the permission of the teacher in charge.

21.8 Teachers should ensure that all children have been given an opportunity to go to the toilet before the playground period in order to reduce the need for pupils to re-enter the building.

21.9 Assistance must be sought before moving any child who is suspected of having a broken/fractured limb or other serious injury. In the event of a pupil sustaining a head injury the following procedures shall apply:

- i. Parent/Guardian should be contacted immediately.
- ii. If the pupil is waiting to be collected by parent/guardian (s)/he should be checked for signs of concussion and sickness at regular intervals.
- iii. If a parent/guardian is satisfied to let the child remain at school for the normal school hours, regular checking for signs of concussion and sickness should be carried out. Parent/Guardian should be notified if the child's condition worsens.
- iv. The incident should be logged, dated and signed in the Serious Incident/Accident Log.

See Supervision of Pupils Policy.

See Appendix 7(a) (Incident form)

22. Fire Protection, Prevention and Evacuation

22.1 Fire Protection

It is the responsibility of the Safety Officer to ensure that:

- i. A fire alarm system is in place;
- ii. Fire extinguishers are provided and correctly situated to meet statutory and insurance requirements;
- iii. Each fire extinguisher has instructions for its use;
- iv. All fire-fighting equipment is regularly tested and serviced by specialised contractors;
- v. All fire exits and emergency paths of egress are identified and kept clear at all times;
- vi. Fire drills take place at least once a term;
- vii. Emergency fire alarms are clearly marked;
- viii. All doors, corridors and fire doors are kept clear of obstruction. Each teacher who has an exit in his/her classroom must ensure they are kept clear;
- ix. Assembly areas are designated outside each building and the location is specified;
- x. All recommendations made by a fire officer in addition to these provisions shall be implemented.

22.2 Fire Prevention

It is the responsibility of the Safety Officer to ensure that:

- i. Fire extinguisher inspections and analysis of potential fire hazards are regularly carried out by MSC Fire Products Ltd.;
- ii. Liaison with relevant authorities takes place as is necessary.

22.3 Evacuation

22.3.1 An evacuation procedure has been prepared as per S.18 (2) Fire Services Act 1981 and is provided to each employee. Evacuation drills will take place at least once per term, or more often if required. Employees are reminded to familiarise themselves with the premises. This is organised by the Principal and Deputy Principal.

See Appendix 2 (Fire Drill/Evacuation Policy) and Appendix 3 (Advice from Dublin Fire Brigade Headquarters.)

22.4 Smoking

22.5 Smoking and vaping is prohibited on school grounds, including on the school yard.

23. Duties of Employees

23.1 The attention of employees is drawn to the following duties of persons employed as set out in Section 13 of the Safety, Health and Welfare at Work Act 2005.

“S.13 - An employee shall, while at work—

- (a) comply with the relevant statutory provisions, as appropriate, and take reasonable care to protect his or her safety, health and welfare and the safety, health and welfare of any other person who may be affected by the employee's acts or omissions at work,
 - (b) ensure that he or she is not under the influence of an intoxicant to the extent that he or she is in such a state as to endanger his or her own safety, health or welfare at work or that of any other person,
 - (c) if reasonably required by his or her employer, submit to any appropriate, reasonable and proportionate tests for intoxicants by, or under the supervision of, a registered medical practitioner who is a competent person, as may be prescribed,
 - (d) co-operate with his or her employer or any other person so far as is necessary to enable his or her employer or the other person to comply with the relevant statutory provisions, as appropriate,
 - (e) not engage in improper conduct or other behaviour that is likely to endanger his or her own safety, health and welfare at work or that of any other person,
 - (f) attend such training and, as appropriate, undergo such assessment as may reasonably be required by his or her employer or as may be prescribed relating to safety, health and welfare at work or relating to the work carried out by the employee,
 - (g) having regard to his or her training and the instructions given by his or her employer, make correct use of any article or substance provided for use by the employee at work or for the protection of his or her safety, health and welfare at work, including protective clothing or equipment,
 - (h) report to his or her employer or to any other appropriate person, as soon as practicable—
 - (i) any work being carried on, or likely to be carried on, in a manner which may endanger the safety, health or welfare at work of the employee or that of any other person,
 - (ii) any defect in the place of work, the systems of work, any article or substance which might endanger the safety, health or welfare at work of the employee or that of any other person, or
 - (iii) any contravention of the relevant statutory provisions which may endanger the safety, health and welfare at work of the employee or that of any other person, of which he or she is aware.
- (2) An employee shall not, on entering into a contract of employment, misrepresent himself or herself to an employer with regard to the level of training as may be prescribed under subsection (1)(f).”

And s.14 which states:

“14.—A person shall not intentionally, recklessly or without reasonable cause—

- (a) interfere with, misuse or damage anything provided under the relevant statutory provisions or otherwise for securing the safety, health and welfare of persons at work, or
- (b) place at risk the safety, health or welfare of persons in connection with work activities.”

24. Accident/Incident Reporting

24.1 All potential serious accidents, whether involving 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 should be retained for recording of all such accidents.

See Appendix 7(a) (Accident Report Form) and 7(b) (HSA Accident/Incident Record Form)

25. General Safety

25.1 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 by pupils by:

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

26. Concluding Comment

26.1 This Safety Statement has been prepared based on conditions existing in both 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 is in keeping with the provisions of our Child Protection and Code of Behaviour Policies.

27. Review

27.1 The Health and Safety Policy will be reviewed each calendar year. If new buildings are erected or internal structural changes are carried out, the policy will be reviewed in the light of the changes necessary and ratified at the following Board of Management meeting. The checklist will be updated at any time to reflect changes in conditions.

Appendix 1 - Recommended First Aid Contents

Recommended First Aid Contents

Materials	Contents		
	1-5 persons	6-25 persons	26-50 persons
Adhesive plasters	12	20	40
Sterile eye pads (Bandage attached)	2	2	4
Individually wrapped triangular bandages	2	6	6
Safety Pins	2	6	6
Medium individually wrapped sterile un-medicated wound dressings (approx. 10 x 8 cms)	2	6	8
Large individually wrapped sterile un-medicated wound dressings (approx. 13 x 9 cms)	1	2	4
Extra-large individually wrapped sterile un-medicated wound dressings (approx. 28 x17.5cms)	1	3	4
Individually wrapped wipes	8	8	10
Pairs of Latex gloves	1	2	2
Additionally, where there is no clear running water, sterile eye wash (b)	1	2	2

*Pro-rata provision should be made for more than 50 persons.

Appendix 2 - Fire Drill/Evacuation Policy of St Mary's National School

Introduction

The fire drill/evacuation policy of St Mary's National School has been produced following a collaborative consultation process by staff in response to changing circumstances in the school.

It is the responsibility of the Principal and Safety Officer to ensure that fire evacuation drills are carried out.

Assembly Points

Belmont Avenue Campus: All Junior Infant classes and teachers in Belmont Campus will assemble against the back wall of their yard in their designated area. All Senior Infants and First Class pupils will line up against the wall in the front yard in their designated area.

Mount Eden Road Campus: All children in Second, Third and Sixth Class, along with the Special Class, will exit via the fire escape doors located in their classrooms on the ground floor and line up in their designated areas on the basketball court. Pupils in Fourth and Fifth Class will descend using the stairs nearest to their classroom and exit the building using the doors located at the bottom of the stairs and will line up in their designated areas on the basketball court.

Frequency of Drill

A fire drill will aim to take place once per term. The initial fire drill will be held at a predetermined time. The procedure should be thoroughly practised with all classes beforehand. Thereafter, the fire alarm bell will be sounded without warning whereupon the building must be evacuated immediately. One of these will be organised by the Principal and Safety Officer and will be unannounced to teaching staff and pupils. Fire Drills should take place at different times of the day and teachers need to be aware of exit procedure from hall/library etc.

Maintenance of Alarm

- The fire alarm will be tested annually by an external servicing company.
- Fire extinguishers are located in designated areas around both buildings and are serviced annually.
- Fire alarms are located at:
 - Belmont Avenue Campus - Front door, fire exit beneath the stairs and at the top of both sets of stairs.
 - Mt. Eden Campus - Front door and all emergency exit doors located in the classrooms, bottom of each stairwell, in the hall, outside the bathrooms adjacent to the hall, beside the library and at the end of the long corridor to the back of the school building.

Alarm Operation

Anyone discovering an outbreak of fire must, without hesitation, sound the alarm by operating the nearest fire alarm calls point.

Rationale

This policy aims to:

- Prevent panic and ensure the safe, orderly and efficient evacuation of all occupants of the school using the exit facilities available, and to train the mind to react calmly and rationally when confronted with a fire or other emergency at school or elsewhere.
- Enable the school to provide for the immediate needs of students, staff and visitors in the event of a fire.
- Have in place appropriate safety procedures which comply with the Health, Safety and Welfare at Work Act.
- Ensure a safe school environment for all.

The school is committed to the care of the whole school community and the provision of a safe and secure environment for learning. This policy is in keeping with those ideals.

Aims/Objectives

- To utilise outside agencies (local fire station, fire officer) for training and staff development, so as to enhance safety procedures.
- Fire drills are intended to ensure, by means of training and rehearsal that in the event of fire:
 - The people who may be in danger act in a calm and orderly manner.
 - Those people who have designated responsibilities carry out their tasks to ensure the safety of all concerned.
 - The escape routes are used in accordance with a predetermined and practised plan.
 - Evacuation of the building is achieved in a speedily and orderly manner.
 - To promote an attitude of mind where by persons will react rationally when confronted with a fire or other emergency at school or elsewhere.

Internal Procedures

In the event of a fire, the following steps must be taken.

Evacuation

- Activation of fire alarm (by Principal/Caretaker/Safety Officer in case of drill)
- On hearing the fire alarm, pupils must be instructed to leave the building in single file and in a calm, orderly manner. The person in charge of each class must indicate the exit route to be used and everyone must be directed to a predetermined assembly point.
- All occupants of the building should leave immediately on hearing the fire alarm.
- In all classroom/resource areas, children are to stand up, push their chairs under the tables and calmly walk in a single file to the door. No possessions should be taken.
- All teachers must check the class toilets before vacating the room and close the classroom door on evacuating.
- The SNAs will assist designated children needing assistance.
- Children who have been withdrawn from their class for support should be brought to their assembly point by the S.E.T. teacher
- SET teachers who are supporting a teacher in a classroom should assist evacuation of that class.
- Children (especially younger ones) should be reassured and told that there is no need to panic.
- No running is to be permitted.
- On staircases everyone must descend in single file. Overtaking of classes or individuals must not be permitted.
- Lifts must not be used.
- Any child who is not in class when the fire alarm sounds must go immediately to the assembly point.
- The first teacher to reach the exit will open both doors to facilitate a quick exit by all classes.

Assembling the Students

During evacuation and on assembly, absolute order and attention must be maintained. Pupils must be able to hear clearly any instructions given by the teacher. Principal/Secretary will bring a mobile or handset to assembly. All outbreaks of fire or any suspected fire, however small, should be reported immediately to the Fire Brigade by the quickest means available.

- Each class is to assemble at the designated fire assembly point.
- Each teacher will take the roll copy with the class list of their own individual class with them and call the roll on reaching the fire assembly point. Secretary should bring the Visitor Book and check that all other adults in the building are accounted for. If visitors are in the school, it must be ascertained that they have evacuated the building.
- Principal will remain in the assembly point and obtain the following information – Missing Report (name of teachers/adult, room name and pupils) and time taken to evacuate the building. Each teacher must communicate that everyone in their charge is accounted for or to inform him/her of any persons missing.
- Pupils can only return to the classroom once permission has been given to do so and the alarm is deactivated at the end of the drill. Return to the room should be quiet and unhurried.
- Specific arrangements must be made for pupils requiring support to ensure that they are assisted during evacuation.

- No one must be allowed to re-enter the building until told to do so by the Fire Service in attendance, or, in the case of a fire evacuation drill, the person in charge.
- The Principal should meet with the fire brigade and immediately inform them whether or not all persons have been safely evacuated.
- In the case that the Principal and/or Secretary are not on site, responsibility will fall to the next most senior member of staff on site at the time to fulfil these duties.

Roles and Responsibilities

All teachers are responsible for the safety and well-being of the pupils in their care. Each teacher must ensure that they have thoroughly prepared their class for a fire and evacuation of the school. Children should know the procedure for exiting the school/assembling for roll call when they are out of their classroom, e.g. with S.E.T. teacher, on a message, during P.E., from the Library/Hall, split class when teacher is absent etc. The Principal has overall responsibility for ensuring proper procedures are in place. Fire drill schedules are part of the post of responsibility within the in-school management structure of St Mary's National School.

Fire Safety week takes place in October each year and during this week all classes should dedicate specific lessons to fire safety in the home and at school.

Evaluation

The efficacy of fire safety procedures in the school can be evaluated by means of:

- Feedback from all stakeholders
- Assessing the success of achieving a coordinated and orderly evacuation in the shortest time possible
- Annual reviews

References

- National Safety Council - <https://www.nsc.org/home-safety/safety-topics/emergency-preparedness/fire>
- Department of Education: Responding to Critical Incidents – <https://www.education.ie/>
- Irish Primary Principals' Network - www.ippn.ie
- Dublin City Council-Fire Safety at School - <https://www.dublincity.ie/residential/dublin-fire-brigade/>

Appendix 3 - Advice from Dublin Fire Brigade Headquarters

Three golden rules:

- Look around your school - eliminate the hazards
- Install a fire detection and alarm system to give early warning
- Prepare an evacuation plan and practice it regularly

Fire Safety Routine in Schools

- Attention to the following fire precautions should become a routine to be followed carefully:
- Ensure that all escape routes from the school are maintained free from obstruction and readily available at all times. Doors on escape routes should never be locked when anyone is in the building and exit doors should be easily and immediately able to open from the inside.
- Fire doors should be kept closed at all times. These can only be held in the open position by an electromagnetic hold open device connected to the fire detection and alarm system.
- Implement a regular system of inspection of first-aid fire-fighting equipment such as fire extinguishers and hose-reels. Test fire detection and alarm system and emergency lighting regularly, keeping a record of inspection results and action taken in the Fire Safety Register.
- Maintain fire instruction notices in legible condition and accessible positions -
- Ensure that periodic fire evacuation drills are carried out.
- Train all members of staff to use first-aid fire-fighting equipment and the action to be taken in case of fire.
- Do not allow the storage of combustible materials in staircase enclosures or under any staircase and along escape routes such as corridors.
- Take adequate precautions when using paper or other flimsy materials for decorations, and never use cotton wool for this purpose. Do not suspend such decorations from light fittings or near heating appliances.
- Exercise great care during the performance of school plays and at school parties so that there is no likelihood of costumes or props catching fire.

After-School Hours

Carry out an inspection to ensure:

- That all heating devices, gas fittings and other heat producing appliances have been turned off and left safe
- That there is no combustible material of any description near a possible source of ignition
- That all potentially dangerous chemicals in Laboratories are safely stored
- That all cleaning materials (oily rags, polishing cloths, mop-heads, etc.) are properly stored in suitable store room with the door closed
- That rubbish and combustible waste are not allowed to accumulate in Laboratories, Workshops, Craft Rooms, Boiler Rooms, or elsewhere in the building

Assembly Point

- An area outside the school premises must be designated as an assembly point.
- It must be clearly marked and easily identified.
- The assembly point must be far enough away from the school premises to afford protection from the heat and smoke in a fire situation.
- The assembly point must be in a position that does not put pupils and staff at risk from emergency vehicles responding to the incident.

Roll Call

- Attendance registers and visitors book should be held at a central point and must be brought to the assembly point when the alarm sounds

- One person should be nominated to have overall responsibility to ensure that a roll call is conducted in the event of evacuation of the premises
- When classes have assembled at the assembly point, a roll or count must be made immediately to ascertain that no has remained in the premises
- Any visitors or contractors in the premises at that time must be included
- The count at the assembly point must be checked using the attendance registers and visitors book to verify that everyone is out of the building
- Each teacher must report to the nominated person in charge of the evacuation procedure to verify that everyone in their charge is accounted for or to inform him/her of any persons missing.

Meeting the Brigade

The person in charge of the roll call must identify him/herself to the Fire Brigade on their arrival. In doing so vital information can be relayed to the Fire Officer, which will dictate the necessary actions to be carried out by the Fire Brigade.

Typical information the Fire Brigade will want to know:

- Is everyone accounted for?

If anyone is missing:

- How many? What is their usual location? Where were they last seen?
- Where is the fire? What is on fire? (It may not be apparent).
- Are there any hazardous substances involved in the fire or stored in the building? (i.e. Chemicals, Solvents, Liquefied Petroleum Gas or Acetylene Cylinders etc).

Instruction, Training and Recording

During the first week of term or as soon as practically possible, all new entrants, including pupils, staff or support staff, should be conducted around the primary escape routes of the school. They should also receive instruction on the school fire evacuation routine.

- All members of the staff should receive instruction and training appropriate to their responsibilities in the event of any emergency.
- All members of staff should each receive a personal copy of prepared written instructions. They should receive instructions given by a competent person annually. Such instruction should include details of how to call the Fire Brigade. In the case of newly appointed staff, instruction should be given as soon as possible after appointment.

A record of the training and instructions given and fire drills held, should be entered in the Fire Safety Register and will include the following:

- Date of the instruction or fire drill
- Duration
- Name of person giving the instruction
- Names of persons receiving instruction
- Nature of instruction or fire drill

Fire drills, which may be combined with the instruction given above, shall be carried out at least once per term. The fire drill should simulate a situation where one escape route is not available. Each fire drill should be started by a predetermined signal and the whole premises checked as if any evacuation was in progress.

In large premises a specific person shall be made responsible for organising staff training and the name of one other nominated person to coordinate the actions of the staff in the event of fire. Effective arrangements should be made for a deputy or deputies to carry out the above duties in the absence of the nominated persons.

In smaller premises one specific person shall be made responsible for organising staff training and for coordinating the actions of the staff in the event of fire. Effective arrangements should be made for a nominated deputy to be available to carry out the above duties.

Frequency of Fire Evacuation Drills

Fire evacuation drills should be held at least once per term, preferably at the commencement of each term.

For more information

Dublin Fire Brigade Headquarters
165-169 Townsend Street
Dublin 2

Tel: (01) 673 4000

Fax: (01) 673 4085

Email: fire@dublincity.ie

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Appendix 4 – Health and Safety Statement Risk Assessment

Site Location: Belmont Avenue and Mount Eden Road Campuses

Carried out 14/09/2023 by Amy Moran, Andrew Furlong and Aisling Dillon

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls	Person responsible	Signature and date when action completed
Classroom - No.1 Slips, Trips and Falls								
Spills, e.g. liquid spills, drinks, art/crafts materials	Y	Injury due to slip, trip, fall	H	Spills dealt with immediately	Y			
			H	Absorbent material used to soak up the spill	Y			
			H	Absorbent materials located near high spill risk areas	Y			
High-risk slip and trip areas	Y	Injury from slip, trip or fall	H	High risk areas for slips, trips, and falls are identified and dealt with	Y	Mats needed for two doors leading to outside in Mount Eden	Safety Committee	
Inadequate storage of school equipment and personal belongings	Y	Injury from slip, trip or fall	H	School equipment is stored tidily	Y			
			H	School bags stored tidily	Y			
			H	Student belongings on hooks, placed in lockers or safely under desks	Y			
			H	Floors and access routes are kept clear	Y			
Inadequately fitted mats or rugs	N	Injury from slips, trips and falls	H	Mats and rugs are properly designed/fitted				
			H	Heavy mats are used as necessary				
			H	Mats are recessed into flooring where possible				
			H	Weighted edges are used where possible or edges are fixed in place				
Areas prone to constant wetting	Y	Injury from slips, trips and falls	H	All areas prone to constant wetting are identified	Y	Mats needed for two external doors leading directly into classrooms (Mount Eden)	Safety Committee	
			H	There is adequate local drainage	Y			
Transition areas (Transition areas are	Y	Injury from slips, trips and falls	H	Areas where pedestrians move between surfaces with very different levels of grip are identified, e.g. from wet surface to a dry surface or vice versa	N/A	See above. Also, some mats not properly fitted – leaving a gap between door and mat.	Safety Committee	

areas with a sudden change in the level of grip)			H	Precautions are taken to remove excess moisture from footwear	Mostly			
			H	Mats are properly designed and installed	Mostly			
Level changes	Y	Injury from slips, trips and falls	H	Areas are identified where levels change, e.g. slopes, ramps, steps/ stairs, unexpected holes, bumps, drainage channels	Y			
			H	Slip resistant surfaces are ensured	Y			
			H	Proper lighting is provided	Y			
			H	Changes in levels are highlighted	Y			
			H	Drain covers are in place	Y			
			H	The top and bottom of stairways are kept clean and tidy	Y			
Cables and hoses	N	Injury from slips, trips and falls	H	No trailing cables and hoses				
			H	Electrical outlets sited to avoid trailing cables				
			H	Retractable reels used				
Damaged flooring/ paving	N	Injury from slips, trips and falls	H	Poorly maintained or damaged floors or paving identified				
			H	Repairs carried out and steps taken to prevent future damage				
Slippery surfaces	Y	Injury from slips, trips and falls	H	Slippery surfaces are identified - as a rule of thumb, high gloss, highly reflective = high risk	N/A			
			H	Consideration is given to changing or treating floor surfaces - this might include addition of slip resistant materials	N/A	Mats needed for two external doors leading directly into classrooms in Mount Eden	Safety Committee	
			H	Particular attention is paid to areas that may become slippery during severe weather	Y			
Cleaning and washing floors	Y	Injury from slips, trips and falls	H	As far as possible, dry cleaning replaces wet cleaning	Y			
			H	A system is used to keep pedestrians away from wet/ moist floors, e.g. warning signs	Y			
			H	Where wet cleaning, detergent is used and water is at the right temperature	Y			
			H	Washing of floors is done Outside of school hours	Y			
			H	Excess liquid is removed to assist the floor drying process. As far as possible, the floor is cleaned until dry	Y			
Over-used warning signs	Y	Injury from slips, trips and falls	H	Where warning signs are used these are removed when no longer required	Y			
Shoes/ footwear with poor slip resistance	N	Injury from slips, trips and falls	H	Suitable slip resistant footwear is provided and worn as needed				

Broken, tables, chairs or other furniture items	N	Falls and related injuries	H	Broken furniture removed from service until repaired or replaced				
Classroom - No. 2 Hot Drinks								
Liquid spills, burns	Y	Slips, Trips, Falls, Injury, Burns	M	All staff members utilise covered travel mugs/ flasks Students remain seated and are requested to exercise due caution when having hot drinks for lunch Lunch times are supervised by teachers	Y		All staff members	
Classroom - No.3 Portable Electrical Appliances								
Defective portable electrical equipment Exposed wiring/live parts/Failure in earth	Y	Electrocution	H	Defective electrical equipment shall be clearly identified, labelled as out of use, and stored separately to prevent accidental use or disposed of	Y			
		Fire Burns from hot surfaces	H	Visual checks carried out as follows: Tools/appliance On/off switch is working correctly No signs of damage to casing No loose parts or missing screws Live parts are properly guarded so as not to be inadvertently accessible Cables Securely anchored to the plug with no signs of cuts, frays, brittleness, leads kinked or coiled, taped joints, overloading (overheating indicated by colour change or smell), cable cores not externally visible Plug Securely anchored, no sign of cracked casing, overheating, loose or bent pins Socket outlet No cracks or damage or sign of overheating Report defects to person in control of the workplace to ensure all items are repaired or replaced.	Y			
Electrical equipment subject to heavy wear and tear	N	Electrocution	H	Portable electrical equipment is tested periodically by a competent person and records of the test kept				
Electrical equipment becoming live	Y	Electrocution	H	Where power tools are used off the mains supply the source of supply must be fitted with an RCD (residual current device)	Y			
			H	Tools and other portable equipment are only plugged into a circuit protected by an RCD	Y			

			H	The operation of the RCD is checked by pressing the test button regularly and the RCD is tested periodically by a competent person to ensure that it operates at correct leakage current (leakage current not exceeding 30mA in a time of not more than 0.3 seconds)	Y			
Classroom - No.4 Use of Knives and Cutters								
Sharp knives and cutters	Y	Cuts/ lacerations	H	Students are not permitted to use sharp knives	Y			
			M	Knives kept sharp (blunt knives require additional force in use leading to accidents)	Y			
			H	Knives and cutters checked for damaged blades or handles once per term and disposed of if damaged	Y			
			M	Knives and cutters stored separately to other equipment	Y			
			H	Knives are washed in sink separately from other items of equipment and never left soaking in sink	Y			
Classroom - No.5 General Considerations								
Fumes from paints and glues	Y	Respiratory irritation and problems	H	Relevant employees are aware of the hazards and precautions that must be taken when using chemical products/materials.	Y			
			H	When choosing chemical cleaners for use in the classroom the least hazardous product is purchased	Y			
			H	Chemical products/materials are labelled and stored safely in accordance with manufacturer's requirements	Y			
			H	Students/staff do not have access to chemical products/materials	Y			
Damaged electrical fittings and equipment	N	Electrocution	M	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced				
Accessing high windows	N	Falls	M	Window pole or stepladder used to open windows at height that do not have opening mechanism at ground level				
Solvents and flammable materials	Y	Asphyxiation, Explosion, Fire	H	Solvents and flammable materials				

				are stored in accordance with manufacturers instructions outside of classrooms and the children aren't permitted to use them.				
Defective portable electrical appliances	N	Burns Electric shock Electrocution	H	See 'Classroom- No. 3 Portable Electrical Appliances'				
General School - No. 6 Playground Slips, Trips, Falls and dangerous objects								
Slips, Trips, Falls	Y	Injury	L	Students and staff informed of established school code of behaviour relevant to behaviour in playground Playground supervision roster established and implemented Condition of playground inspected by supervising staff members	Y		All staff members	
Dangerous objects in playground	Y	Injury	H	Where appropriate, protocol established for checking playground for dangerous objects, syringes etc. Use of protective gloves and dedicated safe bins for storage of dangerous materials before disposal	Y		Caretaker, teachers, special needs assistants	
General School - No. 7 Playground Incident of Sudden Sickness/Injury								
Incident of sudden sickness/ injury in the playground	Y	Illness, injury, trauma	L	Access assistance from nearest staff member Bring student inside (where appropriate to move them) and administer appropriate first aid Inform the Principal and decide on appropriate further action or medical referral. Complete accident report form for school records	Y		All staff members	
General School - No. 8 Playground Aggressive or Violent behaviour								
Aggressive or violent behaviour in the playground	Y	Injury	M	Access assistance from nearest staff member on duty Send responsible student to the staff-room to get further assistance Inform the Principal Follow established procedures in school's Code of Behaviour	Y		All staff members	

General School - No. 9 Student Considerations

Yes or No		If yes, what additional actions may be required	Person responsible	Signature and date when action completed
Are there students with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?	Y	The suitability of the task is risk assessed Ensure students understand teacher's instruction Ensure access/egress is not restricted		
Are there students whose first language is not English and who may require extra focus with respect to safety, health and welfare?	N	Ensure students understand teacher's instruction Place signage in appropriate locations as directed by teacher		
Are there students with challenging behaviour that could increase the potential for injury to occur?	Y	Develop a school policy for handling challenging behaviour	Safety Committee	

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls	Person responsible	Signature and date when action completed
General School - No.10 First-Aid								
Inadequate first-aid equipment/ kits	Y	Injuries could be serious or life threatening if not dealt with quickly and appropriately	H	First-aid kits are kept well stocked in accordance with the Health and Safety Authority guidelines	Y			
			H	Specific responsibility has been given to a designated employee for restocking the kits	Y			
			H	Defibrillators (where present) are maintained in accordance with the manufacturer's instructions	Y			
Inadequate information about trained first-aiders	N	Injuries could be serious or life threatening if not	H	The appropriate number of occupational first-aiders are available during working hours		NEED TO TRAIN AT LEAST ONE OCCUPATIONAL FIRST-AIDER	Safety Committee	
			H	Where appropriate a person competent in the use of a defibrillator is available. Staff and students should be aware of who the occupational first-				

		dealt with quickly and appropriately		aider is and how to alert him/her in emergencies. It is good practice to ensure the name (and perhaps photograph for larger workplaces and workplaces with people of many nationalities present) of the occupational first-aider is clearly visible on staff or student notice boards in and around the school		REVISION OF FIRST AID COURSE NEEDED IN JANUARY 2025 FOR GENERAL STAFF		
				If occupational first-aider is temporarily unavailable an alternate person is designated to take over in the event of an accident				
General School - No.11 Administration of Medicine								
Students with temporary illness or a chronic medical condition	Y	Danger of injury, seizure or death	L	The school obtains written and signed consent from the student's parents/ guardians to administer medication along with the appropriate instructions	Y			
				At least two members of staff agree to take on the responsibility of administering medication	N	See administrations of medicine policy		
				Designated staff should be instructed and trained in the appropriate procedure	Y			
				Regular review and monitoring of the policy and procedures	Y			
				Board of Management establishes a school policy on administration and storage of medicines and medical devices	Y			
				Designated teachers should be aware of the condition and its symptoms, the medication and required dosage and the frequency and manner of administration. Medication should be stored securely in the Principal's office or staff room, should be clearly labelled and identified with the student. School keeps written record of dates and times when medication was administered. In	Y			

				case of particularly complex or life - threatening medical conditions, the school should consider requiring parents to arrange for the administration of medication by a parent or medical professional				
General School - No.12 Fire/Classroom/Office								
Electrical faults	Y	Electrocution Electric shock Fire	H	Electrical sockets not overloaded	Y			
			H	Equipment checked prior to use for faults	Y			
			H	All electrical faults reported to designated person. Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or insert 'See Classroom No. 3 Portable Electrical Appliances'	Y			
Fire	Y	Fire causing death or injury	H	All teachers know how to raise the alarm and contact the emergency services All teachers have received training on how to use fire extinguishers and fire blankets	Y			
			H	There is an accessible fire extinguisher in classroom or hallway close to classroom	Y			
Restricted access/egress	Y	Delays in exiting building safely in the event of a fire	H	Fire exit doors (including those located in classroom or office) checked weekly to ensure they open properly	Y			
			H	Exit routes kept free from obstruction	Y			
			H	School emergency evacuation plan has been developed which covers all areas, processes and identifies those people who may be at special risk e.g. visually impaired or those working in noisy environments. This plan has been brought to the attention of school users on a regular basis	Y			

Fire - Access/ Egress	Y	Death or injury	H	All fire doors are marked with 'Fire door, keep closed' safety sign	Y			
			H	All fire doors should be fitted with an automatic self-closing device (See Building Regulations 2006, Technical Guidance Document B, Fire Safety)	Y			
General School - No.13. Fire- Events								
Electrical faults	Y	Electrocution Shock Fire	H	Electrical sockets not overloaded	Y			
			H	Equipment checked prior to use for faults	Y			
			H	All electrical faults reported to designated person. Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced. See 'Classroom - No. 3 Portable Electrical Appliances'	Y			
Fire	Y	Burns	H	Fire extinguishers in place and accessible	Y			
			H	Use of candles or other naked flames strictly controlled	Y			
Improper storage of solvents and flammable materials	Y	Fire causing death or injury Asphyxiation Explosion	H	Solvents or other highly flammable materials stored in accordance with manufacturers instructions	Y			
			H	Ensure users of chemicals are aware of the hazards and precautions that must be taken when using chemical products.	Y			
			H	Combustible materials must be stored in appropriate conditions as per manufacturers storage guidelines	Y			
			H	Chemical products are labelled and stored safely in accordance with the manufacturer's requirements	Y			

Fire	Y	Fire causing death or injury	H	Fire extinguisher(s) in place, suitable for the fire type & serviced annually (at least 1 x 5 kg CO2 extinguisher)	Y			
Restricted access/egress	Y	Delays in exiting building in event of fire Smoke inhalation Burns	H	Exit routes kept free from obstruction	Y	Fire assembly point not marked in Mount Eden campus	Safety Committee	
			M	External lighting on exit routes operational and switched on during event	Y			
			H	Fire assembly point(s) marked clearly	N			
			H	Emergency lighting operational	Y			
			H	Final fire exit doors checked to ensure they open freely before event	Y			
			H	Emergency evacuation plan explained to audience before each performance/event	Y			
			H	Person designated to raise the alarm and contact the emergency services	Y			
			H	Persons assisting at event briefed on their role in fire evacuation	Y			
			H	Fire alarm tested at regular intervals	Y			
Restricted access/egress	Y	Delays in exiting building safely in the event of a fire	H	Fire exit doors (including those located in classroom or office) checked weekly to ensure they open properly	Y			
			H	School emergency evacuation plan has been developed which covers all areas, processes and identifies those people who may be at special risk e.g. visually impaired or those working in noisy environments. This plan has been brought to the attention of school users on a regular basis	Y			
Fire - Access/ Egress	Y	Death or injury	H	All fire doors are marked with 'Fire door, keep closed' safety sign	Y			
			H	All fire doors should be fitted with an automatic self-closing device (See Building Regulations 2006, Technical Guidance Document B, Fire Safety)	Y			

Improper storage of solvents and flammable materials	Y	Fire causing death or injury Asphyxiation Explosion	H	Solvents or other highly flammable materials stored in accordance with manufacturers instructions	Y			
			H	Ensure users and staff who may become into contact with chemicals are aware of the hazards and precautions that must be taken when using chemical products.	Y			
			H	Chemical products are labelled and stored safely in accordance with the manufacturer's requirements.	Y			
			H	Combustible materials must be stored in appropriate conditions as per manufacturers storage guidelines. Waste materials cleared away after each class and disposed of appropriately	Y			
Fire	Y	Fire causing death or injury	H	Fire extinguisher(s) in place, suitable for the fire type and serviced annually (at least 1 x 5 kg CO2 extinguisher)	Y			
			H	All teachers know how to raise the alarm and contact the emergency services. They should also receive training on how to use fire extinguishers and fire blankets	Y			
General School - No.14. Carpark								
Poor lighting	N	Slips, trips, falls	H	External lighting is adequate and is switched on when evening events are planned such as concerts, parent/teacher meetings, hall used by clubs or societies				
Holes/ damaged surfaces	N	Slips, trips, falls	H	Car park surface and other external areas are checked on a weekly basis for broken glass, hazardous conditions and pot holes				
Contact with broken glass	N	Cuts	M	Broken glass should be removed. Replacement glass should be installed in buildings at the earliest opportunity				

Slippery walkways due to Ice	Y	Slips, trips, falls	M	Grit or salt available for walkways which are prone to ice	Y			
			M	Caretaker applies salt or grit in icy weather	Y			
Person being struck by vehicle	Y	Injury due to person being struck by vehicle	H	Traffic management system should be in place	Y	Our assembly points need permanent signs	Safety Committee	
			H	Pedestrian routes/parking areas are clearly marked and appropriate signs in place. Controls in place around appropriate times for visiting vehicles deliveries and collections	Y			
			M	Assembly points for emergency evacuations are clearly marked and are not located in an area likely to be required by the emergency services	Y			
Poorly identified steps and stairways	N	Slips, trips, falls	H	Steps and stairways are adequately lit and clearly marked/highlighted				
Lack of handrails on steps	N	Slips, trips, falls	H	All steps have handrail on one side where necessary				
Unguarded edges	N	Falls	H	Where necessary all drops or platforms have fencing/guarding to prevent falls				
Unfenced ditches or streams	N	Drowning	H	Access to rivers, streams or ditches running on or adjacent to school property are adequately fenced off				
General School - No.15. General Access/Egress								
Poor lighting on access/ egress routes (inside and outside)	N	Delayed escape in event of a fire or other emergency	H	Adequate lighting at entrance/exit (inside and out)				
			H	Fire exits clearly marked				
Trip hazards including mats, broken tiles, holes in floor, trailing cables	N	Trips, slips and falls	H	No trip hazards on entrance/exit routes or on walk ways				
Doors with broken handles or glass	N	Hand injuries	H	Doors checked and repaired when necessary				
			H	Broken glass removed and disposed of safely				

Doors which require excessive force to open or close	N	Person being hit by the door Hand injuries	H	Operation of fire doors checked - See 'General School Risk Assessments - No. 12 Fire (general classrooms and offices)'				
M			Automatic closure mechanisms set so as not to cause hands to be trapped					
M			Excessive force not required to open doors taking into account mobility impaired users					
General School - No.16. Visitors Log								
Person/s on the premises without the knowledge of Principal or other staff member	Y	Inappropriate access to students, injury, trauma, death	H	Visitors' Log Book at reception where visitors sign in with name, purpose of visit, time and sign out on leaving. Visitors then report to appropriate person Visitors to wear badge/tag identifying them as accredited visitor Ensure that all entrance doors to the school are closed and locked and that visitors must request that door be opened	Y		Principal and Secretary	
			H	Door lock controlled, by electronic or other means, by designated person (e.g. School Secretary, Principal, Deputy Principal) The above, or similar protocol, to be agreed, approved by Board of Management, communicated to all employees, students, parents, visitors, implemented consistently and reviewed regularly	Y		Board, Principal, all staff members	
General School - No. 17 Drop Off/Pick Up								
Students being picked up by other than parent / guardian / designated person	Y	Access to students by inappropriate person, injury, trauma	H	The school should be aware of the person/s normally designated to collect students from the school	Y		All staff members	

				Establish a protocol whereby parents/ guardians inform the school if someone other than designated person is to collect student				
General School - No.18 Computers - General Considerations								
Unsuitable layout of workstation	N	Repetitive strain injury (RSI) Upper limb pain and discomfort Bad working posture Visual problems	H	Workstations ¹ are arranged to avoid awkward movements, reflections, aches and pains				
			H	Employee’s workstations should be assessed in line with HSA requirements for display screen equipment - See the Safety, Health and Welfare at Work (General Application) Regulations 2007, Chapter 5 of Part 2, e.g. areas that should be assessed include display screen, keyboard, work chair, lighting				
Inadequate breaks	N	Eye strain Eye fatigue Headache	M	Where Visual Display Unit (VDU) work is intensive or continuous (>1 hour) adequate breaks are taken to rest eyes				
			M	Where an employee habitually uses a Visual Display Unit (VDU) as part of his/her normal work appropriate eye and eyesight tests are made available				
Electricity/ electrical cables	Y	Trips and falls Shocks	H	No trailing cables	Y Y Y			
			H	Sockets are not overloaded				
			H	See ‘General School Risk Assessments - No. 3 Portable Electrical Appliances’				
General School - No. 19 Staff Room								
Damaged flooring Wet floors and spillages	Y	Injury from slips, trips, falls	H	See ‘Classroom - No. 1 Slips, Trips and Falls’	Y			
Accessing high windows	N	Injury from falls from height	M	Window pole or step ladder used to open windows at height that do not have opening mechanism at ground level				

Defective portable electrical equipment	N	Electrocution Burns Cuts	L	Portable electrical appliances visually inspected before use				
			H	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use Report defects to person in control of the workplace to ensure all items are repaired or replaced. See 'General School Risk Assessments - No. 3 Portable Electrical Appliances'				
Fire	Y	Smoke inhalation, burns	M	See 'General School, Fire - Classroom, No 12	Y			
General School - No. 20 Bullying								
Workplace bullying	Y	Effects on physical health, (e.g. raised blood pressure) Effects on mental health, (e.g. stress, anxiety, depression) Isolation Low morale	H	The school is committed to ensuring that the place of work is free from bullying and that all employees have the right to be treated with dignity and respect at work	Y		Safety Committee	
			H	There is a written policy on the prevention of workplace bullying and all employees are aware of the policy and have access to this information	Y			
			H	All new employees, permanent or temporary receive a copy of the policy	Y			
			H	Consultation with employees or their representatives, including the safety officer, safety representative and the safety committee, as appropriate, has taken place as regards the risk of bullying at work and preventive measures				
			H	Employees are aware of their responsibility in creating and contributing to the maintenance	Y			

				of a work environment free from bullying or from conduct likely to contribute to bullying				
			H	Allegations of workplace bullying are investigated fairly and thoroughly without reprisals for the complainant	Y			
			H	Allegations of bullying are treated with fairness, sensitivity and respecting the need for confidentiality for parties concerned	Y			
			H	Bullying at work by others such as parents or contractors, will not be tolerated and action will be taken to support the employee	Y			
			H	A complaint of bullying which is found, following investigation, to be vexatious will be dealt with through the disciplinary procedure	Y			
Student bullying		Damage to physical and mental health	H	Devise, review, amend school Anti-Bullying Policy following DES Guidelines	Y			
General School - No. 21 Stress								
Stress	Y	Increased absences Increased conflicts Increased anger levels for those effected Isolation Low morale Effects on physical health, (e.g. raised blood	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	Y			
			H	Demands in the employee body are achievable and within the role of the job holder	Y			
			M	Systems are in place to enable and encourage employees to report unacceptable behaviour, i.e. in accordance with the Dignity Policy				

		pressure, tension headaches) Effects on mental health, (e.g. anxiety, depression, insomnia)	L	There is employee input into decision-making and career progression	Y			
			L	Board of Management actions are consistent and fair	Y			
			M	The school provides employees with timely information to enable them to understand the reasons for proposed changes	Y			
			M	If necessary, employees are given training to support any changes in their jobs	Y			
			L	The school monitors employee's sickness absence and identifies reasons for absence	Y			
			L	Employees can/should be able to approach the Principal or Deputy Principal to access appropriate support	Y			
General School - No.22 Aggressive, Threatening, Behaviour towards a staff member								
Aggressive threatening behaviour towards a staff member	Y	Physical injury, stress, psychological trauma	M	Alert nearest staff member Immediately inform Principal/Deputy Principal Follow established school procedures	Y		All staff members	
General School - No.23 Home visits by home school liaison teacher or other								
Home visit by Home School Liaison teacher or other staff member	N	Physical injury, stress, psychological trauma	L	Inform school of date and time of proposed visit Agree time and contact person for report when visit has been concluded Carry fully charged mobile phone Exercise due care and vigilance			All staff members	
General School - No.24 Pregnant, Post Natal & Breastfeeding								
Contact with chemical agents	Y	Harm to the unborn child or breastfed babies	H	Pregnant, post-natal, or breastfeeding women are not exposed to chemical substances labelled: R40, R45, R61, R63 and R64, particularly where exposure levels are above a level which might cause harm	Y			

Contact with biological agents	Y	Infection	H	If there is a risk of exposure to a highly infectious agent, pregnant, post-natal or breastfeeding women must avoid exposure	Y			
Long periods standing, movement or postures which are abrupt or severe or give rise to excessive fatigue	Y	Varicose veins Fatigue (mental and physical)	M	Pregnant, post-natal or breastfeeding women should have provision to sit whilst completing work activities	Y			
Pushing/pulling/ carrying heavy or awkward items	Y	Manual handling induced injury	H	Pregnant, post-natal and breastfeeding women are not required to lift, push or pull awkward or heavy items. See 'General School Risk Assessments - No. 28 Manual Handling'	Y			
General School - No. 25 Single Teacher School								
One teacher in school building with students for full school day without the presence of another adult	N	In case of accident or emergency, no adult support available on school premises Delay in response to emergencies Injuries untreated because of delay	H	Board of Management to establish protocols and mechanisms including appropriate technology such as panic buttons to ensure a means of communication with designated persons living close to the school Such protocols could include giving appropriate responsibility to suitable senior students School protocols regarding Child Protection Guidelines and 'Lone worker' procedures take account of absence of another adult during school day See General School Template No. 26 - Lone Worker See 'Children First' 2011 and 'Child Protection Procedures for Primary and Post Primary Schools 2011'				
General School - No. 26 Lone Workers (eg. Caretakers)								

Working alone or in isolation	Y	In determining risks, ask the following questions: Does the workplace present a special risk to the lone worker? Is there a safe way in and a way out for one person? Can any temporary access equipment that is necessary, such as portable ladders or trestles, be safely handled by one person? Can all the plant, substances and goods involved in the work be safely handled by one person?	H	A suitable means of communication is established with the lone worker, e.g. Caretaker has mobile phone	Y				
			H	A 'reporting in' procedure is in place, e.g. a designated person is alerted regarding lone workers working time and expected return time. Telephone contact is made on their return					
			H	Appropriate instruction and training in proper procedure is provided where necessary					

		Are women especially at risk if they work alone? Are young employees especially at risk if they work alone?						
Accidents or emergencies	Y	Sudden illness Accidents relating to work activities	H	Foreseeable events have been identified and lone workers are capable of responding correctly to emergencies	Y			
			H	Emergency procedures established and lone workers briefed	Y			
			H	Lone workers have access to adequate first-aid facilities	Y			
			H	Personal protection equipment (PPE) is provided to lone workers where required	Y			
Responding to an activated burglar alarm at the school outside school hours	Y	Physical violence from intruders	H	Arrangements for providing help or back up are in place	Y	External Security Company monitors the alarm.		
			H	A 'reporting in' procedure is in place, e.g. a designated person is alerted regarding lone worker's working time and expected return time. Telephone contact is made on their return Where appropriate establish protocol whereby no individual enters school building after a break-in unless accompanied by another suitable person e.g. Garda, security guard	Y			
General School - No.27 Noise								
High Noise Levels	Y	Hearing damage	M	Noise measurements carried out where necessary by a competent person	Y			

			M	Warning signs are in place beside fixed noisy equipment and are visible	Y			
			M	Hearing protection is worn where necessary, e.g. when operating tractors, trimmers, lawnmowers and whilst operating back up generators	Y			
General School - No.28 Manual Handling								
Transporting heavy loads, e.g. Caretaker transporting heavy load to stores For example ask: Is the weight too heavy? Is the load too big? Is the shape unwieldy or difficult to grasp?	Y	Back or upper limb injury Over-frequent or over prolonged physical effort involving in particular the spine	H	An appropriate trolley is used to transfer heavy loads	Y	NEED MANUAL HANDLING COURSE FOR CARETAKER	Safety Committee	
			H	Appropriate instruction is provided to staff on how to lift loads safely on to and off the trolley				
Lifting a heavy load above shoulder height	Y	Back or upper limb injury	H	Storage of regularly accessed utensils are arranged so that heavier items are stored on middle shelves not on floor or above shoulder height	Y			
Injury sustained due to lack of knowledge, instruction or training to complete manual handling tasks appropriately	Y	Back or upper limb injury	H	Carry out risk assessment of tasks prior to manual handling and ensure staff receive training from a competent instructor where necessary		NEED MANUAL HANDLING COURSE FOR CARETAKER	Safety Committee	
Poor housekeeping, e.g. cleaner using floor cleaning equipment	Y	Awkward and repetitive bending postures leading to injury Poor suction in the vacuum	H	The vacuum hose is extended to the appropriate length to eliminate the need for unnecessary awkward bending posture	Y			
			H	Cleaning equipment is in good working order and repaired or replaced when necessary	Y			

		leading to overfrequent physical effort						
Carrying loads over distances, e.g. storage of classroom supplies such as Artroom materials	Y	Backstrain, slipped disc, hernia	H	Re-organise work area to ensure materials are stored close to point of use or source a handling aid	Y			
Pushing/pulling / lifting heavy or awkward items	Y	Backstrain, slipped disc, hernia	H	Appropriate trolley provided for moving items	Y			
			H	Items are made lighter or less bulky where possible	Y			
			H	Individuals ask for help when moving heavy items	Y			
			H	All potential obstructions are removed	Y			
			H	Choose safest route for moving items, particularly where there may be variations in the level of the floor, requiring the load to be manipulated on different levels, e.g. use of ramp	Y			
			H	Children are not permitted to lift any heavy loads.	Y			
General School - No.29 Platforms, Lifts (usually provided for disabled persons' use)								
Fingers trapped between platform and wall	N	Amputation/ crush	H	Guarding to prevent access				
			H	Pressure plates to stop movement in case of contact				
			H	Hold to run control for ascent/ descent				
Trapped on platform	N	Distress	L	Management of communications. Fire procedures				
Crushed underneath platform	N	Crush injury	H	Interlock between platform and access doors at landing				
Fall into lift shaft	N	Fracture	L	Locking of doors				
All hazards			M	Maintenance Statutory examinations carried out every 6 months	Y			
General School - No.30 Radon								

Identified High Radon Level	N	Lung cancer and other health risks (Long term exposure)	H	Radon measurements are taken by an accredited radon measurement company (for further information consult the Radiological Protection Institute of Ireland (RPII) www.rpii. ie)				
			H	The Radiological Protection Institution of Ireland - RPII have been informed of any high radon levels following results of measurements taken and any advice has been followed				
			H	Where high radon levels were found, an engineered system was installed e.g. a sump or an air vent was introduced				
			H	If an engineered system is fitted to reduce levels, procedures are in place to ensure the system remains mechanically operational and is kept switched on				
General School - No.31 Mould								
Mould		Lung irritation, sensitisation, adverse health affects	M	Procedure for identification and assessment of mould growth in place		NEED TO DEVELOP PROCEDURE FOR IDENTIFICATION AND ASSESSMENT OF MOULD	Safety Committee	
			M	All relevant staff are aware of this procedure				
			M	Regular formal inspections, e.g. bi- annual, undertaken to identify moulds or potential causes of mould, e.g. leaks?				
			M	Preventative maintenance procedures in place, e.g: Check for leaking pipes Check for condensation build up Ensure humidity is less than 60%. Humidity can be reduced by repairing leaks or increasing ventilation Ensure dryers vent externally Check extraction ventilation is working correctly, e.g. in kitchens Damp proof courses checked				

				Check gutters are cleared and in good condition				
Mould		Lung irritation, sensitisation, adverse health affects	M	Generate a log book for regular examination and maintenance of plumbing system(s); gutters and ventilation systems. Subsequent action would involve auditing of logbooks that maintenance/ checks were occurring		LOG BOOK, REMEDIATION PLAN, ETC... NEEDED FOR PLUMBING	Safety Committee	
			M	Remediation plan/procedure in place to deal with identified mould problem, e.g. Source of moisture been identified and removed prior to remediation Appropriate PPE and RPE available for persons carrying out cleaning and remediation work Staff carrying out cleaning are trained and aware of relevant precautions/ controls required for mould growth greater than 3m ² Professional expertise sought if the area covered by mould is greater than 3m ²				
			M	System in place to deal with incidents of water damage, e.g. flooding, to prevent mould growth				
			M	Records are kept of all remediation work/ monitoring carried out				
			General School Risk - No.32 Asbestos					
Exposure to asbestos fibres	N	Asbestos related lung disease	H	Asbestos survey carried out in accordance with Technical Guidance Document HSG264 by a competent person				
			H	Copy of the asbestos survey and asbestos register kept in the school				
			H	Management actions recommended in				

				the survey report implemented				
			H	Contractors have access to the survey or are made aware of the presence of asbestos prior to commencing work				
			H	Caretakers and employees have access to the survey and are made aware of the presence of asbestos in the school				
Exposure to asbestos fibres	N	Asbestos related lung disease	H	Suitable information provided to employees on the precautions to take in working in an area where there may be asbestos				
			H	Reporting arrangements in place if suspect materials are identified or existing asbestos materials are damaged				
			H	Re-inspection of asbestos being managed in-situ undertaken on a regular basis, e.g. annually				
General School Risk - No.33 Legionella								
Legionella bacteria		Pontiac fever Legionnaires disease	H	Competent person with relevant skills, knowledge and experience identified to conduct site specific risk assessment		NEED TO ORGANISE INSPECTION	Safety Committee	

		(potentially fatal form of pneumonia)	H	Sources of possible risk of Legionella identified from work activities and water systems at the workplace. To consider: Potential for Legionella growth Potential for aerosol generation Presence of susceptible persons Adequacy of existing site management records and arrangements Efficacy of existing preventative and control measures Systems at greatest risk assessed, e.g. Cooling towers, hot and cold water systems, evaporative controllers Cold water tank fitted with cover and insect screens and located in a cool place protected from extreme temperatures. Piping insulated and kept clear of heat sources Cold tanks flushed regularly during term due to school usage Cold water tanks flushed periodically during holidays and fully flushed in advance of start of new term				
Legionella bacteria			H	Procedure(s) in place to prevent and control risk from Legionella (Legionella control plan)			Safety Committee	
			H	Competent 'Responsible person' identified to oversee the Legionella control plan				
			H	Records kept and reviewed to ensure Legionella control plan is effective				
General Purpose Room - No.34 Exercise Equipment/Gym Equipment								
Damaged electrical fittings and equipment	N	Overheating/ fire	H	Electrical gym equipment is visually checked before use. See 'Classroom - No.3 Portable Electrical Appliances'				

			H	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced. See 'Portable Electrical Appliances - No.3'				
Trailing cables	Y	Slips, trips, falls	H	There are no trailing cables that are a trip hazard	Y			
General Purpose Room - No. 35 Goal Posts								
Goalpost	Y	Injury or fatality from misuse/collapse	H	All goal posts in use conform to appropriate Standard (refer to Annex A of Irish Standard (I.S.) 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage for details)		LOOK INTO REGULATIONS AND OBTAIN CERTS, WHERE RELEVANT	Safety Committee	
			M	Copies of test certificates showing conformity are available				
			H	Replacement parts are purchased from original manufacturer/supplier				
			H	All goal posts contain a "warning label" and written instructions for assembly, installation, use, storage and maintenance				
			M	All those responsible for maintenance, storage etc of goal posts are aware of relevant instructions				
			H	A system for inspection of goal posts is in place that includes routine visual inspections, operational inspections and annual maintenance inspections in accordance with requirements of I.S. 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage				
			H	A maintenance schedule is established and implemented				
Goalpost	Y	Injury or fatality from	H	Portable goal posts are anchored correctly when in use	Y			

		misuse/ collapse of goal post	H	Access/use is prevented where goal posts are deemed to be “unsafe” as result of inspection/maintenance e.g. not anchored correctly	Y			
			M	All goal posts are used for intended use only, e.g. indoor goal posts not used outdoor	Y			
			H	All personnel involved in assembling/ dismantling goal posts wears appropriate Personal Protective Equipment (PPE), where necessary	Y			
			H	All students being made aware of the dangers of incorrect/misuse of goal posts e.g. swinging over bars, etc.	Y			
			H	When not in use goal posts and all associated parts e.g. nets, anchors etc. are stored correctly	Y			
			H	Records required by I.S. 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage including maintenance records, inspections certs, etc. are kept on site				
General Purpose Room - No.36 Special Events								
Overcrowding; inadequate access and egress	Y	Physical injury caused by crushing, trips, falls	L	Appoint one person to have overall responsibility for safety, health and welfare of all persons attending event Establish and follow school agreed procedures on maximum size of audience, control of entrance and seating of audience, safety announcements prior to performance, orderly exit	Y		Board of Manageme nt, Principal and all staff involved and attending event	
Emergency egress	Y	Injury from crushing, trips, falls	L	Ensure adequate and appropriate signage regarding: location of emergency exits, keeping exits clear of seating, no running within hall, identification of hazards such as	Y		Principal, teacher in charge of	

				steps			event, all staff present	
Failure of electrical power; overloading of electrical capacity	Y	Injury from crushing, trips, falls, fire, electrocution	L	Emergency lighting appropriately located and in good working condition Thorough check by qualified electrician of all proposed usage of electrical power	Y		Principal, teacher in charge of event, Caretaker, electrician	
Unsecured power leads Failure of fire-fighting equipment	,Y	Injury from slips, trips, falls, fire Burns	L	Thorough check in advance of performance of locations of all power and other leads to ensure that all leads are appropriately taped to prevent trips Thorough check of all fire safety equipment in venue	Y		Teacher in charge, Caretaker, electrician	
Extra Curriculum Activities - No.37 School Excursions (day trips, matches)								
Inadequate preparation for school excursions	Y	Accidents/ incidents, dangerous occurrences and fatalities due to inadequate preparation Student separated from group	H	Adequate number of supervisory adults present	Y			
			H	Head count carried out before departure and before return journey by trip supervisor	Y			
			H	Supervisor(s) has a fully charged mobile phone	Y			
			H	Students made aware of action to take if separated from group	Y			
			H	Emergency phone numbers must be held by trip supervisor for each trip and available to all supervisors and students where the need arises	Y			
			H	Information on particular medical conditions has been received and recorded and recorded by person organising the outdoor adventure activity	Y			
			H	Safety instructions provided to students including information on correct clothing and equipment required	Y			

			H	Principal and/or designated person responsible for safety, health and welfare is aware of the location of the group and duration of visit	Y			
			H	Safety briefing for adults assisting in supervision	Y			
Road Collision Unsafe Road Travel Arrangements	Y	Serious injury/ death	H	Safety belts must be worn where students are being transported by road. Safety belts must not be shared	Y			
Defective road vehicles	Y	Serious injury/ death	H	All modes of transportation used must be used in compliance with the Road Traffic Act	Y			
			H	Visual inspection of the school owned bus by the driver or operator is appropriate to ensure operation of lights, indicators, windscreen wipers etc. prior to setting out on the journey	N/A			
Poor weather conditions	Y	Hypothermia	H	Weather conditions assessed on the day and considered suitable for trip	Y			
Sick/injured student	Y	Serious injury, Illness, Death	H	Fully charged mobile phone. Fully stocked and checked First Aid Kit carried on all trips	Y		Staff member in charge of trip	
Extra Curriculum Activities - No.38 Outdoor Adventure Activity								
Inadequate preparation for outdoor adventure activities	Y	Accidents/ incidents, dangerous occurrences and fatalities due to inadequate preparation Students separated from group	H	Permission for participation in activity received from parent/guardian	Y			
			H	Information on particular medical conditions has been received and recorded by person organising the outdoor adventure activity	Y			
			H	Safety instructions provided to students including information on correct clothing and equipment required	Y			
			H	Appropriately stocked first-aid kit and trained first-aider available	Y			
			H	When adventure/outdoor activities are provided by a company it is good practice that the group leader has	Y			

				<p>obtained assurances in writing from the provider that:</p> <p>Risks have been assessed and that the provider's employees are competent to instruct and lead participants of the group's age range on the activity</p> <p>The equipment is appropriate and that its safe condition is checked before each use. There are emergency procedures (including arrangements for alerting the group leader)</p>	Y			
			H	Adequate number of supervisory adults present	Y			
			H	Principal and/or designated person responsible for safety, health and welfare is aware of the location of the group and duration of visit	Y			
			H	Safety briefing for adults assisting in supervision				
			H	Head count carried out before departure and before return journey				
			H	Supervisor(s) has a fully charged mobile phone				
			H	Students made aware of action to take if separated from group				
			H	Emergency phone numbers must be held by trip supervisor for each trip and available to all supervisors and students where the need arises				
Roadcollision Unsafe roadtravel arrangements	Y	Serious injury/ death	H	Safety belts must be worn where students are being transported by road. Safety belts must not be shared	Y			
Poorweather conditions	Y	Hypothermia	H	Weather conditions assessed on the day and considered suitable for activity	Y			
Defective equipment	Y	General injuries	H	Visual inspection of school owned equipment	Y			
Cleaning - No.39 Cleaning - General Considerations								
Pushing/ pulling heavy or awkward items	Y	Back injury Strains	H	A manual handling risk assessment must be carried out on tasks completed by cleaners		EXTERNAL CLEANING AGENCY		

				See 'General School Risk Assessments - No. 28 Manual Handling'				
			H	Storage areas for cleaning supplies, toilet paper etc. are arranged so that items are readily accessible, not requiring excessive stretching or reaching and not liable to fall	Y			
Contact with broken glass	N	Cuts	H	Broken glassware disposed to a separate waste glass bin and not mixed with general waste. Bin liner should not be used for glassware disposal bins		EXTERNAL CLEANING AGENCY		
Damaged or defective electrical fittings and equipment	N	Electrocution General injuries	M	Equipment used by cleaners is inspected and tested - See 'Classroom - No. 3 Portable Electrical Appliances'		EXTERNAL CLEANING AGENCY		
			H	Cleaner reports any fault in equipment to person in control of workplace				
			H	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or insert - See 'Classroom - No. 3 Portable Electrical Appliances'				
Washing and vacuuming floors and stairways	Y	Slips, Falls	H	When washing floors 'wet floor' signs are used - See 'Classroom - No. 1 Slips, Trips, and Falls'	Y	EXTERNAL CLEANING AGENCY		
			H	Stairways are washed outside of heavy usage times and steps are dried immediately where possible	Y			
			L	When using the vacuum cleaner, care should be taken to ensure cable does not pose a trip hazard	Y			
Inadequate welfare provisions	Y	Inadequate toilet, washing and rest facilities	H	Cleaners have access to welfare facilities	Y	EXTERNAL CLEANING AGENCY		
			H	Cleaners have a place to store outdoor clothes and personal belongings while at work	Y			

Cleaning - No.40 Hazardous Substances

Contact with chemical cleaning products	Y	Skin Irritation Allergies Splashes (eyes) Burns	H	Personal Protective Equipment (PPE) is provided and worn as directed by manufacturer's guidelines	Y	EXTERNAL CLEANING AGENCY		
			H	Chemicals are labelled and stored safely in accordance with their manufacturer's requirements.				
			H	Bleach and acidic toilet cleaners are never mixed or put into toilet bowl together				
Contact with biological agents	Y	Needle stick injury Infectious disease Exposure to infectious diseases	H	All biological fluids e.g. blood, are treated as potentially infectious and gloves are worn during clean up	Y	EXTERNAL CLEANING AGENCY		
			H	To reduce the possibility of needle stick injury, individuals should not put hands into bins or into areas where the contents cannot be seen	N/A			
			H	Clinical waste must be disposed of in a clinical waste/sharps bin. All clinical waste must be disposed of by an appropriate waste disposal company	N/A			
			H	If an employee suffers a needle stick injury bleeding is initially encouraged and medical attention is sought immediately	Y			
Contact with hazardous substances	Y	Dermatitis or allergy	H	Cleaners have been made aware of the potentially hazardous substances that they may inadvertently encounter when cleaning areas such as a science laboratory	Y	EXTERNAL CLEANING AGENCY		
			H	Cleaners have been given clear direction on what areas, equipment or substances they must not touch when cleaning specialist rooms	Y			
			H	Cleaners are made aware of hazard warning symbols on chemicals and care required when cleaning specialist rooms such as the science laboratory or	N/A			

				other technical rooms				
Cleaning - No.41 Waste Compactor and Baler								
Moving parts	N	Crushing/ amputation of limbs	H	See 'Maintenance - No. 51 Waste Compactor and/or Baler'				
Cleaning - No.42 Work at Height – Ladders								
Unsafe use of ladders and step ladders Unsafe storage of ladders Unsecured ladders	Y	Falls from height	H	Ladders are only used for short duration work (less than 30 minutes) and where the risk of injury is low	Y Y Y Y Y Y Y			
			H	Ladders are only used for light work and not for work that involves carrying heavy or awkward items				
			H	Ladders are stored safely and unauthorised use is prohibited				
			H	Ladders are set out on a firm base and leaning at the correct angle 75 degrees (1:4) ¹				
			H	Ladders are tied at the top to a secure structure. If a ladder cannot be tied at the top it is secured at the bottom, or held by a second person				
			H	Ladders are not placed on a drum, box or other unstable base				
			H	Ladders are removed to storage at the end of each working day to ensure that unauthorised access to roof etc. by others, particularly students, is prevented				
			H	Footwear is free from mud/grease before climbing a ladder				
			H	3 points of contact are maintained at the working position				
Defective ladders	N	Falls from height	H	The condition of the ladder is checked before each use for cracked or bent stiles or rungs, corrosion, defective or missing fittings or ties. Employees do not use the ladder if it is				

				damaged in any way and report defects immediately to appropriate contact				
			H	Wooden ladders should not be painted See Schedule 7 of the Work at Height Regulations				
Overreaching	Y	Fall from a height resulting in serious injury or death	H	When using ladders employees do not work on top 3 rungs, or top 2 steps for step-ladders	Y			
			H	Where possible an alternative method of working is used, e.g. using extendable poles to clean high level areas	Y			
			H	Ladders are properly set up to avoid overreaching	Y			
			H	Mobile towers are used where practicable See 'Use Ladders Safely - Information Sheet' available at www.hsa.ie/ publications	Y			
Cleaning - No.43 Toilets and Showers								
Loose/ broken fittings	Y	Cuts	H	Condition of toilets and hand basins checked by cleaner daily (including stability of bowl and cistern, hand basins)	Y			
Cracked floor tiles	N	Slips, Trips, Falls	H	Cracked floor tiles are repaired ASAP				
Legionella	N	Respiratory disease - legionella	H	See 'General School Risk Assessments - No. 33 Legionella'				
Mould growth	N	Respiratory disease - Mould toxins	H	See 'General School Risk Assessments - No. 31 Mould'				
Improperly maintained hot and cold water system Scalding water	Y	Burns/ scalds	H	Water temperature to basins maintained below scalding. Cleaner reports scalding water problems to Caretaker and action taken immediately	Y			

Inadequate ventilation	Y	Inhalation of cleaning products	M	Extraction system is operational or windows can be opened	Y			
Maintenance-No.44 General Considerations								
Unsafe system of work	Y	Cuts/lacerations Eye injuries Slips, trips, falls Amputation, fatalities'	M	Caretaker has received basic safety training including relevant information as set out in the safety statement, risk assessment and applicable information regarding safe working procedures	Y			
Inadequate personal protective equipment (PPE)	Y	Exposure to hazardous substances Cuts/lacerations Eye injury	M	Caretaker has been provided with appropriate personal protective equipment (PPE) and clothing where necessary and has been instructed on how to use PPE correctly	Y			
Inadequate information for Caretakers/contractors	Y	Injuries resulting from inadequate information about safety procedures, etc.	H	Caretakers/contractors liaise with the Principal or designated person when arriving at the school prior to carrying out maintenance work	Y			
Fire	Y	Burns Asphyxiation Explosion	L	The Caretaker is trained in the use of fire extinguishers	Y	TRAINING COURSE FOR STAFF ON EXTINGUISHER USE	Safety Committee	
			H	The Caretaker is aware of all external gas, water and electricity cut off points				
Poor housekeeping	Y	Slips, trips, falls	M	Workshop or storage areas used by the Caretaker are adequately lit, free from trip hazards with items stored in such a way as not to cause injury	Y			
Working with electricity	Y	Electrocution	H	Caretaker does not carry out repairs on electrical circuits unless competent to do so	Y			
Contact with chemical product, (e.g. pesticides,	Y	Skin Irritation Allergies	H	When choosing herbicides, pesticides and chemical cleaners the least hazardous chemical is purchased	Y			

herbicides, biocides, cleaning products)		Splashes (eyes) Burns	H	Personal protective equipment (PPE) is provided and worn as directed on the manufacturer's guidelines.	Y			
			H	Bleach and acidic toilet cleaners are never mixed or put into toilet bowl together	Y			
			H	Spraying of herbicides is carried out in calm weather conditions when employees or students are not in the spray area	Y			
			H	All hazardous chemicals labelled correctly - labels understood, intact and legible?	Y			
			H	New Classification and labelling regime (CLP) understood by teachers and students	Y			
Direct contact with Biological Agent	Y	Needle stick injury Infectious disease Exposure to infectious diseases	H	All biological fluids are treated as potentially infectious and gloves are worn during clean up of any biological agents encountered by cleaners/Caretakers/ contractors	Y			
			H	To reduce the possibility of needle stick injury, cleaners/Caretakers/contractors should not put hands into bins or into areas where the contents cannot be seen	Y			
			H	Clinical waste must be disposed of in a clinical waste/sharps bin. All clinical waste must be disposed of by an appropriate waste disposal company	N/A			
			H	If an employee suffers a needle stick injury bleeding is initially encouraged and medical attention is sought immediately	Y			
Poor storage arrangements for laboratory chemicals	N	Uncontrolled access and exposure to hazardous properties of laboratory	H	Chemicals are stored in separate and well ventilated room - access controlled				

		chemicals						
Maintenance - No.45 Construction Contractors								
Inadequate preparation before construction work commences	Y	Injuries resulting from inadequate preparation	H	The Board of Management are aware of their responsibilities under the Safety, Health and Welfare at Work (Construction) Regulations 2006. Where required the Board of Management will appoint a Project Supervisor Design Process (PSDP) before design work commences and a Project Supervisor Construction Stage (PSCS) in writing before any construction activities take place	Y			
			H	The Principal, or designated contact on behalf of the Board of Management, ensures consultation with the PSDP/PSCS before work commences and during the project. Appropriate information is kept on file at the school as necessary e.g. relevant forms and safety file	Y			
Unsecure sites/ construction activities in close proximity to school	Y	Serious injury or death	H	Suitably constructed fencing must be used to secure sites	Y			
			H	Suitable barriers and appropriate signage must be in place where required	Y			
			H	Suitable and safe routes must be provided to ensure that the safety of all those at the school and members of the public are not put at risk from the construction work activity. Dedicated pedestrian routes must be clearly identified and used. Consideration must also be given to persons with disabilities	Y			
			H	Traffic control plans must be prepared and in place where required	Y			

			H	Plant should be secured when left unattended to prevent unauthorised use, especially when parked up at the end of the working day	Y			
Maintenance - No.46 Tractor Maintenance								
General tractor maintenance	N	Injury due to inadequate maintenance	H	The tractor is maintained and serviced as per the manufacturer's instructions and a record of the service is kept by the Principal				
			H	A pre-start check list must be completed by the driver once per day before use				
			H	The driver must conduct an inspection of the tractor and ancillary machinery, to ensure that all lights, horn, brakes, mirrors, warning devices and control devices are in place and are working correctly. The driver must check the machine for fuel and check tyres and wheels are in a satisfactory condition				
General tractor maintenance	N	Injury to person using tractor due to incorrect or insufficient repair work being completed	H	Repair work is only carried out by a competent mechanic				
Collision with other vehicles	N	Injury due to collision with stationary objects or moving vehicles	H	Tractor driven by trained and experienced employees only. New drivers must attend Driver Awareness Training course delivered by a recognised training company				
Noise	N	Hearing damage	M	The tractor cab provided is well maintained and doors kept closed while the tractor is in use				
			M	Hearing protection is worn when driving the tractor				

Entanglement	N	Loss of limbs or death due to entanglement in moving parts	H	Ensure all guarding is in place. The tractor is stopped and power cut and key removed from ignition when clearing blockages of any type				
Collision	N	Severe injuries on foot of collision or overturning of tractor	H	When in operation the door of the cab is closed and if present a seat belt worn				
Loss of control of tractor due to interference with control mechanisms	N	Injuries from collision arising from lack of control of vehicle	H	The floor of the cab is kept clean and free from materials so that the pedals can be easily accessed and function properly				
Collision with vehicles or pedestrians	N	Severe injuries on foot of collision or overturning of tractor	H	An exclusion zone should be in operation in any area in which a tractor is operational				
			H	Adequate supervision must be provided to ensure pedestrians/students are not sharing the same area				
Faulty/defective equipment	N	Injury/ Illness	H	Any faults found are reported to the Principal immediately				
Collision with other vehicles	N	Collision with other vehicles	H	The tractor is driven slowly and with great care at all times				
Falls from height	N	Severe injuries arising from use of unsuitable elevated work platform	H	The tractors or its frontend loader is never used as an elevated work platform (for raising persons to a height)				
Passengers riding on tractor/sweeper	N	Loss of limbs or death due to	H	Employees are forbidden from carrying any passengers or being passengers on the tractor				

		entanglement in moving parts						
Collision with or entrapment by vehicle	N	Risk of brake failing and vehicle moving and either trapping or rolling over an individual	H	When parking the tractor the keys must be removed, the brake applied, the wheel turned into a wall or stationary object and the vehicle left on a flat surface. All front end loaders or transport boxes must be lowered to rest on the ground				
Collision with other vehicles	N	Injury due to collision	H	A second person standing in a safe position with a good overall view must direct the driver if the drivers view is unsighted, particularly during reversing operations				
Collision with or entrapment by vehicle	N	Risk of brake failing and vehicle moving and either trapping or rolling over an individual	H	The tractor is not left running or with the forks or bucket raised whilst unattended				
Reduced vision when driving	N	Injury due to collision	H	When driving around blind corners the driver slows to an appropriate speed to allow for sudden stopping and sounds the horn. Where vision is restricted at corners mirrors should be strategically placed to aid visibility				
Lack of attention or focus when driving	N	Collision with other vehicles	H	A mobile phone must not be used while driving				
Electrocution	N	Death or serious electrical shock which	H	The tractor is not driven under high voltage power lines unless the bucket/forks are lowered				

		may result in serious injury						
Entanglement in PTO Shaft	N	Death or Loss of limbs as a result of entanglement in PTO	H	When attaching any machinery using a power take off (PTO) shaft the driver ensures all guards are in place. The shaft is not to be used without complete guards or with damaged guards				
			H	The PTO chain must be anchored to prevent rotation of the PTO guard				
			H	The U guard and O guards are in good condition				
			H	The PTO is turned off before exiting the vehicle cab whenever possible				
Entanglement in PTO Shaft	N	Death or Loss of limbs as a result of entanglement in PTO	H	Before starting a PTO the driver makes sure that there is nobody in close proximity to the shaft				
			H	Persons never step or lean over a running shaft even if guarded				
			H	The shaft is turned off when clearing blockages in any machinery				
Contact with diesel during refuelling	N	Dermatitis	H	Gloves are worn when refuelling				
Wholebody vibration	N	Ill health due to WBV - whole body vibration	H	Tractor used for time periods as specified by the manufacturer to ensure whole body vibration is minimised				
Flying debris or objects	N	Cuts/ amputations/ lacerations from debris ejected from blades	H	When grass cutting, the ground ahead must be checked for objects that could be caught in blades or ejected from blades				
Loose clothing or dress ties	N	Serious injury, e.g. loss of limb	H	No loose clothing should be worn when operating the tractor				
Maintenance - No.47 Boiler house and fuel tanks								

Flammable gas or oil	Y	Asphyxiation Fire Explosion Burns	L	Gas detectors are in place with automatic shut off (gas boiler only)	Y			
			H	Gas detectors are serviced annually	Y			
			L	The fire detection system in the boiler house is linked to main alarm system and serviced annually	Y			
			H	If the boiler contains a pressure vessel it should be examined by a competent person once a year	Y			
			H	The boiler is serviced annually by a competent person and service records are maintained at the school	Y			
			H	Smoking in or near the boiler room is prohibited	Y			
			H	A hot work permit is operated for all work in the vicinity of the boiler room, oil tank or gas tank	Y			
			H	If a smell of gas is detected the gas contractor is notified	Y			
Flammable gas or oil Access by unauthorised persons	Y	Burns Asphyxiation Fire Trip, fall Explosion	M	Oil fired boiler has an automatic extinguisher hanging on a rigid bar over the burner	Y			
			M	Extinguisher serviced annually	Y			
			H	Safe access is provided	Y			
			L	Unsafe access to boiler room is prevented	Y			
			M	Unauthorised persons are not permitted in the vicinity of the boiler room	Y			
Accessibility to fuel storage tank	Y	Slips, trips, falls Fire Explosion	L	If oil tank is filled from the top the opening is safely accessible (e.g. person delivering oil does not have to balance on a wall to reach)	Y			
			H	Oil or gas tank is provided with an adequate barrier to prevent it being struck by a vehicle and is adequately locked and secured against vandalism or tampering	Y			

Unsafe storage of materials adjacent to boiler	Y	Fire Trip, fall Explosion	H	Combustible materials such as furniture or cardboard are not stored in boiler room or in close proximity to fuel storage tanks	Y			
Maintenance - No.48 Grass Cutting/Ride-on Mower								
Unsafe system of work	Y	Eye/body injury	H	Personal protective equipment (PPE) and clothing provided and worn as necessary	Y			
		Cuts/lacerations	H	Mower is only started when it is safe to do so - no bystanders in the vicinity	Y			
		Burns	H	No passengers are allowed on the ride on mower	Y			
		High noise level/ hearing damage	H	The ride on mower is not driven up or down excessively steep slopes	Y			
		Crush injuries	H	Only to be used in accordance with user manual/manufacturer's instructions	Y			
		Overturning of ride-on mower	H					
Flying debris	Y	Eye/body injury	H	Area checked for stones, glass, metal and debris before starting	Y			
Hot engine parts	Y	Burns	H	Engine refilled before starting work while the engine is cool. If refuelling is required before the job is completed, wait for the engine to cool	Y			
Rotating machinery	Y	Cuts/amputation	H	Shields, guards, interlocks and other safety devices are in place and working properly	Y			
			H	Engine shut off before cleaning out clogged chute or any other obstructions	Y			
Vibration	Y	Hand arm vibration or whole body vibration	L	The ride on or push mower is used for time periods as specified by manufacturer's instructions	Y			
Maintenance - No.49 Pressure Washer								
Defective equipment	Y	Injuries due to defective equipment	H	The equipment is inspected and serviced by a competent person	Y			
			H	Defects are reported immediately to the Principal and/or designated person responsible for	Y			

				safety, health and welfare and the equipment is taken out of use until repaired				
Loose clothing and neck ties	Y	Serious injury, e.g. loss of limb	H	No loose clothing or neck ties should be worn when operating the ride on mower	Y			
Defective equipment	N	Wounds	H	The washer is visually checked before each use				
		Burns	H	Defective equipment is taken out of use immediately and repaired by a competent person				
		Electrocution	H	Residual Circuit Device (RCD's) in use if electrical washer				
		Defective equipment leading to injury	H	The pressure washer is serviced annually and records of the service kept on file				
Strong spray from a pressure washer Steam	N	Cuts or injuries	H	The pressure washer lance is never pointed at others				
		Burns	M	When hosing the area is cordoned off so that pedestrians do not stray into area				
		Flying projectile	M	The lowest pressure suitable for the job is used to prevent the unnecessary production of aerosols				
		Infection from biological agents	M	Objects are never moved or pushed with spray from the washer				
			M	The jet is not directed at fragile surfaces				
Unsafe system of work completing drain cleaning and other general work using pressure washer	N	Infection from biological agents	H	Appropriate personal protective equipment (PPE) is provided and worn				
			H	Washing facilities are available and are used if the operator is soiled during drain cleaning				
			H	Caretaker is aware that injury from a pressure washer jet might first appear minor at first and that treatment should not be delayed				
Working at height	N	Fall from height	H	The pressure washer is not used while working on a ladder See 'Maintenance Risk Assessment No. 42 - Work at Height - Ladders'				

Unsafe use and storage	N	Slips, trips and falls	H	The hose is coiled neatly when in use and in storage				
Diesel fumes (enclosed space)	N	Asphyxiation	H	A diesel powered washer is not used in an enclosed space				
Electricity	N	Electrocution	H	The pressure washer is not used on electrical equipment, distribution boards and fuse boxes				
Confined space entry	N	Asphyxiation	H	Employees do not enter into manholes (specialist rescue equipment and oxygen depletion monitors are required)				
Maintenance - No.50 Strimmer								
Rotating equipment	N	Flying debris causing eye/body injury	H	Personal protective equipment (PPE) and clothing available and used as per manufacturers instruction				
		Fire causing burns	H	People kept away from operating areas				
		Hand arm vibration	H	Area checked for stones, glass, metal and debris before starting				
		Cuts	H	The equipment is inspected before use and serviced by a competent person				
		Defective equipment leading to injury Eye/body injury Falls Entanglement	M	Engine refilled before starting work while the engine is cool. If refuelling is required before the job is completed, wait for the engine to cool				
Rotating equipment	N	Falls	H	Shields, guards, and other safety devices are in place and working properly				
		Cuts						
		Eye/body injury Entanglement	H	Good balance and secure footing maintained when operating Strimmer used in accordance with manufacturer's instructions				

			H	Engine shut off before cleaning out clogged or stuck cutter				
Noise	N	Hearing loss	H	Appropriate ear protection to be worn as necessary				
Maintenance - No.51 Waste Compactor and/or Baler								
Moving parts/manual handling of waste	N	Crushing/ amputation of limbs Back injury	H	The equipment is interlocked, i.e. it will not operate when cover is open				
			H	The equipment is isolated before blockages are removed				
			M	Safe system of work in place for clearing blockages				
			H	The compactor is isolated/locked off when not in use				
			H	Students do not have access to the compactor				
			M	Operating instructions are posted on baler				
			M	Authorised personnel only use the baler				
			H	Small volumes of waste are put in compactor at any one time to prevent manual handling injury				
			H	Care is taken when removing the bale to prevent it falling on the operator				
			H	A trolley is provided for moving bales out of the machine. See 'General School Risk Assessments - No. 28 Manual Handling'				
Electrocution Entanglement	N	Death/ serious injury, amputation of limbs	H	The emergency shut off button is tested regularly				
Vermin	Y	Exposure to Weil's Disease	L	There is a vermin control programme in place	Y			
Baler tape	N	Cuts from baler tape	H	Care is taken not to run baler tape through hands to prevent minor cuts				

Manual handling	N	Back or upper limb injury	H	See 'General School Risk Assessments - No. 28 Manual Handling'				
Maintenance - No.52 Work at Height – Ladders								
Defective ladders	Y	Fall from a height resulting in serious injury or death	H	The condition of the ladder is checked before each use for cracked or bent stiles or rungs, corrosion, defective or missing fittings or ties. Employees do not use the ladder if it is damaged in any way and report defects immediately to appropriate contact	Y			
			H	Wooden ladders should not be painted (See Work at Height Regulations, Schedule 7)	N/A			
Overreaching	Y	Fall from a height resulting in serious injury or death	H	When using ladders, employees do not work on top 3 rungs, or top 2 steps for step ladders	Y			
			H	Where possible, an alternative method of working is used, e.g. using extendable poles to clean high level areas	Y			
			H	Ladders are properly set up to avoid overreaching	Y			
			H	Mobile towers are used where practicable (See 'Use Ladders Safely – Information Sheet' available at www.hsa.ie)	Y			
Unsafe use of ladders/ step ladders Unsafe storage of ladders Unsecured ladders	Y	Fall from a height resulting in serious injury or death	H	Ladders are only used for short duration work (less than 30 minutes) and where the risk of injury is low	Y			
			H	Ladders are only used for light work and not for work that involves carrying heavy or awkward items	Y			
			H	Ladders are stored safely and unauthorised use is prohibited	Y			
			H	Ladders are set out on a firm base and leaning at the correct angle 75 degrees (1:4) ¹	Y			

			H	Ladders are tied at the top to a secure structure. If a ladder cannot be tied at the top it is secured at the bottom, or held by a second person	Y			
			H	Ladders are not placed on a drum, box or other unstable base	Y			
			H	Ladders are removed to storage at the end of each working day to ensure that unauthorised access to roof etc. by others, particularly students, is prevented	Y			
			H	Ladders are only used for light work and not for work that involves carrying heavy or awkward tools or equipment	Y			
			H	Footwear is free from mud/grease before climbing a ladder	Y			
			H	3 points of contact are maintained at the working position	Y			
Canteen - No.53 Canteen - General Considerations								
Unsafe storage of kitchen items	Y	Toppling goods	H	Utensils, crockery and other items are stored appropriately on shelves and in cupboards to prevent toppling and unsafe access	Y			
Fire	Y	Burns Smoke inhalation	H	Designated employees have received training in the use of fire fighting equipment	N/A	TRAINING FOR STAFF ON EXTINGUISHER USE	Safety Committee	
			H	An F type fire extinguisher is accessible where a deep fat fryer is being used				
			H	The kitchen is fitted with an appropriate fire alarm system See 'Nos 12 & 13 General School - Fire	Y			
Damaged electrical fittings and equipment	Y	Electrocution Cuts	M	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced.	Y			

				Complete ‘No.3 - Portable Electrical Appliances’				
Explosion	N	Scalds	M	Pressurised water boilers examined by a competent person annually				
Heated utensils and appliances Steam	Y	Burns Scalds	M	Self service water boiler is serviced annually	Y	ARRANGE SERVICE	Safety Committee	
			H	Hobs or ranges are serviced as per manufacturers instructions				
			M	Microwaves are used as per manufacturers instructions				
Sharp knives and cutters	Y	Cuts/ lacerations	M	Knives kept sharp (blunt knives require additional force in use leading to accidents)	Y	BUY SHARPENER FOR KNIVES	Safety Committee	
			H	Knives and cutters checked for damaged blades or handles once per term and disposed of if damaged				
			M	Knives and cutters stored separately to other equipment				
			H	Knives are washed in sink separately from other items of equipment and never left soaking in sink				
Canteen - No.54 Working with Chemical Products								
Contact with chemical products, (e.g. cleaning products)	Y	Skin Irritation Splashes (eyes) Allergies Burns	H	Relevant employees are aware of the hazards and precautions that must be taken when using chemical products.	Y			
			H	When choosing chemical cleaners the least hazardous chemical is purchased	Y			
			H	Personal protective equipment (PPE) is provided and worn as directed on the manufacturer’s guidelines.	Y			
			H	Chemical products are labelled and stored safely in accordance with the manufacturer’s requirements	Y			
			H	Students do not have access to chemical products	Y			
Blank Template - No.55								

External doors closing on fingers	Y	injury	L	Stoppers provided to each class with an external door so the doors can be propped open during egress and ingress		NOT PERMITTED DUE TO FIRE SAFETY	Safety Committee	
Sliding doors in classrooms closing on fingers	Y	injury	L	Stoppers fitted to sides of all sliding doors to prevent them being able to come together or bang against a wall.		PURCHASE AND FIT STOPPERS	Safety Committee	

Appendix 5 - Accident and Emergency Contact Details

Acting School Principal (Marita Keenan)	087 419 6372
Safety Officer (Andrew Furlong)	087 131 3921
Local Doctor (Morehampton Clinic)	01 269 3921
Emergency Services	112/999
Donnybrook Garda Station	01 666 9200
Temple St. Children's Hospital	01 878 4200
Crumlin Children's Hospital	01 409 6100
St. Vincent's Hospital	01 221 4000
Poison Control (If child/adult has ingested poisonous material)	01 809 2166
ESB Emergency	1850 372 999
Gas Emergency	1850 20 50 50
HSA (Health and Safety Authority)	1890 289 389

Appendix 6 - Voice Care

Teachers: An at-risk group

Voice care is an issue of increasing concern to teachers and trainee teachers. The nature of the job, coupled with a frequent lack of voice training, means that teachers are at greater risk than most other groups of employees of experiencing vocal problems at some point in their careers.

The DfES has recognised, in its advice on teachers' occupational health problems, "Fitness to Teach", that teachers are more likely than most other occupational groups to be obliged to consult their doctors about voice disorders. Studies by the Health and Safety Executive and the General Teaching Council of Scotland have confirmed that teachers are more likely than other professionals to be absent from work with voice problems.

Causes of Voice Problems

Voice is a key resource for teachers. Common contributory factors to the development of voice problems include ineffective projection and breathing techniques, exacerbated by speaking for long periods when tired or stressed, and vocal strain from supervising large groups, sometimes in teaching areas with poor acoustics and/or against loud background noise.

Recognising the Signs

Most teachers accept that they will from time to time experience hoarseness or discomfort from upper respiratory infections such as colds and flu. Prolonged and recurring hoarseness in the absence of a cold or throat infection and a persistent change in pitch or quality of voice should, however, be investigated. Where teachers and trainee teachers experience such problems, it is sensible for them to see their GP and ask about specialist help, where appropriate, from a speech and language therapist and/or ENT consultant.

Preventative Voice Care Training

Attention to voice care techniques can be of substantial benefit to serving teachers and trainee teachers alike. Teachers whose initial training included advice on care of their voice appear to have fewer voice problems during their careers than their peers. For this reason, the INTO is keen to see greater attention, advice and support on voice care issues, both as part of serving teachers' ongoing training and also as part of trainees' initial teacher education courses.

Voice Care Network UK

Advice, guidance and training on this area is provided by the Voice Care Network UK, a registered charity set up by voice teachers and speech and language therapists which exists to support teachers and other professional groups.

Their specialist support for teachers includes in-depth written advice and guidance documents and workshops, tutored by speech and language therapists and voice teachers, which deal with voice awareness and how best to avoid voice problems. The Network's contact details can be found at the end of this guidance document.

Identifying when Medical Advice may be Needed

Consulting your Doctor

Teachers should be alert to the signs of vocal difficulties. These may occur at any time and may be due to overuse of the voice, or to infection or illness. As a first step, teachers who experience any of the following symptoms should consult their GP:

- Regular and/or unexplained voice loss.
- A change in voice quality (e.g. hoarseness or croakiness) for more than 10 days.
- A weak and tired sounding voice.
- A voice and/or throat that feels consistently painful or as if there is a lump in the throat.

- Frequent throat clearing.
- Loss of vocal power or ability to project.

Doctors will usually consider any underlying infection, illness or allergic response and prescribe treatment accordingly.

Referrals to E.N.T. Consultant

If the problem persists, teachers should make a further appointment with their GP and discuss whether referral to an ENT consultant or laryngologist would be appropriate

Referrals to Speech and Language Therapist

Following a consultation with an ENT specialist, a referral to a Speech and Language Therapist may be deemed appropriate.

Support from your Employer

Advice and assistance should also be made available by employers through the occupational health service. Steps which employers might take to assist might include a voice therapy and also, for example, the provision of voice amplification equipment in appropriate circumstances.

Checklist for using the Voice

Set out below is a brief summary of points to consider about the way teachers use their voices, possible problems which they may be causing for themselves and the way in which their working environment may contribute to these.

More detailed advice on these areas, in particular on speaking techniques, is available from the Voice Care Network (see end of guidance for contact details).

Voice and Speech Patterns

It is important for teachers to:

- Warm up their voice at the start of the day;
- Focus their thoughts and make good use of key words;
- Consider the effect their voice needs to have on the listener and aim for flexibility to reflect the changing moods they wish to convey;
- Make use of pauses and silences to emphasise their meaning; and
- Be aware of the symptoms of vocal fatigue and consult their doctor accordingly.
- Relaxation
- Teachers may find it helpful to:
- Practise relaxation techniques to ease whole body tension;
- Before lessons, stretch and relax their facial muscles to release tension from their face and jaw; and
- Take time to relax and let their voice recover after prolonged speaking, use “cooling down” exercises and have a warm drink.

Posture

Teachers should be aware of their posture when speaking and consider how their postural alignment and degree of muscular tension affect the tone and resonance of their voice.

Breathing

Shallow “upper chest breathing” can affect the tone and resonance of the voice. Teachers may find it useful to practice slower “centred breathing” using the diaphragm, which will help their vocal quality and also release tension and recharge energy.

Pitch

· It is a useful exercise for teachers to seek to find their optimum or natural pitch. by making a sound of agreement in their most relaxed state (“hm, hm”). The second sound is most likely to be very close to their optimum pitch. Practicing speaking flexibly on and around this level can be helpful.

· Although this may be hard to achieve, teachers should try not to pitch outside their comfortable range or shout to get attention. Instead, they should try using agreed signals and develop “getting attention” routines using sound, visual and vocal signals.

Your Working Environment (Acoustics, Layout and Air Quality)

- Teachers need to be aware of acoustics, space and classroom layout and how these can impact upon their voice and should consider how best to group their class for the task they are undertaking with regard to the acoustics and layout of the room.
- Wood, stone, ceramics, pottery, brick, metal and glass all reflect sound, while some large spaces produce echoes. Teachers should aim to speak more slowly with clear pronunciation rather than increasing the volume in such surroundings.
- A heavily furnished room with low ceilings and containing many people will absorb sound, meaning that voices have to work much harder, so teachers will need to maintain good posture and articulate words using the front of the mouth.
- Dust and fumes or dry atmospheres can affect the voice as well. Poor standards of cleaning, particularly in areas such as art or DandT rooms where particular materials such as clay, solvent-based glues etc are used, can affect air quality. Rooms need to be well ventilated. Humidity can be increased by introducing a few houseplants or by placing bowls of water near radiators.

Self Help for Vocal Fatigue

- It is important to drink water frequently. Drinking six or eight glasses a day will help to keep the larynx moist, especially in hot dry atmospheres. Keeping a glass of water to hand during lessons will help as will a reduction in caffeine intake.
- For a mild sore throat, sucking fruit pastilles can help. Strong throat sprays, lozenges etc, which dry the larynx, should be avoided. It is important to rest the voice as much as possible and avoid whispering, as it is stressful for the larynx. Breathing steam rising from hot – but not boiling! – water can also be of benefit.

Further Advice and Help

Useful sources include:

- Health and Safety Executive Northern Ireland www.hseni.gov.uk for general advice on all areas of occupational health and safety.
- Voice Care Network UK: contactable on 01926-864000 or at VCN UK, 29 Southbank Road, Kenilworth CV8 1LA and www.voicecare.org.uk. VCN UK is a national group of voice teachers and speech and language therapists professionally qualified and experienced in classroom and clinic. They provide advice and workshops on voice care, managing acoustics and extending skills in efficient use of voice. Publications include “More Care for your Voice” (ISBN 0 9524524 2 1), a low-priced VCN publication which is a revised and expanded version of “Care for your Voice”.
- Royal College of Speech and Language Therapists: contactable on 020 7378 1200 or at www.rcslt.org for support and help with voice problems.

Appendix 7(a) – Accident/Incident Record Form

Injured Party Details:

Surname: _____

First Name: _____

Address (Home/Company): _____

D.O.B.: _____

Sex: _____

Status (Please tick appropriate box):

☐ Student ☐ Staff ☐ Visitor ☐ Contractor

Other (please specify): _____

Date of Accident/Incident: _____

Date Accident/Incident reported to school management: _____

Where appropriate, more than one box in each section may be ticked.

TYPE OF ACCIDENT

Tick

Injured/damaged by a person
Struck by/contact with
Caught in/under
Slip/trip/fall
Sharps
Road Traffic Accident/Crash
Exposure to substances/environments
Manual handling
Property damage

MAIN AGENT WHICH CAUSED ACCIDENT:

TYPE OF INJURY

Tick

Fatality
Bruise
Concussion
Internal injury
Abrasion, graze
Fracture
Sprain
Torn ligaments
Burns
Scalds
Frostbite
Injury not ascertained
Trauma
Occupational disease
Other (please specify)

PART OF BODY INJURED

Tick

Head (except eyes)
Eyes
Face
Neck, back, spine
Chest, abdomen
Shoulder
Upper arm
Elbow
Lower arm, wrist
Hand
Finger (one or more)
Hip joint, thigh, kneecap
Knee joint
Lower leg
Ankle
Foot
Toe (one or more)
Multiple injuries
Trauma, shock
Other (please specify)

Accident/Incident Record Form continued

Consequences:

- ☐ Fatal
- ☐ Non-fatal

Result:

- ☐ Sick leave
- ☐ Excused
- ☐ Light duty
- ☐ Medicine/Treatment

Anticipated absence:

- ☐ 1-4 days
- ☐ 4-7 days
- ☐ 8-14 days
- ☐ More than 14 days
- ☐ None (i.e. no anticipated absence resulting from the accident/incident)

Has the accident been reported to the Health and Safety Authority?

- ☐ Yes ☐ No ☐ Not applicable

Have you informed your insurance company?

- ☐ Yes ☐ No ☐ Not applicable

Attach:

(a) Detailed description of accident/incident

a. Give a full description of:

- i. the work/activity being carried out when the accident occurred
- ii. the equipment in use (if any)
- iii. location of accident

b. Detail how the accident occurred

(b) Injured party's report

(c) Witness list (level of detail required will vary depending on the severity of the accident)

(d) Witness statements (level of detail required will vary depending on the severity of the accident)

(e) Sketch or photograph of the scene, equipment etc. where appropriate

Investigating staff member (BLOCK CAPITALS): _____

Signature: _____

Date: _____

Note 1: Certain accidents must be reported to the Health and Safety Authority. Reportable accidents are all workplace fatalities and those accidents where a person is injured in the course of their employment and cannot perform their normal work for more than 3 calendar days, not including the day of the accident. A death, or an injury that requires treatment by a registered medical practitioner, which does not occur while a person is at work, but is related to either a work activity or their place of work is also reportable. Accidents may be reported on the Health and Safety Authority's Incident Report Form (IR1) or online at www.hsa.ie Further information can be found in Part 1 of the Guidelines in the FAQ's on Accident Investigating and Reporting.

Note 2: Please ensure all information gathered is in accordance with data protection principles outlined by the Data Protection Commissioner. For further information please log onto www.dataprotection.ie.

Appendix 7(b) HSA Accident/Incident Record Form

[http://www.hsa.ie/eng/Education/Managing_Safety_and_Health_in_Schools/Interactive Risk Assessments %E2%80%93 Primary/Tool-5-Accident-or-Incident-Record-Form-1.pdf](http://www.hsa.ie/eng/Education/Managing_Safety_and_Health_in_Schools/Interactive_Risk_Assessments_%E2%80%93_Primary/Tool-5-Accident-or-Incident-Record-Form-1.pdf)

Note 1: Certain accidents must be reported to the Health and Safety Authority. Reportable accidents are all workplace fatalities and those accidents where a person is injured in the course of their employment and cannot perform their normal work for more than 3 calendar days, not including the day of the accident. A death, or an injury that requires treatment by a registered medical practitioner, which does not occur while a person is at work, but is related to either a work activity or their place of work is also reportable.

Accidents may be reported on the Health and Safety Authority's Incident Report Form (IR1) or online at www.hsa.ie Further information can be found in Part 1 of the Guidelines in the FAQ's on Accident Investigating and Reporting.

Note 2: Please ensure all information gathered is in accordance with data protection principles outlined by the Data Protection Commissioner. For further information please log onto www.dataprotection.ie

Note 3: Where a dangerous occurrence occurs the Health and Safety Advisor/other designated person must be notified through the incident reporting process.

Note 4: It is the responsibility of the senior site/area manager to notify the HSA as soon as possible using Form No. IR3:

http://www.hsa.ie/eng/Publications_and_Forms/Forms/IR3_Form.pdf

[http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety and Health Management/Accident and Dangerous Occurrences Reporting.pdf](http://www.hsa.ie/eng/Publications_and_Forms/Publications/Safety_and_Health_Management/Accident_and_Dangerous_Occurrences_Reporting.pdf)

Appendix 8 - Training

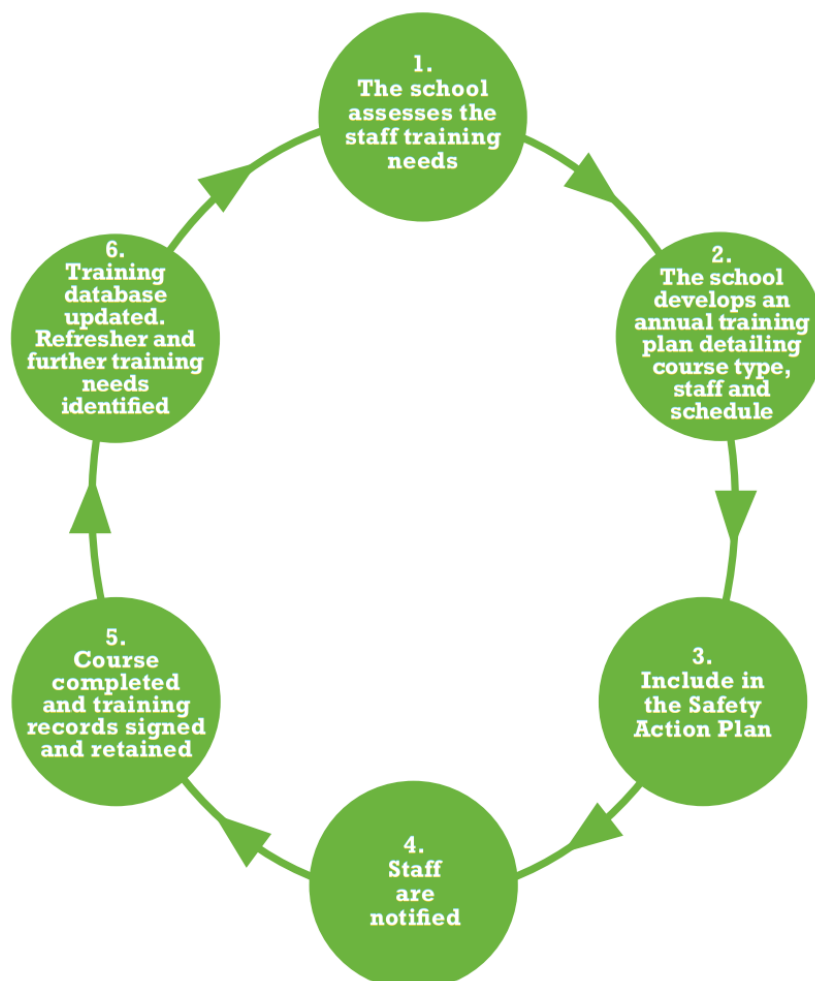
What is training needs analysis?

Training needs analysis is the identification of safety, health and welfare training needs for the school. A training needs analysis should be carried out regularly and especially when staff members leave, in order to identify and address any gaps in the provision of an effective safety, health and welfare management system in the school. Risk assessments will also be a very good indicator of staff training needs.

Under Section 10 of the Safety, Health and Welfare at Work Act 2005, training should be given in the following circumstances:

- On recruitment;
- In the event of a change of task assigned to a staff member, e.g. If a teacher who is a first-aider goes on maternity leave then she will need to be replaced and that another teacher may need the relevant first-aid training;
- The introduction of new systems of work, new work equipment or changes in existing work equipment or systems of work;
- The introduction of new technology by the employer.

Refresher training is a short term course aimed at recall and reinforcement of previously acquired knowledge and skills. It has to be carried out for certain courses after a defined period of time has lapsed from the initial training, e.g. refresher first-aid training should be taken every 2 years.



Training Chart

The following chart outlines some safety, health and welfare training applicable to staff working in a school environment.

This chart is not exhaustive but gives a sample of training which may be obtained to fulfill competency requirements.

Training requirements are determined following a risk assessment.

Training	Applicable legislation/ standard	Details	To be received by	Refresher training required	Date of last training
Safety, Health and Welfare Training for Staff	Safety, Health and Welfare at Work Act 2005	All staff should be provided with an overview of the safety, health and welfare management system (SMS). This will ensure that all staff are familiar with the school's safety statement and risk assessments	All staff	Annually in conjunction with Induction Training. It is recommended that all staff receive refresher training annually or where the need arises	
Induction Training	Safety, Health and Welfare at Work Act 2005	All new staff should receive induction training on safety, health and welfare matters on appointment to the school	All staff including principals, part-time staff, contractors etc should receive Safety, Health and Welfare induction on commencement of work in the school. This induction training will outline safety procedures e.g. emergency evacuation policy	Induction training should commence on employment or appointment to the school as soon as possible to ensure staff are familiar with emergency evacuation policy, first-aiders etc.	
Manual Handling	Safety, Health and Welfare at Work, (General Application) Regulations 2007	Should be specific to the tasks a staff member will be involved in and aims to ensure that the staff member understands the reasons for doing the job with least risk, can recognise the risks, and decide the best way to go about performing a manual handling task. The training should include instruction and practical training	Staff who may potentially be involved in manual handling of loads -priority to be given to those who spend a significant amount of time involved in this task, e.g. Caretaker	Not more than every three years and when there is any major change in the work a member of staff is involved in or in the equipment used	
Manual Handling Instructor	Safety, Health and Welfare at Work (General	See 'Guidance on the New Manual Handling Training System' at www.hsa.ie/publications	A school may decide to have a member of staff trained as a Manual Handling Instructor. This is purely at the discretion of	Instructors must undergo refresher training at intervals of not more than every five years	

	Application) Regulations 2007		the school and should only be undertaken where deemed appropriate		
First-Aid	Safety, Health and Welfare at Work (General Application) Regulations 2007	Occupational First-Aid training should be provided by an approved organisation (See First Aid Guidelines at www.hsa.ie/publications)	The Regulations place requirements on employers in respect of their own employees while they are at work and employees in this context include persons undergoing training for employment or receiving work experience on the employer's premises. Account will also need to be taken of non employees on the employer's premises (e.g. students in schools and other places of public assembly). Where first aid provision is made for both employees and visitors, care should be taken that the level of first aid provision available to employees is not less than the standard required by the Regulations and these guidelines." For further information; please refer to the Application section of the Health and Safety Authority Guidelines on First Aid at Places of Work 2008	Re-certification required every 2 years	08/02/23
Safety Representative	Safety, Health and Welfare at Work Act 2005	Should be completed upon appointment and provide an overview of the role of a safety representative and current safety, health and welfare legislation and management. (See 'Guidelines on Safety Representatives and Safety Consultation' available at www.hsa.ie/publications)	Nominated safety representative	Annually	
Fire Safety Training	BSI 9999:2008	Fire safety training should be continuous, commencing with induction training on the first day of appointment of new staff and continuing in the form	All staff	At least once a year	

		of regular refresher training			
Fire Marshall Training	BSI 9999:2008	Staff with particular responsibilities in respect of fire safety should receive detailed instructions in their own duties and the necessary refresher training	Nominated staff	At least once, preferably twice a year	

Type of Workplace	Maximum number of employees present at any one time.	Number of Occupational First Aiders required
School	Up to 99	1 if Safety Statement Risk Assessment shows its necessary
	100-399	1 person
	499-699	2 people
	More than 700	1 extra person for every 300 employees or part thereof.

Appendix 9 - Monitoring

The Board of Management, working with the safety committee, should establish monitoring structures and procedures to monitor the school's safety, health and welfare performance. This is to ensure that planned actions contained within the school's safety, health and welfare plan have actually taken place, or where they have not, that they are scheduled to be addressed.

Monitoring can be achieved in a number of ways, e.g. conducting formal inspections and checks of all school areas at predefined time to establish any faults or defects, inspections and checks of equipment, extraction units, fire installations etc... and reviewing of accidents, near misses and dangerous occurrences to monitor corrective actions taken.

Inspection template:

Item inspected	Pass	Fail	Comment/safety action required	Responsibility	Date closed

Signed: _____

Date: __ / __ / ____

Inspection Checklist Sheet:

Classroom:	Control in place:		Comment/safety action required:	Responsibility:	Date closed:
	Y	N			
Assessed by:					
Housekeeping:					
Floor free from trip/slip hazards?					
Emergency exits/routes & passageways clear?					
Items stored appropriately?					
Raw materials adequately stored?					
All tools and equipment stored safely and securely?					
All waste cleared?					
Fire safety:					
Fire equipment pins and seals in place?					
All fire equipment gauges reading correctly (i.e. in green)?					
Equipment mounted, serviced, accessible and undamaged?					
Emergency exits indicated, illuminated & easily opened?					
All sockets, switches, plugs & cables free from damage?					
Any sockets overloaded? Switch/fuse boards locked?					
Working environment & welfare:					
All furniture & fittings in good repair?					
All light fittings working functioning?					
First-aid kit accessible and appropriately stocked?					
Relevant safety signs & markings in place?					

If response is 'no' state what action is required and who is responsible

Signed: _____

Date: ____ / ____ / ____

Appendix 10 - Safety Statement Record of Receipt

The Board of Management is obliged, under the Safety, Health and Welfare at Work Act 2005 to provide a safe and healthy school environment for staff, students and visitors to the school. In this regard, the Board of Management in co-operation with the school community has drawn up a safety statement, which is a written statement specifying how safety, health and welfare is managed in this school. The safety statement will be reviewed and updated annually or more frequently if necessary.

Staff are reminded of the responsibilities of each employee under the Safety, Health and Welfare at Work Act 2005 which include:

- Complying with safety, health and welfare legislation in the 2005 Act and other relevant legislation;
- Taking reasonable care to protect his or her own safety, health and welfare and that of any other person who may be affected by his or her acts or omissions at work;
- Co-operating with his or her employer or any other person as necessary to assist that person in complying with safety, health and welfare legislation as appropriate;
- Taking account of the training and instructions provided by the Board of Management;
- Correctly using any article or substance and protective clothing and equipment provided for use at work or for his/her protection;
- Reporting a breach of safety, health and welfare legislation or any defect in the place of work, the systems of work or in any article or substance likely to endanger him or her or another person, which comes to his/her attention.

Each staff member is requested to sign the form below and return it to the School Principal by ____ / ____ / ____.

I have read and understood the safety statement for St. Mary's National School, Donnybrook

Name (BLOCK CAPITALS): _____

Signature: _____

Date: _____

Methods of Communicating Safety, Health and Welfare Information:

Meetings

- Board of Management
- Staff
- Parents' Council/Association
- Parent-Teacher
- In-School Management
- School Self-evaluation and Planning Steering Committee
- Pastoral Care/Care Team
- Special Needs/Learning Support/S.E.T.
- School Advisory Group (Staff)
- Other teams/groups

Information dissemination (oral)

- Safety, health and welfare briefings
- School assemblies
- Public address system
- Lectures
- Classes

Information dissemination (written)

- Safety Statement
- Notices
- Memoranda
- Newsletters (internal & external)
- Correspondence
- Reports
- Subject plans
- School plan
- Policies
- Teacher/induction handbooks
- Student journals
- Website
- Email

Appendix 11 - Planning Documents

Planner:

Effective management of safety, health and welfare in the school requires continuous attention. It is best that the school plans this work over the entire school year. The following is an overview of how a school might plan the implementation and operation of the safety, health and welfare management system over a full school year.

Where a safety committee is not in place, the tasks allocated to the committee in the planner should devolve directly to the designated person for safety, health and welfare acting on behalf of the Board of Management.

Board of Management	<ul style="list-style-type: none"> • Initiate safety, health and welfare audit; • Receive report on safety, health and welfare from the safety committee; • Review risk assessment; • Review/update safety statement in light of safety committee's report/recommendations; • Agree actions required; • Allocate resources where necessary; • Identify short, medium and long term priorities; • Approve/ratify safety, health and welfare decisions; • Sign off on safety, health and welfare policy; • Sign off on safety statement.
Designated person for Safety, Health and Welfare acting on behalf of the Board of Management e.g. Principal	<ul style="list-style-type: none"> • Convene meeting of safety committee, where one exists; • Take necessary actions on foot of agreed safety committee decisions; • Ensure that required protocols for fire drills, accident reporting etc. are fulfilled; • Respond to safety, health and welfare reports, events and issues; • Brief staff on safety, health and welfare and report on issues as required.
Safety Committee (if in place)	<ul style="list-style-type: none"> • Review safety statement and risk assessments; • Agree programme for year – actions/priorities/changes; • Assess training needs – established (fire, first aid, manual handling etc.) and new/special requirements (new equipment, particular needs); • Agree training programme based on risk assessments; • Agree necessary corrective actions; • Decide on maintenance and servicing plan; • Report to the Board of Management.
Staff Meetings	<ul style="list-style-type: none"> • Brief staff on key aspects of the safety statement - accident reporting etc...; • Note relevant changes in risk, controls and procedures; • Routinely, and as the need arises, discuss safety, health and welfare related issues.
Staff	<ul style="list-style-type: none"> • Inspect work areas: teaching staff - classrooms, general purpose area etc; non teaching staff - offices, toilets, corridors, grounds etc...; • Complete risk assessments as appropriate to one's own area of work as requested by the Board of Management. Each teacher should assess their own classroom; • Follow internal accident and incident reporting procedures; • Comply with safety, health and welfare decisions of the Board of Management.

School safety, health and welfare management audit tool

A safety, health and welfare audit is a comprehensive review of all aspects of safety, health and welfare management across the school as a whole. This initial review can be used in two ways:

- It can be used by the Board of Management to establish the school's current status in relation to compliance with safety, health and welfare legislation and to help identify current gaps in managing safety.
- It can also be used by the Board of Management at the end of the school year to review the school's safety progress and assist with planning for the forthcoming year

School Year: _____

1	Safety Statement	Yes	No
1.1	Does your school have a safety statement?		
1.2	Is it current? (i.e. reviewed in the last 12 months)		
1.3	Is it authorised/signed/ratified by the Board of Management?		
1.4	Does it contain a clearly defined safety, health and welfare policy?		
1.5	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?		
1.6	Does it include a commitment to comply with identified legislative requirements that relate to occupational safety, health and welfare hazards?		
1.7	Does it provide a framework for setting and reviewing safety, health and welfare action plan?		
1.8	Is the safety statement documented - in a written format either on paper or electronically?		
1.9	Is the safety statement communicated to all persons within the school?		
1.10	Is the safety statement communicated to interested parties, visitors, and contractors?		
1.11	Have formal risk assessments been completed?		
2	Hazard identification, risk assessment and determining controls		
2.1	Has your school a written procedure for conducting hazard identification, risk assessment and determining of control measures?		
2.2	Does this procedure take into account routine and non-routine activities? (Routine activities are defined as commonplace tasks, chores, or duties as must be done regularly or at specified intervals; typical or everyday activities. Non-routine activities are defined as tasks that are not done regularly or at specified intervals; they are atypical activities).		
2.3	Does this procedure take into account activities of all persons with access to the school?		
2.4	Are the risk assessments documented and kept up to date?		
3	Legal and other requirements		
3.1	Is there a written procedure for identifying and assessing the legal and other safety, health and welfare requirements?		
3.2	Is the information kept up to date?		
3.3	Is the relevant information communicated to interested parties?		
4	Action Plan		
4.1	Has the Board of Management a written safety, health and welfare action plan?		
4.2	Are the safety, health and welfare tasks identified in the action plan assigned a timeframe for completion?		
4.3	Is each task assigned to a person with responsibility for completion of the task?		

4.4	Are the tasks, as set, reviewed regularly at planned intervals and adjusted, where necessary to ensure the action plan and its requirements are being achieved?		
5	Resources, roles, responsibilities, accountability and authority		
5.1	Are safety, health and welfare roles and responsibilities defined?		
5.2	Are safety, health and welfare roles and responsibilities assigned to individuals?		
5.3	Are safety, health and welfare roles and responsibilities documented?		
5.4	Are safety, health and welfare roles and responsibilities communicated to individuals?		
6	Competence, training and awareness		
6.1	Are employees appropriately competent regarding safety, health and welfare?		
6.2	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		
6.3	Once training needs are identified, is the appropriate training provided to meet these needs?		
6.4	Are training records retained?		
7	Communication		
7.1	Has the Board of Management established a formal procedure for internal communication within the school?		
7.2	Has the Board of Management established a formal procedure for communication with contractors and other visitors to the school?		
8	Participation and consultation		
8.1	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?		
8.2	Has the Board of Management established a procedure for the involvement of staff in incident investigation?		
8.3	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?		
8.4	Has the Board of Management established a procedure for consulting staff if any changes are made that affect safety, health and welfare policy?		
8.5	Has the Board of Management established a procedure for the representation of staff on safety, health and welfare matters?		
8.6	Has the Board of Management established a procedure for consulting with contractors (building, maintenance, window cleaning) on safety, health and welfare issues?		
9	Emergency preparedness and response		
9.1	Has the Board of Management established procedures to identify potential emergency situations? e.g floods, fire, bomb threat, fatalities, serious incidents, suicide etc		
9.2	Does this procedure establish how the school should respond to such emergency situations?		
9.3	Has the emergency plan taken into account the needs of relevant interested parties? e.g. emergency services, neighbours, etc.		
9.4	Is the procedure subject to periodic review and update and revised where necessary?		
9.5	Is the emergency evacuation plan displayed throughout the school?		
9.6	Has the emergency evacuation procedure been developed to cover all areas, processes and identify those people who may be at greater risk,		

	e.g. visually impaired, individuals with disabilities, or those working in noisy environments and have these procedures been communicated to the school community?		
9.7	Is there an audible fire warning system in your school?		
9.8	Are fire assembly points identified and clearly demarcated?		
9.9	Are directional fire signs displayed?		
9.10	Does your school have emergency lighting systems in place?		
9.11	Are fire exits kept clear at all times?		
9.12	Are fire drills carried out? (recommended 2 per year)		
9.13	Are the outcomes of fire drills recorded, e.g. time taken, reports of faults or hindrances that require action?		
9.14	Is all first-aid equipment and fire fighting equipment (fire hose reels, emergency lighting, fire extinguishers, fire blankets, etc.) in place?		
9.15	Are all fire installations and equipment inspected and serviced as per requirements?		
10	Performance, measurement and monitoring		
10.1	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?		
10.2	Is safety, health and welfare reviewed throughout the school year?		
11	Incident investigation		
11.1	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?		
11.2	Are the safety, health and welfare tasks identified in the action plan assigned a timeframe for completion?		
11.3	Are formal procedures in place to communicate results to the relevant parties, e.g. Board of Management?		
11.4	Are accident reports documented and recorded in a timely manner?		
11.5	Are reportable accidents and dangerous occurrences reported to the Health and Safety Authority when necessary?		
12	Non-compliance, corrective action and preventive action		
12.1	Are written procedures in place for dealing with actual and potential noncompliance and for taking corrective action and preventive action? e.g. inspections, outcomes of fire drills, etc...		
12.2	As new hazards are identified, are they risk assessed?		
13	Control of Records		
13.1	Are there written procedures in place for the identification, storage, protection, retrieval, retention and disposal of records? (to include safety statement, risk assessments, policies, training records and accident report forms)		
14	Safety, Health and Welfare Reviews		
14.1	Are safety, health and welfare reviews conducted at planned intervals to ensure the school is conforming to safety, health and welfare requirements?		
14.2	Are safety, health and welfare reviews documented?		
15	Management Review		
15.1	Does the Board of Management, at planned intervals, review the safety, health and welfare management system?		
15.2	Is the feedback from other interested parties?, e.g. fire services, contractors reviewed?		
15.3	Are decisions of the Board of Management review communicated formally to staff and parents?		