



# Safety Statement

Coláiste Bríde,  
 Presentation Secondary School  
 22, New Rd,  
 Clondalkin,  
 Dublin 22.

## Document Control

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<b>Approved by:</b>	Board of Management
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**1 General Policy Statement**

This document sets out the Health and Safety Policy of Coláiste Bríde Presentation Secondary School (called Coláiste Bríde hereafter), Clondalkin, Dublin 22 and specifies the means provided to achieve this policy. The objective is to provide a safe and healthy work environment for all employees and to meet our duties to students, parents, contractors and members of the public who may be affected by our operations. The success of this policy depends on the co-operation of all those who make up the school community. It is important therefore that this document is read carefully and that the role of each employee is understood to ensure the success of school policies. It is the intention that this document will be amended regularly in the light of experiences and will take into account any changes in legislation which may be relevant. Employees and others will be encouraged to put forward suggestions for the improvement of this Safety Statement.

Coláiste Bríde is committed to pursuing excellence in everything it does and this includes the management of health, safety and welfare.

The Board are committed to giving health and safety the highest priority in all activities. We expect staff, students, visitors, contractors and other employers who work at Coláiste Bríde to share this commitment by complying with our policies and, where appropriate, our procedures and to understand that they too have legal and moral obligations to themselves and to one another.

We are dedicated to ensuring the health, safety and welfare of all persons who may be affected by our activities by:

- Providing, managing and maintaining a work environment, as well as sport and leisure facilities, which are, so far as reasonably practicable, safe and in which risks to health are controlled
- Providing adequate and appropriate facilities and arrangements for welfare at work
- Providing, managing and maintaining our workplace, grounds and property so that they are, so far as reasonably practicable, safe and that risks to health are controlled
- Providing, managing and maintaining plant and equipment so that it is, so far as reasonably practicable, safe and that risks to health are controlled
- Ensuring that the use, handling, storage and transport of items and substances are carried out safely and that risks to health are controlled

- Implementing systems of work that are safe and where risks to health are controlled
- Providing the necessary organisation and resources (including communication, consultation, planning, monitoring and auditing procedures) to ensure that there is effective management of health, safety and welfare throughout the school
- The Board of Management commits the necessary personnel, financial and time resources to ensure the effective implementation of this Safety Statement. This includes the allocation of an annual health and safety budget; provision of ongoing maintenance contracts for fire equipment, alarms and specialist systems; access to external safety consultancy as required; and the assignment of staff time to safety coordination, training, risk assessment and safety committee participation. These resources will be reviewed and adjusted annually to ensure the school continues to meet all statutory requirements.
- Ensuring that any contractors employed are competent and carry out risk assessments for all the work they control
- Providing the information, instruction, training and supervision at all levels necessary to ensure that our staff and students are aware of the hazards at their workplace, together with the appropriate measures to be taken to protect against these hazards
- Giving adequate information on relevant hazards to any persons whose health, safety and welfare might be affected by them
- Keeping up to date with best practice in relation to health, safety and welfare and complying with all relevant legislation and authoritative guidance
- Consulting with and involving staff and students in matters relating to their health, safety and welfare.

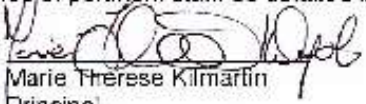
We undertake to continually review and develop our safety management systems, with the overarching aim of conducting our activities in a manner that does not affect the health, safety and welfare of any staff, students, contractors, visitors or members of the public, or adversely affect the environment.

The Board of Management is committed to this Policy and to the implementation and maintenance of the highest standards of health, safety and welfare. We expect everybody in Coláiste Bríde to share this commitment and to work with the Board of Management to achieve this goal.



## Implementation

This policy statement will be implemented by Ms. Louise Ronan (Acting Principal) with the assistance of pertinent staff, as detailed in the statement.

Signed:  Date: 4/2/26.  
Marie Thérèse Kilmartin  
Principal

I, the undersigned, endorse and take responsibility on behalf of the Board of Management of Coláiste Bríde for the implementation of this policy statement.

Signed:  Date: 4/2/26  
Ms. Tracey Whelan  
Chairperson Board of Management

## 2 Brief Description of the School

Coláiste Bríde is an all-girls secondary school located on New Road, Clondalkin, Dublin 22 with an enrolment of 980 students. It is under the trusteeship of CEIST (Catholic Education an Irish Schools Trust) and is run by a Board of Management made up of the following people:

- 4 nominated by CEIST
- 2 from the local community
- 2 teachers
- School Principal as secretary to the Board

The Presentation Sisters came to Clondalkin in 1857 with the purpose of setting up a school to provide primary education for the children of the local area. It was not until 1955 that the first steps towards providing secondary education were taken. In that year a secondary top was established which allowed pupils to sit for the Intermediate Certificate (the examination that preceded the Junior Certificate) in Scoil Bhride as the school was then known. This school together with the primary school was situated in part of the convent building until the rapid increase in numbers necessitated new school buildings.

The first new primary school to be opened was Scoil Mhuirí, which opened in 1950, followed by the opening of Scoil Áine and Scoil Íde in 1988. Coláiste Bríde was established in 1964 in

the convent building. The move to the present site happened in 1969 with the official opening taking place in 1970. There was further expansion in the late 1970's due to growing numbers. In the early 1990's an additional expansion facilitated the addition of further facilities.

The official opening of the existing school building was in May 2008. The free flow of people, information and ideas is facilitated by the design of the building while fostering pride, respect and self-esteem among all members of the school community. The colour scheme for the school was specifically chosen to stimulate learning and the colours also reflect the school uniform. Natural light makes an impact by creating a sense of space and freedom with bright colours giving energy and dynamism to flow areas.

The St Brigid's Cross design featured in the Reception and General Purpose Area was designed by Kate Griffin, a sixth year student of Coláiste Bríde while on work experience in the architect's office.

There are approximately 85 staff made up of teachers, administrative, special needs assistants, caretakers and cleaning crew.

Coláiste Bríde is a modern campus which includes some of the following facilities:

4 Science Labs	Demonstration Room	Gym with changing facilities
3 Home Economics Kitchens	2 Lecture Rooms	Administration Area
2 Business Studies Rooms	Large General Purpose Area	Outdoor Performance Area
2 Art Rooms	Staffroom	Outdoor Seating Areas
Craft and Technology Room	Reception Area	Landscaped Grounds
Music Room	8 Pastoral Rooms	Dining Area for Students
3 IT Rooms	2 Learning Support Rooms	Toilet Blocks
Religion and Meditation Room	3 Career Guidance Offices	Lift access
Multi-Media Language Centre	Parents' Room	Playing pitch and courts
Library	30 General Classrooms	Storage areas

The school seeks to establish and foster attitudes, values and behaviour consistent with its Christian ethos and it aims to provide a disciplined environment which will lead to the personal

development of the individual within society, while recognising the singular and unique talents of each student.

This Safety Statement is written in accordance with section 19 and 20 of the Safety, Health and Welfare at Work Act 2005 and it includes details of the management, governance and staffing structure within the school. It provides an overview of the facilities and services and information about how pertinent persons can engage with safety, health and welfare while at work.

The Board of Management undertake to review the document as required and to update it as necessary in line with legislation, regulations, standards and service developments.

### **3 Duties of the Board of Management**

Section 8 of the Safety Health and Welfare at Work Act 2005 requires every organisation to ensure, so far as reasonably practicable, the safety, health and welfare at work of all its employees. The Board of Management is responsible for ensuring that personnel, planning and financial investment are adequate to meet the commitments of the general policy statement and the detailed commitments on control of hazards which are made later in this statement.

The Board of Management has the responsibility to constantly review the performance and standards achieved in relation to the health and safety of all operations in the school and to consider all of the risks to which employees, students, contractors and visitors are exposed.

The Board of Management accepts the following specific responsibilities:

- ◆ Ensure that an effective statement on safety, health and welfare is available within the school and direct its implementation.
- ◆ Apply the school's policies on health, safety and welfare.
- ◆ Co-ordinate and prioritise for action any health, safety and welfare issues raised by checks and audits or by individual employees.
- ◆ Ensure that all systems of work are regularly reviewed for health, safety and welfare reasons.
- ◆ Ensure that plant, equipment, buildings and facilities are maintained to a high standard and are as safe as reasonably practicable.
- ◆ Ensure that new systems and equipment being introduced are as safe as reasonably practicable.

- ◆ Consult with the Principal and Deputy Principals on health, safety and welfare issues which affect the school and take appropriate action arising out of consultations and matters raised at Board meetings.
- ◆ Ensure that all statutory and recommended safety inspections and certifications are recorded for equipment such as fire equipment.
- ◆ Prevent improper conduct or behaviour on school grounds (for example, violence, bullying or horseplay)
- ◆ Ensure the design, provision and maintenance of:
  - i. safe work places
  - ii. safe means of access to and egress from the school
  - iii. safe plant and machinery
- ◆ Ensure that adequate resources of personnel and finance are available to enable compliance with the Safety Statement.
- ◆ Ensure that all personnel at management level enforce the safety standards as set out in the Safety Statement and that adequate instruction, training, supervision and any necessary information is provided for all employees of the school.
- ◆ Ensure that safe systems of work are in place.
- ◆ Ensure the preparation of adequate plans and procedures to be followed in the case of an emergency or the presence of serious or imminent danger.
- ◆ Direct and support the work of the Principal and Deputy Principals.
- ◆ Review the effectiveness of the Safety Statement and ensure that it is modified as necessary.
- ◆ Arrange for insurance cover for all risks especially in relation to injuries to employees, students, and the public and loss or damage to school property.
- ◆ Report accidents and dangerous occurrences to the Health and Safety Authority (HSA) as required
- ◆ Provide a financial review on safety, health and welfare to be included in the annual accounts.

#### **4 Responsibilities of the Principal (Marie-Thérèse Kilmartin)**

- ◆ Take responsibility on behalf of the Board of Management for safety, health and welfare in the school
- ◆ Acquire a full and accurate knowledge and understanding of the Safety Statement and ensure that all personnel under her supervision appreciate their responsibilities
- ◆ Understand and implement all safety policies and statutory requirements
- ◆ Ensure all activities are planned and organised to minimise risk and to create a safe working environment
- ◆ Ensure that employees adhere to safe systems of work and ensure that the equipment they are using is kept in safe condition
- ◆ Ensure that all necessary suitable Personal Protective Equipment (PPE) is provided and maintained where risks cannot be eliminated and all personnel (including students) are wearing the appropriate protective equipment and following the correct safety procedures for the tasks they are involved in
- ◆ Ensure adequate welfare facilities are provided and maintained
- ◆ Provide adequate supervision at all times, to ensure that all safety rules are observed and adhered to
- ◆ Ensure that all accidents and dangerous occurrences are reported and are entered in the Accident/Incident Report Book
- ◆ Review absences due to accidents, injury or illness at work and ensure that occurrences are notified to the Insurance Company (when likely to lead to a claim) and to the Health and Safety Authority (Form IR1) when an employee is off work for more than three consecutive days following an accident
- ◆ Co-operate with the Board of Management in implementing the school safety policy
- ◆ To endeavour, in consultation with the Board of Management, that adequate funds and facilities are made available to implement the safety policy
- ◆ To arrange for the maintenance of all fire equipment and ensure that all relevant certificates (as required under legislation) are available for inspection
- ◆ To make provision for appropriate safety training and instruction
- ◆ To maintain the safe upkeep of the school
- ◆ To provide full executive support for all staff who have been given responsibility under this statement of policy

- ◆ To provide feedback and evaluation to the Board of Management of the extent to which this policy has been put into effect
- ◆ To ensure the review with staff, the safety standards in their areas
- ◆ To set a personal example of safety, health and welfare management in the school
- ◆ To facilitate the release of staff for training where necessary
- ◆ To assist in compiling the annual health and safety report of the school

## **5 Responsibilities of the Deputy Principals (Lorraine McConkey, Niamh O'Brien and Louise Ronan):**

- ◆ To assume the responsibilities of the Principal (see section 4) in safety, health and welfare matters in the absence, for any reason, of the Principal
- ◆ To assist (following consultation with the Principal) in the assessment of the health, safety and welfare needs of the school on a regular basis
- ◆ To set a personal example of safety, health and welfare management in the school
- ◆ To make provision, in consultation with the Principal, for appropriate safety training and instruction
- ◆ To retain all relevant information that will assist in the compilation of the annual health, safety and welfare report for the Board of Management
- ◆ To know the legislative requirements and ensure that they are observed
- ◆ To insist that sound and safe working practices are observed at all times.
- ◆ To ensure that safety precautions are accounted for when employing outside contractors or volunteers.
- ◆ Meet regularly with the Principal to ensure that proper reporting, recording, investigation and costing procedures are in place
- ◆ To insist that any protective clothing and equipment provided is used and maintained in accordance with manufacturer's instructions
- ◆ To ensure that high standards of hygiene throughout the school are observed.
- ◆ To be familiar with fire drills and evacuation procedures within the buildings and the school grounds.

## **6 Responsibility of the Caretakers (Alex Byrne and John O'Reilly)**

- ◆ To work in a manner that is safe to themselves and others
- ◆ To use the proper tools and equipment for each task undertaken
- ◆ To report any hazard that is encountered
- ◆ To use proper protective clothing and equipment where necessary
- ◆ To ensure that no people have access to areas which are hazardous or whilst work is in progress
- ◆ Responsibility for monitoring, reviewing and managing hazards within specific school areas is assigned to department coordinators and caretaking staff as appropriate.
- ◆
- ◆ To be available for attendance when requested by the Principal or Deputy Principals
- ◆ To be familiar with fire drills and evacuation procedures
- ◆ To ensure that fire evacuation procedures are placed in classrooms and in corridors
- ◆ To be familiar with the use of firefighting equipment
- ◆ To prevent the build-up of rubbish and especially of combustible material
- ◆ To maintain heating and ventilation systems in proper working order
- ◆ To repair light fittings as soon as they become faulty
- ◆ To report broken or faulty; windows, doors, school furniture and sports equipment, etc. to the Principal/Deputy Principals as soon as they are noticed or are recorded in repair notebook (Book of Job)
- ◆ To remove broken equipment from use and to have these repaired
- ◆ To ensure that all exits, entrances, pedestrian walkways, firefighting equipment and fire alarm points are not obstructed
- ◆ To monitor continuously that services such as electricity are safely isolated when not in use in particular locations. This will entail on going patrols of all these locations
- ◆ To undertake all activities in a safe way and not to undertake work at height or lifting activities without a proper risk assessment
- ◆ To monitor all reported hazards and to record actions taken
- ◆ To attend necessary and appropriate training (where it is relevant to a particular task).

## 7 Responsibilities of all Employees (Teachers, SNA's, Support and Administration staff, Caretakers, Cleaners, etc.)

Employees are expected to set a personal example of safety, health and welfare management in the school and are reminded that Section 13 of the Safety, Health and Welfare at Work Act 2005 imposes a duty upon them while at work to:

- ◆ Take 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-operate with the Board of Management, the Principal or any other person, as necessary, to assist them in complying with statutory obligations
- ◆ Correctly use any appliance, convenience, or means provided for use at work or for his or her protection e.g. personal protective equipment
- ◆ Attend appropriate training and instruction (where it is relevant to a particular task) arranged by the Principal
- ◆ Not be under the influence of alcohol or drugs or a combination of alcohol or drugs to the extent that he or she is likely to endanger their own safety, health or welfare at work or that of any other person
- ◆ Report to the Principal/Deputy Principals without unreasonable delay:
  1. any work which is being carried out or likely to be carried out in a manner which may endanger the safety of personnel or students
  2. defects in plant, equipment, place of work or systems of work, which might endanger safety, health or welfare
  3. breaches of statutory provisions likely to endanger themselves or another person
- ◆ Not engage in improper conduct or behaviour which could endanger their safety, health and welfare or that of another person
- ◆ Not misrepresent themselves as regards the level of health and safety training they have received.

Section 14 also prohibits any person from intentionally or recklessly interfering with or misusing anything provided under law for securing health and safety or place at risk the safety of people in connection with work activities. This applies to all **persons** not just employees and as a result has implications for students and visitors to Coláiste Bríde i.e. removing safety equipment such as fire extinguishers or damaging the fire alarm.

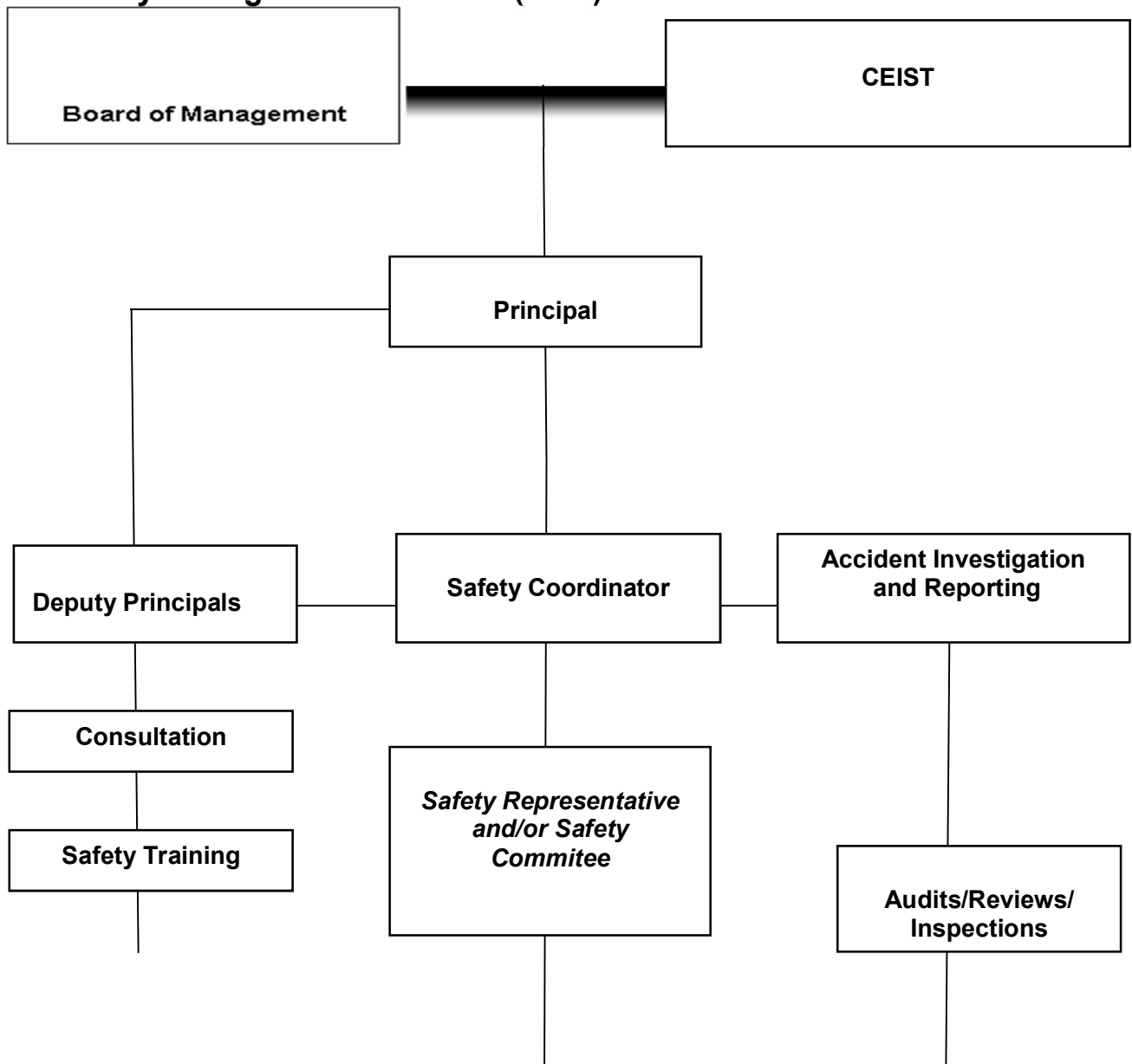
Staff will encourage students to report to them any items or situations which are /s or potential hazards.

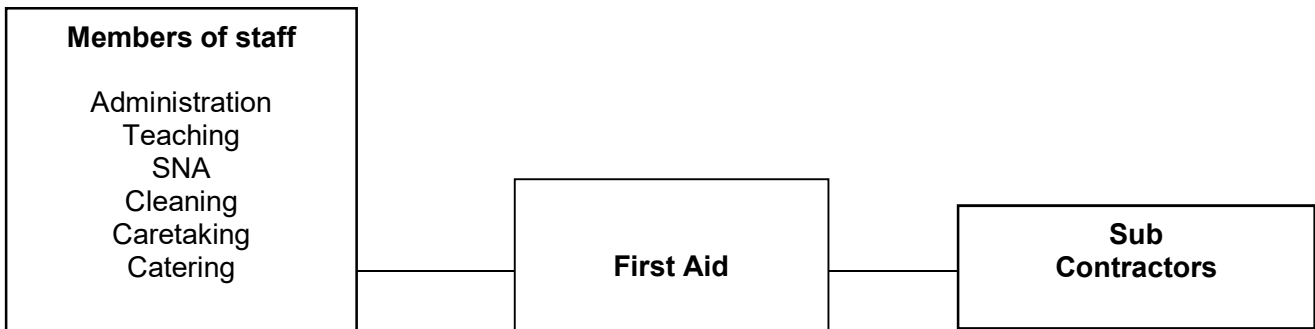
Responsibility for monitoring, reviewing and managing hazards within specific school areas is assigned to department coordinators and caretaking staff as appropriate.

The following named persons hold specific responsibilities for safety, health and welfare within the school: Principal, Deputy Principals, Safety Representative, First Aid Responders, Fire Wardens, Caretakers, Department Coordinators (Science, PE, Home Economics, Art, ICT), Contractors. This table supports compliance with the HSA Safety Statement Checklist and ensures clarity of accountability across all operational areas.

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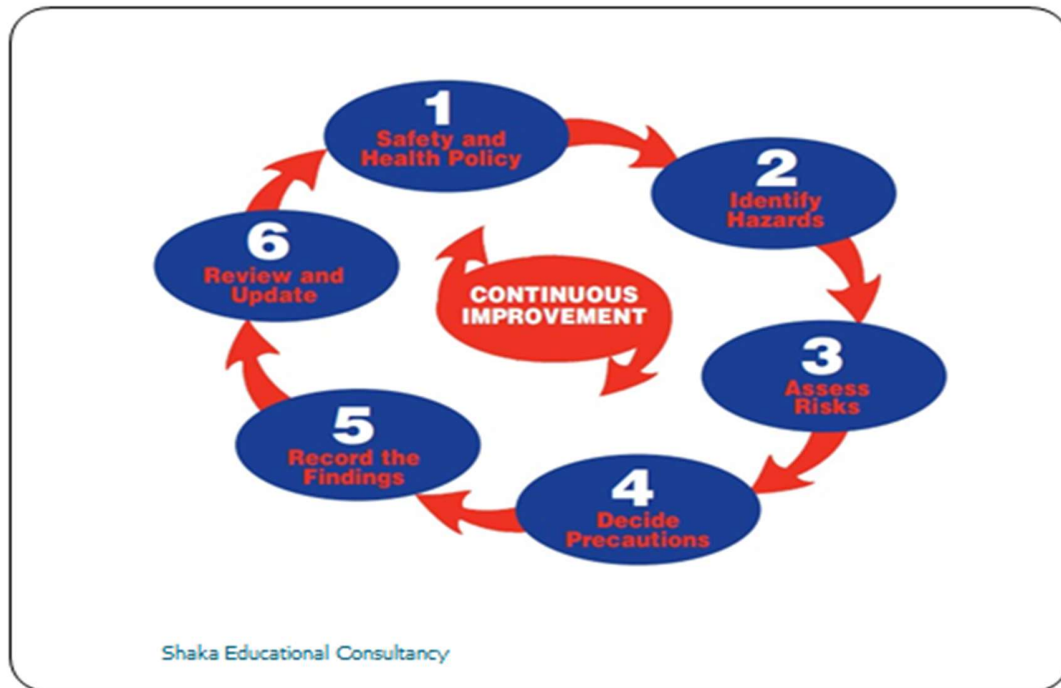
### 8 Safety Management Structure (SMS)





**Purpose of the Safety Management Structure:**

- ◆ Provides a structure to manage Occupational Health and Safety issues within the school
- ◆ Establishes and maintains commitment to safety by all
- ◆ Puts in place organisational structures to address health, safety and welfare at all levels
- ◆ Provides for consultation
- ◆ Ensures that adequate resources are made available
- ◆ Through training will develop employee skills in recognising hazards, risks and control measures
- ◆ Through monitoring and review systems feedback will be provided on the effectiveness of safety structures within Coláiste Bríde thereby allowing amendment where necessary
- ◆ Provides the staff with direction, skills, confidence, motivation, techniques and equipment to perform their work in a safe way



## 9 Responsibilities towards Third Parties

The Board of Management has responsibility for the application of this Safety Statement and in accordance with legislation will ensure that:

- ◆ All third-party visitors to our school are made aware of all known hazards and means of escape by means of notices
- ◆ Where contractors and sub-contractors are on the premises, the Board of Management may designate a pertinent member of staff/person to advise (by way of notices or public announcement) students, visitors and other third parties likely to be affected, of the potential hazards arising from the work being undertaken.
- ◆ All visitors and contractors sign in on arrival and receive safety information relevant to their presence on site. Contractors submit a Site-Specific Safety Statement or SSWP prior to commencing work.
- ◆ There is no interference with contractors' staff in the performance of their duties, but where it appears that unsafe practices are being followed the contractor's supervisor will be immediately advised.

Note: The Board of Management, in determining the regulations and activities governing the use for community purposes of the school buildings or grounds at times which do not affect school work, shall include the appropriate legislative requirements in Safety, Health and Welfare matters.

## **10 Responsibilities of Sub-Contractors and Self Employed**

Before undertaking work activities on school premises; all sub-contractors and self-employed persons will be requested to submit a written Site Specific Safety Statement and/or a Safe System of Work Plan (SSWP). All sub-contractors and self-employed persons must:

- ◆ Produce appropriate insurance details of work being undertaken
- ◆ Ensure that all work being undertaken complies with the school's safety policies and relevant legislation
- ◆ Ensure that all their working equipment is in good repair and in a safe condition
- ◆ Ensure that their employees are competent to carry out their work safely
- ◆ Cooperate with the Principal and ensure that all safe systems of work as detailed in their SSWP are in place.

## Part 2

### First Aid

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#### 1 General

The Board of Management will comply with Chapter 2 of Part 7 of the Safety, Health & Welfare at Work (General Application) Regulations S.I. No. 299 of 2007 concerning 1<sup>st</sup> Aid at Work. The Board will provide first aid materials/equipment within the school where working conditions require it. Trained first-aid responders will also be provided and the Board will ensure that the

number of first aiders, their training and the equipment available to them is adequate, taking account of the size or hazards (or both) within the school. Under the Safety, Health and Welfare at Work (General Application) Regulations 2007, there is a requirement on employers based on a risk assessment to have a sufficient number of personnel trained in occupational first aid and deployed in the workplace.

## 2 Location of First Aid Boxes

Staff Room	Science Laboratories
Office in Sport's Complex 1x static kit and 2 travel bags for away matches	Art Rooms
Home Economics Rooms	First Aid Station in Main reception area
Middle Floor Deputy Office	Top Floor Deputy Office
Main Office	Parents Room

All employees and students are made aware of the location of First Aid Facilities.

First Aid boxes should be:

- ◆ Readily accessible and easily seen
- ◆ Marked with a green cross on a white background
- ◆ Have First Aid written on them.

## 3 Emergency Phone Numbers

Accident & Emergency	01 414 2000
Fire Brigade	999 or 112
Gardaí (Clondalkin)	01 666 7600
Bord Gáis	1850205050
Health and Safety Authority	1890289389

#### **4 Responsibility for Checking/Stocking First Aid Boxes**

Regular checks will be carried out on each first aid box and stocks replenished as required by the Health and Safety Coordinator.

#### **5 Staff trained in First Aid**

The following staff members are trained in occupational First Aid Responders (FAR): Siobhán Reilly, Jenny Ní Mhurchú, Cian Cowman, Gretchen Ridgeway, Siobhan Synnott, Amanda Hogan, Courtney O'Driscoll, Gillian Beere. (this list is regularly updated). As staff change, staff are invited to attend training and join the first aid team.

Coláiste Bríde will make sure that refresher training is provided and if possible that a trained first aid responder is always on the school premises. Whilst training in occupational first aid is open to all members the school can only release a certain number of teachers from classes to attend training. As such the school tries to ensure that each practical subject has a teacher who is trained.

#### **6 Defibrillators**

There are 4 defibrillators available – on the middle staircase (one each) on the middle and top floor sections, one on the sports corridor outside of the changing rooms and a portable defibrillator located in the Care Room.

Written records of the dates of all first aid training, including refresher training should be kept and be made available on request to the Health and Safety Authority.

The Board of Management will offer refresher training as necessary to staff.

First Aid Responder training should be updated after a 2 year period.

## Part 3

### Fire and Emergency Procedures

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#### 1 General

Fire procedures (including floor plans) are prominently displayed in each classroom and throughout the school with specific instructions as to the procedures to be followed in the event of a fire.

All staff and students are instructed in the action to be taken in the event of a fire and a fire drill.

The Principal arranges all Fire Drills. In her absence the Deputy Principals along with senior post holders will take responsibility in the event of an emergency

The school conducts a minimum of two planned fire drills per academic year. Each drill is recorded in the Fire Register, including drill date, evacuation duration, observations and corrective actions.

## **2 Fire Prevention/Safety**

- ◆ Good Housekeeping is critical at all levels to prevent fires from occurring and to carry out evacuation procedures in an emergency
- ◆ Rubbish and waste materials must not be allowed to accumulate; such materials must be removed regularly from classrooms and from school buildings to the designated waste collection area
- ◆ Pending removal, waste must be stored in the non- combustible containers provided, away from sources of ignition. Waste containers should never be stored on or close to escape routes
- ◆ Staff will be made aware of the importance of not accumulating rubbish or waste on any part of the school premises
- ◆ The use of highly flammable materials will be avoided where possible and cleaning agents should be stored in accordance with manufacturers' instructions
- ◆ Regular inspections (by the caretakers) must be carried out to ensure escape routes, fire exits or firefighting equipment is not blocked with storage of any kind
- ◆ The drying of items over heaters/radiators is forbidden, as this is a possible ignition source
- ◆ Regular cleaning of workplaces, machinery and equipment should be carried out to prevent the buildup of dust, dirt etc.
  
- ◆ No refuse or wrappings to be left anywhere but at the points intended for this purpose
- ◆ Corridors, stairs, steps and other escape routes to be kept free from obstacles (e.g. school bags, baggage, wrappings, cleaning and maintenance materials) which obstruct the escape path and/or render alarm equipment, extinguishers, arrows or signs indicating fire exits invisible
- ◆ In places where lighting is required at night, it should be turned on early and any faults in the lighting equipment reported to the caretakers or principal at once

- ◆ Faults in electrical equipment, fire alarm and extinguishing equipment and door gear should always be reported to the Principal or Deputy Principals
- ◆ No smoking or naked lights are allowed within any school buildings or grounds
- ◆ Ensure adequate ventilation to all electrical equipment to prevent overheating
- ◆ The designated exits and entrances will remain unlocked during normal school hours. They will be kept clear at all times and will be adequately signposted
- ◆ All types of extinguishers (Foam, Water, CO2, Powder, Chemical) must be test discharged and refilled every three years. To this end, one third of each type should be selected during each annual inspection. Units selected for test discharge should be ideally used to provide training for personnel on site where practical so that all employees can be instructed in the safe and effective use of this extinguishers
- ◆ It is imperative that immediately following this test discharge, that the stock of extinguishers on the school premises is replenished by the contracted supplier.
- ◆ Fire extinguishers should be checked by the Health and Safety Coordinator at least every month and this recorded in a Fire Safety Register
- ◆ The locations of all firefighting equipment in the school complex are designated as “Fire Points” and marked as such.
- ◆ Fire points are established in prominent positions close to exits or in the general area of exits. There must be clear access to all fire points at all times.
- ◆ The Health and Safety Coordinator will carry out regular checks of all firefighting apparatus on the premises and keep a record of such checks.
- ◆ The statutory annual checks of all firefighting apparatus by a competent person must be recorded. Records will be retained by the Health and Safety Coordinator in the Services Log which will be located in the secretary’s office.

### 3 Fire Protection

#### Fire Detection and Alarm System

The school is fitted with a fire **Detection** system consisting of:






- ◆ Smoke detectors throughout each building
- ◆ Break glass units
- ◆ Audible sounders to alert staff

- ◆ Fire control panel at main reception

**Fire extinguishing media** are available throughout the school.

Fire extinguishers must be installed in accordance with Irish Standard 291 which governs the selection, commissioning, installation, inspection and maintenance of portable fire extinguishers (revised 2015).

### Fire Extinguishers

Colour	Type	Type of Fire	
Red	Water Extinguisher	For wood, paper, textile, fabric and similar material (all combustible materials)	
Yellow	Wet Chemical Extinguisher	For use on burning liquid fires (cooking oils, greases, fats)	
Blue	Dry Powder Extinguisher	For use on combustible materials, gases, flammable liquids and electrical machinery	
Black	CO2 Gas Extinguisher	For use on electrical risks, computers, fuse boards, flammable liquids	
Cream	AFFF Foam Spray Extinguisher	For use on flammable liquids and combustible materials	

**Fire Blankets** are provided in the science labs, Home Economic rooms, the staff room, the kitchen and anywhere flammable liquids may ignite.

**Emergency gas and electricity shutoff valves** are fitted in the science laboratories and Home Economic rooms.

**2 Evac-chairs** are available – one each located on the middle staircase on the middle and top floor sections. There are three staff members (2025) trained on using these chairs to evacuate mobility impaired persons in case of an emergency when the lift is not available for use.

#### **4 Evacuation.**

Fire evacuation maps, fire action notices and signage for firefighting equipment are displayed in every classroom, office and teaching space. These are checked annually to ensure accuracy and visibility, with immediate replacement of missing or damaged signage.

##### ***If you discover a Fire as a staff member:***

- 1) **Activate the alarm** – the nearest Fire Break Glass Unit, (or/and call 999 or 112 on a landline or mobile phone). Alert others in the building and report the location of the fire and have them institute the emergency procedures
- 2) **Close all doors** in the immediate area of the fire to control movement of smoke
- 3) **Extinguish** the fire (if you are competent) with a fire extinguisher only if it is very small and confined to a small area. **If the fire is too large or there is excessive smoke or heat, leave the area and close the door to contain the fire**
- 4) **Evacuate** to the assigned assembly point (with your class group)

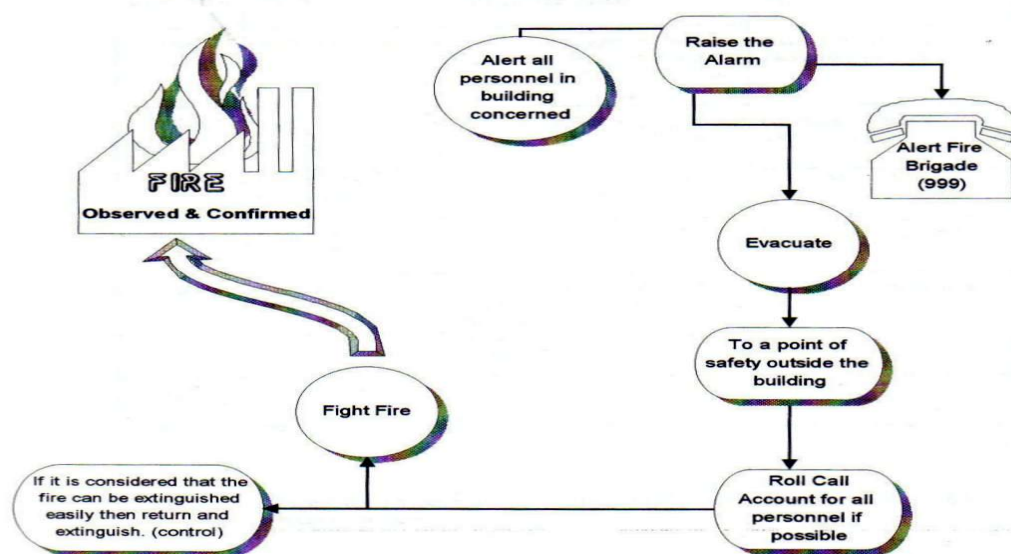
##### ***Advice for students if a fire occurs or during a fire drill exercise when the alarm sounds:***

1. On hearing the alarm follow the instructions given by the person in charge of the room
2. Check your exit door and colour
3. Leave quietly in single file
4. Leave all belongings behind
5. At all times move quietly and calmly to your exit
6. Do not return for any reason
7. The last person out should close the classroom door
8. If you are not in a classroom leave by the nearest exit and join your class at the **Assembly Point**

### At the **Assembly Point**:

1. Stand in single file at the correct colour point
2. The teacher will take a roll for each class
3. Return only when instructed by the same route

Remember, if you discover a fire raise the alarm. Shout: **Fire** and/or trigger the nearest **Break Glass**



## 5 Fire Assembly Points

The **Fire Assembly Points** for Coláiste Bríde are located on the basketball courts. Each year group assembles at particular sections of the basketball court as indicated by the year group numbers located on the fence at the rear of the court. These assembly points are highlighted on an evacuation plan for the school.

## 6 Evacuation Drills

- ◆ Formal evacuation procedures will be carried out at least once per term and a record maintained in the main office
- ◆ Each year group has a designated space and assembly point in the basketball court assigned to them
- ◆ Time taken to evacuate and any deficiencies encountered will be noted in the school 'fire drill report' form

- ◆ Each individual using the school facilities should have a clear understanding of the evacuation procedures and evacuation route to their designated assembly point
- ◆ The attention of staff (including trainee staff) and students should be brought to; location of firefighting equipment, how to raise the alarm and the evacuation procedures and evacuation routes on a regular basis by the Principal (or other delegated staff member)
- ◆ Staff should be encouraged to ensure that their working methods do not present unnecessary obstacles in the event of an emergency evacuation
- ◆ Students should be encouraged to ensure that school bags do not present unnecessary obstacles in the event of an emergency evacuation.

The below are the currently trained Fire Wardens in Coláiste Bríde.

Claire Keady
Elaine Lawlor
Lorraine McConkey
Courtney O'Driscoll
Eamonn Flynn
Gillian Beere
Niamh Crooks
Robert Barry

## 8 Emergency Phone Numbers

	Location	Telephone number
<b>Emergency</b>	<b>All Services</b>	<b>112 or 999</b>
Coláiste Bríde	Reception	(01) 459 1158
Local Ambulance Service	Dublin	999 or 112
Local Fire Brigade	Dublin	999 or 112
Local Garda Station	Clondalkin	(01) 666 7600
Garda Liaison	JJ Walsh	(01) 666 7600
Bord Gáis	Dublin	1850205050
Electric Ireland	Dublin	(01) 862 8300

Health and Safety Authority	Dublin	1890289389
Principal	Marie-Therese Kilmartin	(01) 459 1158
Deputy Principal(s)	Niamh O'Brien Louise Ronan Lorraine McConkey	(01) 459 1158
Chairperson	Tracey Whelan	(01) 459 1158
Safety Representative	TBC	(01) 459 1158
Designated Liaison Person	Lorraine McConkey	(01) 459 1158
Security Alarm system	Precision Security	(01) 294 3580
Fire Alarm system	Manguard	0818 313 300
Fire Extinguisher Maintenance	KLM Fire Prevention Ltd.	087 221 7200
Caretaker(s)	Alex Byrne John O'Reilly	(01) 459 1158
Patron	CEIST	(01) 6510350
School Chaplain	Jacqueline Wall	(01) 459 1158

## Part 4

### Accident Reporting and Investigating

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## 1 General

An **Accident** is "any unexpected, unforeseen or unplanned occurrence that interrupts or interferes with orderly progression of an activity."

A **Dangerous Occurrence** is "an occurrence which occurs at the place of work as specified in the Safety, Health and Welfare at Work (General Application) Regulations 2007."

## 2 Accident Reporting Procedures

All accidents must be reported immediately or without unreasonable delay to the Principal or the Deputy Principals.

All injuries received at Coláiste Bríde are recorded in the school incident report form and filed in the Deputy Principal's office (Lorraine McConkey ). A copy of the school incident report form can be found in the appendices of this document.

### **Notification of Accidents and Dangerous Occurrences**

All accidents and dangerous occurrences are notifiable to the Health and Safety Authority using the Accident Report **Form IR1** and Dangerous Occurrences **Form IR3** respectively (see appendices). As a summary of the General Application Regulations, the following accidents or incidents are reportable as above:

- ◆ If due to any injury received at work a person dies or is prevented from performing their normal work for more than three days (excluding the day of the accident but including any holiday or weekend).
- ◆ Any other person who is not at work but as a result of an accident related to a place of work or work activity dies or receives an injury resulting in that person requiring medical treatment (i.e. injury to a member of the public or other contractor or sub-contractor).

### **3 Procedures in the event of an accident**

Minor accidents:

Appropriate first aid should be administered by a trained staff member and professional advice sought when in doubt. Parents/guardians should be contacted if a student needs reassurance or if external medical assistance is being sought. Complete the incident report form.

Serious Accidents:

When a serious accident occurs the most senior staff member present takes charge of the proceedings and the following procedures are followed:

- ◆ Administer first aid if appropriate while waiting for external medical assistance or the emergency services
- ◆ If there is a risk of further injury move injured person to safety, otherwise do not move them
- ◆ If emergency services are summoned ensure they are given the exact location so they can access the injured person
- ◆ Establish location of hospital
- ◆ Notify family/guardian and appoint a suitable person to travel with the injured person to hospital

- ◆ Ensure that the scene of the accident is not disturbed and if Health and Safety Authority are to inspect the scene do not move anything unless further serious risks have to be avoided
- ◆ Gather all information immediately about the accident. Obtain statements from and take photographs or draw sketches of the scene
- Complete the **Incident Report Form** (see appendices) and give assistance to the Principal and Health and Safety Authority Inspector if/when they carry out an investigation
- ◆ Get clearance from the Principal before resuming the particular task on which the injured person was involved

#### **4 Arrangements for other emergencies**

Accidents and dangerous occurrences to be investigated will also include substantial damage to property, or near misses.

Once the cause has been established the Board of Management will initiate procedures to have the cause eliminated either by removing the particular hazard or having it guarded in such a manner so as to prevent any further accidents and if this is not possible have the “hazard” included in the Safety Statement and outline appropriate risk reduction measures. All preventative measures recommended will be issued to all staff.

#### **5 ‘At Risk’ students**

Students who have ongoing medical problems e.g. diabetic or other controlled conditions may need medical interventions during the school day. Staff will be informed and trained on how to deal with an emergency situation of ‘at risk’ students in their classrooms when the need arises.

Parents of children with known allergies are responsible for informing the Principal of any assistance that may be needed for a student with food allergies.

#### **6 Staff Responsibilities**

All employees and self-employed persons who may be engaged in work on the school premises must report all accidents (including minor ones) and dangerous occurrences to the Principal or Deputy Principals as soon as possible following the incident.

Where a member of staff, the public or a student receives an injury while on the premises staff should record the details of the incident, the name of the injured party, any assistance rendered and name and contact details of any witnesses and forward this information to the Principal or Deputy Principals as soon as possible after the incident.

## Part 5

### Consultation around Safety, Health and Welfare

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## **1 Introduction**

Part 4 of the Safety, Health and Welfare at Work Act 2005 provides for consultation between employers and employees with regard to safety, health and welfare at work to help ensure co-operation in the prevention of accidents and ill health in the workplace. As part of the consultation process employees have the right to select and appoint a safety representative or by agreement with their employer more than one safety representative to represent them in consultations with the employer on matters of safety, health and welfare at the place. The employer must also provide information on safety health and welfare at the workplace to employees or their safety representative.

## **2 Safety Representative**

The Board of Management and the Principal will support the selection and appointment by staff of a Safety Representative. If no selection is made by staff the Principal may nominate a member of staff to fill the role as School Safety Representative. This appointment will be reviewed annually. Should an objection be made to an appointment or further nominations are received for the position, the Board of Management and the Principal will support the election of the Safety representative by the staff employed at the time.

For the School Year 2025-2026, Gretchen Ridgeway is the nominated Safety Representative in Coláiste Bríde.

As a Safety Representatives she is entitled to time-off work, without loss of remuneration, to discharge her functions and to be trained for their role.

There are no duties associated with the Safety Representative but there are rights and functions. These are listed in the 2005 Act and outlined in *The Safety Representatives*

*Resources Book and Guidelines on Safety reps* on [www.hsa.ie](http://www.hsa.ie). A short awareness-raising course is available free of charge for safety representatives on <http://hsalearning.ie>.

### **3 Safety Committee**

A Safety Committee facilitates the exercise of the rights of staff to be consulted and to make representations to the Board of Management in matters concerning safety, health and welfare. While employees are entitled to select a Safety Representative, the establishment of a Safety Committee is a matter for agreement between Board of Management and the school staff.

A Safety Committee is in place in Coláiste Bríde and the members of the current committee are: Alex Byrne, Gretchen Ridgeway, Siobhan Synnott, Debbie Mc Ardle, Gillian Beere, Rob Barry, Claire Keady, Eamonn Flynn, Courtney O'Driscoll, Niamh Crooks and Lorraine Mc Conkey.

The following are some of the duties of the Health and Safety Committee:

- To monitor and review the practical implementation of new legislative requirements
- To seek solutions to Health, Safety and Welfare issues which arise
- To develop and implement safe systems of work
- To consider reports from enforcing authorities, internal inspections etc. and make recommendations for consequent improvement to health and safety procedures
- To liaise with staff on Health, Safety and Welfare issues
- To devise Health, Safety and Welfare policies as required
- To advise the Board of Management on the allocation of resources for the implementation of the School's Health, Safety and Welfare Policy
- To consider safety and health training needs

The committee meet twice a year and report their findings to staff at staff meetings or orally at break times. An annual report is given to the Board of Management outlining:

- Number of fire drills

- Number of incidents/accidents
- Health, Safety and Welfare training completed by staff members
- New safety arrangements (since last report)
- Safety equipment purchased/maintained
- Safety deficiencies (if any)
- Report and update on other relevant safety, health and welfare issues in school

#### **4 Board of Management Duties**

As an employer, the Board of Management will:

- ◆ Consult with all staff and/or the Safety Representative (Gretchen Ridgeway) on any proposed measures likely to substantially affect their safety, health or welfare at work
- ◆ Provide staff and/or the Safety Representative (Gretchen Ridgeway) with the results of all risk assessments and consult with them on the preparation of the Safety Statement
- ◆ Provide staff and/or the Safety Representative (Gretchen Ridgeway) with other relevant information, including details of any reportable accident, illnesses or dangerous occurrences, the names of any competent persons appointed to advise on safety, health and welfare matters and the preventative and protective measures to be taken to avoid risks (i.e. a copy of the Safety Statement) This information will be in a form and language likely to be understood by the staff
- ◆ Refrain from penalising any staff member for acting in accordance with safety and health laws or for reporting complaints regarding safety, health and welfare matters at work
- ◆ Recognise that the Safety Representative (Gretchen Ridgeway) has various rights including the right to:
  1. Inspect the place of work
  2. Investigate accidents and dangerous occurrences (as long as this does not interfere with an investigation being carried out by a Health and Safety Authority Inspector)
  3. Investigate complaints made by staff (after giving reasonable notice to the employer)

4. Be given time off work, without loss of remuneration, to receive appropriate training
5. Accompany a Health and Safety Authority Inspector carrying out an inspection at the workplace
6. Make representations to the employer on safety, health and welfare
7. Make representations to and receive information from a Health and Safety Authority Inspector
8. Consult and liaise with other appointed school safety representatives

## **5 Staff Meetings**

The Principal and Deputy Principals will be available at all reasonable times to discuss and examine all health, safety and welfare issues of concern to employees, students or contractors/visitors.

Safety is the responsibility of every person on the school premises and the more people educated, interested and encouraged to participate in health, safety and welfare issues in Coláiste Bríde the better. Meetings are a valuable tool in successfully implementing and improving key elements of the safety programme within the school. Staff meetings are held regularly during the academic year. All staff are encouraged to make comments and suggestions on health, safety and welfare issues which affect them or others with a view to promoting and developing measures to ensure a safe working environment.

In addition, individual subject department meetings will identify and plan for the provision of personal protective equipment and for subject specific preventative measures. These will be reported to school management and staff.

It is essential for the success of the safety management system within the school for the reduction/elimination of hazards and risks that:

- The Board of Management commits the necessary resources of personnel, time and money to the process
- Sensible recommendations from the staff meetings/subject department meetings are taken into account and acted upon by the Board of Management and Principal

- That health, safety and welfare is on the agenda for all Board of Management and staff meetings.

The safety agenda within Coláiste Bríde for staff and Board members could include the following:

- ◆ Progress reports on the implementation of the policies as set out in the Safety Statement
- ◆ The accident record book may be examined and compared to that at the last meeting
- ◆ Preventative recommendations of any recent serious accidents or dangerous occurrences will be analysed
- ◆ Safety improvements and initiatives undertaken in subject departments
- ◆ Consideration of inspection reports
- ◆ Reports and feedback on safety training courses attended by staff
- ◆ Updates on legislation
- ◆ Annual health, safety and welfare report given to Board of Management.

## **6 Induction Training**

A short period of induction will be given by the Principal or a designated staff member for new employees joining the staff. This will include:

- ◆ Receiving a copy of the staff handbook/diary
- ◆ Completion of the Staff Induction Checklist (See appendices)
- ◆ A tour of the premises for familiarisation purposes
- ◆ Fire emergency procedures, location of exits, assembly points and training on firefighting apparatus
- ◆ Details of accident reporting and investigation procedures
- ◆ A discussion on the hazards in the workplace (particularly those relating to their own area of work), preventative measures in force and the Safety Statement.
- ◆ An explanation of the consultative process, name of Safety Representative and staff meetings
- ◆ A detail of the new employee's safety responsibilities
- ◆ Details of further training (if required or identified)

- ◆ Receiving a copy of the School Safety Statement
- ◆ Signing of induction sheet

All substitute teachers, student teachers, temporary staff and visiting professionals receive a safety induction prior to commencing duties, including emergency procedures, hazard reporting and supervision requirements.

## **7 Training**

It is the policy of Coláiste Bríde to ensure that all employees are adequately trained in the policies and procedures that apply in the school. Training within departments/practical subjects may include the identification of the risks associated with hazardous situations or substances they may come in contact with during their working day.

Training to do with the professional development of staff including health, safety and welfare is arranged by the School Authorities, the Department of Education and Science (DES), Teachers' Trade Union, Management and Professional Associations. Additional training around health, safety and welfare can be arranged by the Principal in consultation with staff and the Board of Management.

The school operates a formal Training Needs Analysis process to ensure staff receive the training necessary to carry out duties safely. Training needs are identified annually based on legislative requirements, risk assessment findings and operational needs.

## **8 Welfare Facilities**

A staff room is provided for the use of staff members which is equipped with modern facilities and a kitchen lady is employed to assist with the serving of light refreshments during the two break times and ensuring the catering equipment used in the staffroom is maintained in a clean and hygienic condition at all times.

Separate staff toilets are provided for staff use on each floor. Staff also have access to shower facilities on the ground floor.

A lift is available to staff (and students) with disabilities and this is maintained in line with manufacturer's guidelines.

All facilities will be maintained in a clean and hygienic condition at all times and access to all facilities shall be kept clear.

A fully equipped canteen is available to students.

Students' changing rooms in the sports building are equipped with shower facilities with toilet facilities nearby.

## **9 Commitment to Staff Welfare**

The Board of Management of Coláiste Bríde is very cognisant that staff are the most important asset at the school's disposal and takes their welfare very seriously. The following is some of the strategies adopted by the school to look after staff welfare:

- Providing continuous professional development opportunities in a variety of ways.
- Upholding of School Mission Statement, Presentation ethos and CEIST values for all members of the school community.
- Coláiste Bríde promotes positive mental health strategies throughout the school year as well as during "*Wellbeing Week*".
- Promotes DES Inspire Workplaces.
- Provision of welcoming, attractive, clean physical environment to promote quality teaching and learning.
- Promotion of teamwork by all staff.
- Staff peer support through social activities.
- Organising guest speakers on personal welfare.
- Organising and paying for the annual staff dinner.
- Quality school facilities are available to staff with due regard to school policies.
- Principal and Deputy Principals always available should staff need emotional support.



## Part 6

### School Policies and Procedures

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# 1 Dignity at Work

The Board of Management of Coláiste Bríde recognises that all staff members have a right to a workplace free from bullying and sexual harassment and is fully committed to ensuring that every staff member will enjoy that right. Each and every employee has a duty to uphold the right of every individual in the facility to work in an environment that is free from bullying and harassment of any kind.

The Dignity in the Workplace Policy applies to all persons employed in Coláiste Bríde. This network of relationships must be underpinned by a deep respect for people and is characterised by courtesy, tolerance, loyalty and respect for the integrity of all as the facility works towards a common vision.

The detailed policy is available to all school staff and the policy is subject to periodic review.

## Dignity at Work – Coláiste Bríde

This ‘Dignity in the Workplace Policy’ consists of two important sections:

- A. Anti-Bullying Policy
- B. Harassment and Sexual Harassment Policy

### A. Anti-Bullying Policy

#### Contents

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Ratified 19/03/2024

#### 1. Policy Statement

Coláiste Bríde is committed to providing a safe working environment where employees are treated with dignity and respect in an environment which is free from all forms of bullying.

This Anti-Bullying Policy (hereafter the “Policy”) has a strong preventative focus, emphasising the duties of all employees to create and maintain a working environment in which everyone is treated with dignity, courtesy and respect and where diversity is valued.

Where complaints of bullying occur, the Policy aims to ensure that all parties will be treated with fairness, sensitivity, respect and confidentiality, and with due regard to the rights of all parties. The Policy recognises the importance of early intervention in managing complaints of bullying. A key objective is to ensure that all reasonable efforts are made to deal with complaints at local level, informally where appropriate.

The Policy promotes mediation as an essential tool in resolving complaints. Mediation is a voluntary process that can be entered into at any stage of the complaints management process and will be actively encouraged from the earliest stage possible where appropriate.

The Policy provides a framework in which complaints of bullying will be taken seriously and will be followed through to resolution. Employees who make complaints and who support such employees will not be victimised.

Where it is established that a person accused of bullying has a case to answer, appropriate action will be taken which may include disciplinary action or other appropriate sanctions.

Vexatious or malicious complaints may lead to disciplinary action or other appropriate sanctions.

## 2. Background and Context

It is widely recognised that bullying can have a devastating effect on those subjected to such behaviours. Workplace bullying can undermine staff morale and result in absenteeism, stress-related illness, employee turnover and litigation.

The Safety, Health and Welfare at Work Act 2005 obliges an employer to provide, as far as is reasonably practicable, a safe working environment which is free from bullying.

This Policy is an essential tool in meeting the school’s statutory health and safety obligations with regard to preventing and managing risks associated with the hazards of bullying in the workplace.

Employers and employees have specific duties under the Safety Health and Welfare at Work Act 2005 directly or indirectly related to preventing, managing and controlling the risks arising from bullying.

This Policy is based on The Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (2021) (hereafter the “Code”) developed by the Health and Safety Authority (HSA) and the Workplace Relations Commission (WRC).

(This Code replaces and updates the Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work, which was issued by the HSA in 2007 and the Code of Practice Detailing Procedures for Addressing Bullying in the Workplace by the then Labour Relations Commission, now WRC, in 2002.)

Ratified 19/03/2024

The Code retains the core definition of bullying as outlined in the previous codes and provides updated guidance which is reflective of developments in the case law on bullying.

The Code highlights that behaviour can be either bullying or harassment but cannot be both as these are two legally distinct concepts.

This policy addresses behaviours which come within the definition of workplace bullying only.

The policy does not extend to harassment or sexual harassment under the Employment Equality Acts 1998-2015, which are addressed in the school’s Harassment and Sexual Harassment Policy.

The Policy emphasises the importance of assessing each complaint on its own merits in order to determine the most appropriate way of addressing a complaint. This may be under the initial informal or secondary informal stage, through mediation, or through the formal procedure.

### 3. Scope

This policy extends to bullying by employees, including students on teaching placement,

- At the workplace.

- Outside of the workplace during the course of employment, such as on school trips, and at work-related events or social functions.

Nothing in this policy limits the rights of school management to investigate any matter which relates to bullying, in circumstances other than where a complaint has been made.

This policy does not apply to:

(a) Complaints of bullying made by employees against students. Such complaints will be dealt with in accordance with the school's Code of Behaviour;

(b) Matters of the professional competence of teachers, which are dealt with in accordance with Department of Education Circular Letter 0049/2018;

(c) Incidents between employees which occur outside of the school setting and/or school events and which do not have a nexus to the work of the school and its employees;

(d) Complaints which are the subject of legal proceedings;

(e) Complaints subject to criminal investigation by An Garda Síochána;

(f) Complaints which fall outside the definition of bullying which may be addressed through other agreed procedures, for example, the Harassment and Sexual Harassment Policy or the appropriate grievance procedure;

(g) Complaints of bullying, made by a student(s) against employees. Such complaints may be dealt with under the appropriate disciplinary procedures and/or child protection procedures;

(h) Complaints by parents. These will be dealt with through other relevant procedures.

Ratified 19/03/2024

### 4. Definitions

#### 4.1 What is Bullying?

"Workplace bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could be reasonably regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work, but, as a once off incident, is not considered to be bullying."<sup>1</sup>

"Workplace Bullying should meet the criteria of an on-going series of accumulation of seriously negative targeted behaviours against a person or persons to undermine their esteem and standing in a harmful, sustained way. Bullying behaviour is offensive, on-going, targeted and outside any reasonable norm. A pattern and trend are involved so that a reasonable person would regard such behaviour as clearly wrong, undermining and humiliating. It involves repeated incidents or a pattern of behaviour that is usually intended to intimidate, offend, degrade or humiliate a particular person or group of people - but the intention is not important in the identification process."<sup>2</sup>

It is recognised that bullying at work can involve employees in many different work situations and at all levels across the organisation.

Workplace bullying can include conduct offensive to a reasonable person, for example oral or written slurs, physical contact, gestures, jokes, displaying pictures, flags/emblems, graffiti, or other material that state/imply prejudicial attitudes that are offensive to fellow employees.

The Code states that behaviour which makes for a bullying pattern will likely include not just one but a range of the following examples. This list is not exhaustive.

- Exclusion with negative consequences;
- Verbal abuse/insults;
- Being treated less favourably than colleagues in similar roles;
- Belittling a person's opinion
- Disseminating malicious rumours, gossip or innuendo;
- Socially excluding or isolating a person within the work sphere;
- Intrusion – pestering, spying or stalking;
- Intimidation/aggressive interactions;
- Excessive monitoring of work;
- Withholding information necessary for proper performance of a person's job;
- Repeatedly manipulating a person's jobs content and targets;
- Blaming a person for things beyond their control;
- Use of aggressive and obscene language;
- Other menacing behaviour.

1 As defined, with emphasis, in SI No 674 of 2020, Industrial Relations Act 1990 (Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work) Order 2020

2 SI No 674 of 2020, Industrial Relations Act 1990 (Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work) Order 2020, p.11

Ratified 19/03/2024

### Cyberbullying and Cyber Harassment

Any reference to bullying throughout this policy shall include cyberbullying and cyber harassment. Cyberbullying or cyber harassment is a form of bullying or harassment carried out through the use of cyber, digital or electronic means, including, but not limited to, computers, tablets, mobile phones, game systems and other devices.

Cyberbullying and cyber harassment can occur through SMS, texts, and apps, or online via social media posts, forums, or gaming where people can view, participate in, or share content. Examples of cyberbullying and cyberharassment include sending, posting, or sharing negative, harmful, false, or mean content about another person. It can include sharing personal or private information about someone else, causing embarrassment or humiliation or the impersonation of another person.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and TikTok
- Text messaging and messaging apps on mobile or tablet devices, such as WhatsApp
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, message boards and gaming

### 4.2 What is not bullying at work?

It is important to distinguish bullying from other inappropriate behaviours or indeed appropriate workplace engagement.

As set out in the definition above, a once-off incident of bullying behaviour may be an affront to dignity at work and may be unsettling but does not of itself make for an adequate level of

distress as to fall within the definition of bullying. Other remedies should be sought for these scenarios.

As a once-off, such behaviours cannot be presumed to be done in a targeted, purposeful and unremitting way.

Apart from once-off behaviours, other on-going behaviours which may upset or unsettle a person may not come within the bullying definition either.

Behaviour considered bullying by one person may be considered routine interaction by another, so the “reasonableness” of behaviours over time must be considered.

Disrespectful behaviour, while not ideal, is not of itself bullying.

Conflicts and disagreements do not, of themselves, make for a bullying pattern either.

There are various workplace behavioural issues and relationship breakdowns which may be troubling, upsetting and unsettling but are not of an adequate level of destructiveness to meet the criteria required for a bullying complaint.

Objective criticism and corrections that are intended to provide constructive feedback to an employee are not usually considered bullying, but rather are intended to assist the employee with their work.

Bullying does not include the following:

- An isolated incident of inappropriate behaviour, which may be an affront to a person’s dignity at work, but as a once-off incident, is not considered to be bullying;
- Expressing differences of opinion strongly;
- Offering constructive feedback, guidance, or advice about work-related behaviour which is not of itself welcome;
- Ordinary performance management, including fair and constructive criticism and/or feedback in relation to an employee’s performance, conduct or attendance;

Ratified 19/03/2024

- Reasonable corrective action taken by an employer or supervisor relating to the management and direction of employees (for example managing an employee’s performance, taking reasonable disciplinary actions, or assigning work);
- Workplace conflict where people disagree with, or disregard the other’s point of view;
- Complaints relating to reasonable instructions issued by management, including the assignment of normal duties or relating to terms and conditions of employment.

This list is not exhaustive.

#### 4.3 What is Harassment?

Harassment that is based on any of the following grounds of gender, civil status, family status, sexual orientation, religious belief, age, disability, race, or membership of the traveller community (the “prohibited grounds”) is a form of discrimination in relation to conditions of employment.

Harassment is defined in section 14A(7) of the Employment Equality Acts 1998-2015 (“EEA”) as any unwanted conduct related to any of the prohibited grounds that has the purpose or effect of violating a person’s dignity at work and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

The conduct at issue may not be specifically directed at a particular employee but may nevertheless have the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for that person. It is the effect of the behaviour on the recipient, rather than the intention of the alleged harasser, which is relevant.

Unwanted conduct based on one of the prohibited grounds may be harassment even if the person does not have that relevant characteristic, but where the perpetrator believes that the employee does. For example, where the perpetrator believes that the employee is gay and the employee is not, or where the perpetrator believes the employee has a particular disability and the employee does not.

The unwanted conduct may consist of acts, requests, spoken words, gestures, or the production, display or circulation of written words, pictures or other material.<sup>3</sup>

Unlike bullying, a single incident may constitute harassment.

The Code of Practice on Sexual Harassment and Harassment at Work provides the following nonexhaustive list of examples of harassment:

- Verbal harassment - jokes, comments, ridicule or songs;
- Written harassment – including graffiti, SMS, emails, social media or internet posts;
- Physical harassment - jostling, shoving or any form of assault;
- Intimidatory harassment - gestures, posturing or threatening poses;
- Visual displays such as posters, emblems or badges;
- Excessive monitoring of work;
- Isolation or exclusion from social activities; and
- Unreasonably changing a person's job content or targets.

3 Section 14A(7)(a) and (b) of the Employment Equality Acts 1998 - 2015

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The above list is not exhaustive.

Please refer to the school's Harassment and Sexual Harassment Policy for information on how to address a complaint of harassment.

#### 4.4 What is sexual harassment?

Sexual harassment is defined in section 14A(7) of the EEA as any form of verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

The conduct at issue may not be specifically directed at a particular employee but nevertheless has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. It is the effect of the behaviour on the recipient, rather than the intention of the alleged harasser, which is relevant.

Many forms of behaviour can constitute sexual harassment. A single incident may constitute sexual harassment.

The Code of Practice on Sexual Harassment and Harassment at Work provides the following non-exhaustive list of illustrative examples of sexual harassment:

- Physical conduct of a sexual nature - This may include unwanted physical contact such as unnecessary touching, patting or pinching or brushing against another employee's body, assault and coercive sexual intercourse;
- Verbal conduct of a sexual nature - This includes unwelcome sexual advances, propositions or pressure for sexual contact, continued suggestions for social contact outside the workplace after it has been made clear that such suggestions are unwelcome, unwanted or offensive, suggestive remarks, innuendo or lewd comments, graffiti, written materials, emails, text messages or social media posts;

- Non-verbal conduct of a sexual nature - This may include the display of pornographic or sexually suggestive pictures or objects. It may also include stalking, indecent exposure, leering, whistling or making sexually suggestive gestures; and
- Gender-based conduct - This includes conduct that denigrates or is abusive of an employee for reasons related to their sex such as derogatory or degrading abuse or insults which are gender-based. This might include conduct that insults or degrades an employee because they are pregnant or because they are transgender.

The examples stated in this policy are not an exhaustive list.

Please refer to the school's Harassment and Sexual Harassment Policy (Part B of this Policy) for information on how to address a complaint of sexual harassment.

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## 5. Roles and Responsibilities under the Policy

### 5.1 Complainant

Where an employee raises a complaint under the complaints procedure outlined below, they will be referred to as "the Complainant".

### 5.2 Respondent

Where an employee raises a complaint under the complaints procedure outlined below, the individual regarding whom the allegation is made against will be referred to as "the Respondent".

### 5.3 Management

The most effective way of eliminating bullying is by fostering and supporting an environment which is positive and inclusive. School management has a key role in creating and maintaining a positive workplace culture which is free from any form of bullying, where complaints are addressed expeditiously with a minimum of distress to all parties involved.

In particular, management should:

- Ensure the implementation and regular review of this policy and procedures;
- Provide information in relation to prevention, policy and procedures to employees on induction and promote awareness of this Policy on a regular basis;
- Set a good example by treating everyone in the workplace with courtesy and respect;
- Provide training on this Policy;
- Be vigilant for signs of bullying at work and take action before a problem escalates;
- Deal sensitively with employees involved in a complaint, whether as Complainant or Respondent;
- Ensure that the Complainant and Respondent are treated fairly;
- Ensure that an employee is not victimised for having made a complaint;
- Communicate actively, promptly and transparently with the Complainant and the Respondent in relation to any informal or formal complaint, while maintaining appropriate confidentiality;
- Monitor and follow up the situation after a complaint is made.

### 5.4 Employees

Under the Safety, Health and Welfare at Work Act 2005, all employees have a duty not to engage in improper conduct or behaviour which is likely to endanger their own safety, health and welfare at work or that of any other person.

All employees have a role in promoting a workplace culture that is free from any form of bullying.

All employees have a responsibility to behave with dignity and respect towards one another in the workplace. This applies both in individual interactions and in interactions with other employees, students, parents, volunteers, contractors and anyone present in the school.

Employees have an obligation to cooperate with any investigation of complaints of bullying, whether at the informal or formal stage, or in circumstances other than where a complaint has been made.

Employees have an obligation to provide any relevant information that may assist in such investigations.

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### 5.5 Contact Person

A Contact Person is available to provide information to any employee who may have a query in relation to the operation of this Policy.

The role of the Contact Person is to provide information and emotional support in a confidential manner to any employee who feels that they are being subjected to bullying.

The Contact Person will provide the employee with a copy of the Policy and explain the options open to the employee.

The role of the Contact Person is limited to providing support to the employee; the Contact Person has no role in advising or directing the employee to take a particular course of action.

It is not the role of the Contact Person to act as an advocate or representative of the employee and the Contact Person may not approach the alleged perpetrator(s) on an employee's behalf.

The Contact Person has no role in the investigation of complaints and should keep no records of any discussions with the employee.

A list of contact persons is available on the staff noticeboard.

### 5.6 Nominated Person

A Nominated Person manages the complaint on behalf of the School under the secondary informal procedure. The Nominated Person will normally be at Deputy Principal level.

## 6. Complaints Procedure

### 6.1 Overview

This Policy emphasises the importance of early intervention and, where appropriate, use of an informal approach, offering as it does the best possible potential for a good outcome, particularly with regard to restoring workplace relationships.

It is recognised that an informal approach may allow for unwanted behaviour to be addressed without the need for a Complainant to have recourse to any other action.

The procedure for managing complaints consists of an informal process with two stages and a formal investigation.

Each complaint will be assessed on its own merits in order to identify the most appropriate means of dealing with the matter, including whether stages of the procedure should be bypassed.

In certain circumstances, a serious complaint or allegation of bullying may be referred by management for formal investigation at the outset.

While every effort should be made to resolve the complaint by using and exhausting informal procedures, such efforts may not succeed, and it may be determined that the matter should proceed to investigation.

Where this occurs, the investigation process is designed to deal with complaints promptly, with minimum distress for the parties involved, using fair procedures which uphold the rights of all parties.

The Code provides that organisations should monitor complaints and how they are resolved in order to evaluate, improve and update the policy and procedures at regular intervals. Appropriate records will be kept while observing data protection/GDPR requirements.

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## 6.2 Mediation

Mediation is strongly encouraged as a means of trying to resolve complaints. It is important that employees are made aware of how mediation operates and of the potential benefits of engaging in mediation in order that they can make an informed decision on whether to engage.

Parties will be encouraged to consider mediation from early on in the complaint management process, where appropriate.

The objective of mediation is to resolve the matter speedily and confidentially with the minimum of conflict and stress to the individuals involved.

Mediation requires the voluntary participation and cooperation of both parties in order to work effectively.

Although it is recognised that mediation is more likely to have a better outcome when the parties engage at an early stage, the parties can choose to engage in mediation at any stage of the process, including during or after formal investigation.

The mediation process is strictly confidential to the parties.

## 6.3 Initial Informal Procedure – Stage 1

An informal approach may address the unwanted behaviour without the need for further action. This is an informal mechanism that is designed to be flexible in order to allow for minor complaints to be dealt with quickly. Ideally, this initial informal response would address the unwanted behaviour effectively, without the need for a Complainant to have recourse to further action.

Before deciding on what course of action to take, if any, the Complainant may wish to discuss the matter on a confidential basis with the Contact Person. The role of the Contact Person is a supportive, informative role and is outlined in paragraph 5.5 of the Policy.

(a) A Complainant who believes that they are being bullied may approach the Respondent directly in order to make the person aware that the behaviour concerned is unwelcome. In doing so, the Complainant should focus on the facts regarding the alleged unacceptable behaviour and its effects on them.

(b) If it is more suitable, the Complainant should put their concerns in writing to the Respondent, focusing on the alleged unacceptable behaviour and the effects of same.

(c) Sometimes the alleged perpetrator is genuinely unaware that their behaviour is unwelcome and causing distress to the Complainant. An informal discussion is often sufficient to make the person aware of the effects of their behaviour and can lead to a greater understanding and an agreement that the behaviour will stop.

(d) Alternatively, if the Complainant is not comfortable raising the matter directly with the Respondent, or if a direct approach does not resolve the matter, the Complainant may request a Deputy Principal<sup>4</sup> to approach the person on their behalf.

<sup>4</sup> Where the complaint concerns the Deputy Principal, the Complainant may approach another Deputy Principal or, where unavailable, the Principal.

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(e) Where a Complainant requests a Deputy Principal to approach the Respondent, they should do so without delay. Where appropriate, the Deputy Principal should attempt to resolve the matter in a low-key and non-confrontational manner by making the Respondent aware of the effects of their behaviour on the Complainant. The Deputy Principal may arrange to meet with the parties separately or jointly in order to try to reach agreement on a resolution of the matter. Both parties should be reminded of supports that are available, including the availability of the Employee Assistance Service.

(f) Alternatively, the Deputy Principal may encourage the parties to avail of mediation in order to try to resolve the matter, highlighting its effectiveness at resolving complaints at an early stage.

#### 6.4 Secondary Informal Procedure – Stage 2

This more protracted, yet still informal procedure, may be used if the Initial Informal Procedure is unsuccessful or unsuitable due to the seriousness of the issue.

In this procedure, a person will be assigned to handle the complaint on behalf of the organisation - the “Nominated Person”.

The Nominated Person should not be the Contact Person.

The Nominated Person should gather the facts, before establishing the context and the next course of action in dealing with the matter under the informal procedure.

(a) The Complainant and Respondent should be advised that a Nominated Person has been assigned to deal with the complaint and that the Nominated Person will contact both employees directly.

(b) A complaint may be verbal or in writing. Where the Complainant submits their complaint in writing the Nominated Person should meet with them to gather further details in relation to the written complaint. Where an employee does not submit their complaint in writing, the Nominated Person should meet with the Complainant, gather the facts and make a written note of the complaint. It is not the role of the Nominated to interview witnesses or gather evidence, aside from the Complainant’s and, where appropriate, Respondent’s accounts. The Complainant should be provided with copy of the finalised complaint.

(c) If the complaint concerns alleged bullying as defined, and includes concrete examples, the Respondent should be presented with the complaint and their response established. The Respondent will be provided with a copy of the complaint and asked for their response to the complaint. The response may be provided verbally or in writing. (In the event that complaint is not resolved at the Secondary Informal Procedure and proceeds to formal investigation, the written Complainant and written response of the alleged perpetrator will form part of the formal investigation process and employees should be advised of this in advance.)

(d) If the behaviour complained of does not concern alleged bullying, an alternative approach should be put in place and a rationale recorded. It should be noted that if no concrete examples of inappropriate behaviour are given by the Complainant, it must be deemed that there is no complaint to be answered by the Respondent.

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(e) The Nominated Person will adopt a flexible and responsive approach in an effort to resolve the complaint and restore positive working relations. The Nominated Person may meet with the parties separately as well as jointly on a number of occasions.

(f) The Nominated Person may recommend mediation and seek the agreement of the parties to engage in same. Alternatively, the Nominated Person may assist the parties in identifying a method to be agreed between the parties to progress the issue to resolution so that both parties can return to a harmonious working environment without bullying being a factor.

(g) Where inappropriate behaviour of the Respondent has been partly or fully identified, steps should be taken to stop the behaviour and to monitor it going forward so as to prevent a

reoccurrence. This should include the drawing up of a plan with agreed actions which is to be signed by both parties at the final meeting.

(h) The parties will be reminded of the importance of confidentiality in the process and that any breaches thereof may be dealt with under the appropriate disciplinary procedure.

(i) All information disclosed in the course of mediation must remain within the mediation process and must not be disclosed to third parties, including an investigator in the event that the matter proceeds to formal investigation.

## 7. Formal Procedure

Proceeding to a formal process should not be viewed as automatic and it is important that it is recognised that it is the reasonable evidence-based decision of management.<sup>5</sup> Where efforts to resolve the complaint through the informal procedures or mediation have been exhausted and are unsuccessful, or where processing through the informal procedures is deemed to be inappropriate, the complaint may proceed to investigation where management considers this appropriate.

Escalating a complaint to formal investigation should only be done following a review of all aspects of the circumstances surrounding the complaint.

### 7.1 Formal Complaint

The Complainant should make a formal complaint in writing to the Principal.<sup>6</sup> The complaint should be signed and dated and confined to the precise details of the allegation(s), including their dates and the names of witnesses where possible.

The Respondent will be notified in writing that an allegation of bullying has been made against them. The Respondent will be given a copy of the Complainant's statement and a copy this policy and will be advised that they will be afforded a fair opportunity to respond to the allegation(s).

<sup>5</sup> SI No 674 of 2020, p25

<sup>6</sup> Where the complaint involves the Principal, the formal complaint should be made in writing to the Chairperson of the Board of Management, who will assume the role of Principal in the process.

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The complaint will be subject to an initial examination with a view to determining an appropriate course of action. This could be exploring a mediated solution or seeking to resolve the matter informally.

Should either of these approaches be deemed to be inappropriate, the complaint will be referred for formal investigation.

The Complainant and the Respondent should be advised in writing of the aims and objectives of the formal process, the procedures and approximate expected timeframes involved, and the possible outcomes. Both parties should be assured of support throughout the process, including the availability of the Employee Assistance Service.

An initial meeting should be organised by the Principal with the Complainant and Respondent separately. If both parties agree to engage in mediation or to attempt resolution at the earlier informal stage of the policy, the formal investigation can be put on hold, pending the outcome of same.

### 7.2 The Investigation

Where there is no option but to proceed to a formal investigation, the Board of Management will appoint a designated member of the Senior Management Team or an independent third party to conduct the investigation.

The investigation should be governed by Terms of Reference, determined by management following consultation with the Complainant and the Respondent. The Terms of Reference will be based on the written complaint, the response of the Respondent and any witness statements.

The purpose of the investigation is for the investigator to gather the facts and decide, on the balance of probabilities, whether or not the Respondent has a “case to answer” (i.e. that there is sufficient evidence present that the matter should proceed to a disciplinary hearing).

The investigation will be conducted thoroughly and objectively, with due respect for the rights of both the Complainant and the Respondent.

### **Bí Cineálta Policy**

The Board of Management of Coláiste Bríde has adopted the following policy to prevent and address bullying behaviour. This policy fully complies with the requirements of Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools 2024. [Linked here](#)

The board of management acknowledges that bullying behaviour interferes with the rights of the child as set out in the United Nations Convention on the Rights of the Child. We all, as a school community, have a responsibility to work together to prevent and address bullying behaviour and to deal with the negative impact of bullying behaviour.

We are committed to ensuring that all students who attend our school are kept safe from harm and that the wellbeing of our students is at the forefront of everything that we do. We recognise the negative impact that bullying behaviour can have on the lives of our students and we are fully committed to preventing and addressing bullying behaviour.

We confirm that we will, in accordance with our obligations under equality legislation, take all such steps that are reasonably practicable to prevent the harassment of students or staff on

any of the nine grounds specified: gender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community. Definition of bullying Bullying is defined in Cineáltas: Action Plan on Bullying and Bí Cineálta: Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools as targeted behaviour, online or offline that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society. The detailed definition is provided in Chapter 2 of the Bí Cineálta procedures.

Each school is required to develop and implement a Bí Cineálta policy that sets out how the school community prevents and addresses bullying behaviour. Strategies to deal with inappropriate behaviour that is not bullying behaviour are provided for within the school's Code of Behaviour. School Context & Characteristic Spirit Coláiste Bríde is a Catholic all girls voluntary secondary school with a Catholic ethos under the trusteeship of CEIST (Catholic Education An Irish Schools Trust).

In accordance with S.15. (2) (b) of the Education Act, 1998, the Board of Management of Coláiste Bríde shall uphold, and be accountable to the patron for so upholding, the characteristic spirit of the school as determined by the cultural, educational, moral, religious, social, linguistic and spiritual values and traditions which inform and are characteristic of the objectives and conduct of the school.

The school's motto "To Teach, To Guide, To Form" forms the basis of the school's community daily interaction as the student progresses through her educational experience in Coláiste Bríde. In all of this the school community is guided by the values espoused by the patron (CEIST) and the school's mission statement. Coláiste Bríde aims, in the spirit of Nano Nagle's vision; 1. To nurture the personal, academic and spiritual wellbeing of each student in a caring inclusive learning environment with the support of parents/guardians and staff and 2. To cherish equally all students in our care, to prepare them with confidence, strength and a sense of purpose, ready to take their place as respectful citizens and leaders in the 21st century global society. "Catholic Ethos" in the context of a Catholic voluntary secondary school means the ethos and characteristic spirit of the Roman Catholic Church, which aims at promoting: a) the full and harmonious development of all aspects of the person of the pupil,

including the intellectual, physical, cultural, moral and spiritual aspects; and b) a living relationship with God and with other people; and c) a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus; and d) the formation of the pupils in the Catholic faith in accordance with the doctrines, practices and traditions of the Roman Catholic Church, and/or such ethos and/or characteristic spirit as may be determined or interpreted from time to time by the Irish Episcopal Conference. 3 Catholic education is therefore a lifelong process of human growth and development which has been at the heart of the Church's mission since Jesus Christ urged his disciples to "go teach all nations". The person of Christ is the core of Catholic education. Coláiste Bríde draws on the richness of the religious and cultural heritage of the past, interpreted and lived out for students living in today's world. The charisma of founder Nano Nagle of the Presentation Sisters who began this school is of very significant importance in the life of the school. As a CEIST school, Coláiste Bríde values teaching as one of the most important of all human activities. Our school seeks to build a quality learning community that welcomes, and bears witness to the Gospel values of Jesus Christ, expressed through the lens of the CEIST Charter. These are encapsulated in the core values which are intended to support and nourish the lives of the people who are at the heart of our schools; • Promoting Spiritual and Human Development • Achieving Quality in Teaching and Learning • Showing Respect for Every Person • Creating Community • Being Just and Responsible Coláiste Bríde is inspired by the words of Jesus Christ to his disciples, 'Love one another as I have loved you (John 13:34-35) The dignity and uniqueness of every human being as a child of God is acknowledged and affirmed here. The Catholic school is an inclusive community, ideally built on love and formed by the interaction and collaboration of its various components: students, parents, teachers, non-teaching staff and members of the Board of Management. Catholic schools are also outward looking. They are connected to their local parish and Diocese and other local organisations which enrich the life of the school. Our school draws on the rich resources of the local community and, in turn, contributes to the life of the local community

### **The Policy**

The objective of the Board policy is to eliminate workplace bullying and to contribute to a supportive environment where Staff has the right to carry out the work of the School - '*the education of the whole person*'.

The Policy guarantees that all complaints will be taken seriously and investigated promptly, and that all parties involved will be treated with respect.

Staff will be protected from victimisation or discrimination for assisting in an investigation. Victimisation as a result of a member of Staff raising a complaint will not be tolerated.

## **Definitions**

### **Definition of Bullying:**

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

### **Harassment and Sexual Harassment:**

The Employment Equality Act, 1998 and 2004 specifically deals with harassment in the workplace. The new Code aims to give practical guidance and advice. Harassment that is based on the following nine grounds - Gender, Age, Marital Status, Family Status, Sexual Orientation, Disability, Race, Religion or membership of the Traveller Community is a form of discrimination in relation to conditions of employment.

### **Sexual Harassment:**

Sexual Harassment is defined in the Equality Act 2004 as any form of verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

The unwanted conduct may consist of acts, requests, spoken words, gestures or the production, display, or circulation of written words, pictures or other material. (Complaints relating to sexual harassment may be processed through the JMB/ASTI Sexual Harassment for Schools – separate document).

**Harassment:**

Harassment on the other eight grounds covered by the legislation is any unwanted conduct related to any of the eight grounds (other than gender) and the conduct has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. The unwanted conduct may consist of acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material. (Employment Equality Act 2004)

**What Constitutes 'Unacceptable Behaviour'/ Workplace Bullying?**

Bullying can take a number of forms. Under the Health and Safety Act there is a requirement that personnel are consulted in respect of acceptable/unacceptable behaviour and that through this consultation process, the staff will have ownership of the policy as it relates to their school/organization.

A pattern of the following behaviours are examples of types of bullying:

- Exclusion with negative consequences
- Verbal abuse/insults
- Physical abuse
- Cyberbullying
- Being treated less favourably than colleagues
- Shouting
- Intrusion – pestering, spying or stalking
- Menacing behaviour
- Intimidation
- Aggression
- Undermining behaviour
- Excessive monitoring of work
- Humiliation
- Withholding work-related information
- Setting unreasonable and unrealistic targets
- Blame for things beyond the person's control
- Unequal treatment

This list is not exhaustive.

It is noted that a once-off incident is not normally considered to be bullying behaviour.

**What are the Effects of Bullying?**

International research shows that the effects may be physiological, psychological and behavioral.

*Effects on the individual:* research shows that individuals who are continually bullied lose self-confidence as self-esteem is eroded and they are at an increased risk of suffering stress. There may be serious effects on health and the person's career may be adversely affected.

*Effects on the Organisation:* individuals who are bullied will find it difficult if not impossible to give their best in the workplace. Among the well-documented effects are increased sickness/absenteeism, low morale, a tense atmosphere, cliques or factions.

### **Why might an individual be reluctant to take action?**

- Because the particular workplace culture passively supports bullying i.e. staff in general are unaware of the seriousness of bullying.
- Because of fear that the complaint may not be taken seriously.
- Because s/he may be seen as unable for the job or/and a weak person.
- If the alleged bully is a person in authority, there may be the fear management will support the alleged perpetrator(s).
- Because making a complaint could result in further intimidation and increased bullying.
- Because there are no witnesses to the bullying and it would be one person's word against another
- Because s/he might be seen to be lacking in credibility or/and personal status
- Where there are witnesses, these might be unwilling to come forward because they are afraid of being branded troublemakers

### **What can I do to ensure that workplace bullying does not occur in this school?**

- By being familiar with the school policy.
- By participating in in-service with respect to dignity at work.
- By engaging in consultation with respect to the development and review of the dignity in the workplace policy.
- By being aware and educated about workplace bullying.

### **What can I do to stop people bullying me?**

Tell them it has to stop! This may be more difficult for some individuals than for others. It is inappropriate for work colleagues to act out their behaviour in an unacceptable manner. If you find it impossible or difficult to make an approach, tell somebody – the Principal, a Contact Person, the ASTI Steward, a Deputy Principal, or other...GET HELP AND SUPPORT.

### **What may be the consequences of not dealing with workplace bullying?**

There are consequences for the individuals who perceive themselves to be targets of bullying behaviour, for the alleged perpetrators(s), for organisational culture/ethos and for the Board of Management.

### **Are there performance criteria by which the success of the Policy might be judged?**

- The existence of a policy on Dignity in the Workplace and the prevention of workplace bullying forms part of health, safety and welfare at work
- Awareness/availability of Policy
- Existence of Charter in a visible place: Dignity in the Workplace
- Dignity in the Workplace as well as inappropriate/bullying behaviour are defined in the Board Policy
- Employee's right to complain is respected
- Informal resolution of complaints is encouraged.

### **Procedures for dealing with workplace bullying**

There are two stages for dealing with cases of alleged bullying:

Stage One: Informal and Stage 2 Formal

Sometimes individuals may be unaware of the negative effects of their behaviour on other adults in the workplace. Such individuals may simply need to be told. Thus, at times incidents of bullying can be handled effectively in an informal way under Stage One. If an incident occurs that is offensive, it may be sufficient to explain clearly to the offender that the behaviour is unacceptable.

If the circumstances are too difficult or embarrassing for an individual, support may be sought from another colleague, a contact person, staff representative, Principal, Deputy Principal.

A complainant may decide, for whatever reason, to bypass the informal procedure and proceed to Stage Two.

The following section outlines the procedures to be followed with respect to a complaint.

The Procedure for dealing with bullying in the workplace is as follows:

**Code of Practice Detailing Procedures for Addressing Bullying in the Workplace (Extract from IR Code of Practice S.I. No. 17 of 2002 Code of Practice)**

**1. Informal Procedure**

While in no way diminishing the issue or the effects on individuals, an informal approach can often resolve matters. As a general rule therefore, an attempt should be made to address an allegation of bullying as informally as possible by means of an agreed informal procedure. The objective of this approach is to resolve the difficulty with the minimum of conflict and stress for the individuals involved.

- a) Any employee who believes he or she is being bullied should explain clearly to the alleged perpetrator(s) that the behaviour in question is unacceptable. In circumstances where the complainant finds it difficult to approach the alleged perpetrator(s) directly, he or she should seek help and advice, on a strictly confidential basis, from a contact person. A contact person in the school environment could, for example, be one of the following:

- A work colleague;
- A member of management
- An employee/trade union representative.

In this situation the contact person should listen patiently, be supportive and discuss the various options open to the employee concerned.

- b) Having consulted with the contact person, the complainant may request the assistance of the contact person in raising the issue with the alleged perpetrator(s). In this situation the approach of the contact person should be by way of a confidential, non-confrontational discussion with a view to resolving the issue in an informal low-key manner.

- c) A complainant may decide, for whatever reason, to bypass the informal procedure. Choosing not to use the informal procedure should not reflect negatively on a complainant in the formal procedure.

## **2. Formal Procedure**

If an informal approach is inappropriate or if after the informal stage, the bullying persists, the following formal procedures should be invoked:-

- a. The complainant should make a formal complaint in writing to his/her Principal. If the Principal/Deputy Principal is the subject of the complaint, the formal complaint should be made to the Chairperson of the Board of Management.
- b. The alleged perpetrator(s) should be notified in writing that an allegation of bullying has been made against them. They should be given a copy of the complainant's statement and advised that they shall be afforded a fair opportunity to respond to the allegation(s).
- c. The complaint should be subject to an initial examination by a designated member of management, who can be considered impartial, with a view to determining an appropriate course of action. An appropriate course of action at this stage, for example, could be exploring a mediated solution which would require the agreement of all parties, or a view that the issue can be resolved informally. Should either of these approaches be deemed inappropriate or inconclusive, a formal investigation of the complaint should take place with a view to determining the facts and the validity or otherwise of the allegation(s).

### **Investigation**

- d. The investigation should be conducted by either a designated member or members of management or, if deemed appropriate, an agreed third party. The investigation should be conducted thoroughly, objectively, with sensitivity, utmost confidentiality, and with due respect for the rights of both the complainant and the alleged perpetrator(s).

- e. The investigation should be governed by terms of reference, preferably agreed between the parties in advance.
- f. The investigator(s) should meet with the complainant and alleged perpetrator(s) and any witness or relevant persons on an individual confidential basis with a view to establishing the facts surrounding the allegation(s). Both the complainant and alleged perpetrator(s) may be accompanied by a work colleague or employee/trade union representative if so desired.
- g. Every effort should be made to carry out and complete the investigation as quickly as possible and preferably within an agreed timeframe. On completion of the investigation, the investigator(s) should submit a written report to the Board of Management containing the findings of the investigation.
- h. The complainant and the alleged perpetrator(s) should be informed in writing of the findings of the investigation.
- i. Both parties should be given the opportunity to comment on the findings before any action is decided upon by the Board of Management. The method of communicating the commentary may be in writing and/or by the individuals presenting at a Board of Management meeting.

### **Outcome**

- j. Should the Board of Management decide that the complaint is well founded; the alleged perpetrator(s) should be given a formal interview to determine an appropriate course of action. Such action could, for example, involve counselling and/or monitoring or progressing the issue through the disciplinary and grievance procedure of the employment.

### **3. Confidentiality**

All individuals involved in the procedures referred to above should maintain absolute confidentiality on the subject.

### **4. At all stages of the process a clear record should be kept of:**

- the investigation undertaken.
- all communications to/by the complainant
- the subject of the complaint
- the steps and all the decisions taken

The above records should be held by the Chairperson of the Board of Management in a confidential manner in a secure place.

Where a complaint has been rejected or has not been upheld, a statement to that effect shall conclude the record in the personnel file of the complainant. All records in relation to a rejected/not upheld complaint shall be removed from the personnel file of the subject of the complaint. A statement of the outcome of the investigation will conclude all other files. Where a statement of the outcome of the investigation confirms the allegation to be true then the statement of outcome shall be placed on the file/record of the person against whom the investigation upheld the complaint.

## **5. Protection and Support**

Staff shall be protected from intimidation, victimisation or discrimination for filing a complaint or assisting in an investigation. Retaliation against a member of staff for complaining about bullying/harassment is considered a disciplinary offence. A malicious complaint made by a staff member will be treated as misconduct under the disciplinary procedure.

## **6. Assistance in the event of Harassment**

Every effort will be made to assist if they so wish, persons who are victims of bullying/harassment to deal with the problem and where it is requested, the services of a counsellor will be made available by the Board of Management. Persons who bully/harass others may be requested to attend counselling to prevent further incidences of harassment occurring. Access to such counselling may be made available by the Board of Management.

## **7. Training/Awareness**

It is considered that all personnel who have a role in either the informal or formal procedure – e.g. designated members of management, worker representatives, union representatives etc. - should be made aware of appropriate policies and procedures which should, if possible, include appropriate training.

## 2 Smoke-Free Workplace Policy

Smoking is not permitted in the school buildings or grounds in compliance with the Public Health (Tobacco) (Amendment) Act 2004.

### Rationale:

Exposure to Environmental Tobacco Smoke (ETS) also known as passive smoking is a cause of disease, including lung cancer and heart disease, in third parties. Neither the simple separation of smokers and non-smokers within the same airspace nor the provision of ventilation can eliminate exposure to ETS and the consequent health effects of such exposure. This policy has been developed to protect all employees, students and visitors from exposure to ETS, to ensure compliance with legal obligations and to ensure a safe environment.

### Policy:

It is the policy of the Board of Management of Coláiste Bríde that all employees have a right to work in a smoke-free environment. ***Smoking is prohibited within the school campus and grounds with no exceptions. This also includes the use of 'Vape' (tobacco replacement smoking).*** This policy applies to all employees, and visitors. In the school context, this also applies to students and parents.

### Implementation:

Overall responsibility for policy implementation rests with the Board of Management. All staff has an obligation to adhere to, and facilitate the implementation of this policy. The Principal as the person in charge of the school shall inform all existing staff members of the policy and their role in the implementation and monitoring of the policy. All new and prospective employees shall be given a copy of the policy on recruitment/induction by the Principal. Students and parents will also be informed of this policy.

### Infringements

Infringements by students and staff will be dealt with under “*in-house*” disciplinary procedures. Section 47(3) of the Public Health (Tobacco) Act 2002 states that “*any person*” (including an employee) found to be in contravention of the regulations will be “*guilty of an offence*” Infringements by pertinent persons etc., will be dealt with in accordance with the procedure set

out below. Employees and visitors who contravene legislation prohibiting smoking in the workplace are also liable to criminal prosecution with an associated fine (up to €3000).

### **Procedure if a person smokes in contravention of Section 47 of the Public Health (Tobacco) Acts that prohibits smoking in the workplace**

- 1) Draw the person's attention to the "*No Smoking*" signs and advise that they are committing an offence by smoking on the premises
- 2) Advise the person that it is also an offence for the school to permit anyone to smoke in contravention of the law
- 3) Advise the person that the school has a smoke-free policy to ensure a safe working environment for employees and students
- 4) If a person continues to smoke advise them that they are in breach of school rules and that disciplinary sanctions will have to be implemented
- 5) Violation of the smoke free policy will invoke disciplinary procedures. Action will be in line with the procedures used for violation of any other health and safety procedure in the school.

### **3 Working Alone Policy**

Ideally, staff should not work alone in Coláiste Bríde as there are risks involved such as assault, accident or sudden illness. Any staff member wishing to work outside of normal school hours should try to ensure that at least one other colleague is also on site – ideally within '***hailing distance***', or with both parties having mobile phones programmed with each other's numbers.

In addition, if you choose to work alone in the school you are requested to take the following precautions:

- ◆ If you arrive at school outside of normal school hours and find another colleague is already in the building, let them know you are on site.
- ◆ If you are about to leave the building, and just one or two other colleagues are remaining on site, let them know you are going
- ◆ Park your car close to the main entrance where there is an external light. Move it there whilst there are still others on site if you are planning to work late
- ◆ If possible, carry a mobile phone with you
- ◆ Lock the doors and close the windows to prevent intruders

- ◆ Avoid working outside of the main building
- ◆ Do not work at heights on a ladder or steps
- ◆ Know the location of your nearest fire exit and how to open it in an emergency
- ◆ Know the location of the nearest first aid kit
- ◆ Do not use the lift
- ◆ Do not go into attics or any other space in which you might become trapped
- ◆ Do not do any tasks involving hazardous tools or materials
- ◆ When leaving, limit the amount you are carrying to have one hand free
- ◆ Ensure someone knows where you are and your estimated time of arrival home
- ◆ If you arrive at school and find any sign of intruders, do not enter the building. Instead, call the Gardaí
- ◆ If you become aware of intruders or vandals, do not challenge them. Instead, call the Gardaí.

**Note:** You should not work alone if you know you have a medical condition that might cause you to become incapacitated or unconscious. Also when working alone, do not attempt any tasks which have been identified as medium or high risk, or which common sense tells you are potentially hazardous given your own level of expertise and the nature of the task.

## 4 School Security

The Board of Management has taken all reasonable steps to prevent unauthorised entry on to its premises. Visitors are required to report to the school reception office on arrival and are obliged to establish their identity.

Visitors are to wear a badge with red 'visitor' lanyard at all time when visiting the school. They are to sign in on arrival and sign out on departure from the school. Contractors are given a yellow 'contractor' lanyard badge and are required to sign in and out from the school. Staff are encouraged to be vigilant at all times and are authorised to challenge any person not known to them, so as to establish the reason for their presence. The school caretakers and secretary are responsible for the security of the buildings during the day assisted by the Principal, Deputy Principals and staff.

Security of all school buildings is assisted by the installation of Intruder Alarms and CCTV cameras. In instituting any security measures, the Board of Management will ensure that any

use of surveillance equipment or security patrolling of school buildings or grounds does not intrude on students and staff' reasonable privacy. An appropriate CCTV policy has been approved by the Board of Management and signage indicating the use of CCTV cameras is displayed around the school grounds and buildings.

## **5 Infections Control**

Any individual, i.e. management, staff, student or visitor may unknowingly transmit/receive a virus or infection to/from fellow individuals in the school.

All face the same hazard but with varying degrees of risk attached. The standard of awareness of staff and students in the school is particularly important in developing a management strategy for the safe conduct of work. In all cases, it is necessary to ensure the consistent use of appropriate safeguards.

The Board of Management will determine when necessary precautions must be introduced to avert the spread of sickness e.g. anti-bacterial hand wipe, etc.

### **Precautions for cleaning staff**

The work of cleaning and other ancillary staff, including contractors, may involve accidental contact with materials that could be infectious. As well as the general precautions outlined on the previous page, cleaning staff must also observe the following safe working practices:

- ◆ Always wear Personal Protective Equipment (PPE) provided for your protection when working in the school and see that it is properly worn
- ◆ Like everyone else working in the school, you must only use PPE for personal use and never use PPE that has been previously worn by someone else. You must dispose of PPE appropriately when perished. If you do not follow this instruction you may spread infection
- ◆ Wash your hands often while at work, especially after you have handled soiled equipment or materials that you have been instructed to move or clean and always before leaving the school or going to the canteen for food and drink

- ◆ Cover cuts and grazes with waterproof dressings so that material you are handling cannot get into them. You may sometimes be instructed to wear gloves
- ◆ Do not touch any eating or drinking utensils, dishes or equipment in the school while using chemicals and do not dust or clean any work stations or furniture unless you have been specifically directed to do so by the Principal
- ◆ The cleaning staff shall lock the storage room when leaving to secure the chemicals contained within.

## **6 Catering in the canteen**

### **Policy Statement:**

The Board of Management recognises and acknowledges its responsibility for food safety, and will ensure that the provision of all food and beverage under the auspices of this policy is safe and fit for human consumption.

### **Policy Objectives**

The objectives of this policy are to ensure that:

- ◆ All food supplied by or delivered to the school is produced, stored, handled and transported in accordance with relevant legislative requirements
- ◆ Staff will provide appropriate and adequate management systems and controls commensurate with the type of provision to ensure food safety standards are maintained
- ◆ All food handlers have the necessary competence to undertake their duties in accordance with the requirements of this policy;
- ◆ All food products that have been classified as waste are appropriately segregated and disposed using the school approved contractor.

### **Application:**

The policy applies to all food handling activities undertaken by, or on behalf of Coláiste Bríde including groups and contractors working in support of school activities within the school.

### **Organisational responsibilities:**

The Principal will ensure that:

- ◆ All canteen/kitchen staff are trained in Hazard Analysis and Critical Control Point (HACCP) assessment or equivalent.

### **Management of kitchen facilities**

Those with responsibility for managing the facilities in the school (Michelle Lettis) will ensure that:

- ◆ Appropriate food safety management systems are implemented in support of the requirements of this safety policy
- ◆ All visits from the HSE inspector are reported and that any recommendations from the inspector are implemented and adhered to
- ◆ A Safe Food plan is documented and operational in canteen areas
- ◆ The premises are maintained in accordance with food safety legislation and standards

### **Catering**

Staff responsible for catering (Michelle Lettis) within Coláiste Bríde will:

- ◆ Have appropriate training ( both staff have completed Level 1 HACCP training and are in the process of completing Level 2)
- ◆ Develop and implement appropriate management systems to ensure that all food is safe, wholesome and fit for human consumption
- ◆ Ensure that any food delivered on site by outside contractors and companies is safe, wholesome and fit for human consumption
- ◆ Co-operate with the Principal/Deputy Principals in all food safety and related matters
- ◆ Comply with all relevant school policies and procedures.

## **7 Pregnant, Post-Natal and Breastfeeding Employees**

The Board of Management of Coláiste Bríde is conscious of its obligations under the Safety, Health and Welfare at Work (General Application) Regulations 2007, Part 6, Chapter 2 'Protection of Pregnant, Post Natal and Breastfeeding Employees.'

It is the policy of Coláiste Bríde to ensure, as far as is reasonably practicable, that the normal safety precautions will adequately protect pregnant, post-natal and breastfeeding employees.

A pregnant employee who feels she may be at risk should inform the Principal or Deputy Principals without delay to ensure appropriate precautions can be taken. A detailed risk assessment for pregnant employees is included in the appendices of this Safety Statement.

## 8 Workplace Stress

The Board of Management supports the work of the Employee Assistance Service for Teachers which incorporates confidential one-to-one counselling on issues such as stress.

The service may be accessed at any time, day or night (24/7), with the assistance of a professional counsellor being available as follows:

Website: <https://www.spectrum.life/>

Email: [wellbeing@spectrum.life](mailto:wellbeing@spectrum.life)

[Tel:+353 01 518 0356](tel:+353015180356)

Non-teaching staff with concerns about workplace stress should contact the Principal or Deputy Principals in the first instance for confidential assistance.

Additional information in relation to workplace stress can be found on the Health and Safety Authority's website <http://www.hsa.ie>

## Part 7

### Hazard Identification and Risk Assessment

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5	Detailed hazard identification and risk assessments	64 – 100

## **Introduction to Risk Assessments**

Shay Bannon, a Safety Consultant, drafted this Safety Statement for Coláiste Bríde in May 2018 following a visit of the premises in April 2018 and ongoing consultation with Steve Mc Entegart (Deputy Principal). Mr Mc Entegart was responsible for auditing school facilities, for identifying risks (risk assessment) within the school and for consulting with school staff as part of the review of the existing Safety Statement (2015).

All current risk assessments relevant to school operations are made available to staff annually. Staff must sign a digital acknowledgement confirming they understand identified hazards, controls and reporting procedures. Updated risk assessments will be issued throughout the year where significant changes occur

## **Methodology used for hazard identification and control**

In line with the requirements of Safety, Health and Welfare at Work Act 2005 (section 19) it is the policy of the Board of Management in Coláiste Bríde to address significant hazards and risks in the workplace, to assess the risks to safety, health and welfare and to control these risks as far as is reasonably practicable.

The Board is committed to the ongoing identification of hazards, the assessment of the appropriate risks and the introduction of controls to deal with them. In addition, staff and students are involved and participate in safety, health and welfare issues within the school and

are encouraged to identify and report any potential hazards that may exist and to ensure that a risk assessment is carried out.

Risk assessments were carried out and following this process, and in line with section 26 of the Safety Health and Welfare at Work Act 2005; these were brought to the Principal and staff for approval and amendment, where necessary. The agreed assessments are incorporated into the Safety Statement for Coláiste Bríde in line with requirements of section 20 of the 2005 Act.

It is envisaged that hazard inspections will be undertaken on a regular basis to ensure that all information remains accurate, that controls are adequate and where necessary risks are reassessed. Risk assessments will be reviewed when there has been a significant change in the matter to which they relate or when they are no longer valid (i.e. change in legislation, new European Directives, new equipment, changes in work practices etc.). In line with best practice they will also be reviewed on a regular basis.

A **hazard** is anything with the potential to cause harm to the safety, health or welfare of staff, students, visitors and contractors – a wet or slippery floor, an unguarded machine, stressful work, a blocked entrance, hazardous chemicals etc. Hazards may be classified as physical, chemical, biological, environmental or human.

A **risk** is the likelihood that someone will be harmed by a hazard and the severity of that harm.

#### **Control measures:**

A control measure is an applied measure that reduces the level of risk. Control measures can be applied at the planning stage, can comprise physical measures, can be management issues and can include training. Good control measures will require a combination of some or all of these.

#### **Control measure principles:**

Schedule 3 of the Safety, Health and Welfare at Work Act 2005 lists the Principles of Prevention and the Board of Management undertakes to apply these principles (where practicable) in dealing with all risks within the school:

- Avoidance of risks
- Evaluation of unavoidable risks

- Combating of risks at source
- Adaptation of work to the individual
- Adaptation of workplace to technical progress
- Replacement of dangerous articles, substances or systems of work by safe or less dangerous articles, substances or systems of work
- Priority to collective protective measures over individual protective measures
- Development of an adequate prevention policy which takes account of technology, organisation of work, working conditions, social factors and the influence of factors relating to the working environment
- Appropriate training and instructions to employees.

When the safety audit identifies hazards it is necessary to evaluate and rank them so that they can be controlled in an orderly way. The risk of a hazard is a measure of the likelihood or probability of an accident coupled with the severity of the injury or loss. The risk potential of each hazard was assessed (by ranking) by giving numerical values of between 1 and 5 to both the **severity** of the consequences and the **probability** of the event occurring. When the severity numerical factor and the probability numerical factor were multiplied together they produced a number between 1 and 25 thereby producing the numerical values outlined in **risk rating** chart below.

**Severity x Probability = Risk Rating.**

### Severity

Severity Rating	Interpretation	Numerical Value
Fatality or Catastrophic	Single or multiple fatalities, widespread illness, large scale property or equipment damage	5
Major	Serious injury or illness, significant property or equipment damage	4

Moderate	Injury and damage to property	3
Minor	Minor injury or illness, minor property or equipment damage	2
Trivial	No significant injury or illness, no significant property or equipment damage	1

### Probability/Likelihood

Probability Rating	Interpretation	Numerical Value
Inevitable	Likely to occur either immediately or in the short term	5
Very Likely	Could occur in time or if repeated enough	4
Likely	Likely to occur	3
Unlikely	Though unlikely, may occur over time	2
Rare	Unlikely to occur at all	1

### Risk Rating

Numerical Value Severity x Probability	Descriptive risk rating	Interpretation
16 – 25	<b>Emergency – Extremely serious</b>	Risks are unacceptable and immediate action required justifying special maintenance. Activity should be halted and stopped until the hazard is eliminated or appropriate risk controls are put in place.
11 – 15	<b>Severe and Serious</b>	Activity can proceed but substantial efforts should be made to reduce the risk. Risk reduction measures should be implemented urgently within a defined time period and it might be necessary to consider suspending or restricting the activity or to apply interim control measures until this has been completed.
6 – 10	<b>Medium</b>	Activity can proceed, but consideration should be given as to whether the risks can be lowered. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.
1 – 5	<b>Trivial or Negligible</b>	No additional controls are necessary as these risks are considered acceptable. Activity should be regularly

		reviewed to ensure there is no change to the risk rating and that controls are maintained.
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**\*Note:** A numerical rating has been used in column 4 of the risk assessment sheets to describe the risk potential for the hazard identified. This method has been used in an attempt to ensure that the levels of risk will be understood and clear to all those operating within the school.

## Some relevant Legislation and Department of Education and Science (DES) Circulars and Guidelines

- Circular 0081/2024: Titled “Understanding Behaviours of Concern and Responding to Crisis Situations – Guidelines for Schools”, this circular provides mandatory procedures for handling physical intervention, incident recording, de-escalation techniques, and clear protocols for crisis situations
- Circular 0041/2025 (dated 29 May 2025), superseding the 2023 version.
- “Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools” were published in June 2024, replacing the 2013 procedures, with official guidance issued via Circular 0055/2024;
- Wellbeing resources [Catalogue of resources - Post-primary \(002\)](#) Updated 2024.
- \*DES Circular 22/97 on *Maternity Leave, Health and Safety Leave*
- \*DES Circular M24/04 on *Aspects of Safety in Science Laboratories in Second Level Schools*
- Guidelines on Managing Safety and Health in Post-Primary Schools: updated **15 Apr 2025**
- Fire Services Act 1981 and 2003
- Gas Act 1976
- Safety, Health and Welfare at Work Act 2005
- The Construction Regulations 2013
- Safety, Health and Welfare at Work (General Application) Regulations 2007 to 2016.
- REACH Regulations 2007

- Chemicals Act 2008 - 2010
- The Building Control Regulations 1997-2013
- The Organisation of Work Act 1997
- S.I. 78 of 2001: The Safety, Health and Welfare at Work (Carcinogens) Regulations, 2001.
- S.I. No. 146 of 1994: The Safety, Health and Welfare at Work (Biological Agents) Regulations, 1994 – amended by S.I. No. 248 of 1998.
- S.I. No 157 of 1990; European Communities (Protection of Workers) (Exposure to Noise) Regulations 1990 and Directive 2003/10/EC of the European Parliament and the Council on 6 Feb 2003 on: the minimum health and safety requirements regarding the exposure of workers to the risks arising from physical agents (noise).
- S.I. 218 of 2000: The Safety, Health and Welfare at Work (Pregnant Employees etc.) Regulations – Section 4.
- S.I. No.457 of 1994: European Communities (Personal Protective Equipment) (CE Marking) Regulations, 1994.
- S.I. No 619 of 2001: The Safety, Health and Welfare at Work (Chemical Agents) Regulations 2001.

***\*This list is not exhaustive.***

## **Data Protection & GDPR Compliance**

The school is committed to protecting the personal data of all students, staff, parents, and visitors in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Acts 1988–2018.

- **Data Controller:** Coláiste Bríde acts as the Data Controller. Queries regarding data protection should be directed to the Principal or the designated Data Protection Officer (DPO).
- **Purpose of Data Processing:** Personal data is collected and processed for legitimate educational, administrative, and safety purposes, including communication with parents, student records, and visitor management.
- **Communication Systems:** The school uses TYRO as its official communication platform with parents. TYRO is GDPR-compliant and ensures secure messaging and notifications.
- **Visitor Management:** All visitors and contractors must sign in using GDPR-compliant sign-in books or digital systems. Data collected is used solely for safety and security purposes.

- **Data Security:** Physical records are stored securely in locked cabinets. Digital data is protected through password security, encryption, and restricted access.
- **Third-Party Services:** The school uses approved GDPR-compliant platforms such as VSware and Office 365 for administrative and educational purposes.
- **Retention & Disposal:** Personal data is retained only for the required period and securely destroyed thereafter in line with Department of Education guidelines.
- **Rights of Data Subjects:** Individuals have the right to access, rectify, or request deletion of their personal data.
- **Data Breach Procedures:** The school has a documented procedure for reporting and managing data breaches in compliance with GDPR requirements.

## **Risk Assessments Index**

1. Fire
2. Chemicals and Hazardous Substances
3. Use of Electrical Equipment
4. Emergency Lighting
5. Manual Handling
6. Movement around school and social areas
7. Slips, Trips and Falls
8. Access/Egress
9. Maintenance Work
10. Boiler House
11. Storage Areas
12. Caretaking Activities
13. Stairways
14. Kitchen/Catering
15. Gym/Sportshall
16. Staff Room
17. Welfare Facilities
18. Car Park/Pedestrian Routes
19. Visual Display Units (VDU's)
20. Classrooms (including lecture room, demonstration room and language centre)
21. Administration
22. Science Laboratories and Storage Areas
23. Information Technology Rooms
24. Religion and Meditation Room (The Sacred Space)
25. Office spaces
26. Art Room
27. Home Economic Rooms

28. Music Rooms
29. Tractor
30. External Areas
31. Additional Issues
32. Out of School Activities
33. Organic Garden
34. Community
35. Dog

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	1. Fire	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>Outbreak of fire on the school premises</b></p> <p><b>Staff, Students and visitors</b></p> <p><i>Burns, asphyxiation, Smoke inhalation, risk of multiple injuries/ fatalities, collapse of structure.</i></p>	<p><b>Unintentional outbreak of Fire</b></p>	<ul style="list-style-type: none"> <li>▪ The Board of Management is committed to the provision and upkeep of an effective fire safety infrastructure (detection systems, fire alarm systems, adequate escape routes, fire suppressants, safety notices, etc.) within the school</li> <li>▪ Rubbish will be removed regularly from corridors</li> <li>▪ Good housekeeping practices will be strictly adhered to, to minimise any buildup of materials throughout the school</li> <li>▪ In the event of alarm activation, fire procedures must be complied with immediately. Assembly points are identified for individual classes/areas and are listed in the Emergency Procedure Plan</li> <li>▪ Staff must follow the manufacturer's instructions when using flammable liquids and ensure they are not used near naked flames or any source of ignition</li> <li>▪ All fire protection equipment and systems are serviced and maintained on a regular basis throughout the premises</li> <li>▪ Emergency exit routes are clearly identified</li> <li>▪ No storage of combustible materials, school equipment or personal belongings allowed on exit routes or in stair areas</li> <li>▪ Instruction and training will be provided about fire procedures to all staff and students by the Principal and Deputy Principals</li> <li>▪ Fire drills are held at regular intervals to ensure that those involved are aware of and abide by emergency procedures. Records are maintained of all drills</li> <li>▪ Exit doors and escape routes easily open and are not locked</li> <li>▪ Sign in/Sign out system for visitors who are then met by staff</li> <li>▪ Fire Safety Register and a Fire Safety Manual will be maintained</li> <li>▪ Irish Standard 3218:1989 Code of Practice for Fire Detection and Alarm Systems for Buildings applies</li> </ul>	<p>4 X 3</p>	<p>Clear and precise emergency evacuation maps and plans to be posted in all areas used by staff, students and visitors.</p> <p>All classrooms should be checked at the start of the school year to ensure that evacuation procedures are clearly visible and up to date.</p> <p>Equipment and other items will not be stored in stairwells or corridors.</p> <p>Introduction of ID badges for visitors should be considered</p> <p>Evac- chairs available in main building</p>	<p>Board of Management, Principal, staff and students</p>
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5    Trivial risk            Acceptable</p> <p>6-10   Medium risk        Requires monitoring</p> <p>11-15 Severe risk            Requires immediate further action and control</p> <p>16-25 Emergency risk    Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	2. Chemicals and Hazardous Substances	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>Staff, students, outside contractors using chemical substances</b></p> <p><b><i>Burns, spillages, poisons, fatalities, irritation of skin, fire and explosion.</i></b></p>	<p>Cleaning staff, Maintenance personnel and any member of the staff using chemical substances (science teachers, art teacher, etc.)</p>	<ul style="list-style-type: none"> <li>▪ Handling and storage arrangements must be in accordance with the manufacturers warning labels and instructions</li> <li>▪ Anyone handling hazardous substances must be made aware of the warning symbols and safety instructions on materials and obey these rules</li> <li>▪ Flammable liquids must be used and dispensed in a safe place with adequate natural or mechanical ventilation</li> <li>▪ Sources of ignition i.e. static electricity, unprotected electrical equipment, naked flames etc. are prohibited where highly flammable liquids are being used</li> <li>▪ All flammable materials must be stored separately from high-risk areas</li> <li>▪ Chemicals must be stored and segregated according to their properties and Safety Data Sheets (SDS) must be retained on file</li> <li>▪ Only small quantities of flammable liquids must be stored on their own in a fire resistant cupboard or stored in an appropriate safe area for immediate use at the workplace</li> <li>▪ Storage must be secure to prevent unauthorised access or use</li> <li>▪ A system of inspection of stock and disposal of deteriorated materials must be operated</li> <li>▪ Containers must be kept closed to stop vapour escaping. Spillages must be contained; Spillages of flammable liquids must be dealt with immediately</li> <li>▪ Absorbent material must be readily available to soak up spillages</li> <li>▪ All containers of flammable substances whether full or empty should be treated as if they are full and as highly dangerous</li> <li>▪ Flammable substances should never be left close to heating appliances.</li> </ul>	4 X 3	<p>An SDS file will be compiled by all departments or personnel using hazardous chemicals and be available for emergencies. A Fire Safety file will be displayed in the vicinity where the chemicals are used and consulted by staff as appropriate</p> <p>A copy of all SDS files will be retained in the main school office and updated as required</p>	Board of Management and school staff
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk                      Acceptable</p> <p>6-10 Medium risk                    Requires monitoring</p> <p>11-15 Severe risk                    Requires immediate further action and control</p> <p>16-25 Emergency risk                Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	3. Use of Electrical Equipment	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Any person using electrical equipment</b>  <i>Electric shock, electric burn, fire and fatalities</i>	Using electrical equipment to; carry out work activities, undertake teaching activities.	<ul style="list-style-type: none"> <li>▪ All electrical equipment must be used in accordance with the manufacturer's instructions and should be appropriate for the task for which it was intended. All equipment must include protection from moving parts</li> <li>▪ All equipment should be kept in good working condition, any defective, broken or faulty equipment should be reported immediately and taken out of circulation and marked appropriately until repair or disposal</li> <li>▪ Electrical cables must be laid in a safe manner away from danger zones and should be inspected at regular intervals for damage or signs of overheating</li> <li>▪ Repairs must be carried out by appropriately qualified persons and records of all servicing and repairs retained</li> <li>▪ Multi plug extension leads must be disconnected when not in use</li> <li>▪ All portable electrical appliances/equipment will be maintained in a way that is safe for use.</li> </ul>	4 X 3	Electrical cables will be inspected at regular intervals for damage or signs of overheating by the caretakers and replaced or repaired by a competent person.  The use of adaptors/multi extension leads to be eliminated.	Principal, caretakers and staff
		<b>4. Emergency Lighting</b>			
<b>Unable to vacate the premises safely</b>  <i>Slips and trips</i>	Power Outage	<b>Controls</b>	4 X 2	Active and regular monitoring required	Board, Principal and caretakers
		<ul style="list-style-type: none"> <li>▪ Emergency Lights are installed in key areas throughout the school premises which automatically switch on in the event of a power cut</li> <li>▪ In the event of a power cut lasting more than 2 hours Board of Management policy is to vacate and close the school facilities until power is restored</li> <li>▪ Emergency lighting is subject to regular checks by caretakers and repaired and replaced as necessary</li> </ul>			
<u>Risk Level Calculation</u> (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)			<u>Risk Level Action</u> 1-5 Trivial risk            Acceptable 6-10 Medium risk        Requires monitoring 11-15 Severe risk        Requires immediate further action and control 16-25 Emergency risk    Halt activity and review immediately		
<u>Assessment Date:</u> May, 2018, Reviewed February 2022			<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.		
Hazard, who may	Activity likely to	5. Manual Handling	Risk	Action Items	Person(s)

be affected and the health effect it may cause	cause exposure to the hazard	Controls	Rating Severity X Likelihood	(What further controls can be put in place)	Responsible and action implementation
<p><b>All personnel required to carry out manual handling tasks</b></p> <p><b><i>Musculoskeletal injury, lacerations, crushing of hands or feet, bruised or broken bones, lower back disorder</i></b></p>	<p>Lifting, putting down, holding, carrying, or pushing and pulling a load</p>	<ul style="list-style-type: none"> <li>▪ The Principal and Board of Management will eliminate as far as practicable the need for manual handling</li> <li>▪ Any person asked to carry out a ‘manual handling task’ will be encouraged to use mechanical aids where it is reasonably practicable (e.g. using a trolley or hand cart to move equipment)</li> <li>▪ The Board of Management will adhere to the principles of prevention as described in the 1<sup>st</sup> Schedule of the General Application Regulations 2007</li> <li>▪ All members of staff are encouraged to seek help when manual tasks are being undertaken and to follow manual handling guidance in Safety Statement</li> <li>▪ Do not lift any load in excess of your own lifting capacity – always use mechanical devices such as trolleys as an alternative. Avoid lifting when a mechanical aid can be used</li> <li>▪ Materials stored must be at a convenient height to prevent over stretching or stooping when moving them.</li> <li>▪ When accessing upper shelves or articles stored at height use a steps. Do not use a chair or climb on furniture</li> <li>▪ Maintenance and other pertinent personnel must inform the Principal of any manual handling difficulties they encounter</li> <li>▪ Staff employed who carry out ‘manual handling tasks’ will be offered training in correct lifting procedures</li> <li>▪ Special training will be provided to members of staff who have the responsibility of caring for semi-ambulant students</li> </ul>	<p>3 X 3</p>	<p>Ensure that any employee who undertakes a ‘manual handling’ task is fully trained in the safe manual handling of loads</p> <p>This training should be arranged as soon as is reasonably practicable for the staff member</p> <p>Appropriate mechanical aids will be available for staff</p> <p>Students should not be requested to help with manual handling tasks.</p>	<p>Board of Management and Principal</p>

<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event            1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>	<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk            Acceptable</p> <p>6-10 Medium risk        Requires monitoring</p> <p>11-15 Severe risk        Requires immediate further action and control</p> <p>16-25 Emergency risk    Halt activity and review immediately</p>
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>	<p><u>Assessor’s Name:</u>    Shaka Educational Consultancy Ltd.</p>

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	6. Movement around school and social areas	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p>All personnel, students, visitors and contractors</p> <p>Hazards: Clutter, school bags, blocked access and egress</p> <p>Risks: Slips, trips, fall, bruising, strains, broken bones, etc.</p>	Moving around school	<ul style="list-style-type: none"> <li>▪ Staff and students using passageways and corridors should do so in an orderly manner</li> <li>▪ All areas must be kept neat and tidy</li> <li>▪ Supervision and control of pupils at break times</li> <li>▪ Sufficient bins provided for waste</li> <li>▪ Clean as you go policy in place</li> <li>▪ Walkways must not be used as storage areas</li> <li>▪ Wet floors should be cleaned up immediately. The area should be highlighted and blocked off till dry</li> <li>▪ Bins emptied frequently</li> <li>▪ All access routes, walkways, emergency escapes and firefighting equipment must be kept free of materials, rubbish and obstructions of any type</li> <li>▪ Trailing cables are avoided, but if necessary they need to be ramped and protected to avoid possible tripping hazards</li> <li>▪ Hovering/cleaning mainly takes place outside of school hours</li> <li>▪ Report trailing cables, uneven surfaces and poor lighting for repairing</li> <li>▪ Floors should be maintained so as to avoid tripping hazards. If an employee notices flooring in a state of disrepair, this should be reported immediately for repair</li> <li>▪ Storage is provided for school bags</li> <li>▪ Staff, students and visitors using entrances should do so in single file</li> </ul>	3 X 3	<p>Emergency exits need to be accessible at all times so that exit from the building is not restricted</p> <p>Suitable mats to be placed at entrances to prevent wet floors</p>	Principal, caretakers, cleaners and teachers.
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk                      Acceptable</p> <p>6-10 Medium risk                    Requires monitoring</p> <p>11-15 Severe risk                    Requires immediate further action and control</p> <p>16-25 Emergency risk              Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	7. Trips, Slips and Falls	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>Tripping, slipping or falling due to:</b></p> <p><b>Poor lighting, damaged/broken floor coverings, trailing cables, change in floor level, badly arranged furniture</b></p>	Walking/working in an area with poor housekeeping practices	<ul style="list-style-type: none"> <li>▪ All pedestrian routes and class rooms will be maintained in line with best design and improved as resources become available</li> <li>▪ Adequate storage is provided for school equipment and personal belongings of staff and students</li> <li>▪ Ceilings, floors, walls and the general décor will be maintained in line with best practice</li> <li>▪ Any damage to infrastructure or equipment must be reported immediately to the Principal or Deputy Principals</li> <li>▪ The Principal and Board of Management will ensure that repairs are carried out as quickly as possible</li> <li>▪ Lighting will be maintained to achieve suitable lighting levels</li> </ul>	3 X 3	Regular and routine monitoring of building required to ensure high standards of housekeeping are maintained at all times	Board of Management, staff and students
<p><b>Staff, students visitors</b></p> <p><b>Blocked or obstructed access route</b></p>	Unable to safely access/egress building	8. Access/Egress	3 X 3	On-going monitoring of buildings and grounds	Board of Management and staff
		Controls			
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>			<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk      Acceptable</p> <p>6-10 Medium risk    Requires monitoring</p> <p>11-15 Severe risk    Requires immediate further action and control</p> <p>16-25 Emergency risk   Halt activity and review immediately</p>		
<p><u>Assessment Date:</u>    May, 2018 , Reviewed February 2022</p>			<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>		

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	9. Maintenance Work	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>All personnel required to carry out maintenance tasks, staff, students and members of the public</b></p> <p><b>Risk of injury from maintenance activities.</b></p>	Any work activity requiring maintenance	<ul style="list-style-type: none"> <li>▪ Prior to starting any maintenance work on building fabric, services, drainage, fixtures, fittings, plant or equipment the contractor's Safe System of Work Plan (SSWP) will be vetted by the Principal. The Board of Management must be informed of this and give special instructions concerning protective measures that all pertinent individuals must take while work is in progress</li> <li>▪ Maintenance personnel must:                             <ul style="list-style-type: none"> <li>✓ Report to the Principal to receive any such special instructions before commencing any work on the school premises</li> <li>✓ Must institute any control measures deemed necessary by the SSWP and continually review your safety procedures. These should be amended where necessary</li> <li>✓ Any tools or equipment used in the course of your work must be in good working order and removed or stored safely after work each day</li> </ul> </li> <li>▪ All serviced equipment must be labelled to record that work has been carried out and to inform those concerned of any special precautions that need to be taken when being used</li> <li>▪ It is the responsibility of maintenance staff and service engineers to leave their work area clean and safe to use when finished. All waste materials must be removed when work is complete</li> <li>▪ All maintenance and or repair staff must closely follow these special precautions, which may also include the use of protective clothing or equipment</li> <li>▪ Only qualified and authorised personnel may work on critical services to the school i.e. electrical, plumbing, gas, heating, etc.</li> </ul>	3 X 3	Contractors to submit their SSWP for each task	Principal, all maintenance personnel, contractors and caretakers
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality                      (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable                      (c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk                      Acceptable                      6-10 Medium risk                    Requires monitoring                      11-15 Severe risk                    Requires immediate further action and control                      16-25 Emergency risk              Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd</p>			

Hazard, who may	Activity likely to	10. Boiler House	Risk	Action Items	Person(s)
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be affected and the health effect it may cause	cause exposure to the hazard	Controls	Rating Severity X Likelihood	Coláiste Bríde (What further controls can be put in place)	Responsible and action implementation
<p><b>All personnel required to carry out maintenance tasks in the boiler house</b></p> <p><i>Risk of burns, explosion, fire.</i></p>	<p>Any work activity which requires accessing the school heating system</p>	<ul style="list-style-type: none"> <li>▪ Gas detectors are in place with automatic shut off</li> <li>▪ Gas detectors are serviced annually</li> <li>▪ The fire detection system in the boiler house is linked to main alarm system and serviced annually</li> <li>▪ Only equipment necessary for the up-keep of the heating system may be stored in the boiler house. The storage of ancillary school materials, equipment or machinery in the boiler house is strictly forbidden</li> <li>▪ Boiler house not to be used as work area by staff</li> <li>▪ The fire protection system installed in the boiler house must be checked regularly and recorded in the school fire register</li> <li>▪ All firefighting equipment must be maintained as per fire regulations</li> <li>▪ All personnel working in the boiler house or carrying out essential repairs to the school heating system must institute any control measures deemed necessary by their own SSWP and continually review your safety procedures</li> <li>▪ Any tools or equipment used in the boiler house must be in good working order and removed after work each day</li> <li>▪ It is the responsibility of maintenance staff and service engineers to leave their work area clean and safe to use when finished. All waste materials must be removed when work is completed</li> <li>▪ All maintenance and or repair staff must closely follow these special precautions, which may also include the use of protective clothing or equipment</li> <li>▪ A hot work permit is operated for all work in the vicinity of the boiler room</li> </ul>	<p>3 X 4</p>	<p>On-going monitoring to ensure that only equipment necessary for the up-keep of the heating system is stored in the boiler house area.</p> <p>No machinery, tools or combustible materials to be stored in the boiler house.</p> <p>Boiler house should not be used as a work area by caretakers or other staff.</p> <p>If a smell of gas is detected Bord Gáis is notified.</p>	<p>Caretakers and maintenance staff</p>

<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>	<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk                      Acceptable</p> <p>6-10 Medium risk                    Requires monitoring</p> <p>11-15 Severe risk                    Requires immediate further action and control</p> <p>16-25 Emergency risk              Halt activity and review immediately</p>
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>	<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>

Hazard, who may	Activity likely	11. Storage Areas	Risk	Action Items	Person(s)
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be affected and the health effect it may cause	to cause exposure to the hazard	Controls	Rating Severity X Likelihood	Coláiste Bríde (What further controls can be put in place)	Responsible and action implementation
<p><b>Teachers, administration staff, caretaker, cleaners, and students accessing and using storage facilities</b></p> <p><i>Cuts abrasions, Falls from height Materials falling from height,</i></p>	<p>Carrying out work duties</p>	<ul style="list-style-type: none"> <li>▪ Only authorised personnel are allowed access to the storage areas in the school which must be kept locked at all times when not in use. Staff will ensure, as far as is reasonably practicable, that no dangerous substances can be removed from storage areas</li> <li>▪ High standards of housekeeping must be maintained allowing adequate room to move around safely in storage areas</li> <li>▪ Safety Data Sheets (SDS) for chemicals used to be retained on file</li> <li>▪ Keep the areas inside and outside free from hazardous objects and ensure that there are no combustible materials stored near any sources of ignition – refer to control measures for chemicals/hazardous substances</li> <li>▪ All cleaning equipment to be kept in designated storage areas only</li> <li>▪ Unwanted items e.g. old paint cans, empty boxes, broken furniture, off cuts of timber, etc. must not be allowed build up. Apply the fire prevention measures listed in Part 3 of this Safety Statement</li> <li>▪ Storage of materials must be within easy reach and shelving must be sturdy enough to hold any heavy items</li> <li>▪ <i>These control measures apply to all storage areas in the school.</i></li> </ul>	<p>3 X 4</p>	<p>Storage policy within the school should be: <b><i>“Everything in its place and a place for everything”</i></b></p>	<p>All staff</p>
<p><b>Caretaking activities</b></p>	<p>Carrying out caretaker duties</p> <p>Using hand tools</p>	<p style="text-align: center;"><b>12. Caretaking Activities</b></p> <p style="text-align: center;"><b>Controls</b></p> <ul style="list-style-type: none"> <li>▪ Caretakers are trained in general safety procedures, including hygiene and safe use of chemicals. SDS retained on file in storage area</li> <li>▪ Any cuts or injuries received must be treated immediately by one of the trained First Aiders in the school</li> <li>▪ All hand tools provided by the school must only be used for the purpose in which they were intended. Any tools not fit for purpose must be removed from service and replaced</li> </ul>	<p>3 X 3</p>	<p>Identified health and safety training to be offered to caretakers</p> <p>Clean as you go policy for students</p>	<p>Principal and caretakers</p>
<p><u>Risk Level Calculation</u>                  (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality                  (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable                  (c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u>                  1-5 Trivial risk            Acceptable                  6-10 Medium risk         Requires monitoring                  11-15 Severe risk         Requires immediate further action and control                  16-25 Emergency risk     Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor’s Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	12. Caretaking Activities (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Caretakers	Using electrical tools	<ul style="list-style-type: none"> <li>▪ All electrical tools to be used as per manufacturer's instructions</li> <li>▪ Visual safety check to be carried out before every use</li> <li>▪ Defective equipment to be decommissioned or repaired</li> <li>▪ Electrical cables must be laid in a safe manner away from danger zones and should be inspected at regular intervals</li> </ul>	3 X 3	Replace electrical with battery driven tools when practicable	Caretakers
Caretakers	Handling chemicals	<ul style="list-style-type: none"> <li>▪ Caretakers when using chemicals must do so safely and in line with manufacturer's guidance</li> <li>▪ SDS sheets are available and retained for each chemical being used</li> <li>▪ Handling and storage of chemicals are per manufacturer's instructions</li> </ul>	3 X 4	Replace existing chemicals (i.e. Round up) with safer ones where possible	Caretakers
Caretakers	Ground maintenance	<ul style="list-style-type: none"> <li>▪ Any tools or equipment used by the caretakers must be in good working order and stored safely after work each day</li> <li>▪ Adhere to the special precautions listed in the operator's manual when using power driven machinery, especially when re-fueling</li> <li>▪ Mowers to be maintained and serviced annually</li> </ul>	3 X 3	Ensure that operator's manuals are consulted when using equipment	Caretakers
Caretakers	Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> <li>▪ Always wear the PPE provided for your protection and ensure that it is properly worn as to manufacturer's instructions</li> <li>▪ PPE must only be used for personal use and disposed of appropriately when perished</li> <li>▪ Cover cuts and grazes with waterproof dressings so that material you are handling cannot get into them</li> <li>▪ Suitable mechanical aids to be used for moving items around school.</li> </ul>	3 X 4	Active monitoring required	Caretakers
Caretakers	Hazard reporting	<ul style="list-style-type: none"> <li>▪ Caretakers will monitor hazard reporting logbook (Book of Job) in staffroom and will note and date all actions taken in relation to reported hazards and defects in the building</li> </ul>	2 X 3	Active monitoring	Caretaker and staff
<b>Risk Level Calculation</b>		<b>Risk Level Action</b>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<b>Assessment Date:</b> May, 2018, Reviewed February 2022		<b>Assessor's Name:</b> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	13. Stairways	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Staff, students and visitors</b>  <b><i>Missing a step Slipping, tripping or falling down the stairs</i></b>	Accessing a classroom or other area in the school via the stairways	<ul style="list-style-type: none"> <li>▪ The stairways and landings throughout the school are covered in non-slip material</li> <li>▪ The steps and nose runners are slip/trip resistant</li> <li>▪ Stair covering is maintained and replaced as necessary</li> <li>▪ All stairs are well lit complimented with a light switch on the top and bottom of the stairs</li> <li>▪ Lighting levels on stairwells will be similar to those in corridors,</li> <li>▪ All stairs are equipped with a handrail that extends the full length of each stairs</li> <li>▪ The handrails are securely fastened</li> <li>▪ The circumference of the handrail is no greater than 170mm allowing for easy grip</li> <li>▪ No doors open on to a step</li> <li>▪ All staff and students are encouraged to grip the handrail when using the stairs</li> <li>▪ Running or climbing more than one step at a time is strictly forbidden</li> <li>▪ Schoolbags, equipment, furniture, chairs, plastic bags, or any combustible material may not be left in corridors or under/near stairways</li> <li>▪ The top and bottom steps of every flight of stairs are marked with a contrasting strip (white strip)</li> </ul>	3 X 4	Safety signage to be displayed at each stair well cautioning of the potential risk of falling down the stairs  Staff and students using stairways should do so in single file, going up on the wall side and down by the rail  Nothing to be stored in stairway areas or under stairwells  Overcrowding at top of stairways to be monitored	Board of Management Principal and staff

<u>Risk Level Calculation</u>		<u>Risk Level Action</u>	
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5 Trivial risk	Acceptable
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10 Medium risk	Requires monitoring
(c) Risk Rating = (a) X (b)		11-15 Severe risk	Requires immediate further action and control
		16-25 Emergency risk	Halt activity and review immediately
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.	

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	14. Kitchen/Catering Area	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Kitchen and catering</b>  <b>Burns, Scalding Slips, trips and falls, Food poisoning</b>	Working in the kitchen, carrying out catering activities	<ul style="list-style-type: none"> <li>▪ Kitchen/catering area locked at all times when not in use</li> <li>▪ Staff working in kitchen catering area aware of Safety Statement</li> <li>▪ Good hygiene practice must be observed when working in the kitchen, the kitchen must be free from obstruction</li> <li>▪ Ensure that all kitchen appliances are used and maintained in accordance with manufacturers' instructions</li> <li>▪ Trailing cables and moving parts of equipment must be safely controlled</li> <li>▪ Agreed safe working procedures must be followed when using kitchen equipment. Students to be supervised if using equipment</li> <li>▪ Always plug electrical appliances from the mains before cleaning or servicing</li> <li>▪ Spillages must be cleaned immediately. Kitchen staff must use PPE provided i.e. gloves, aprons, etc.</li> <li>▪ Good manual handling techniques must be observed when lifting, pushing/pulling or carrying heavy loads</li> <li>▪ Adequate ventilation and lighting to be maintained in area</li> <li>▪ Safety and hygiene signage to be posted throughout the kitchen</li> <li>▪ Safety guards must remain in place when using equipment and any defects found must be repaired or removed from use immediately</li> <li>▪ Firefighting equipment (extinguisher and fire blanket) must be easily accessible and employees trained appropriately</li> <li>▪ First Aid box to be available which is appropriately stocked and easily accessible</li> <li>▪ All employees working in the kitchen/dining area must have adequate training in safe food handling. The training given must comply with HSE guidelines</li> <li>▪ Steps to be used when accessing shelves or heights</li> <li>▪ Adequate supervision in place to monitor serving areas</li> </ul>	3 X 3	Annual review of catering arrangements.  Hazard Analysis and Critical Control Points (HACCP) system to be implemented for food hygiene in kitchen  Safety and hygiene signage to be visible in kitchen area	Principal and canteen staff
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	15. Gym/Sportshall.	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>Staff and students</b></p> <p><b>The blocking of access ways with equipment, furniture etc.</b></p> <p><b>Poor housekeeping practices.</b></p> <p><b>Wet slippery or broken flooring along access route</b></p>	Working/using gym facilities and the PE area	<ul style="list-style-type: none"> <li>▪ Gym is locked at all times when not in use.</li> <li>▪ Safety policy and rules apply for participation in PE classes</li> <li>▪ Emergency Evacuation procedures clearly visible in gym</li> <li>▪ All storage areas, doors and access points into the gym must be kept clean and free of clutter at all times</li> <li>▪ All floor surfaces should be kept in a clean undamaged condition, free from tripping/slipping hazards</li> <li>▪ PE furniture and equipment should be sturdy and of good quality and any defective furniture to be removed from use</li> <li>▪ Safe manual handling techniques to be used when lifting moving or re-arranging equipment etc.</li> <li>▪ Ensure that there is safe access and egress for staff, students and members of the public at all times within the PE area.</li> <li>▪ Good housekeeping practices must be strictly adhered to</li> <li>▪ Appropriate signage must be in place to alert pedestrians of restricted access particularly when cleaning is in progress</li> <li>▪ The inspections and cleaning rota systems in place for the gym and equipment must be reviewed regularly</li> <li>▪ Appropriate PE gear must be worn when participating in PE classes</li> <li>▪ Students must not be left unsupervised when carrying out PE activities in gym, badminton or squash courts</li> <li>▪ Spectators and reserve players must be positioned at a safe distance from the area of play during game or activities</li> <li>▪ Safety information notices evident and clearly positioned in gym</li> <li>▪ First Aid box to be available and easily accessible</li> <li>▪ The Principal must ensure that all persons engaged in supervising PE activities are competent in all safe systems of work referred to in this Safety Statement</li> <li>▪ Adequate controls and safeguards are in place for use of gym by other bodies</li> </ul>	3 X 3	<p>All furniture (tables, chairs, etc.) and unused equipment to be removed from gym and dressing rooms when in use</p> <p>All damaged/broken equipment to be removed from gym areas immediately</p> <p>Ongoing maintenance programme for gym area and grounds</p> <p>High standard of housekeeping to be maintained when gym is in use</p>	PE staff, caretakers and Principal
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk      Acceptable</p> <p>6-10 Medium risk    Requires monitoring</p> <p>11-15 Severe risk    Requires immediate further action and control</p> <p>16-25 Emergency risk   Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	16. Staffroom	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Slips and trips, Hot surfaces, Using electrical appliances</b>	Recreation in the staff room  School policies not being adhered to	<ul style="list-style-type: none"> <li>▪ Safe access and egress must be maintained throughout the room</li> <li>▪ Electrical appliances to be visually checked for safe use</li> <li>▪ Appliances to be used in line with manufacturer's instructions</li> <li>▪ Personal or other items are not to be stored along aisles or floors</li> <li>▪ The control measures listed for fire safety, maintenance, electricity and any other pertinent safety measures in this Safety Statement must be strictly adhered to at all times</li> </ul>	3 X 3		Board of Management and staff
<b>Using welfare facilities</b>	Lack of supervision  Not adhering to school policies	17. Welfare Facilities	3 X 1	Active monitoring required	Caretakers and cleaning staff
		Controls			
<b>Unauthorised parking on school grounds  Driving through and parking in pedestrian areas</b>	Lack of supervision  School policies not being adhered to	18. Car Parking and Pedestrians Routes	3 X 4	Active monitoring required  Designated visitor parking area near main office	Board of Management, Principal and caretakers
		Controls			
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
Assessment Date: May, 2018, Reviewed February 2022		Assessor's Name: Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	19. Visual Display Units (VDU's)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Staff (especially administration staff)</b>  <i>Repetitive strain, injuries/work related upper limb disorders (WRULDS), eye strain, back pain</i>	Working with VDU's	Board works with staff to ensure compliance with necessary regulations taking account of: <ul style="list-style-type: none"> <li>○ Position of the monitor with regards to lighting and distance</li> <li>○ Height of work desk</li> <li>○ Type of chairs provided for the task – adjustable and ergonomically designed with footstools where necessary</li> <li>○ Position of keyboard and mouse pad to allow for adequate support for the hands and arms.</li> </ul> <ul style="list-style-type: none"> <li>▪ Monitors with poor image quality or flickering screens will be repaired or replaced</li> <li>▪ Only software suitable for the requirements of the job will be used.</li> <li>▪ Staff who experience difficulties with strain or glare should report these to the Principal or the Board of Management</li> <li>▪ Eye screening/eye tests will be offered to staff (using VDU'S on a continuous basis – more than 1 hour per day) in line with the regulations at no cost to the individual and where protective glasses are required on the recommendation of an optometrist; these will be provided on the basis of the Board of Management paying a subvention towards the cost of the glasses</li> </ul>	3 X 3	Active monitoring required	Board of Management and Principal
<u>Risk Level Calculation</u> (a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<u>Risk Level Action</u> 1-5 Trivial risk                      Acceptable 6-10 Medium risk                    Requires monitoring 11-15 Severe risk                    Requires immediate further action and control 16-25 Emergency risk              Halt activity and review immediately			
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may	Activity likely to	20. All classrooms (including library, demonstration room and	Risk	Action Items	Person(s)
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be affected and the health effect it may cause	cause exposure to the hazard	language centre)	Rating Severity X Likelihood	(What further controls can be put in place)	Responsible and action implementation
		Controls			
<p><b>Staff, students and visitors</b></p> <p><i>Tripping, slipping, injury, falling, poor lighting, damaged/broken chairs or desks, etc.</i></p>	Classroom teaching	<ul style="list-style-type: none"> <li>▪ Staff responsible for their immediate work environment</li> <li>▪ Staff to check and monitor that classrooms and work areas are safe and free from faults or defects</li> <li>▪ All classrooms will be maintained in line with best design and improved when resources become available</li> <li>▪ All classrooms will be locked when not in use</li> <li>▪ Staff ensure that students carry out all their routines in a safe manner and do not create danger for themselves or for others</li> <li>▪ Any damage to rooms or equipment to be reported immediately and recorded in caretaker's repair notebook (Book of Job)</li> <li>▪ Caretakers will ensure that repairs to floors, desks, walls, and chairs are carried out as quickly as possible</li> <li>▪ Rooms cleaned appropriately and rubbish removed daily</li> <li>▪ Staff and students advised to place bags in a safe area</li> <li>▪ Lighting will be maintained to achieve suitable lighting levels</li> <li>▪ All spillages to be cleaned up immediately</li> <li>▪ Staff ensure students follow and comply with safe procedures</li> <li>▪ All equipment is checked to ensure it is safe before use</li> <li>▪ Staff insist that all in their charge wear protective clothing and use protective equipment where necessary</li> <li>▪ Students are informed of the safety procedures for subjects</li> <li>▪ Staff encourage safe working practices in their own area at all times</li> <li>▪ Books and equipment are suitably stored in all rooms</li> <li>▪ Child Protection Guidelines will be followed by all staff</li> <li>▪ Portable electrical equipment that may be prone to wear, tear or damage should receive a Portable Appliance Testing (PAT) by a competent person and records maintained of same</li> <li>▪ Never use or stand on a chair or table to work at height (opening windows, putting up posters, starting data projector, etc.)</li> </ul>	3 X 3	<p>Notices used to highlight safety issues or safeguards</p> <p>Trolley available to staff for moving heavy loads</p> <p>Windows and electrical equipment to be inspected routinely by caretakers or suppliers</p> <p>Remote controls available for all data projectors</p> <p>Use of extension leads to be avoided</p> <p>Active and ongoing programme of maintenance – all broken or damaged equipment or furniture to be removed from rooms</p>	Board of Management, teaching staff and caretakers
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	21. Administration	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Shredder</b>  Lacerations to fingers	Shredding paper	<ul style="list-style-type: none"> <li>▪ Never put fingers or objects other than paper into the shredder feed opening unless the machine was designed for the material</li> <li>▪ Feed paper smoothly into the shredder. Never force paper into a shredder.</li> <li>▪ Shred paper in small quantities to avoid jamming</li> <li>▪ If the shredder motor overheats, turn the paper shredder off and allow the motor to cool for about 15 minutes before using again</li> <li>▪ Always turn off before removing and emptying the waste box or cleaning the paper shredder</li> <li>▪ Always turn off and unplug the power source before cleaning the paper shredder or removing jams.</li> </ul>	3 X 2	Active monitoring required	Office staff
<b>Photocopier</b>	Photocopying	<ul style="list-style-type: none"> <li>▪ The upkeep of the photocopier is maintained and regularly inspected</li> <li>▪ Working at the photocopier is for short duration only</li> <li>▪ Students are not allowed unauthorised access to photocopier machine</li> <li>▪ Only authorised and trained staff members are allowed maintain the machine</li> </ul>	3 X 2	Active monitoring required	Office staff
<b>Storage of monies</b>	Burglary/theft	<ul style="list-style-type: none"> <li>▪ Electronic banking used for most payments and transfers of monies</li> <li>▪ Agreed procedures for collection of monies and provision of receipts</li> <li>▪ Procedures in place for daily storage and transfer to bank</li> <li>▪ An agreed maximum amount to be kept in school overnight is set by Board of Management (never over a weekend)</li> <li>▪ Procedures for refunds communicated in writing to parents/guardian</li> <li>▪ All monies to be lodged in school safe and not in filing cabinets</li> <li>▪ Clear instructions given to school staff in case of burglary</li> <li>▪ Door control mechanism to control the internal access doors of the entrance lobbies operated via the office</li> <li>▪ A panic alarm point shall be provided linked to the intruder alarm system</li> </ul>	3 X 3	Consideration be given to having a fob system for access control and door entry in administration areas	Board of Management, office staff
<b>General</b>	Trip/fall	<ul style="list-style-type: none"> <li>▪ Adequate storage space in administration area if managed properly</li> </ul>	3 X 2	Monitoring	Office staff
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	22. Science Laboratories and Storage Areas	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Security of the laboratories</b>	Students accessing rooms	<ul style="list-style-type: none"> <li>The laboratories are always locked when not in use and students are not allowed into the science rooms unsupervised</li> <li>Ongoing maintenance to keep rooms at a high standard</li> </ul>	4 X 2	Separate key to chemical storeroom	Teaching staff and caretaker
<b>Staff and/or students injured while carrying out experiments</b>	Carrying out experiments	<p>Agreed and approved Health and Safety Rules apply when using the laboratories and the following would apply during experiments:</p> <ul style="list-style-type: none"> <li>Students work in small groups</li> <li>There is no unnecessary movement around the science labs</li> <li>Students are not allowed to use dangerous chemicals. Instead their use is demonstrated by the teacher</li> <li>Students are always well-supervised during experiments</li> <li>Students are well-instructed in the use of apparatus</li> </ul>	4 X 2		Teaching staff
<b>Contact with chemicals</b>	Using chemicals	<ul style="list-style-type: none"> <li>Chemicals are stored in special areas which are locked. These areas are accessible to teachers only</li> <li>Experiments involving dangerous chemicals are only carried out in the fume cupboard. The fume cupboard is serviced and maintained</li> <li>Eye protection (e.g. goggles) are used during all chemistry experiments</li> <li>Chemicals that are prohibited for use in a school setting will be removed</li> <li>List of safety instructions displayed in prominent position in labs</li> <li>Up to date Chemical inventory with Safety Data Sheets (SDS) for each chemical is maintained by staff</li> </ul>	4 X 3	<p>Fume Cupboard to be serviced as required</p> <p>All unused and dangerous chemicals to be disposed of</p>	Board of Management, Principal and teaching staff
<b>Fire</b>	Working with flammable substances	<ul style="list-style-type: none"> <li>Staff are not currently trained in how to use the fire extinguishers and fire blankets available in each laboratory</li> <li>The school fire protection system is checked annually by the installer</li> </ul>	4 X 2		Teaching staff
<b>Electricity and Bunsen Burner</b>	Working with laboratory equipment	<ul style="list-style-type: none"> <li>Safety shutoff detectors/valves in each room tested regularly and serviced annually</li> <li>Bunsen burner rubber tubing is checked for 'cracks' before each use</li> <li>Glassware and storage vessels are checked for 'star' cracks before use</li> <li>Waste chemicals, broken glassware, etc. are properly disposed of</li> </ul>	4 X 2		Teaching staff and Principal
<b>Glass Ware</b>					
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> May, 2017, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	22. Science Laboratories and Storage Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>General issues including hazardous substances, housekeeping and storage</b>	Staff accessing and working labs and stores	<ul style="list-style-type: none"> <li>▪ Items not being used will be placed into correct storage keeping walkways and doors free from clutter and potential hazards</li> <li>▪ Good housekeeping procedures will be implemented by staff</li> <li>▪ Fan in lab store is maintained in line with manufacturer's requirements</li> <li>▪ Obsolete items and unused equipment will be removed from the labs and store rooms</li> <li>▪ Storage and preparation surfaces are examined regularly to ensure that they are easy to clean, impervious, impermeable and in good condition</li> <li>▪ Storage shelves and units are checked regularly to ensure that they are kept in a safe working condition</li> <li>▪ Items are not stored above head height to allow for ease of handling by staff</li> <li>▪ Doorways are kept free of equipment and rubbish at all times</li> <li>▪ Regular laboratory inspections are conducted by staff along with an annual safety check – items of concern are reported to the Board of Management</li> <li>▪ The following principles must be followed in the safe use of chemicals: <ul style="list-style-type: none"> <li>○ Use the <b>safest</b> chemical possible for the job to be done</li> <li>○ <b>Read</b> the label and safety sheet</li> <li>○ Take <b>special measures</b> prescribed and know emergency measures in case of accident</li> <li>○ Avoid <b>inhalation</b> of vapours and dusts</li> <li>○ Prevent contact with <b>eyes</b></li> <li>○ After contact with chemicals, <b>clean</b> yourself and your working clothes</li> <li>○ Dispose of used chemicals as recommended by manufacturer</li> <li>○ Staff or students should not eat or drink when using chemicals. Hands and exposed skin must be thoroughly washed and dried following use of chemicals</li> </ul> </li> <li>▪ First Aid boxes, spill kits to be available and easily accessible</li> <li>▪ Additional safety information is available to staff in the manual entitled "<i>Aspects of Safety in Science Laboratories in Second Level Schools</i>"</li> </ul>	4 X 3	<p>Additional ventilation in the room for the chemicals.</p> <p>Broken stools and table tops to be removed</p>	Board of Management , Principal and teaching staff
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	23. Information Technology Rooms		Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls				
<b>Room</b>	Carrying out IT activities	<ul style="list-style-type: none"> <li>▪ The information technology rooms are always locked when not in use and students are not allowed into the rooms unsupervised. All access points into the room must be kept clean and free of clutter at all times</li> <li>▪ All floor surfaces should be kept in a clean undamaged condition. Furniture should be sturdy and of good quality</li> <li>▪ The teacher must ensure that all persons engaged in activities are supervised when using IT equipment</li> <li>▪ All IT equipment is maintained in line with manufacturer's requirements</li> </ul>		3 X 2	Ongoing maintenance and good housekeeping  Acceptable Use Policy in place	Teachers, cleaning staff, caretaker and IT providers
<b>Visual Display Units (VDU's)</b>  Repetitive strain, eye strain, back pain	Working for long periods at a poorly designed work station	Each work station must take account of: <ul style="list-style-type: none"> <li>○ Position of the monitor with regards to lighting/ distance</li> <li>○ Height of the work desk</li> <li>○ Adjustable ergonomically designed chair</li> <li>○ Position of mouse and adequate support for hands/ arms</li> <li>○ Students who experience difficulties with glare, eye strain or poor work station design should be allowed to take a short rest pause from class</li> </ul>		3 X 2	All broken or damaged equipment or furniture to be removed from rooms	Teachers
<b>Tripping, slipping, falling</b>  Trailing cables, badly arranged furniture, bags, etc.	Working in an area of poor housekeeping	<ul style="list-style-type: none"> <li>▪ All pedestrian routes will be maintained in line with best design</li> <li>▪ Storage is provided for facility equipment and personal belongings of staff</li> <li>▪ Ceilings, floors, walls and the general décor will be maintained in line with best practice</li> <li>▪ Any damage to infrastructure must be reported immediately to the Principal</li> <li>▪ Repairs will be carried out as quickly as possible</li> <li>▪ Lighting will be maintained to achieve suitable lighting levels.</li> </ul>		3X 2	Good housekeeping	Board of Management
<b>Fire</b>	Using faulty electrical appliances	<ul style="list-style-type: none"> <li>▪ The school fire prevention, protection and evacuation policy must be strictly adhered to</li> <li>▪ Teachers are trained in how to use the CO2 fire extinguishers in the rooms</li> <li>▪ The school fire protection system is checked annually by the installer</li> </ul>		4 X 2	All unused and obsolete equipment to be removed	Teaches, caretaker and Principal
<u>Risk Level Calculation</u>				<u>Risk Level Action</u>		
(a) Severity of risk/injury 1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality				1-5 Trivial risk Acceptable		
(b) Likelihood of event 1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable				6-10 Medium risk Requires monitoring		
(c) Risk Rating = (a) X (b)				11-15 Severe risk Requires immediate further action and control		
				16-25 Emergency risk Halt activity and review immediately		
<u>Assessment Date:</u> May, 2018, Reviewed February 2022				<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.		

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	24. Religion and Meditation Room (The Sacred Space)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
<p><b>Staff, students, visitors</b></p> <p><b>Tripping, falling, fire, etc.</b></p>	<p>Teaching and moving around room</p>	<p style="text-align: center;"><b>Controls</b></p> <ul style="list-style-type: none"> <li>▪ Religion and meditation room will be locked at all times when not in use</li> <li>▪ Any damage to the room or equipment must be reported to the class teacher immediately</li> <li>▪ All equipment is checked to ensure it is safe before use</li> <li>▪ All damaged or broken equipment or furniture to be removed immediately</li> <li>▪ Teaching staff will ensure that students carry out all their routines in a safe manner and do not create danger for themselves or for others</li> <li>▪ The Religion and Meditation Room should be kept clean and all unused equipment should be removed from the room</li> <li>▪ Electrical sockets must not be overloaded especially when using musical equipment</li> <li>▪ All electric equipment in room will be maintained in line with manufacturer’s guidelines</li> <li>▪ Lighting will be maintained to achieve suitable lighting levels</li> <li>▪ All spillages to be cleaned up immediately</li> <li>▪ The use of extension leads should be avoided</li> <li>▪ Adequate care and precautions will be taken when using candles</li> <li>▪ A suitable fire extinguisher will be available in the room</li> </ul>	<p>3 X 2</p>		<p>Teachers, caretakers and Board of Management</p>
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5    Trivial risk            Acceptable</p> <p>6-10   Medium risk        Requires monitoring</p> <p>11-15 Severe risk         Requires immediate further action and control</p> <p>16-25 Emergency risk    Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor’s Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	25. Office Spaces	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
<p><b>Staff, students, visitors</b></p> <p><b>Assault, tripping, falling, fire, etc.</b></p>	<p>Staff working in office spaces</p>	<p style="text-align: center;"><b>Controls</b></p> <ul style="list-style-type: none"> <li>▪ All offices will be locked at all times when not in use</li> <li>▪ Child Protection Guidelines will be followed by staff using offices</li> <li>▪ Data and confidential information will be stored securely and in line with relevant guidelines</li> <li>▪ Any damage to the room or equipment must be reported immediately</li> <li>▪ All equipment is checked to ensure it is safe before use</li> <li>▪ Office spaces should be kept clean and all unused equipment should be removed</li> <li>▪ Electric heaters in room will be maintained and used in line with manufacturer’s guidelines</li> <li>▪ Lighting will be maintained to achieve suitable lighting levels</li> <li>▪ All spillages to be cleaned up immediately</li> <li>▪ Electrical sockets must not be overloaded and the use of extension leads should be avoided</li> <li>▪ Adequate care and appropriate precautions should be taken when meeting with students, parents and visitor</li> <li>▪ Exposure to chemical agents should be avoided</li> <li>▪ All office areas should have appropriate glass viewing panels</li> <li>▪ Staff are not permitted to use school furniture or equipment to stand, climb or work at height</li> </ul>	<p>3 X 3</p>	<p>Consideration should be given to having a fob system for access control and door entry to all offices where confidential data is stored</p>	<p>Board of Management and staff</p>
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality                      (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable                      (c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5    Trivial risk            Acceptable                      6-10   Medium risk        Requires monitoring                      11-15 Severe risk         Requires immediate further action and control                      16-25 Emergency risk    Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor’s Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	26. Art Rooms	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>General</b>	Working in art room	<ul style="list-style-type: none"> <li>The art rooms will be locked at all times when not in use</li> <li>Safety procedures and rules apply for participation in art classes</li> <li>Any damage to the room or equipment must be reported immediately to the teacher</li> </ul>	3 x 3	Class safety rules in place	Teacher, caretakers and Principal
<b>Storage of hazardous materials</b>	Handling/storing materials with a hazardous symbol	<ul style="list-style-type: none"> <li>Materials such as white spirit, varnish and paint brush cleaning solutions and any material carrying a hazardous symbol will be stored securely in a separate cupboard</li> <li>There is restricted access to all hazardous materials</li> </ul>	3 X 3	An 'elephant foot' step stool to be available in room to allow for ease of handling by staff	
	Disposal of hazardous materials and substances	<ul style="list-style-type: none"> <li>Used white spirits are collected in an appropriate vessel and are handed to the teacher for safe disposal. This requirement applies to any other liquid or substance that might cause harm to the environment</li> </ul>	3 X 3	On the rare occasions that the most appropriate materials choices present potential hazards (for instance, the use of white spirit) students will be given guidance regarding safe handling and will be fully supervised by the teacher throughout usage	
<b>Wire Work</b>	Students carrying out wire work activities	<ul style="list-style-type: none"> <li>Demonstration of safe practice will be undertaken before work commences</li> <li>Use of wire cutters will be restricted and safe use demonstrated beforehand</li> </ul>	4 X 1		
<b>Cutting</b>	Students carrying out cutting activities	<ul style="list-style-type: none"> <li>Appropriate instruction will be given by staff before students use any cutting device</li> <li>Cutting work will be supervised as appropriate and protective equipment such as cutting mats will be used</li> <li>Knives and other sharp implements will be stored in a secure area and all equipment lent out is accounted for at the end of a lesson</li> <li>Students are not permitted to remove cutting instruments from room.</li> </ul>	3 X 3		
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5 Trivial risk	Acceptable		
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10 Medium risk	Requires monitoring		
(c) Risk Rating = (a) X (b)		11-15 Severe risk	Requires immediate further action and control		
		16-25 Emergency risk	Halt activity and review immediately		
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may	Activity likely to	26. Art Rooms (continued)	Risk	Action Items	Person(s) Responsible
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be affected and the health effect it may cause	cause exposure to the hazard	Controls	Rating Severity X Likelihood	Coláiste Bríde (What further controls can be put in place)	Safety Statement – 30.01.2026 and action implementation
<b>Electrical Equipment</b>	Staff/students using electrical equipment e.g. Glue guns, laminators etc.	<ul style="list-style-type: none"> <li>▪ Electrical equipment will only be used if it has been checked by the art teacher</li> <li>▪ Students will only use electrical equipment if it is appropriate, if guidance has been given and if they are being supervised by a teacher</li> <li>▪ Trailing wires will be secured to prevent tripping</li> <li>▪ All portable devices must be PAT tested</li> </ul>	3 X 3		Teacher, caretakers and Principal
<b>Fire</b>	Outbreak of Fire	<ul style="list-style-type: none"> <li>▪ The school fire prevention, protection and evacuation plan as outlined in this Safety Statement must be fully implemented by staff and students</li> <li>▪ Firefighting media must be readily available in the art room</li> </ul>	3 X 3		
<b>Mixed Media work</b>	Using materials	<ul style="list-style-type: none"> <li>▪ Objects and materials used should be deemed safe by the teacher responsible for the lesson. First Aid kit available and maintained</li> </ul>	3 X 2		
<b>Tidying up</b>	Using materials	<ul style="list-style-type: none"> <li>▪ Tidying up at the end of art lessons will be done in an orderly way and under instruction of the teacher responsible for the lesson</li> <li>▪ The production of dust will be avoided by wiping down surfaces with damp towels or sponges</li> </ul>	3 X 2	Ensure that the area is maintained so that all items are stored safely	
<b>Off campus art activities</b>	Art events away from the school	<ul style="list-style-type: none"> <li>▪ An individual student assessment will be made for each trip</li> <li>▪ Approval sought for trip in line with agreed school policy</li> </ul>	4 X 2	On-going good housekeeping required	

<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>	<p><u>Risk Level Action</u></p> <p>1-5    Trivial risk            Acceptable</p> <p>6-10   Medium risk        Requires monitoring</p> <p>11-15 Severe risk         Requires immediate further action and control</p> <p>16-25 Emergency risk    Halt activity and review immediately</p>
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>	<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	26. Art Rooms (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>Kiln</b></p> <p>Hazards: Temperature of kiln, fire, electricity</p> <p>Risks: Burns</p> <p>Staff/students</p>	Staff/students	<ul style="list-style-type: none"> <li>▪ Teachers only operate the kiln according to manufacturer's instructions</li> <li>▪ Combustibles are not left around kiln while firing</li> <li>▪ Turn off all switches before loading/ unloading</li> <li>▪ Do not unload till fully cooled</li> <li>▪ When unloading be careful of stilt marks on glazed pieces</li> <li>▪ Where possible kiln should be fired when students are not present but if not possible control access to kiln area</li> </ul>	3 X 4	<p>Kiln and area surrounding the kiln needs to be cleaned of all waste materials</p> <p>Kiln should be serviced regularly by a competent engineer</p>	Teacher, caretakers and Principal
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk                      Acceptable</p> <p>6-10 Medium risk                    Requires monitoring</p> <p>11-15 Severe risk                    Requires immediate further action and control</p> <p>16-25 Emergency risk              Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	27. Home Economic Rooms	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Student Welfare</b>	Students attending class	<ul style="list-style-type: none"> <li>▪ Clear safety rules and guidelines apply in the Home Economics classroom and these are stringently applied by class teachers in order to protect the welfare and safety of their students</li> <li>▪ No students are left unsupervised in the Home Economics Room</li> <li>▪ Students must pay attention to what they are doing and follow instructions exactly in all practical classes</li> <li>▪ Students who engage in giddy or potentially dangerous behaviour at any time may be barred from work of a practical nature in the future</li> <li>▪ All breakages must be reported immediately to the class teacher</li> <li>▪ Any burns, cuts etc. that a student may sustain while performing practical work must be reported immediately to the teacher</li> </ul>	4 X 2	<p>Class safety rules in place</p> <p>Active monitoring and review of class procedures</p> <p>First Aid training offered to staff</p>	Board of Management and teachers
<b>Cookers</b>	Contact with hot surfaces, hot liquids, Electricity	<ul style="list-style-type: none"> <li>▪ Teachers are experienced in use of cookers</li> <li>▪ Students are instructed in safe use of equipment</li> <li>▪ Each cooker has an isolation switch</li> <li>▪ Gas emergency stop buttons available</li> </ul>	4 X 2		Teachers
<b>Microwave Ovens</b>	Contact with hot surfaces/liquids	<ul style="list-style-type: none"> <li>▪ Teachers are experience in use of microwave ovens</li> <li>▪ Students are instructed in safe use and supervised during operation</li> </ul>	4 X 2		Teachers
<b>Processors, mixers, hand blenders, etc.</b>	Contact with rotating parts, entanglement with rotating parts, Electricity	<ul style="list-style-type: none"> <li>▪ Teachers are experience in use of mixers and blenders. Students are instructed in safe use and supervised during operation</li> <li>▪ The safety lid on the food processor prevents it operating unless it is securely fitted</li> <li>▪ Emergency stop buttons are placed in the Home Economics room</li> </ul>	4 X 2		Teachers
<b>Fire</b>	Overheating of oil	<ul style="list-style-type: none"> <li>▪ Cooking oil must not be left in saucepans, woks, frying pans or deep fat fryers unattended</li> <li>▪ A deep fat fryer (if used) must never be over filled with oil</li> </ul>	4 X 2		Teachers
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury 1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality		1-5 Trivial risk Acceptable			
(b) Likelihood of event 1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable		6-10 Medium risk Requires monitoring			
(c) Risk Rating = (a) X (b)		11-15 Severe risk Requires immediate further action and control			
		16-25 Emergency risk Halt activity and review immediately			
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may	Activity likely to	27. Home Economic Rooms (continued)	Risk	Action Items	Person(s) Responsible
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be affected and the health effect it may cause	cause exposure to the hazard	Controls	Rating Severity X Likelihood	Coláiste Bríde (What further controls can be put in place)	Safety Statement – 30.01.2026 and action implementation
<p><b>Teacher, students receiving burns, scalds, cuts, bruises, etc.</b></p> <p><b>Slips and trips</b></p>	<p>Cooking</p>	<ul style="list-style-type: none"> <li>▪ The hob/oven when in use must not be left unattended</li> <li>▪ Handles of pots and pans must be turned inward and not sticking out</li> <li>▪ Sleeves must be well tucked in or rolled up and avoid reaching over the stovetop when cooking</li> <li>▪ Potholders, towels, and any other combustibles must be kept away from cooking areas</li> <li>▪ Do not put knives or other sharp objects into a full sink as someone could reach in and accidentally get hurt</li> <li>▪ When processing hot liquids in a blender (such as sauces and soups), make sure the blender's lid is back on, then cover the lid with a towel and your hand, before proceeding to blend. Do not fill the blender more than half-way</li> <li>▪ Launder dishtowels and sponges frequently to get rid of bacteria or simply replace often</li> <li>▪ Keep appliance cords as short as possible to avoid accidents such as tripping or knocking the appliance over</li> <li>▪ The floor is cleaned regularly i.e. 'clean as you go policy'</li> <li>▪ The fire blanket, fire extinguisher and a first aid kit in the room are readily accessible</li> <li>▪ School fire safety procedures must be implemented</li> </ul>	<p>4 X 2</p>	<p>Active monitoring</p>	<p>Teachers and cleaning staff</p>
<p><b>Food Hygiene</b></p>	<p>General Kitchen Hygiene</p>	<ul style="list-style-type: none"> <li>▪ Always wear a clean apron during practical sessions</li> <li>▪ Long hair should be tied up to avoid catching fire. Do not let hair or apron strings get in the way as this could cause accidents</li> <li>▪ Keep nails short and wash your hands before handling food. Dirty hands contaminate food</li> <li>▪ Dispose kitchen waste in the lined rubbish bin provided</li> <li>▪ Remove all scraps of food from the sink as they can cause germs to multiply</li> </ul>	<p>4 X 3</p>	<p>Active housekeeping and storeroom to be kept tidy and free of clutter</p>	<p>Teachers</p>
<p><b>General Safety</b></p>	<p>Accessing items</p>	<ul style="list-style-type: none"> <li>▪ Staff are not to use furniture or equipment to climb or work at height</li> </ul>	<p>4 X 5</p>		<p>Teachers</p>
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality</p> <p>(b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable</p> <p>(c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5    Trivial risk            Acceptable</p> <p>6-10   Medium risk        Requires monitoring</p> <p>11-15 Severe risk         Requires immediate further action and control</p> <p>16-25 Emergency risk    Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	27. Home Economic Rooms (Sewing Work).	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>General</b>	Teaching	<ul style="list-style-type: none"> <li>▪ Sewing equipment will be maintained in line with best practice</li> <li>▪ Any equipment must be reported immediately to the class teacher</li> <li>▪ Staff and students advised to place bags in a safe area</li> <li>▪ Staff ensure students follow and comply with safe procedures</li> <li>▪ All equipment is checked to ensure it is safe before use</li> <li>▪ All equipment must display evidence of CE marking</li> <li>▪ Equipment is stored in a safe manner when not in use</li> <li>▪ Staff ensure that students carry out all their routines in a safe manner and do not create danger for themselves or for others</li> <li>▪ Students are informed of the safety procedures associated with working with machines and equipment in the sewing room</li> <li>▪ Staff encourage safe working practices when sewing</li> <li>▪ Tidying up at the end of the lessons will be done in an orderly way and under instruction of the teacher responsible for the lesson</li> <li>▪ Electrical sockets must not be overloaded and the use of extension leads should be avoided</li> <li>▪ First Aid kit available in room and replenished as required</li> <li>▪ All unwanted items are removed from the room in a timely manner</li> </ul>	3 X 3	<p>Class safety rules in place</p> <p>Active monitoring and good housekeeping – all unwanted items should be removed and the rooms kept tidy at all times</p>	Teachers, Principal and Board of Management
<u>Risk Level Calculation</u> (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)			<u>Risk Level Action</u> 1-5 Trivial risk            Acceptable 6-10 Medium risk        Requires monitoring 11-15 Severe risk        Requires immediate further action and control 16-25 Emergency risk    Halt activity and review immediately		
<u>Assessment Date:</u> May, 2018, Reviewed February 2022			<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.		

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	28. Music Rooms	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
<p><b>Staff, students, visitors</b></p> <p><b>Tripping over and bumping into music equipment, objects falling, manual handling injuries,</b></p>	<p>Teaching and moving around room</p>	<p style="text-align: center;"><b>Controls</b></p> <ul style="list-style-type: none"> <li>▪ The music room will be maintained in line with best design and improved as resources become available</li> <li>▪ Any damage to the room or equipment must be reported immediately to the class teacher</li> <li>▪ Lighting will be maintained to achieve suitable lighting levels</li> <li>▪ Teaching staff must ensure students follow and comply with safe procedures when using equipment</li> <li>▪ All equipment is checked to ensure it is safe before use</li> <li>▪ Teacher must ensure that students carry out all their routines in a safe manner and do not create danger for themselves or for others</li> <li>▪ Teacher must insist that all in their charge use required protective equipment (i.e. ear protection) where necessary</li> <li>▪ Teacher to encourage safe working practices in the music room at all times</li> <li>▪ The music room should be kept clean and all unused equipment should be removed out of the music room</li> <li>▪ Electrical sockets must not be overloaded and a safe method of providing electricity should be provided for all electrical equipment</li> <li>▪ All portable devices must be PAT tested</li> <li>▪ Noise assessment will be undertaken if noise exposure levels are deemed to be too high</li> <li>▪ Materials will be stored must be at a convenient height to prevent over stretching and staff are not permitted to use school furniture or equipment to stand, climb or work at height</li> <li>▪ Staff must inform the Principal of any manual handling difficulties they encounter</li> </ul>	<p>3 X 3</p>	<p>Good housekeeping practices will be observed at all times</p>	<p>Teacher, caretakers and Board of Management</p>
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality                      (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable                      (c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk      Acceptable                      6-10 Medium risk    Requires monitoring                      11-15 Severe risk    Requires immediate further action and control                      16-25 Emergency risk   Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	29. Tractor	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
<p><b>Staff, students, visitors</b></p> <p><b>General tractor maintenance, entanglement in PTO shaft, flying debris or objects</b></p>	<p>Using tractor on school grounds</p>	<p><b>Controls</b></p> <ul style="list-style-type: none"> <li>▪ The tractor is maintained and serviced as per the manufacturer's instructions and a record of the service is kept in the caretaker's office</li> <li>▪ 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 working order</li> <li>▪ Repair work is only carried out by a competent mechanic.</li> <li>▪ Before starting a PTO the driver makes sure that there is nobody in close proximity to the shaft</li> <li>▪ 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</li> <li>▪ The PTO chain must be anchored to prevent rotation of the PTO guard</li> <li>▪ The U guard and O guards are in good condition</li> <li>▪ Persons never step or lean over a running shaft even if guarded</li> <li>▪ The shaft is turned off when clearing blockages in any machinery</li> <li>▪ When grass cutting, the ground ahead must be checked for objects that could be caught in the blades or ejected by the blades</li> </ul>	<p>5 X 2</p>	<p>Good safety practices will be observed at all times when working on or operating the tractor</p>	<p>Caretakers and Board of Management</p>
<p><u>Risk Level Calculation</u></p> <p>(a) Severity of risk/injury      1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality                  (b) Likelihood of event          1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable                  (c) Risk Rating = (a) X (b)</p>		<p><u>Risk Level Action</u></p> <p>1-5 Trivial risk                      Acceptable                  6-10 Medium risk                    Requires monitoring                  11-15 Severe risk                    Requires immediate further action and control                  16-25 Emergency risk              Halt activity and review immediately</p>			
<p><u>Assessment Date:</u>    May, 2018, Reviewed February 2022</p>		<p><u>Assessor's Name:</u>    Shaka Educational Consultancy Ltd.</p>			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	30. External Areas	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p><b>Entrances, paths, yard areas, traffic, CCTV, pitch, playing courts, housekeeping key control and storage of equipment,</b></p> <p>Slips, trips, falls, collisions, entrapment, electrocution, serious injury</p>	Staff, students or visitors (including unauthorised) entering the school	<ul style="list-style-type: none"> <li>▪ Fob system for access control and door entry to the school</li> <li>▪ Door control mechanism to control the internal access doors of the entrance lobbies is operated via the office</li> <li>▪ All pathways, road surfaces and manhole covers will be maintained as part of an ongoing maintenance programme within the school</li> <li>▪ Appropriate signage will be displayed at entrances, yards and playing fields to discourage unauthorised use of facilities. It is important to state that any person accessing the grounds or using the facilities does so at their own risk</li> <li>▪ All staff and parents will be advised about the need to drive slowly in school grounds. Signage/warnings will be placed at entrances to alert drivers to slow down. Speed restriction signage in place</li> <li>▪ Signage will be displayed at the main entrance to make motorists aware of cyclists and pedestrians using and exiting the school grounds</li> <li>▪ Signage stating that CCTV cameras are in operation will be displayed prominently around the school grounds and within the main building. These signs will be in line with the requirements of the Data Protection Commissioner. CCTV policy in place</li> <li>▪ Electrical and gas service boxes will be maintained and monitored for damage</li> <li>▪ Students will dismount from their bicycles and walk to bicycle storage area on entry to the main school grounds</li> <li>▪ School gates will be tied back so that they cannot swing open during school hours</li> <li>▪ Signage will be placed at the school entrance highlighting the fact that all visitors must report to reception. These signs will be clearly visible and placed in prominent positions for all to see</li> <li>▪ Pedestrian routes will be clearly marked</li> </ul>	4 X 3	<p>Consideration should be given to having a designated parking area for visitors near to the main entrance</p> <p>Additional speed limit signage/warnings to be placed at entrance to alert drivers to slow down – speed limit should be set at 10km per hour</p> <p>Mobile Elevated Working Platforms (MEWB's) to be used when working with CCTV cameras. All maintenance must be carried out by a competent technician</p>	Board of Management, staff, caretakers, students and visitors
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			



Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	31. Additional Issues	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Hazard reporting</b>		A formal structure is in place within the school for hazard reporting by staff (Book of Job).	2 X 2	Regular monitoring	Principal, staff and caretakers
<b>Lift</b>		Lift is maintained and serviced in line with manufacturer's requirements Maintenance records kept Alarm/communication system from lift to Accel Lifts	3 X 3	Access to lift restricted to authorised persons only (key operated)	Board of Management, Principal and caretakers
<b>Property inventory</b>		All equipment and materials purchased are recorded on a property inventory. School personnel who receive or use school property are required to sign for it.	2 X 3	Appropriate and necessary guidelines on the personal use of school equipment to be put in place.	Board of Management, Principal and staff
<b>Key control</b>		A key control system operates within the school Staff members with keys are identified in the crisis management plan.	3 X 3		Board of Management, Principal and staff
<b>CCTV control room</b>		Room where the CCTV controls and DVRs are housed is secure. Access to control room is limited to authorised personnel only. Responsibility for viewing, changing the storage media and recordings is restricted to authorised personnel as outlined in CCTV policy	3 X 3		Board of Management, Principal
<u>Risk Level Calculation</u>			<u>Risk Level Action</u>		
(a) Severity of risk/injury 1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality			1-5 Trivial risk Acceptable		
(b) Likelihood of event 1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable			6-10 Medium risk Requires monitoring		
(c) Risk Rating = (a) X (b)			11-15 Severe risk Requires immediate further action and control		
			16-25 Emergency risk Halt activity and review immediately		
<u>Assessment Date:</u> May, 2018, Reviewed February 2022			<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.		

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	31. Additional Issues	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Use of machinery and chemical cleaning products</b>  <b>Staff, students, cleaning staff and visitors</b>	Cleaning	<ul style="list-style-type: none"> <li>▪ Safety Data Sheet (SDS) to be obtained for all hazardous chemicals and a copy to be kept on file in the office and main Cleaning Store room</li> <li>▪ Personal Protective Equipment (PPE) is provided and must be worn by cleaning staff</li> <li>▪ Chemicals are labelled and stored safely in accordance with the SDS</li> <li>▪ Bleach and acidic toilet cleaners are never mixed or put into toilet bowl together</li> <li>▪ Cleaning store rooms are locked when not in use</li> <li>▪ Powered machines are maintained in line with manufacturer's guidelines and serviced regularly</li> </ul>	3 X 3		Cleaning staff
	Working on school roof	<ul style="list-style-type: none"> <li>▪ The door to the roof of the school building will be locked when not in use</li> <li>▪ Access to roof of school building is restricted to authorised personnel and only when weather permits</li> <li>▪ Caretaker(s) will inform reception when they are accessing roof</li> <li>▪ Safety harnesses must be worn by all personnel when accessing roof</li> <li>▪ The Fall Arrest System installed on the roof must be used when accessing the roof</li> <li>▪ Contractors must use their own safety harnesses when accessing the school roof</li> </ul>	3 X 3	Staff should never go onto roof alone	Caretakers and contractors

<u>Risk Level Calculation</u>	
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable
(c) Risk Rating = (a) X (b)	

<u>Risk Level Action</u>	
1-5 Trivial risk	Acceptable
6-10 Medium risk	Requires monitoring
11-15 Severe risk	Requires immediate further action and control
16-25 Emergency risk	Halt activity and review immediately

<u>Assessment Date:</u> May, 2018, Reviewed February 2022	<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.
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Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	31. Additional Issues (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation		
		Controls					
<b>Pregnant employees</b>  <i>Manual handling, chemical agents, working with VDUs, mental and physical fatigue</i>		A detailed risk assessment checklist for pregnant employees has been devised – copy in Principal's office. Suitable control measures and actions will be implemented on the basis of identified individual need following assessment. The <i>Safety, Health and Welfare at Work (Pregnant Employees etc.) Regulations SI 218 of 2000- Section 4 applies as does DES Circular 22/97 on Maternity Leave, Health and Safety Leave.</i>		Active monitoring	Board of Management, Principal and staff		
		Copy of Bullying Policy available to staff and students. All complaints of bullying by staff to be dealt with in line with an agreed policy and procedure for Dignity at Work.			Policy implemented	Board of Management, Principal and staff	
		A safe operating system has been devised and all staff should adhere to this policy particularly the communication and emergency procedures. Copy of policy in Safety Statement and staff manual.				Risk assessments completed	Board of Management, Principal and staff
		Board of Management will: <ul style="list-style-type: none"> <li>✓ provide reasonable systems of work; comply with legislation, regulations and guidelines in order to protect employee's wellbeing</li> <li>✓ Consult with staff to identify problems and to develop support systems</li> <li>✓ Encourage positive working relationships and the reporting of issues causing stress at work</li> </ul>					Board of Management, Principal and staff
<b>Bullying/Dignity at Work</b> <i>Physiological, and behavioural</i>	School complies fully with updated Child Protection Procedures (2017) and policies and training for all staff form the core of Child Protection risk management		Board of Management, Principal and staff				
<b>Working Alone</b> <i>Attack. illness, injury, death</i>							
<b>Stress</b>							
<b>Child Protection</b>							
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>					
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5 Trivial risk	Acceptable				
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10 Medium risk	Requires monitoring				
(c) Risk Rating = (a) X (b)		11-15 Severe risk	Requires immediate further action and control				
		16-25 Emergency risk	Halt activity and review immediately				
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.					

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	32. Out of School Activities	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<b>Day Outings</b>  Inadequate preparation for school trips/outings	Accident or incidents, students being separated from the main group	<ul style="list-style-type: none"> <li>▪ Approval sought for outings in line with agreed school policy</li> <li>▪ An adequate number of teachers/supervisors will travel with students</li> <li>▪ A list of all those travelling (including a head count) will be made before departure and before the return journey by the trip organiser</li> <li>▪ The contact details of the trip organiser along with supervisors' contact details will be provided to all those travelling</li> <li>▪ Safety instructions detailing emergency procedures (including emergency phone numbers) will be issued to all students</li> <li>▪ The Principal, and/or Deputy Principals will be informed with regards to safety of the type, location and duration of the trip</li> <li>▪ Adequate First Aid equipment will be brought on the trip</li> </ul>	4 X 2		Board of Management, class teachers, Principal, Deputy Principals
<b>Vehicle Failure</b>	Transporting staff/students	<ul style="list-style-type: none"> <li>▪ Transport companies engaged by the school will be expected to supply qualified drivers and vehicles fit for purpose</li> <li>▪ The driver will carry out a visual inspection of the vehicle prior to start up. This will include tyres, lights, wipers and other safety features for obvious defects</li> <li>▪ The Principal, will consider any extra staff training which might be necessary to improve safety precautions, e.g. Certificate of Professional Competence (CPC) training, training for special needs students, emergency evacuation of the vehicle, etc.</li> <li>▪ Students will be directed to enter and exit the bus in single file. They will remain in their seats (with seat belts on) while in transit</li> <li>▪ Students will be requested to follow the instructions of the driver</li> <li>▪ Students must never be allowed to distract the driver</li> </ul>	4 X 2		Transport provider and Principal
<u>Risk Level Calculation</u>  (a) Severity of risk/injury    1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality (b) Likelihood of event        1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable (c) Risk Rating = (a) X (b)		<u>Risk Level Action</u> 1-5 Trivial risk            Acceptable 6-10 Medium risk        Requires monitoring 11-15 Severe risk        Requires immediate further action and control 16-25 Emergency risk    Halt activity and review immediately			
<u>Assessment Date:</u> May, 2018		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	32. Out of School Activities (Continued)		Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls				
School trips abroad  Inadequate preparation for a tour to a foreign country	Accident or injury, students being separated from the main group, illness, theft, etc.	<ul style="list-style-type: none"> <li>▪ Prior approval of the Board of Management must be sought before the trip is undertaken.</li> <li>▪ All participants will be made aware of the potential hazards involved in tour by the tour organiser/tour committee</li> <li>▪ At all times teachers should be on constant alert to identify foreseeable hazards and safety issues</li> <li>▪ The wearing of appropriate clothing and footwear is essential</li> <li>▪ Water, drinks, food should be carried at all times in order to maintain energy/hydration levels</li> <li>▪ Throughout the duration of the tour, teachers should carry a First Aid kit as well as the medications required by students in the group</li> <li>▪ There should be a designated First Aid responder in the party; all teachers/leaders should be provided with a comprehensive and up-to-date list of students and their medical/dietary needs. This list should be compiled before departure.</li> <li>▪ A signed medical authorisation form/permission slip should be completed by all parents /guardians to deal with hospital emergencies</li> <li>▪ All participants should be encouraged to report any feelings of illness/anxiety at an early stage to their teachers (a “buddy system” amongst students might assist in this)</li> <li>▪ The concept of Health, Safety and Welfare should be widely discussed with teachers, students, parents/guardians before (e.g. at any Information Evening held) and during the tour itself to raise awareness and share responsibility</li> <li>▪ A school mobile phone should be carried by a teacher at all times. Both students and parents should know the number to contact this phone</li> <li>▪ Times for meeting up and the places to meet should be clearly stated and explained</li> </ul>		4 X 2	<p>Advice should be obtained from the tour company on the safety approval regimes governing any activity centres to be visited and the regulations governing safety of accommodation</p> <p>Participants should hold a current European Health Insurance Card</p>	Board of Management, tour organisers and Tour Company
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>				
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable		
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring		
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control		
		16-25	Emergency risk	Halt activity and review immediately		
<u>Assessment Date:</u> May, 2018, Reviewed February 2022		<u>Assessor's Name:</u>		Shaka Educational Consultancy Ltd.		

Hazard, who may be affected and the health effect it may cause	Activity likely to cause exposure to the hazard	33. Organic Garden	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Slips, trips, falls, collisions, entrapment, electrocution, serious injury	Accident or injury, students being separated from the main group, illness, theft, etc.	<ul style="list-style-type: none"> <li>▪ Students are not permitted into the Organic Garden without a teacher present.</li> <li>▪ All students will be made aware of the potential hazards involved in working in the organic gardening.</li> <li>▪ At all times teachers should be on constant alert to identify foreseeable hazards and safety issues.</li> <li>▪ The wearing of appropriate clothing and footwear is essential.</li> <li>▪ All foreign objects (rubbish, stones, glass, plastic bottles, etc.) will be removed from areas prior to use. Areas subject to regular inspection and PPE must be worn when cleaning is in progress</li> <li>▪ The gate to the organic garden will be locked when not in use. When the garden is occupied there is a temporary locking mechanism in use.</li> <li>▪ All gardening equipment is locked in a secure location in the garden.</li> <li>▪ Defective equipment is either repaired or disposed of safely.</li> <li>▪ Appropriate signage is located in the garden alerting visitors of potential danger.</li> </ul>	4 X 2		Board of Management, class teacher, Principal
Bees	Stings	<ul style="list-style-type: none"> <li>▪ The beehive is located in a remote part of the Organic Garden and is secured in a cage.</li> <li>▪ Appropriate signage is present warning visitors of the bees presence.</li> <li>▪ Visitors are asked to identify themselves to the teacher if they have severe allergies.</li> <li>▪ Visitors who do suffer from allergic reactions are asked to bring their epi-pens with them.</li> <li>▪ In the event of a visitor being stung first aid will be administered by a qualified First Aid Responder.</li> <li>▪ Only authorised persons are permitted into the Bee Cage and must be accompanied by a qualified Beekeeper.</li> </ul>	3 X 2		Board of Management, class teacher, Principal
<u>Risk Level Calculation</u>		<u>Risk Level Action</u>			
(a) Severity of risk/injury	1=trivial, 2=slight, 3=moderate, 4=major, 5=fatality	1-5	Trivial risk	Acceptable	
(b) Likelihood of event	1=rare, 2=unlikely, 3=likely, 4=very likely, 5=inevitable	6-10	Medium risk	Requires monitoring	
(c) Risk Rating = (a) X (b)		11-15	Severe risk	Requires immediate further action and control	
		16-25	Emergency risk	Halt activity and review immediately	
<u>Assessment Date:</u> March, 2019, Reviewed February 2022		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.			

## Part 8

### Appendices

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# 1. Critical Incident Management Policy (CIMP)



Coláiste Bríde Presentation Secondary School

## Critical Incident Management Policy (CIMP)

Coláiste Bríde Presentation Secondary School (called Coláiste Bríde hereafter) aims to protect the wellbeing of its students and staff by providing a safe and nurturing environment at all times. The Board of Management, through the Principal has drawn up a Critical Incident Management Plan as one element of the school's policies and plans.

### Define what you mean by the term 'critical incident'

The staff and management of Coláiste Bríde recognise a critical incident to be "an incident or sequence of events that overwhelms the normal coping mechanism of the school". Critical incidents may involve one or more students or staff members, or members of our local community. Types of incidents might include;

- *The death of a member of the school community through accident, violence, suicide or suspected suicide or other unexpected death*
- *An intrusion into the school*
- *An accident involving members of the school community*
- *An accident/tragedy in the wider community*
- *Serious damage to the school building through fire, flood, vandalism, etc.*
- *The disappearance of a member of the school community*

This list is not exhaustive.

### Aim

The aim of the CIMP is to help school management and staff to react quickly and effectively in the event of an incident, to enable us to maintain a sense of control and to ensure that appropriate support is offered to students and staff. Having a good plan should also help ensure that the effects on the students and staff will be managed as far as practicable. It should enable us to plan for a return to normality as soon as possible.

### Creation of a coping supportive and caring ethos in the school

Coláiste Bríde has put systems in place to help to build resilience in both staff and students, thus preparing them to cope with a range of life events. These include measures to address both the physical and psychological safety of the school community.

### **Physical safety**

- Evacuation plan formulated
- Regular fire drills occur and documented
- Fire exits and extinguishers are regularly checked
- Pre-opening supervision, during small break, lunch break and immediately after normal school hours.
- Health, Safety and Welfare policy and statement in force and reviewed regularly
- The “Book of Job” (a hard back copy) in the staffroom to inform caretakers of any health and safety defects or other items that need addressing.
- Students are reminded of health and safety matters by their teachers and in their journal.

### **Psychological safety**

The management and staff of Coláiste Bríde aim to use available programmes and resources to address the personal and social development of students, to enhance a sense of safety and security in the school and to provide opportunities for reflection and discussion, such as;

- Social, Personal and Health Education (SPHE) is integrated into the work of the school. It is addressed in the curriculum by addressing issues such as grief and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help-seeking; bullying; decision making and prevention of alcohol and drug misuse. Promotion of mental health is an integral part of this provision
- Staff have access to training for their role in SPHE
- Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures
- Books and resources on difficulties affecting the student are available from the guidance counsellors.
- Information is provided on mental health in general and such specific areas as signs and symptoms of depression and anxiety
- Staff are informed in the area of suicide awareness and some are trained in interventions for suicidal students.
- The school has developed links with a range of external agencies – Child & Adolescent Mental Health (CAMHS), Jigsaw, Beacon of Light, Pieta House, Gardaí, Túsla, National Educational Psychological Service (NEPS), Teen Counselling.
- Additional supports to students from external agencies/speakers are carefully considered in the light of criteria about student safety, the appropriateness of the content, and their expertise.
- The school has a clear policy on bullying and deals with bullying in accordance with this policy
- There is a care system in place in the school using the "Continuum of Support" approach which is outlined in the NEPS documents published in 2007 for primary schools and 2010 for post primary schools.
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor or support person), concerns are explored and the appropriate level of assistance and support is provided. Parents are informed, and where appropriate, a referral is made to an appropriate agency.
- Staff are informed about how to access support for themselves (appendix 2).

### **Critical Incident Management Team (CIMT)**

A CIMT has been established in line with best practice. A critical incident management team is defined as;

“A group of individuals from the staff of the school who know the community, the students and each other well enough to make necessary decisions called for when an incident occurs.”

The members of the team were selected on a voluntary basis and will retain their roles for at least one school year. The members of the team will meet annually to review and update the policy and plan. Each member of the team has a dedicated critical incident folder. This contains a copy of the policy and plan and materials particular to their role, to be used in the event of an incident.

**Team leader: Marie Therese Kilmartin (Principal)**

#### **Role**

- Alerts the team members to the crisis and convenes a meeting
- Coordinates the tasks of the team
- Liaises with the Board of Management; Trustees, JMB, DES; NEPS; SEC
- Liaises with the bereaved family

*(Note – In the event of the Principal being unavailable one of the three Deputy Principals will take the lead.)*

**Garda liaison;** Garda JJ Walsh (Community Liaison Officer)

**Role**

- Liaises with the Gardaí
- Ensures that information about deaths or other developments is checked out for accuracy before being shared

**Staff liaison; Marie Therese Kilmartin ( Principal)**

**Role**

- Leads briefing meetings for staff on the facts as known, gives staff members an opportunity to express their feelings and ask questions, outlines the routine for the day  
Advises staff on the procedures for identification of vulnerable students
- Provides materials for staff (from their critical incident folder)
- Keeps staff updated as the day progresses
- Is alert to vulnerable staff members and makes contact with them individually
- Advises them of the availability of the EAS and gives them the contact number.

**Student liaison;** /Clodagh Deane/Valerie Carson/ Jenny Ruane (Guidance Counsellors)

**Role**

- May co-ordinate information from tutors and year heads about students they are concerned about
- Alerts other staff to vulnerable students (appropriately).
- Alerts management to vulnerable staff members.
- Provides materials for students (from their critical incident folder)
- Maintains student contact records (R1).
- Looks after setting up and supervision of 'quiet' room where agreed.

**Community/agency liaison;** Clodagh Deane (Guidance Counsellor)

**Role**

- Maintains up to date lists of contact numbers of
  - Key parents, such as members of the Parents Council
  - Emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward referral
- If the incident involves a student, to ascertain whether she (they) has siblings in other schools.
- Is alert to the need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

**Parent liaison; Marie Therese Kilmartin Principal**

**Role**

- Visits the bereaved family
- Arranges parent meetings, if held
- May facilitate such meetings, and manage 'questions and answers'
- Manages the 'consent' issues in accordance with agreed school policy
- Ensures that sample letters are typed up, on the school's system and ready for adaptation (appendices 3 & 4).
- Sets up room for meetings with parents
- Maintains a record of parents seen
- Meets with individual parents
- Provides appropriate materials for parents (from their critical incident folder).

**Media liaison - Marie Therese Kilmartin Principal**

**Role**

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g. students being interviewed, photographers on the premises, (informing former teachers, staff on secondment etc)
- In the event of an incident, will liaise where necessary with the State Exams Commission (SEC); relevant teacher unions etc.
- Will draw up a press statement, give media briefings and interviews (sample media statement is included in appendix 5).

**Administrator; Reception Staff**

**Role**

- Maintenance of up-to-date telephone numbers of
    - Parents or guardians
    - Teachers
    - Emergency services
  - Takes telephone calls and notes those that need to be responded to
  - Ensures that templates are on the school's system in advance and ready for adaptation
  - Prepares and sends out letters, emails and texts
  - Photocopies materials needed
- Maintains records

**Record keeping;** All members of the CIMT

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, material used etc. The reception staff will have a key role in receiving and logging telephone calls, sending letters, photocopying materials, etc.

**Confidentiality and good name considerations**

Management and staff of Coláiste Bríde have a responsibility to protect the privacy and good name of people involved in any incident and will be sensitive to the consequences of public statements. Members of school staff will bear this in mind, and seek to ensure that students do so also, e.g. the term ‘suicide’ will not be used unless there is solid information that death was due to suicide, *and* that the family involved consents to its use. The phrases ‘tragic death’ or ‘sudden death’ may be used instead. Similarly, the word ‘murder’ should not be used until it is legally established that a murder was committed. The term ‘violent death’ may be used instead. Communication of such sensitive information will come via the Principal.

<b>Critical Incident Rooms</b>	
In the event of a critical incident, the following rooms are designated for the indicated purposes	
<b>Room Name:</b>	<b>Designated Purpose:</b>
Staff room	Main room for meeting staff
Sacred Space/classroom	Meetings with students
Parent’s room	Meetings with parents
TBA	Meetings with media
Counsellors’ offices	Individual sessions with students
TBA	Meetings with other visitors

**Consultation and communication regarding the plan**

A core group of teachers e.g Year Heads and Pastoral Care Team were consulted and their views canvassed in the preparation of this policy and plan.

Our school's final policy and plan in relation to responding to critical incidents has been presented to all staff. Each member of the critical incident team has a personal copy of the plan.

All new and temporary staff will be informed of the details of the plan by the teacher responsible for the induction of new staff.

### Critical incidents during holidays

In the event of a critical incident taking place during the school holidays it is anticipated that this plan will operate but in a limited capacity.

Critical Incident Management Team		
Role	Name	Phone
<b>Team leader:</b>	<i>Maire Therese Kilmartin (Principal) Louise Ronan (Deputy Principal) Niamh O'Brien (Deputy Principal) Lorraine Mc Conkey (Deputy Principal)</i>	
<b>Garda liaison</b>	<i>JJ Walsh</i>	01 666 7600
<b>Staff liaison</b>	<i>Marie Therese Kilmartin (Principal)</i>	As above
<b>Student liaison</b>	<i>Valerie Carson Clodagh Deane Jenny Ruane Gemma Duff</i>	
<b>School Chaplain</b>	<i>Jacqueline Wall</i>	
<b>Community liaison</b>	<i>Clodagh Deane/ Valerie Carson</i>	As above
<b>Parent liaison</b>	<i>Marie Therese Kilmartin (Principal)</i>	As above
<b>Media liaison</b>	<i>Marie Therese Kilmartin (Principal)</i>	As above
<b>Administrator</b>	<i>Reception Staff</i>	01 459 1158

### Short term actions – Day 1

Task	Name
<b>Gather accurate information</b> It is crucial that the school has the correct information regarding the crisis. Therefore, it is important that involved staff gather to establish the facts- this may involve contacting others such as hospitals, Gardaí, parents.	Principal & DP's
<b>Who, what, when, where?</b>	Principal/ DP's
<b>Convene a CIMT meeting – specify time and place clearly</b>	Principal
<b>Contact external agencies</b>	Guidance Counsellors
<b>Arrange supervision for students</b>	Deputy Principals, Year Heads
<b>Hold staff meeting</b>	Principal, Deputy Principals
<b>Agree schedule for the day</b>	CIMT
<b>Inform students – (close friends and vulnerable students may need to be told separately)</b> The statement should seek to:	Principal Year Heads Counsellor

<ul style="list-style-type: none"> <li>▪ Be communicated in a sensitive manner</li> <li>▪ Give the facts as they are known</li> <li>▪ Highlight the support that will be available</li> <li>▪ Indicate the actions that are planned</li> </ul>	
<p><b>Compile a list of known vulnerable students</b></p>	<p>Counsellors, Special Education Needs (SEN) team</p>
<p><b>Prepare and agree media statement and deal with media</b></p> <p>In preparing a press statement thought should be given to the following suggestions:</p> <ul style="list-style-type: none"> <li>▪ Priority to be given to the sensitivities and needs of those affected directly by the crisis</li> <li>▪ The non-release of names, addresses and phone numbers</li> <li>▪ Rely on facts and avoid speculation</li> <li>▪ Consider likely questions and a response to them</li> <li>▪ Agree with the press a time for briefings if this is necessary in an ongoing situation</li> <li>▪ Nominate a specific location for press briefings</li> </ul> <p>It is recommended that this Press Statement be simple and brief. If appropriate, it should express the sorrow of the entire school community at the sudden death or illness of one of their members and it should extend sympathy to the bereaved family. This statement should be adhered to- and not elaborated on- in all communications with the media and it should be familiar to every member of the school staff.</p>	
<p><b>Inform parents</b></p>	<p>Principal, Deputy Principals/ Admin</p>
<p><b>Contact Chairperson of the Board of Management</b></p> <p>You may want to consider informing the Chairperson and other members of the Board and call an emergency board meeting.</p>	<p>Principal</p>
<p><b>Hold end of day staff briefing</b></p>	<p>Principal</p>

## Medium term actions - (Day 2 and following days)

Task	Name
<i>Convene a CIMT meeting to review the events of day 1</i>	Principal
<i>Meet external agencies</i>	Guidance counsellors
<i>Meet whole staff</i>	CIMT
<p><i>Arrange support for students, staff, parents</i></p> <p>The students may wish to organise some service or ritual within the confines of the school. They should be consulted as to the nature of such a service. Such an event may be of great benefit to staff and parents. Focus on the friends of a bereaved student, as they can be the best source of support. Often the bereaved student may not wish to speak to an adult and may rely heavily on friends. These close friends may need support as they attempt to find ways to be of help.</p>	Principal Chaplain Guidance Counsellors Year Heads Deputy Principals
<i>Visit the injured</i>	Principal and others
<p><i>Liaise with bereaved family regarding funeral arrangements</i></p> <p>The involvement of students in any funeral or other services needs to be discussed. This requires invitation, planning and review. The families involved need to be consulted, the students invited to take part, time given to prepare for this participation and, finally, a debriefing of those concerned. While it would be appropriate for the deceased student's classmates to attend the funeral, it may be inappropriate for large numbers of students to be present. The presence of large numbers of young people at such highly charged events could prove to be inappropriate as well as being upsetting for individual students and for the parents of the deceased student. <b>At all times, the rights of the deceased family to privacy must be respected.</b></p>	Principal Year Head Tutor Counsellor
<p><i>Agree on attendance and participation at funeral service</i></p> <ul style="list-style-type: none"> <li>Decide what form of representation is appropriate. It is essential where possible, to consult the family concerned. Do not presume that the bereaved family will want a very public presence by the school. Consult with family on possible school communication via school social media platform if appropriate. Explain to staff the need to respect family requests around this. 0.0</li> <li>Prepare students ahead of the funeral. For some this may be the first occasion they have been exposed to a major grief.</li> <li>For those students who wish, encourage and assist them to write a personal message of sympathy. Consider also a common expression from students and/or staff.</li> <li>Check out, perhaps with the funeral directors, the arrangements concerning floral tributes. Any accompanying messages should be hand written.</li> <li>If possible, representatives of the school should visit the home of the bereaved. If students request to visit the home, phone ahead to check that this is appropriate. Visiting the bereaved may be distressing-support those involved.</li> </ul>	Principal to delegate to CIMT members

<p><i>Make decisions about school closure</i></p> <p>Whether the school will remain open or will close as a mark of respect to the bereaved family will depend on the judgement of the Principal, management and the Department of Education and Skills following consultation with the school staff. If the decision is to close the school, it is advisable to do so ONLY after informing the bereaved family and of the routine which the school will follow over the coming days. Parents should be formally notified of the school closure.</p>	<p>Board of Management</p>
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## Follow-up – beyond 72 hours

Task	Name
Monitor students for signs of continuing distress	Class teachers
Liaise with agencies regarding referrals	Guidance counsellors
Plan for return of bereaved student(s)	Principal, Deputy Principals, guidance counsellors
Plan for giving of 'memory box' to bereaved family (optional)	Chaplain
Decide on memorials and anniversaries	BOM/Staff, parents and students
Review response to incident and amend plan	Staff/BOM

# EMERGENCY CONTACT LIST

AGENCY	CONTACT NUMBERS
Garda	112/999 or 01 666 7600 (Clondalkin office)
Hospital	112 / 999
Fire Brigade	112 / 999
HSE	1850 241850 / 041 6850300
Child and Family Centre (Túsla)	076 6955749
Child and Adolescent Mental Health Service (CAMHS)	Main number 01 879 6800 Clondalkin 076 6956350 Tallaght 01 463 5200
NEPS Psychologist	01 461 4824 01 889 2700
DES	01 889 6400 090 648 3600
Teacher unions ASTI TUI	01 604 0160 / 1850 418400 01 492 2588
Parish priest	01 459 3520
State Exams Commission	0906 442700
Employee Assistance Service	1800 411 057

**This policy is due to be reviewed annually by 31 October.**

# Appendices

## Appendix 1 Principal's checklist for consideration

The following is a checklist of things to consider on the morning of a tragedy. They are not written in order of what must come first etc. It is important for a Principal to take time to plan what he/she must do and what is appropriate to say to all concerned.

- ✓ Take time to let the news sink in
- ✓ Call a meeting of the CIMT, include Year Head and Tutor.
- ✓ Put together as much factual information as possible
- ✓ Inform staff what has happened
- ✓ Discuss school routine for the first day with the staff
- ✓ Identify particular students who may need to be told individually, e.g. close friends, relatives etc.
- ✓ Inform the pupils of the event and explain that this is something that everyone will find difficult to cope with. Explain school routine for the day and support and back-up for the students.
- ✓ Contact NEPS, CAMHS, chairperson of the board of management and CEIST.
- ✓ Make contact with the family.
- ✓ Meet with key staff who can offer student support and decide on the format for this.
- ✓ Decide on any other arrangements which need to be made on the first day, e.g. a short religious service.
- ✓ Check in with staff in the staff room during the day and keep abreast of what is happening in the school.
- ✓ Be aware of members of staff who may be particularly distressed, e.g. staff who are recently bereaved themselves or have had prior experience of a similar tragedy.
- ✓ Encourage staff to come to you during the day and let you know how things are going
- ✓ Find out details of the funeral etc. and communicate this to staff and students.
- ✓ At the end of the first day review events with staff and make plans for the following day
- ✓ Make staff aware of students who are particularly vulnerable and what supports will be available to them.
- ✓ If there is a likelihood of interest from the media discuss a strategy to deal with any such requests.
- ✓ Liaise with other principals if the incident involves one of our students who has siblings in another schools.

## Appendix 2 Staff support

From 01 October 2016, the Employee Assistance and Wellbeing Programme for Teachers and Special Needs Assistants will be provided by **EAP Consultants/Carecall**. Email: [eap@spectrum.life](mailto:eap@spectrum.life) The service is accessible through the **Freephone Helpline** at **1800 411 057** and is available 24 hours a day, 365 days a year.

In addition to telephone counselling, other health and wellbeing services include:

- Face-to-face counselling where required
- Family Life advice
- Specialist information Services
- Manager Support

The [Teachers and Special Needs Assistant's Employee Assistance & Wellbeing Programme Website](#) is full of useful articles & information to support you in the daily issues of life and work.

Website: <https://www.spectrum.life/>

Email: [wellbeing@spectrum.life](mailto:wellbeing@spectrum.life)

## Appendix 3 Sample letter to parents (violent death)

Dear Parents

I need to inform you about a very sad event that has happened.

*(\*EDIT\*Give accurate information about the incident, but avoid using the word murder as this will not be established until the court case is completed).*

We have shared this information and had discussions with all of our students so that they know what has happened. School staff members have been available for students on an on-going basis today. Other support personnel *(\*EDIT\*including psychologists etc, according to actual arrangements)* are available to advise staff. This support will continue to be available to advise staff in their support of students *(\*EDIT\*if appropriate insert how long)*.

The death of any young person is tragic, but a violent death is even more difficult. It is hard to have to teach our children about the violence in our world and to accept that sometimes we do not have the power to prevent it.

This death may cause a variety of reactions in your child. Some children/young people may be afraid for their own life and for the lives of those they love. Take time to listen to their fears and reassure them that what has happened is rare.

We have enclosed some additional information that may be useful during this time.

The media are in the vicinity of the school and may approach you or your children. You need not respond to their questions if you are approached. We will not allow the media to interview your child at school and our general advice is that you should not let your children be interviewed. They are not mature enough to judge what to say and may say something they will regret later.

Young people frequently turn to social media to see what others are saying, or to find out more. At these times it is important that you monitor their use and engage with them about what they read. We urge you to emphasise and reinforce the need to be extremely sensitive and careful about what they post.

(If planned) A support meeting for parents is planned for (date, time and place). At that time, we can talk further about how to help ourselves and our children.

Our thoughts are with *(\*EDIT\* family name)* and with each of you.

Sincerely

---

*\*EDIT\* Principal Name*

## Appendix 4 Sample letter to parents (sudden death)

Dear Parents

The school has experienced (*\*EDIT\* the sudden death, accidental injury, etc.*) of *Name of student(s)*. We are deeply saddened by the deaths/events.

*(\*EDIT\* Brief details of the incident, and in the event of a death, perhaps some positive remembrances of the person lost).*

Our thoughts are with (*\*EDIT\* family name*).

We have support structures in place to help your child cope with this tragedy. (*\*EDIT\* Elaborate*).

It is possible that your child may have some feelings and questions that he/she may like to discuss with you. It is important to give factual information that is appropriate to their age.

You can help your child by taking time to listen and by encouraging them to express their feelings.

All children are different and will express their feelings in different ways. It is not uncommon for children to have difficulty concentrating or to be fearful, anxious, or irritable. They may become withdrawn, cry, complain of physical aches and pains, have difficulty sleeping or have nightmares. Some may not want to eat. These are generally short term reactions. Over the course of the days to come, please keep an eye on your child and allow him/her to express their feelings without criticism.

Although classes will continue as usual, I anticipate that the next few days will be difficult for everyone.

*(\*EDIT\* Optional)* An information night for parents is planned for (*\*EDIT\* date, time and place*). At that time, further information about how to help children in grief will be given.

We have enclosed some information which you may find useful in helping your child through this difficult time.

Young people frequently turn to social media to see what others are saying, or to find out more. At these times it is important that you monitor their use and engage with them about what they read. We urge you to emphasise and reinforce the need to be extremely sensitive and careful about what they post.

If you would like advice you may contact the following people at the school.

Sincerely

---

*Principal's name*

## Appendix 5 Sample Texts to Parents

Dear Parents

It is with deep regret and profound sadness that we have learned of the death of a member of our staff (insert name). School will open for students at xxx am on (insert day and date). Ar dheis Dé go raibh a hanam.

Dear Parents

Please note that an important letter has been sent home with your daughter for your attention. Thank you – (insert Principal's name).

Dear Parents

As a mark of respect for our dear friend and colleague (insert staff member's name) I wish to advise you that the school will be closed tomorrow (insert day and date) for his/her funeral mass.

## Appendix 6 Sample Media Statement

*This can be used as a template by schools to be emailed, posted on the school social media site or given to the media. It may help to decrease the number of media calls and callers to the school.*

*In some instances, it is not appropriate to provide names or information that might identify individuals.*

*This announcement will need to be changed based upon confidentiality issues, the wishes of the victim's family and the nature of the incident.*

My name is (\*EDIT\*Name) and I am the Principal of (\*EDIT\*Name) School. We learned this morning of the death of (\*EDIT\*one of our students or Name of student). This is a terrible tragedy for the (\*EDIT\* Family Name) family(ies), our school and our community. We are deeply saddened by these events. Our sympathy and thoughts are with the (\*EDIT\* Family Name) family and friends.

(\*EDIT\*Name) was a (\*EDIT\* e.g. 5th year boy) and will be greatly missed by all who knew him/her.

We have been in contact with his/her parents and they have requested that we all understand their need for privacy at this difficult time.

Offers of support have been pouring in and are greatly appreciated. Our school have implemented our Critical Incident Management Plan.

Psychologists from the National Educational Psychological Service (NEPS) and (\*EDIT\*insert other information if relevant) have been with us all day supporting and advising teachers in their efforts to assist our students at this time.

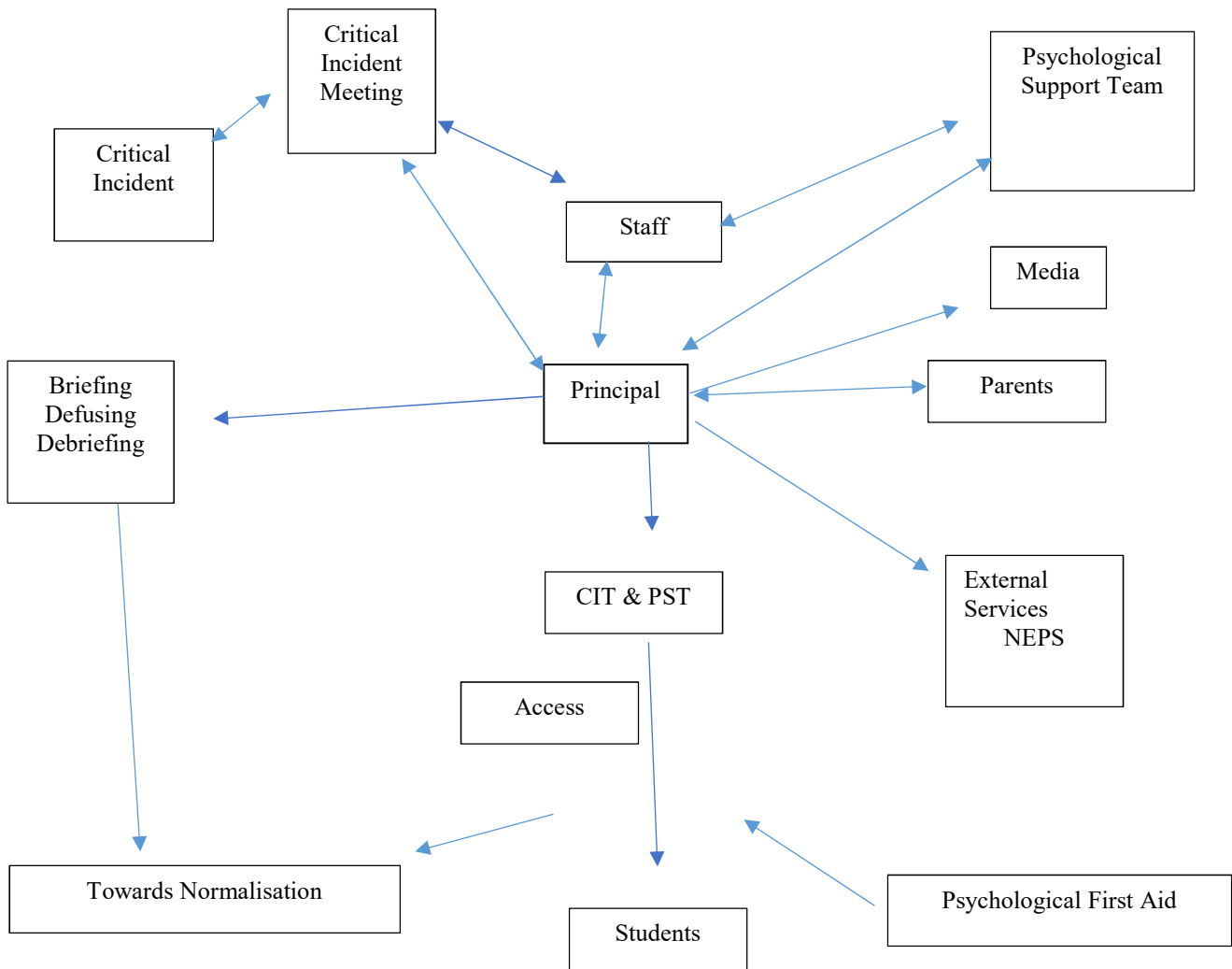
The teachers have been helping students to deal with the tragic event.

The school has been open to parents, to support them and to offer them advice and guidance.

We would ask you to respect our privacy at this time.

Thank you.

## Appendix 7 The role of the Principal



## 2. Risk Assessment for Pregnant Employees

"A staff member should notify her employer of her condition as soon as possible after it occurs" (Reg.148), to \*enable the school to comply with Part 6 Chapter 2 of the Safety, Health and Welfare at Work (General Application) Regulations, 2007.

Name	Date of assessment
Date of birth	Due date
Assessors name	Reassessment date

The following is a list of hazards that may affect new and expectant mothers. The assessor completing this form will discuss each item with the expectant mother and indicate if any of these hazards are present in the work environment, providing details and documenting what corrective measures must be taken. If you have a specific problem with your work and/or environment, it should be indicated during the assessment. You will be asked to read the document and sign that you agree with the contents.

Please note that circumstances may change during your pregnancy that will alter this risk assessment. If this occurs, please contact the Principal and request a further risk assessment.

Section 1: The Working Environment	Hazard		Actions/Comments
	Yes	No	
Are there space constraints preventing good posture?			
Is it necessary to reach over or around obstacles?			
Are there: Steps			
Slopes			
Uneven surfaces			
Spillages			
Rubbish or Clutter			
Trip hazards			
Machine hazards			
Is the working environment:			
Too hot			
Too cold			
Too humid			
Poorly lit			
Poor visibility			
Poor hygiene			
Odorous			
Is protective clothing provided?			
Are rest facilities available?			

Section 2: Biological hazards	Hazard		Actions/Comments
	Yes	No	
Is there likely exposure to Biological hazards?			
<b>If No, proceed to Section 3</b>			
Is this in the form of Virus?			
Is this in the form of Bacteria?			
Is this agent included in risk groups 2, 3, 4 of the Biological Agents Regulations?			
Is PPE required/provided?			
<u>Is there possible exposure to:</u>			
*Toxoplasma?			
Is there possible exposure to **Rubella virus?			
Is the pregnant employee immunised against these?			

\* Toxoplasmosis is an infection you can get from a microscopic parasite called *Toxoplasma gondii*. It's risky during pregnancy because the parasite may infect the placenta and your unborn baby. Experts estimate that about half of toxoplasmosis infections are caused by eating raw or undercooked infected meat, but you can also get the parasite by eating unwashed contaminated produce, drinking contaminated water, or handling contaminated soil, cat litter, or meat and then touching your mouth, nose, or eyes.

\*\*Rubella (German measles) is an infectious disease that is most dangerous to your baby if you catch it during the first 16 weeks of pregnancy. Rubella is transmitted by coughs and sneezes, and is very contagious. Being immune to rubella ensures that your baby is very unlikely to be affected if you come into contact with the infection.

Section 3: Chemical Agents	Hazard	Actions/Comments
----------------------------	--------	------------------

Does the task involve regular exposure to chemicals?	Yes	No	
<b>If No, proceed to section 4</b>			
Is there exposure to:			
Lead or lead derivatives?			
Carcinogens?			
Mercury/mercury derivatives?			
Antimitotic drugs?			
Carbon monoxide?			
Are any chemicals listed in the Chemical Agent Regulations?			
Is the SDS available for each chemical?			
Are there substances labelled:			
R40: possible risk of irreversible effects			
R45: may cause cancer			
R46: may cause heritable genetic damage			
R61: may cause harm to the unborn child			
R63: possible risk of harm to the unborn child			
R64: may cause harm to breastfed babies			
Is PPE required/provided?			
<b>Section 4: Physical Agents</b>			
<b>Shock/Vibration or Movement</b>			
Does the task involve regular exposure to shock/vibration?			
<b>If No proceed to Ionising Radiation</b>			
Sudden blows?			
Excessive movement?			
Hammer or vibrating			
<b>Ionising Radiation</b>			
Is there exposure to potential source of *Ionising radiation?			
<b>If No , proceed to Non-ionising Radiation</b>			
Is this in liquid/solid/dust state?			
Are dose limits monitored?			
Are they below statutory limits?			
Is there a possibility of radioactive contamination?			
<b>Non-Ionising Radiation</b>			
Is there exposure to potential source of **Non-ionising radiation?			
<b>If No, proceed to Noise</b>			
Is there exposure to electromagnetic fields and waves?			
Is there exposure to optical radiation?			
Is there exposure to an excessively noisy environment?			
<b>If No, proceed to Section 5</b>			
Does the noise level exceed 85dB (A)?			
Is noise monitoring carried out?			
Is PPE required/provided?			
Is PPE worn as required?			
Does the PPE meet with EU standards?			

**\*Ionizing radiation** is high-frequency radiation that has enough energy to remove an electron from (ionize) an atom or molecule. Ionizing radiation has enough energy to damage the DNA in cells, which in turn may lead to cancer. Gamma rays, x-rays, some high-energy UV rays, and some sub-atomic particles such as alpha particles and protons are forms of ionizing radiation.

**\*\*Non-ionizing radiation** is low-frequency radiation and includes electromagnetic fields emitted from computers, microwave communication systems, microwave ovens, power lines, cellular phones, household appliances, heating pads and warming blankets, airport screening devices for metal objects etc. These types of radiation are not known to increase cancer risk.

## Visual Display Units (VDU)

Section 4: Physical Agents (Cont'd)	Hazard		Actions/Comments
	Yes	No	
<b>Movement and postures</b>			
Does the task involve periods in excess of 1 hour at a time standing or sitting?			
Are chairs provided?			
<b>Movement and postures</b>			
Are anti-fatigue mats available?			
Are work areas restrictive/confined?			
Is there work at heights?			
Does the task involve use of a VDU?			
<b>If No, proceed to Shift Work</b>			
Has an ergonomic assessment been completed?			
Has the operator been educated in the safe use of VDU's?			
<b>Shift Work</b>			
Are you involved with Night Shift?			
Are these shifts at regular times?			
<b>Manual Handling</b>			
Does the task involve:			
Repetitive handling?			
Holding the load away from the trunk?			
Twisting/stooping or upward reaching?			
Is there slipping potential?			
If pushing or pulling, are hands above the shoulder or below the waist?			
Is the distance excessive?			
Does the load have to be handled up steps or slopes?			
Are mechanical aids used?			
Are there time restraints?			
Is the weight of the object:			
>5kgs in the seated position?			
>16kgs and handled in a working posture other than seated?			
Is the load:			
Bulky and awkward to grip?			
Slippery?			
Unevenly distributed?			
Difficult to grasp?			
Sharp with abrasive edges?			
Hot or cold?			
Likely to shift during handling?			
<b>Section 5: Employees Comments</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Are you satisfied with:			
Lighting levels?			
Working temperatures?			
Noise levels?			
Break/Rest periods?			
Rest Facilities?			
Timetabling arrangements?			
Have you received information and training in your job?			

## 3. Class Specific Rules applying in Coláiste Bríde (Science, Home Economics, PE and Art)

## Laboratory Safety Rules

- Do not enter the laboratory if a science teacher is not present
- Study the relevant practical activity before coming to the laboratory
- Listen and act immediately on your science teacher's instructions
- School bags must be stored underneath the desk with the straps facing inwards
- Tie long hair back
- No coats or scarves in the laboratory
- Do not leave your bench unless you have a teacher's permission
- Never run in the laboratory , always walk
- Use only the apparatus you are told to use
- Do not use chipped or cracked glassware
- Do not touch gas taps, water taps or electrical sockets unless told to do so
- Be careful when dismantling hot apparatus
- Do not take any materials or equipment out of the laboratory
- Safety goggles must always be worn when using chemicals, when heating something and when the teacher instructs you
- Do not point heated containers at anyone, even yourself
- Check each label before using a chemical
- Unless told otherwise treat all chemicals as dangerous. Wash off spills immediately, with cold water for 10mins
- Do not eat or drink in the laboratory
- All waste must be placed in the appropriate bins
- Do not put solids or papers in the sinks
- Report cuts, accidents, spillages and breakages immediately to your science teacher
- In the event of an emergency, follow your teachers instructions at once
- Wash your hands after science classes
- All students must bring their Laboratory write up workbooks or hard-backs to practical classes

**I agree to abide by the above rules.**

Signed.....

Class.....

Year.....

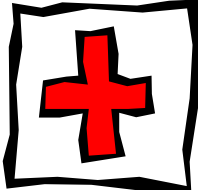
**I/We as parents/guardians accept that..... has agreed to abide by the above rules.**

Signed.....

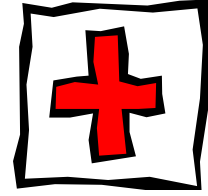
Date.....

Any student, who breaks the laboratory rules, will be sanctioned according to the seriousness of their misbehaviour. She may also be suspended from practical classes

If your daughter suffers from any allergies, please let the teacher know in writing



## Kitchen Safety Rules



1. Walk in the kitchen- no running.



2. Never walk around the kitchen with sharp knives or boiling water.

3. Wipe up spills immediately.

4. Take care when using sharp knives.



5. Always turn the handles of saucepans away from the cooker edge.



6. Never leave hot oil unattended.

7. Never handle electrical equipment with wet hands.

8. Report all accidents.

9. Wear non slip shoes in the kitchen.

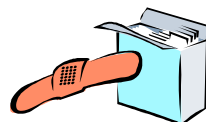
10. Never place face or hands over steaming pots.

11. Always use oven gloves when placing things in or taking things out of a hot oven.

12. Always chop with fingers curled inwards.

13. Always know location of first aid box and fire safety equipment.

**Sports Hall Rules**



**Respect** is a core value in our school; this is evident by how we treat people and property. We ask that all users of the Sports Hall please uphold this message.

In the interest of maintaining high standards of organisation and Health & Safety in our school we ask that all organisers of activities from both in school and outside are reminded of the following rules ...

- Lunch benches or any other school furniture should not be brought into the hall from the GPA. If they are they **MUST** be returned to the GPA after use.
- Due to fire regulations, small wooden benches should not be positioned at any time in front of entry/exit doors and equipment room doors.
- Any clothing left behind in the hall or the changing rooms must be removed after each activity.
- Food and drinks should not be consumed in the hall. If water is required for activities, all water bottles must be removed from the hall at the end of the activity. Boxes of rubbish should not be left in the hall/corridors – they should be disposed of in the appropriate bins. There should be no litter outside of the sports hall.
- Chewing gum is not permitted in the hall. If anyone is chewing gum they must be asked to dispose of it in a bin and not on the floor or stuck under ledges/benches.
- The equipment room in the hall should only be accessed by members of the PE department. No equipment or gear bags should be placed in this equipment room.
- The outer equipment room must be left neat and tidy at all times. Only sports equipment may be stored in this storeroom.
- At the end of each activity **ALL** equipment (including uprights and free-standing posts) must be removed from the hall and stored safely.
- Changing rooms, toilets and general access areas must be kept clean.
- Changing rooms should only be accessed by those getting changed. The use of mobile phones in the changing rooms is absolutely forbidden.
- Whiteboards in the PE Hall must be wiped clean after use.
- Please leave the Sports Office as you find it with the computer correctly shut down and the blind pulled down for security purposes.
- The canteen area is closed and is not to be used for spectators.

## **Art Department – Health and Safety Rules**

## General

1. At the beginning of each year general areas of health and safety in the art room should be discussed such as

- Leaving seats during class
- No. of students at the sink at any one time
- Students entering the store room

2. At the beginning of each project the teacher will go through any health and safety issues relating to the project in hand. An introduction by the teacher to health and safety issues should also be highlighted at the start of each subsequent class.

- Demonstrations of the correct use of materials should take place where appropriate.
- Appropriate warning signs should be placed near to hazardous equipment and materials.

3. There should be a fully stocked First Aid Box in the Art Rooms at all times.

4. Furniture and materials should be arranged with safety of students in mind.

5. In the event of a fire, students and teachers should follow school procedures. A fire escape route should be clearly displayed inside the classroom.

6. Fire extinguishers should be present and in working order in each art room. Fire extinguishers must not be impeded by obstacles.

## Materials/Equipment

1. All hazardous materials/equipment should be locked away when not in use. Items such as blades, scissors etc. should be accounted for at the end of each class.

2. White Spirits and other solvents should only be used outside or close to the extractor fan areas (while fans are turned on)

3. Sawdust and Dust from dried clay can cause respiratory problems for students particularly with lung conditions. Classroom must be cleaned immediately after these materials are used.

4. Power Tools must be used only under the strict supervision of the teacher. Safety goggles/gloves must be worn where appropriate.

5. Equipment dangers:

- Guillotine could cause serious cuts if not used properly
- Art/craft/lino knives can cause cuts to skin
- Wax pot can cause burns to body
- Irons can cause burns to skin
- Glue guns can cause burns to skin.
- Power and Hand tools (saws, hammer etc.) can cause cuts/burns/breakages

6. Electrical sockets are working correctly (with no exposed wiring) – tested annually  
All plug in appliances/tools have fused plugs in good working order – tested annually

7. All hazardous equipment is only used under the strict supervision of the Art Teacher. If an accident occurs, students must report it immediately to the Teacher, and there is a first aid kit available with all the necessary equipment.

## **Art Facilities**

Safety rules to be clearly displayed in room.

Floors should be non-slip. Floors should be swept daily and washed down at least every term.

All containers should be labelled clearly.

All combustible materials should be stored away from heat sources/ flames.

Materials and partly finished work should be stored safely.

Adequate storage facilities should be available.

## **4. Incident Report Form**

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



Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location of Incident: \_\_\_\_\_

Staff Member's Report:

Activity involved in at time: \_\_\_\_\_

\_\_\_\_\_

What was the injured party doing? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did the incident occur? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Weather conditions (if relevant) \_\_\_\_\_

\_\_\_\_\_

What supervision was in place at the time? \_\_\_\_\_

Name of witness (es): \_\_\_\_\_

Description of injury: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action taken - state who took action (if pupil was sent to hospital, were parents/guardians notified and who accompanied her to hospital)

\_\_\_\_\_

\_\_\_\_\_

Note, in case of serious injury

- Photographs (or video) of locus should be taken at the time. Copies should be given to the Deputy Principal(s) for safe keeping.
- The insurance company may need to be informed of the incident.
- A copy of this form, duly completed should be given to the Deputy Principal for safe keeping.

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

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

## 5. Principles of Safe Lifting

1. Do not lift any load in excess of your own lifting capacity – always use mechanical devices such as trolleys as an alternative. Avoid lifting when a mechanical aid can be used.

2. Observe correct body posture, i.e. face the load and keep back straight.
3. Assess the size, shape, weight and gravity of load to determine if assistance is required – either mechanical or a two person lift.
4. Assess the route you plan to take, is it clear.
5. Take firm grip with palms of both hands.
6. Keep feet close to the load on the lift.
7. Feet apart with leading foot in direction of travel to allow follow through to prevent hands reaching out excessively.
8. Crouch and lift with straight back (not upright) raising head and keeping chin in at the same time. Lift through the leg muscles and not the back.
9. Keep load as close to body as possible and carry at waist height.
10. Do not have your view obscured by the load.
11. Only change direction with the feet not the load.
12. Put down in same manner.

Wear safety gloves and/or safety footwear as appropriate

## 6. Staff Induction Checklist



Please undertake all aspects of the following checklist and certify at the end of the page when completed.

<b>Staff Induction Training – checklist</b>	<b>Yes</b>	<b>No</b>
1. Was the employee given a tour of the premises for familiarisation purposes?		
2. Was the employee shown the location of all exit and the assembly points?		
3. Was the employee shown firefighting apparatus?		
4. Was the employee instructed and fully understands the Fire and Emergency procedures?		
5. Was the employee informed of accident/incident reporting procedures?		
6. Was the employee shown the location of First Aid equipment and advised about all staff trained as First Aid Responders?		
7. Was the employee informed of the consultative process in the school (staff meetings, safety committee and staff Safety Representative)?		
8. Was the employee introduced to the Safety Representative?		
9. Was the employee informed of <u>all</u> hazards associated with the work they are about to engage in?		
10. Did the employee get sight of the relevant risk assessments for their particular work area?		
11. Does the employee fully understand the preventative measures in force as detailed in the risk assessments?		
12. Were the employee responsibilities as detailed in the Staff Handbook fully explained and a copy given to the employee?		
13. Was the employee informed of any further safety training they must undergo?		
14. Was the employee issued with required personal protective equipment?		
15. Did the employee confirm; that they do not have a pacemaker or other heart implant?  Do not suffer from any ailments and is in general good health?		
16. Did the employee sign the Safety Statement and receive a copy by e-mail?		

\*Note: Please comment in the box provided of any issues/concerns brought to your attention during induction

*Additional comment box*

We the undersigned hereby certify that the above Safety, Health and Welfare Induction Programme was completed on:

Date:

Signed: \_\_\_\_\_  
Principal/Deputy Principal

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

## 7. Annual Health, Safety and Welfare Report





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4. Emergency Drills

(Number) emergency drills were practiced during the school year and the results were:

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5. Safety Programme

Our Health and Safety Programme for \_\_\_\_\_ includes:

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6. Safety Consultation Group

\_\_\_\_\_ (Number) meetings of the consultation group took place during the year and they reviewed the following issues:

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7. List of Accidents on School Premises

a) Accidents resulting in absences in excess of three days:

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b) Minor Accidents:

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## 8. Safety Deficiencies

The following areas still need to be addressed:

## 8. Forms IR1 and IR3

The Health and safety Authority requests that **Form IR1** should be completed online.

Submitting details of accidents online

- Is faster than filling in a paper IR1 form and sending it in

- Allows the School Authorities to view all accidents that were reported online over the last year
- The School Authorities will obtain a confirmation receipt (email) for each accident reported
- The Principal will be sent a letter containing an approval code. This approval code will enable him to view all the accidents reported online over the past year.

The e-mail address for the Health and Safety Authority (HSA) is [www.hsa.ie](http://www.hsa.ie)

Alternatively the HSA may be contacted at: 1890289389.

**Form IR3**

# FORM OF NOTICE OF DANGEROUS OCCURRENCE

APPROVED UNDER THE SAFETY, HEALTH AND WELFARE AT WORK (GENERAL APPLICATION) REGULATIONS, 1993

(Before completing this form, please see INSTRUCTIONS overleaf)

S.I. No. 44 of 1993

## EMPLOYER / SELF-EMPLOYED INFORMATION

Name of business or company name:	Phone No: (+ STD Code)	
Address of Head Office:	Date of incident:	
Address of establishment where incident took place if different from above:	Approximate no. employed at establishment:	Approximate total no. employed by business:

## TYPE OF WORK BEING UNDERTAKEN AND LOCATION OF DANGEROUS OCCURRENCE

What activity was being undertaken at the time of the incident (e.g. construction, road transport, chemical processing)
Where did the incident take place (e.g. inside buildings, underground, field, public road, shop etc.)

## CIRCUMSTANCES OF THE INCIDENT

Description and cause:
------------------------

## DETAILS OF NOTIFIER

<b>Notifier:</b> <input type="checkbox"/> Employer/Self Employed <input type="checkbox"/> Person in control of workplace <input type="checkbox"/> Person Providing Training <input type="checkbox"/> Other	Date:
Address and telephone number for acknowledgement/clarification if different from above:	Signature:  Position:

Return to Health & Safety Authority, 10 Hogan Place, Dublin 2.

Form No. IR3

INQUIRIES CONCERNING THIS FORM CAN BE MADE TO THE HEALTH AND SAFETY AUTHORITY (TEL. (01) 6147000) FROM WHICH DETAILED GUIDELINES ARE AVAILABLE

E-MAIL: [web\\_info@hsa.ie](mailto:web_info@hsa.ie)

NOTE: THESE FORMS CAN BE PHOTOCOPIED

## 9. Safety Statement Review

This Safety Statement is reviewed annually by the Board of Management in consultation with staff, the Safety Representative and the Safety Committee. The review also occurs following significant changes or 0incidents.

The Safety Statement of Coláiste Bríde should be reviewed and amended as appropriate on a routine basis or reviewed immediately as a result of any of the following:

- ✓ Changes in circumstances within or to school structures
- ✓ Changes in the nature or operations of the school
- ✓ Any accident or dangerous occurrence
- ✓ Changes to risk assessments
- ✓ Significant changes to the details within the Safety Statement
- ✓ If the Safety Statement is no longer valid
- ✓ If a HSA inspector directs that the Safety Statement be amended

## **Child Safeguarding Statement**

**CSS & RA Adopted on: 05/02/2025**

**Mandatory Template 1: Child Safeguarding Statement and Risk Assessment (Landscape Version)**

### **Adoption of Child Protection Procedures for Schools 2025**

The Board of Management confirms that the school has adopted the Child Protection Procedures for Schools 2025. The Designated Liaison Person (DLP) and Deputy DLP are appointed in accordance with these procedures, and an annual Child Protection Oversight Report is provided to the Board.

### **School Details**

Coláiste Bríde is a post-primary school providing education to pupils from First Year to Leaving Certificate Year.

A Child safeguarding and risk assessment review can be viewed: [Child Safeguarding and Risk Assessment.docx](#)

## Legislative and Policy Basis:

This Safety Statement is prepared in accordance with the Children First Act 2015, the Children First: National Guidance for the Protection and Welfare of Children (2017), the addendum to Children First (2019), Tusla Guidance on the preparation of Child Safeguarding statements, and the Department of Education's Child Protection Procedures for Schools 2025 (or 2023, depending on adoption). It also reflects relevant provisions of the Criminal Law (Sexual Offences) Act 2017 and subsequent addenda to Children First guidelines (2025). The board of management of Coláiste Bríde has agreed the child safeguarding statement set out in this document.

## Key Commitments

1. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post-Primary Schools (Revised 2023) as part of this overall Child Safeguarding Statement.
2. **Designated Liaison Person (DLP):** Louise Ronan
3. **Deputy Designated Liaison Person (Deputy DLP):** Niamh O'Brien
4. **Relevant Person:** Louise Ronan  
*(The relevant person provides information on how the Child Safeguarding Statement was developed and can provide the statement on request.)*

## Principles of Best Practice

The school will:

- Recognise that the protection and welfare of children is of paramount importance.
- Fully comply with statutory obligations under the Children First Act 2015 and other relevant legislation.
- Fully co-operate with statutory authorities in relation to child protection and welfare matters.
- Adopt safe practices to minimise harm or accidents and protect staff from unnecessary risks.
- Develop openness with parents and encourage parental involvement.
- Fully respect confidentiality requirements in dealing with child protection matters.

These principles also apply to any adult pupil with special vulnerability.

## Procedures and Measures in Place

- **Investigations:** The school adheres to procedures in Chapter 7 of the Child Protection Procedures (Revised 2023) and agreed disciplinary procedures for staff.

- **Recruitment:** Statutory vetting requirements under the National Vetting Bureau Acts 2012–2016 and relevant Department circulars are followed.
- **Training and Information:**
  - All staff receive a copy of the Child Safeguarding Statement.
  - New staff are provided with the statement.
  - Staff and Board members are encouraged to avail of relevant training.
  - Records of all training are maintained.
- **Reporting:** All school personnel adhere to the Child Protection Procedures (Revised 2023), including mandated reporting under the Children First Act 2015.
- **Risk Assessment:** A written assessment of potential harm and procedures for managing risks is included with this statement.

Procedures referenced in this statement are available on the school website, gov.ie, or on request.

## Accessibility and Review

- This statement is published on the school website and provided to all school personnel, the Parents' Association (if any), and the patron.
- It is accessible to parents and guardians on request.
- A copy will be made available to Tusla and the Department if requested.
- **Review:** Annually, or as soon as practicable after any material change.

**Adopted by the Board of Management:** 05/02/2025

**Reviewed by the Board of Management:** 05/02/2025

### Signed:

Chairperson, Board of Management

Principal/Secretary to the Board of Management

**Date:** 05/02/2025

## Child Safeguarding Risk Assessment

*(Written Assessment of Risk – Coláiste Bríde)*

6 in accordance with Section 11 of the Children First Act 2015 and Chapter 8 of the Child Protection Procedures (Revised 2023).

### 1. List of School Activities

- Daily arrival and dismissal of pupils
- Recreation breaks

- Classroom teaching
- Online and remote teaching
- One-to-one teaching and counselling
- Outdoor teaching activities
- Sporting activities (basketball, volleyball, athletics, Gaelic football, camogie, soccer, aerobics, Zumba, yoga, etc.)
- School outings and trips (including overnight and foreign travel)
- Use of toilets/changing/shower areas
- Provision of residential facilities
- Fundraising events
- Use of off-site facilities

*(Full detailed list retained as per original document.)*

## **2. Identified Risks of Harm**

Examples include:

- Risk of harm not being recognised or reported promptly by school personnel.
- Risk of harm to a student by another student, staff member, volunteer, or visitor.
- Risk of harm during online teaching or virtual platforms.
- Risk of harm due to bullying, racism, inadequate supervision, inappropriate communication, or misuse of technology.

*(Full detailed list retained as per original document.)*

## **3. Procedures to Address Risks**

Examples include:

- Provision of Child Safeguarding Statement to all staff.
- Adherence to Child Protection Procedures and Children First Act.
- Implementation of SPHE, RSE, Wellbeing Programme, Anti-Bullying Policy.
- Garda vetting and recruitment procedures.
- Supervision schedules and policies for outings, foreign tours, ICT use, and one-to-one teaching.

*(Full detailed list retained as per original document.)*

## **Important Note**

Risk refers to "harm" as defined in the Children First Act 2015, not general health and safety risk. While all risks cannot be eliminated, procedures are in place to manage and reduce risk to the greatest possible extent.

## Checklist for Review

*(Mandatory Template 2 – Child Safeguarding Statement Review)*

The Board of Management must review the Child Safeguarding Statement annually or after any material change. The checklist includes:

- Adoption of Child Protection Procedures (Revised 2023)
- Display of Child Safeguarding Statement
- Written risk assessment including online safety
- Appointment and training of DLP and Deputy DLP
- Communication of responsibilities to staff
- Compliance with Garda vetting and recruitment procedures
- Implementation of SPHE and Wellbeing Programme
- Review of Principal's Child Protection Oversight Reports

*(Full checklist retained as per original document.)*

**Signed:**

Chairperson, Board of Management

Principal/Secretary to the Board of Management

**Date:** 05/03/2025

# 11. Evacuation Plan



# 12. Declaration of Sight

For the 2025/2026 School year in lieu of a paper copy, all staff have been instructed to review the safety statement and sign digitally. [Safety Statement - All staff to review – Fill out form](#)



Microsoft Forms