



Powerstown Educate Together National School

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POWERSTOWN EDUCATE TOGETHER NATIONAL SCHOOL

Safety, Health and Welfare Policy

THIS POLICY HAS BEEN FORMULATED BY POWERSTOWN ETNS TO BRING TO THE ATTENTION OF ITS STAFF THE FOLLOWING ARRANGEMENTS FOR SAFEGUARDING THE SAFETY, HEALTH AND WELFARE OF THOSE EMPLOYED AND WORKING IN THE SCHOOL. THIS POLICY FOLLOWS THE GUIDELINES DRAFTED BY HAS & DEPT. OF EDUCATION & SKILLS OUTLINED [HERE](#)

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INTRODUCTORY STATEMENT

The Board of Management of Powerstown Educate Together National School (P.E.T.N.S.) brings to the attention of its staff the following arrangements for safeguarding the safety, health and welfare of those employed and working in the school.

This policy requires the co-operation of all employees. It shall be reviewed annually or more frequently if necessary, in the light of experience, changes in legal requirements and operational changes.

This policy implements the “Guidelines on Managing Safety, Health and Welfare in Primary Schools” published by HSA and Department of Education and Skills. ([Click here to view these guidelines in full.](#))

RATIONALE

The Board of Management of Powerstown Educate Together National School undertakes to ensure that the provisions of the Safety, Health and Welfare at Work Act 2005 are adhered to.

The Board of Management of P.E.T.N.S. recognises that its statutory obligations under legislation extends to employees, students, to any person legitimately conducting school business, and to the public.

AIMS

The Board of Management of Powerstown Educate Together National School wishes to ensure that as far as is reasonably practical:

- The design, provision, and maintenance of all places in the school shall be safe and without risk to health.
- There shall be safe access to and from places of work.
- Work systems shall be planned, organised, performed, and maintained so as to be safe and without risk to health.
- Staff shall be instructed and supervised in so far as is reasonably possible, so as to ensure the health and safety at work of all employees.
- Protective clothing or equivalent shall be provided as is necessary to ensure the safety and health at work of its employees.
- Plans for emergencies shall be complied with and revised as necessary.
- This statement will be continually revised by the Board of Management as necessity arises, and shall be re-examined by the Board on at least an annual basis.
- Employees shall be consulted on matters of health and safety.
- Provisions shall be made for the election by the employees of a Staff Health and Safety Officer.

SAFETY, HEALTH AND WELFARE POLICY

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

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

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

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

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

The Powerstown Educate Together National School's working copy of the Safety Statement is located on file in the Principal's office and on the school website at www.powerstownet.com. It will be available for viewing by any employee. A copy of the Safety Statement is emailed to staff annually and is available on the internal school intranet for all staff. The Safety Statement is introduced to all new employees at their *Induction Training*.

SCHOOL PROFILE

Powerstown Educate Together National School is a 16 classroom, vertical, co-educational school with three special classes, located on Powerstown Road, Tyrrelstown in Dublin 15

SCHOOL SIZE

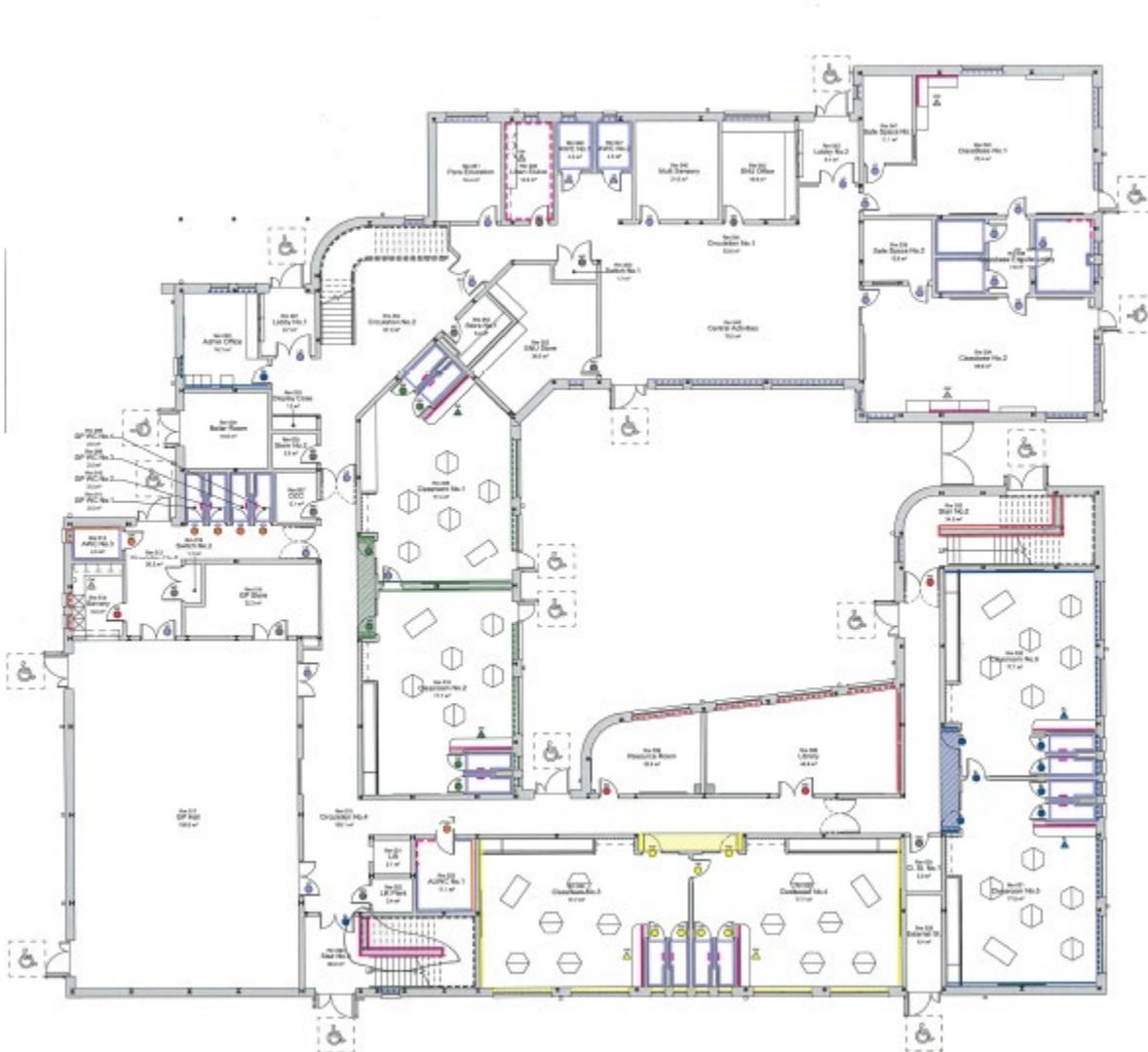
As of August 2018, Powerstown ETNS currently has a staff of 36 people (13 mainstream teachers, 4 SEN teachers, 3 special class teachers, 12 Special Needs Assistants (SNA's), 1 principal, 1 caretaker, 1 secretary and 1 part-time speech and language therapist). At present there are approximately 280 pupils enrolled in the school.

The school at different times throughout the year also has a number of adults, and second level students carrying out work experience with the staff throughout the year.

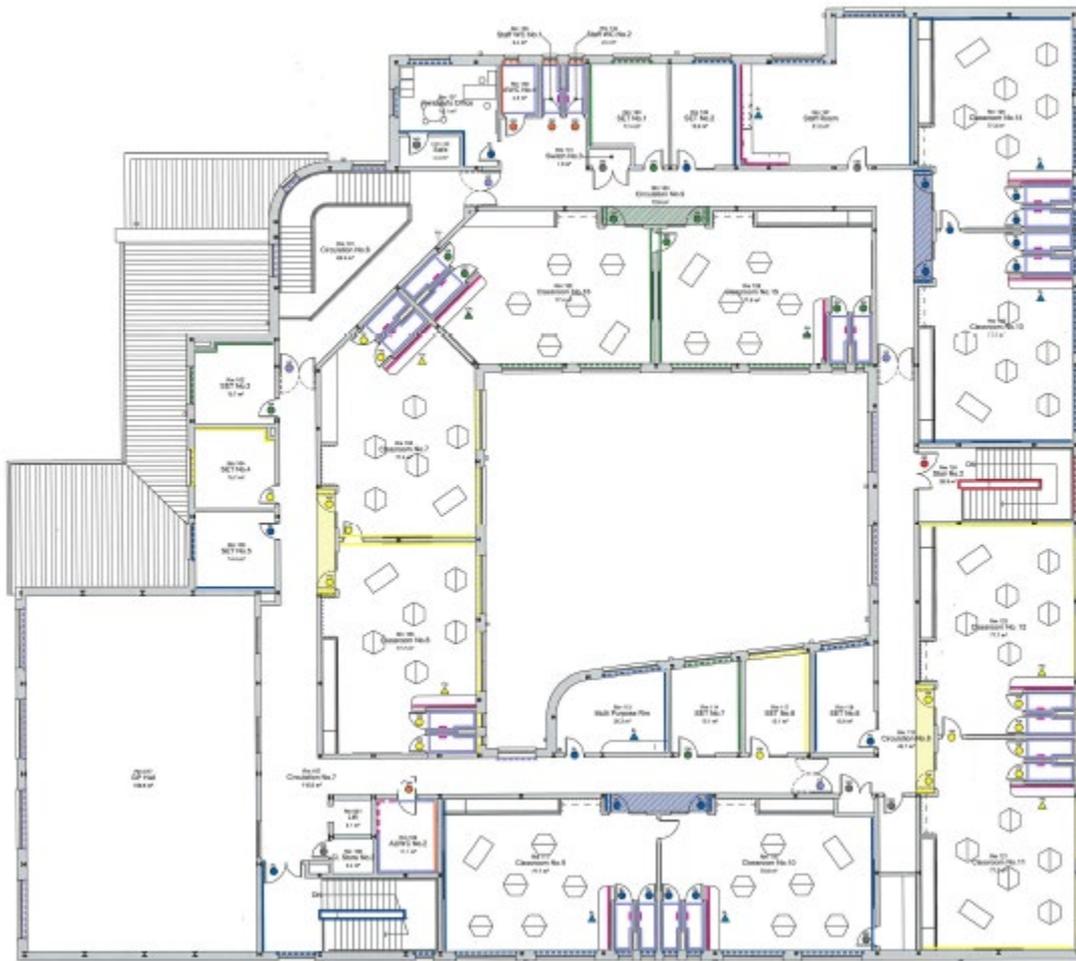
SCHOOL BUILDING

Powerstown ETNS permanent building structure was completed in August 2016. It is a 2-storey building, with 16 classrooms, an outreach unit, GP hall and ancilliary accommodation. Please see drawings below;

GROUND FLOOR DRAWINGS:

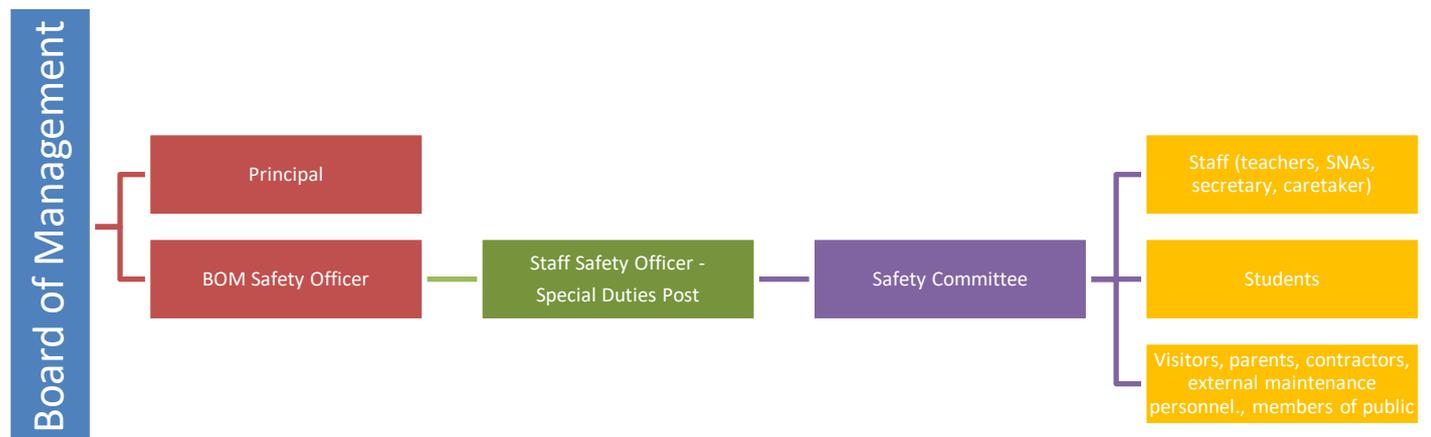


FIRST FLOOR DRAWINGS:



ORGANISATIONAL STRUCTURE @PETNS:

Safety, health and welfare is everyone’s responsibility. The chart below reflects a whole school approach to the promotion and development of safety, health and welfare in Powerstown Educate Together National School.



SPECIAL DUTIES TEACHER (WITH PARTICULAR FUNCTIONS IN SAFETY, HEALTH AND WELFARE)

- Staff Safety Officer is selected by the Board of Management, as part of special duties post.
- Staff Safety Officer ensures the implementation of the Health, safety and Welfare Policy of the school.
- Staff Safety Officer liaises with Health and Safety Authority inspectors;
- Staff Safety Officer is a member of, and the Chairperson of, the safety committee
- Staff Safety Officer conducts safety, health and welfare inspections (after giving reasonable notice to management);
- Staff Safety Officer investigates accidents and dangerous occurrences (without interfering with the scene of any accident);
- Staff Safety Officer maintains Health and Safety Manual
- Staff Safety officer maintains Fire Safety Manual

SAFETY COMMITTEE:

The safety committee facilitates the consultation process by assisting in drafting and/or reviewing the safety statement, risk assessments, policies and procedures within the Safety Management System on behalf of the Board of Management of Powerstown ETNS.

The safety committee, will

- agree how scheduled meetings will be convened, minuted and reported upon during the school year;
- outline the planning programme for the coming year. This calendar may take the form of a narrative of all planned safety and health actions for the year (including risk assessments, safety audits, planned walk-through inspections, fire drills, training etc.);
- prepare reports for the board of management and staff meetings, as well as other relevant meetings;
- ensure that current information regarding risk assessments, control measures, accident reports, audits and reviews of the SMS are evaluated and appropriate actions taken;
- examine whether resources are being used effectively to remedy high risks identified in the risk assessment;
- provide ongoing evaluation of safety, health and welfare practice in the school and the effectiveness of the procedures of the safety committee, where one has been established.

Members of the safety committee in Powerstown ETNS includes:

- Board of Management Safety Officer:
- Principal;
- Deputy Principal;
- Teacher Safety officer (Special Duties Post):
- Special Needs Assistant Safety Representative:
- Teacher Safety Representative
- 2 x Student representatives;
- Parent/guardian representative;

SAFETY REPRESENTATIVE:

The Board of Management of Powerstown ETNS encourage staff to nominate a Teacher Safety Representative and a SNA Safety Representative annually.

The safety representative's role is outlined in the 2005 Act. The functions include:

- representing employees on safety, health and welfare issues;
- participating on the safety committee if one is established;
- making verbal or written representations on employees' behalf.

PLANNING PROCEDURES:

Effective management of safety, health and welfare in Powerstown Educate Together National School requires continuous attention.

The Board of Management plans this work over the entire school year.

The following is an overview of how Powerstown ETNS plan the implementation and operation of the safety, health and welfare management system over a full school year.

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

PROVISIONS FOR PERSONS WITH SPECIAL NEEDS

- All entrances and exits are wheelchair accessible.
- Three wet-rooms with toilet facilities for children with special needs (1 in SNU, 1 on ground floor, 1 on first floor)
- Four wheelchair accessible toilets for adults/visitors (2 in SNU, 1 in hall, 1 on first floor)
- Lift available for use
- Loop sound system in reception and hall.
- Soft play surface in SNU outdoor area
- SNU yard joined to Junior Yard to promote integration and reverse integration
- Applications made to NCSE for SNA access for persons with special needs as required
- Toileting / Intimate Care needs Policy implemented as required
- Specific Behaviour Plan drafted with NEPS adaptable for children with extreme behaviour challenges.

RESOURCES FOR SAFETY, HEALTH AND WELFARE IN PETNS

This section of the safety, health and welfare statement outlines the current resources available to support safety, health and welfare in the school.

- Fire extinguishers in place in all areas and annual staff training in their use
- Fire exits clearly marked
- Regular announced and unannounced fire drills
- Evacuation procedure listed in every room
- Fire safety doors in all corridors
- First Aid kits available in all classrooms and first aid area (at GP Hall entrance)
- Defibrillator available in front lobby
- Variety of cleaning materials available to adults, kept out of reach of children
- First aid bags for each yard
- Yard incident/accident book for first yard aid bag
- Staff sign in book located outside office
- Student sign out book (students who arrive late and are collected during the school day)
- Visitors sign in book/ identity tag

RESOURCES ADDRESSING ISSUES OF PRIME CONCERN

REGISTRATION FORM

There is a section allowing parents to identify any allergies/illnesses of a new child

INFECTIOUS DISEASES

It is the policy of the Board of Management of Powerstown Educate Together National School that all members of the school community shall be notified in the case of an outbreak of an infectious disease and steps taken to ensure the safety of staff and students against all such diseases.

The Board of Management follow the guidelines outlined in HSE document "[Management of Infectious Diseases in School.](#)"

The Board of Management will endeavour to minimise the risk by adherence to sound principles of cleanliness, hygiene and disinfection and have provided disposable gloves for use in all First Aid applications, cleaning tasks, etc. Toilets and washrooms shall be provided at all times with an adequate supply of water, soap, towels and a facility for the safe disposal of waste. Any faulty equipment must be identified to the caretakers.

SICKNESS OR INJURY

If children are sick or injured, the secretary usually contacts parents/guardians at the request of class teacher / teacher on yard. Though depending on the severity, the Principal or a teacher may contact them.

DRUGS AND MEDICATION

It is the policy of the Board of Management of Powerstown Educate Together National School that all drugs, medications, etc be kept in a secure first aid cabinet in the staff room.

Administration of medication is only to be carried out or supervised by staff members as outlined in a completed 'Administration of Medication Plan', as specified in the 'Administration of Medication' policy and authorised by the Board of Management.

SCHOOL HYGIENE

Children are encouraged to wash their hands. The use of wash facilities, including hot water and soap, are available in each classroom

GENERAL CLEANLINESS OF SCHOOL ENVIRONMENT

The school employs contract cleaners to ensure a consistent standard of cleanliness throughout the school, including refuse, toilets, classrooms, floors etc.

MACHINERY, KITCHEN EQUIPMENT, ELECTRICAL APPLIANCES

It is the policy of the Board of Management of Powerstown Educate Together National School that machinery, kitchen equipment and electrical appliances are to be used only by competent and authorised persons. Such appliances and equipment will be subject to regular maintenance checks.

ELECTRICAL APPLIANCES

Arrangements will be made for all appliances to be checked on a regular basis at least annually by a competent person, maintenance person, the supplier or his agent. Before using any appliance, the user should check that:

- All safety guards, which are a normal part of the appliance, are in working order
- Power supply cables/leads are intact and free of cuts or abrasions.
- Unplug leads of appliances when not in use.
- Suitable undamaged fused plug tops are used and fitted with the correct fuse.
- Follow official guidelines issued by the Health and Safety Authority.

CHEMICALS

It is the policy of the Board of Management of Powerstown Educate Together National School that all chemicals, photocopier toner, detergents etc be stored in clearly identifiable containers bearing instructions and precautions for their use and shall be kept in a locked area, and protection provided to be used when handling them. **(Secretary/Cleaner/Principal where appropriate)**

WELFARE

To ensure the continued welfare of the staff and children, toilet and cloakroom areas are provided. A staffroom separate from the work area is provided, where tea and lunch breaks may be taken. Staff must co-operate in maintaining a high standard of hygiene in this area.

A high standard of hygiene must be achieved always. Adequate facilities for waste disposal must be available. An adequate supply of hot and cold water, towels and soap and sanitary disposal facilities should be available.

Members of staff and students are reminded:

- (a) A person who is under medical supervision or on prescribed medication and who has been certified fit for work, should notify the school of any known side effect or temporary physical disabilities which could hinder their work performance and which may be a danger to either themselves or their fellow workers. The school will arrange or assign appropriate tasks for the person to carry out in the interim.
- (b) Staff and students are not allowed to attend the premises or carry out duties whilst under the influence of illicit drugs or alcohol. Any person found breaking this rule will be liable to disciplinary action.

HIGHLY POLISHED FLOORS

It is the policy of the Board of Management of Powerstown Educate Together National School that every attempt will be made to avoid the creation of slippery surfaces. The washing of floors shall be conducted, as far as is possible, after school hours to eliminate as far as possible, the danger of slipping.

Where floors are wet, warning signs regarding wet floors shall be used. Attention is drawn to the possibility of outside floors and surfaces being affected by frost in cold weather.

SMOKING

It is the policy of the Board of Management of Powerstown Educate Together National School that the school campus shall be a non-smoking area to avoid hazard to staff and pupils of passive smoking.

MANUAL HANDLING

No person will be expected to lift a load that would be likely to cause him / her injury. Consideration must be given to the load and whether help is necessary. Training in correct manual handling techniques will be provided as appropriate.

Every employee must be familiar with the correct lifting techniques. These may be summarized as follows: -

- Check for sharp edges, splinters, or nails
- Lift in easy stages – floor to knee then from knee to carrying position.
- Hold weights close to body
- Don't jerk, shove or twist body
- Grip load with palms – not fingertips
- Don't let the load obstruct your view. This is particularly important when carrying loads up and down step
- Always consider whether help is necessary to lift an awkward or heavy load.

ENTERING SCHOOL GROUNDS

- All individuals, in the interest of safety, must obey all signs upon entering the school grounds.
- Cars are advised to use the drop off area, located in front of the school.
- Cars are requested to not park in the staff car park, instead using the available spaces designated for collections and drop-offs. These are located in front of the school building. Where a space is not available, cars are requested to wait until an appropriate space becomes available.
- Cars are requested to not park on pedestrian crossings.
- All cars are advised to drive slowly while on school grounds and maintain vigilance for adults and children crossing the roads.
- All individuals are asked to use the designated crossings (as marked by black and white stripes) when crossing any roads on school grounds.
- Those parking in the drop-off area and outside the school grounds are advised to accompany children to and from the school premises and use the pedestrian crossing.
- Cars are not permitted to drive on any paved area on the school grounds.

STRESS AT THE WORKPLACE

Powerstown Educate Together National School adheres to all aspects of the 2005 Safety, Health and Welfare at Work Act which obliges employers to identify and safeguard against ALL risks to the health and safety of

its staff, including workplace stress. Workplace stress arises when the demands of the job and the working environment exceeds the capacity of staff members to meet said demands. Causes of stress in the workplace:

Table 1: Contextual and content factors defining the hazard of WRS (from I-WHO, UK*)

CONTEXT TO WORK – Potential Hazardous Conditions	
Organisational culture	Poor communication, low levels of support for problem solving and personal development, lack of definition of organisational objectives.
Role in organisation	Role ambiguity and role conflict; responsibility for people unclear.
Career development	Career stagnation and uncertainty, under or over promotion, poor pay, job insecurity, low social value to work.
Decision latitude/control	Low participation in decision making, lack of control over work.
Interpersonal relationships at work	Social or physical isolation, poor relationships with superiors, interpersonal conflict, lack of social support.
Home-work interface	Conflicting demands of work and home, low support at home, dual career problems.
CONTENT OF WORK – Potential Hazardous Demands	
Work environment and equipment	Problems regarding the reliability, availability, suitability and maintenance or repair of both equipment and facilities.
Task design	Lack of variety or short work cycles, fragmented or meaningless work, underuse of skills, high uncertainty.
Workload/pace of work	Work overload or underload, lack of control, over pacing, high level of time pressures.
Work schedule	Poorly managed shift working, inflexible work schedules, unpredictable hours, long or unsocial hours.

* Institute of Work, Health & Organisations, University of Nottingham, UK

Powerstown Educate Together National School will utilise the following methods for eliminating stress:

- Management will have regular consultation and communication with all staff. They will ensure that complaints that may be related to stress are listened to in a confidential manner, documented and appropriate measures taken immediately.

PROTECTIVE MEASURES IN PLACE FOR SAFETY, HEALTH AND WELFARE IN POWERSTOWN ETNS

To minimise dangers the following safety/ protective measures must be adhered to in addition to the duties of employees.

- Where applicable Board of Management will ensure that members of the staff will have been instructed in the correct use of equipment appropriate to their position.
- All machinery and electrical equipment are fitted with adequate safeguards.
- Precautionary notices, in respect of safety matters are displayed at relevant points.
- Ladders must be used with another person’s assistance.
- Avoid use of glass bottles where possible by pupils. Remove broken glass immediately on discovery
- All staff will replace equipment in storerooms securely and positioned so as not to cause a hazard.
- Check that all PE and other mats are in good condition.
- Check that roofs, guttering, drain pipes etc as far as can be seen are sound and well maintained.
- Hazards related to heating and plumbing issues will be reported to the principal and dealt with in an efficient manner.

- Check that all play areas, especially sand pits, are kept clean and free from glass before use. (All staff)
- Check that outside lighting works and is sufficient.
- All staff will ensure that all classrooms, and corridors are kept free of clutter, trailing leads or any items inhibiting movement around the school building.
- Sharp objects and chemicals (e.g. surface sprays etc) will be kept out of reach of children
- Path area will be salted on icy days where possible
- Check that all builder's materials, caretakers' maintenance equipment, external stores etc are stored securely.
- Check that refuse is removed from building each day and is carefully stored outside.
- Wet floor signs will be displayed when the floor is wet

ROLES AND RESPONSIBILITIES FOR SAFETY, HEALTH AND WELFARE

Section 20 of The Safety, Health and Welfare at Work Act 2005, states that a safety statement should specify "the names and, where applicable, the job title or position held of each person responsible for performing tasks assigned to him/her pursuant to the safety statement."

BOARD OF MANAGEMENT:

- complies with its legal obligations as employer under the 2005 Act;
- ensures that the school has written risk assessments and an up to date safety statement;
- reviews the implementation of the Safety Management System and the safety statement;
- sets safety, health and welfare objectives;
- receives regular reports on safety, health and welfare matters and matters arising from same are discussed;
- reviews the safety, health and welfare statement at least annually and when changes that might affect workers' safety, health and welfare occur;
- reviews the school's safety, health and welfare performance;
- allocates adequate resources to deal with safety, health and welfare issues;
- appoints competent persons as necessary, to advise and assist the board of management on safety, health and welfare at the school.

THE PRINCIPAL

The Principal is the designated person for safety, health and welfare acting on behalf of the Board.

- complies with the requirements of the 2005 Act;
- reports to the board of management on safety, health and welfare performance;
- manages safety, health and welfare in the school on a day-to-day basis;
- communicates regularly with all members of the school community on safety health and welfare matters;
- ensures all accidents and incidents are investigated and all relevant statutory reports completed;
- organises fire drills, training, etc;
- carries out safety audits.

Special Duties Teacher (with particular functions in safety, health and welfare)

- The special duties teacher has duties related to safety, health and welfare must fulfil the duties assigned;
- The Staff Health and Safety Officer is responsible for coordinating, supervising, and managing the Safety, Health and Welfare matters dealt with in the Safety Statement.

She/He will:

- Complete a safety inspection of the school premises on an annual basis.
- Organise a fire drill on a termly basis.
- Maintain Fire Safety Manual
- Maintain Health and Safety Folder
- Ensure that adequate First Aid provisions and arrangements are in place.
- Ensure that all accidents involving employees, however slight, are reported, and where necessary fully investigated and remedial advice provided.
- Review risk assessment and Safety Statements when there has been a significant change or there is another reason to believe the risk assessment is no longer valid and following the review, to amend as appropriate.
- Report without delay, any health and safety issues or concerns to the B.O.M. Health and Safety Officer.

TEACHERS / SPECIAL NEEDS ASSISTANTS / NON-TEACHING STAFF:

- comply with all statutory obligations on employees as designated under the 2005 Act;
- co-operate with school management in the implementation of the safety statement;
- inform students of the safety procedures associated with individual subjects, rooms, tasks;
- ensure that students follow safe procedures.
- formally check classroom/immediate work environment to ensure it is safe and free from fault or defect;
- check that equipment is safe before use;
- ensure that risk assessments are conducted for new hazards.
- select and appoint a safety representative as appropriate;
- co-operate with the school safety committee where one is established;
- report accidents, near misses and dangerous occurrences to relevant persons as outlined in the safety, health and welfare statement.

OTHER SCHOOL USERS:

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

PARENTS/GUARDIANS

Parent participation is actively encouraged in P.E.T.N.S. and parents are often on-site during the school day

to get involved in activities within the classroom. Parents who are visiting a classroom shall:

- Ensure they have agreed a time with relevant teacher
- Sign-in the 'Visitor sign-in book' at Reception
- Proceed to their child's classroom only
- Follow any safety instructions given by the members of staff in their child's classroom
- Observe and obey all safety information signs posted throughout the school
- Refrain from interfering with any equipment or hazardous materials stored or used on site even if left unattended
- Report any accidents, however minor, to a member of staff and the appropriate accident form will be completed
- In the case of a fire or emergency evacuation activation - evacuate the building with the class they are visiting as per the class teacher's instructions

Parents are also invited to avail of the Parents' Room located within the school during the school day. Parents who are using the Parents' Room shall:

- Sign-in the 'Parents Room Sign-In' book at Reception
- Proceed to the Parents' Room only
- Observe and obey all safety information signs posted throughout the school
- Refrain from interfering with any equipment or hazardous materials stored or used on site even if left unattended
- Report any accidents, however minor, to a member of staff and the appropriate accident form will be completed
- In the case of a fire or emergency evacuation activation - evacuate the building as per the Parents' Room evacuation plan posted to the rear of the door of the Parents' Room.

VISITOR CONTROL

A visitor is defined as any non-staff member who enters the school grounds for a non-routine meeting or event.

- The visitor will present themselves to reception, with relevant identification
- The visitor will sign into the "Visitors' Book"
- The visitor will be given a "visitor badge" if he/she does not have own work identification (e.g. PDST, SESS, HSE staff card)
- The visitor will be met by relevant staff member
- The visitor will not carry out any work and will be accompanied by a member of staff at all times during the visit.
- In the event of a fire, or emergency evacuation, the visitor will be instructed to accompany the staff member to the assembly point.
- Any accidents to visitors, however minor, must be reported to the staff member and the appropriate accident form will be completed.
- Visitors to the site must observe and obey all safety signs posted throughout the school.
- Visitors on site should not interfere with any equipment or hazardous materials stored or used on site even if left unattended

CONTRACTORS:

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

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

RISK ASSESSMENT

The Safety, Health and Welfare Management System (SMS) in Powerstown ETNS involves an on-going process which aims to promote continuous improvement in the way the school manages safety.

Bi-annually, the Board of Management will carry out a risk assessment, identifying hazards, assessing the risks and specifying the actions required to eliminate or minimize them. They will enlist the help of the teachers, safety officer, safety representative, caretaker, secretary and other relevant parties to carry this out. Hazards may include physical, health, biological, chemical and human hazards. Using the HSA format from their publication 'Guidelines on Managing Safety, Health and Welfare in Primary Schools' available on http://www.hsa.ie/eng/Education/Guidelines_on_Managing_Safety_Health_and_Welfare_in_Primary_Schools.pdf will assist the recording of the whole process. **Please refer to Part 2, Pages 18-110.**

As part of the general approach to safety, other policies & practices which have a bearing on safety, health and welfare have been put in place and communicated to employees, pupils, parents and others using the premises. These include Acceptable Usage (AUP), Anti-bullying, Child Safeguarding, Code of Behaviour, Critical Incident Management Plan, Parent Teacher Communication, Relationship & Sexuality Education (R.S.E.), Continuum of Support, Substance Use Policy and Vetting (Garda Clearance). This is not an exhaustive list. These policies are monitored and updated regularly.

Also, a school environment audit is carried out annually in January/February also using the HSA format from their publication 'Guidelines on Managing Safety, Health and Welfare in Primary Schools' available on http://www.hsa.ie/eng/Education/Guidelines_on_Managing_Safety_Health_and_Welfare_in_Primary_Schools.pdf - refer to Part 2, Pages 5-8.

Health and safety are considered when any policy/plan is being drawn up e.g. PE, Visual Arts, etc. The duty of care is also considered in all areas and aspects of school life.

RISK ASSESSMENT ROLES AND RESPONSIBILITIES

- **Each teacher** will complete an assessment of their work area twice a year using template provided .
- **Allocated staff** will complete risk assessments for shared areas, **co-ordinated by Staff Safety Officer.**
- The **Staff Safety Officer** will perform a walk-about once a month. (See template for monthly review) and provide feedback for BoM.
- Any hazards that arise outside of the designated “audit” are to be reported to **Staff Safety Officer** immediately.

Staff Safety Officer will ensure:

- All staff are aware of timelines for audits
- All staff have access to Audit templates
- Audits are stored in Health and Safety folder in office.
- All hazards are identified on template
- All risk assessments are identified on template
- All control measures are identified and implemented as detailed on template
- He/she collate Audit data, assess and ensure control measures are successfully implemented.
- That all urgent matters are addressed as priority; notes and details of actions to address these matters are kept in HSW folder
- He/she meets monthly* with principal Health, Safety and Welfare is a topic at each BOM meetings, with all unresolved problems reported in detail. (*depending on risk / hazard rating and/or urgency)
- All control measures are communicated in person and via email to affected persons and/or principal

EMERGENCY PROCEDURES, FIRE SAFETY, FIRST-AID, ACCIDENTS AND GENERAL SAFETY HEALTH & WELFARE PRACTICES (PUPIL BASED)

Section 8 of the Safety, Health and Welfare at Work Act 2005 requires that every employer shall “prepare and revise as appropriate, adequate plans and procedures to be followed and measures to be taken in the case of an emergency or serious and imminent danger.”

Emergency procedures

Emergency procedures must be developed in advance, clearly communicated and understood, and practised on a planned basis.

FIRE SAFETY

All employees will be instructed in and should make themselves aware of the location of all fire points and the minimum requirements on how to initiate the alarm and ensure that they are capable of a controlled evacuation, should an emergency arise in the school. All fire points are wall mounted, indicated with fire point signs and kept clear of obstructions at all times.

Emergency evacuation drills are carried out on a termly basis. Records of all drills will be maintained.

Emergency Site Controller (Principal): The Emergency Site Controller will assume overall responsibility for the management and control of any emergency situation on site until the arrival of the emergency services

Deputy Emergency Site Controller (Deputy Principal): If the Emergency Site Controller is not present, the Deputy Emergency Site Controller will assume overall responsibility for the management and control of any emergency situation on site until the arrival of the Emergency Services.

It is the policy of the Board of Management of Powerstown Educate Together National School that:

- (i) The Board of Management will ensure that an adequate supply of fire extinguishers, suitable for the type of fires likely to occur in each area, is available, identified and regularly serviced by authorised and qualified persons. Each fire extinguisher shall have instructions for its use.
- (ii) Evacuation plan clearly visible on the back of the door in each classroom (Staff Safety Officer)
- (iii) The Principal will ensure that fire drills shall take place at least once a term.
- (iv) Fire alarms shall be clearly marked. (Staff Safety Officer)
- (v) Signs shall be clearly visible to ensure that visitors are aware of exit doors and routes. (All Staff)
- (vi) All doors, corridors, and stairwells shall be kept clear of obstruction and shall be able to be opened at all times from within the building. Each teacher who has an exit in her classroom must ensure it is kept clear. P.E. hall and main door – Principal will see they are free of obstruction.
- (vii) A plan of the school shows assembly points outside the school (BOM).
- (viii) Assembly areas are designated outside each building, and the locations specified. (BOM and Principal)
- (ix) All electrical equipment shall be left unplugged when unattended for lengthy periods and when the building is empty. Teachers are responsible for their own classroom. The secretary/Principal, as appropriate, are responsible for the office. Staff room is every teacher's responsibility. Cleaner to check when cleaning.
- (x) Bottled gas shall be stored in a secure place in such a manner as to minimise the danger of explosion in the case of fire (Principal).
- (xi) Principal and Staff Safety Officer shall be responsible for fire drills and evacuation procedures.
- (xii) All recommendations made by a Fire Officer in addition to these provisions shall be implemented.

If you come across a Fire

Should a fire occur in any area of the school, the following actions should be taken:

- Ensure the alarm is raised. Obtain assistance if required.
- Providing you have been trained and it is safe to do so, attempt to extinguish or contain the fire using the appropriate extinguishers and hoses etc. **DO NOT PUT YOURSELF AT RISK.**
- Always ensure your safe exit is available when tackling a fire; never let the fire get between you and

the exit.

- Evacuate the building and move towards the Assembly Point
- Call the Fire Brigade

If you hear the Fire alarm;

- EVERYONE OUT of the building using the nearest escape routes. Class teachers bring ipads with them. WALK QUICKLY but CALMLY and QUIETLY. NO OVERTAKING.
- DO NOT RETURN for anything you have forgotten.
- If time permits (small fire), close door and windows of room.
- Move to the Assembly Point.
- Class teachers call the roll.
- In the case whereby everyone is not accounted for, the teacher must inform the emergency site controller/fire warden immediately.
- Wait for direction from the Emergency Site Controller

Fire Safety Manual

The essential components of an effective fire safety management programme are summarised as follows:

- The establishment of a fire safety management organisation with clearly defined roles for all key personnel.
- The implementation of strict fire prevention rules and housekeeping practices.
- The on-going routine checking, testing and maintenance of fire protection systems and equipment.
- The establishment of clearly defined procedures in the event of an emergency.
- The training of staff in fire prevention and in the actions they are expected to take in an emergency.
- The keeping of relevant and applicably detailed records.

The following maintenance strategy and information is provided within the Fire Safety Manual;

1. Fire Detection and alarm system;
2. Emergency Lighting System;
3. Fire Extinguishers;
4. Fire Shutter;
5. Fire Doors;
6. Fire Dampers;
7. Escape Routes;
8. Fire Drills;
9. Fire Safety Management/Personnel;
10. Fire Prevention Strategies;
11. Report back on the level of compliance with the Fire Safety Certificate granted for the school building and highlight any deficiencies found.

Please see Fire Safety Folder for more information;

It is the policy of the Board of Management of Powerstown Educate Together National School that, where possible, some members of staff shall be trained to provide basic First Aid to staff and pupils.

(1) Notices are posted in office detailing:

- arrangements for giving first aid,
- location of first aid boxes,
- procedure of calling ambulances etc,
- telephone numbers of local Doctor, Gardaí and Hospital (as per Critical Incident Chart)

The Principal and Staff Health and Safety Officer will see that there will be a properly equipped **First Aid Buns-Bags for yard** (stored under glass cabinet in lobby) containing:

- Band aids/plasters
- Antiseptic wipes
- Disposable gloves
- Accident book

The Principal and Staff Health and Safety Officer will see that there will be maintained in **each classroom, a properly equipped First Aid Bag** (at sink in each classroom) containing:

- Band aids/plasters
- Tape
- Antiseptic wipes
- Disposable gloves

The Principal and Staff Health and Safety Officer will see that there will be maintained **in the school a properly equipped First Aid Box** (at hall exit door) available to staff at all times containing:

- Sticking plasters
- Tape
- Cotton Bandage
- Antiseptic Wipes
- Scissors
- Witch Hazel
- Vinegar
- First Aid Chart

Disposable gloves must be used at all times in administering First Aid and all medical items used (plasters, wipes etc) must be disposed of appropriately.

DAILY ARRANGEMENTS

Event	Arrangements
School open hours	Building opens daily at 7.30am. Staff are asked to vacate the building daily by 5pm.

Arrival of Staff	Teachers are requested (Rules of National Schools) to be in the school building a minimum of 10-15 minutes before pupils are received. <i>SNAs work day officially starts at 8.10am</i>
Staff Absences	All communication of absences should be communicated to Principal or Deputy Principal by telephone, at the latest, by 7.30am on the morning of the absence. Text messages are not an acceptable form of communication in relation to absences as they might not be received. Where possible substitute cover will be sought.
Arrival of pupils	Principal, ISM team & SNAs supervise children in the yard daily at 8.20am.
Pupils received	Morning bell goes at 8.28am. Staff are expected to be out in the courts by 8.30am when bell goes. Punctuality is very important! Pupils are escorted by class teachers into the building at 8.30am.
Entrance Doors	Blue stairs and rear door: Junior Infants, Senior Infants, First class, Birch Class Yellow stairs and front door: 2 nd , 3 rd , 4 th , 5 th & 6 th class Hawthorn and Holly classes: Own entrance
Late arrivals	Front door is closed at 8.30am. If a child arrives after 8.30am, parents must sign in their child in the office. Teachers must record times on Aladdin. If child(ren) are consistently late, the first port of call is for class teacher to discuss it with parents. If problem persists, inform Principal / Deputy Principal.
Small Break	Children eat their lunch in their classrooms with the class teacher This is still informal teaching time e.g. for Gaeilge neamhfhoirmiúl, Cúlra 4 / Rannta / Amhráin / shared reading / News2Day, etc. <u>Teachers MUST ESCORT CHILDREN out to the yard at 10.10am. Teachers are not to leave the yard to go to staff room until they hand over to the teacher on supervision.</u>
Big Break	Children eat their lunch in their classrooms with the class teacher from 12 noon to 12.10pm. Children tidy up, line up and are escorted outside by class teachers at 12.10pm. Teachers MUST ESCORT CHILDREN out to the yard at 12.10pm. <u>Teachers are not to leave the yard to go to staff room until they hand over to the teacher on supervision.</u>
SNA Breaks	SNA Breaks occur before and after children / teacher breaks. SNAs breaks are staggered for health and safety reasons. SNAs must take their breaks at designated times <ul style="list-style-type: none"> • Tea break is 10.00 – 10.10 / 10.20am – 10.30am • Lunch Break is 11.50 – 12.10 / 12.30 – 12.50pm
Yard arrangements	Junior Yard: Junior Infants, Senior Infants, Hawthorn and Holly Class Senior Yard: <ul style="list-style-type: none"> • 1st & 2nd class: Basketball court (closest to school) • 3rd - 6th class: Football court

<p>Wet days</p>	<ul style="list-style-type: none"> On a wet day, teachers will be informed that children will be staying in over the intercom by 10.00am. Children eat their lunch in their classroom as normal (12.00pm to 12.10pm). Each class teacher must provide wet day activities for pupils (board games, library books, drawing materials, etc.) <p>Wet day supervision</p> <ul style="list-style-type: none"> 1 teacher on ground floor (JI, SI, Hawthorn and Holly) & SNA between 2 classrooms 1 teacher between and 1st/2nd classes, SNAs between 2 classrooms Birch class with 1st class 1 teacher between 3rd/4th/5th/6th classes, SNA between 2 classrooms
<p>First Aid Station</p>	<ul style="list-style-type: none"> First Aid station is located at the Hall entrance. The teacher on First Aid duty is to bring out 2 small yellow chairs, ice packs and large green First Aid Kit.
<p>Access to the toilets during break</p>	<ul style="list-style-type: none"> Children should use toilets before going to yard. If a child must use the toilet, they must be escorted to toilets in the Hall. Please refer to Toileting and Intimate Care Policy.
<p>Accidents</p> <p>Please refer to accident and injury Policy:</p>	<p>Minor Injury: Supervising teacher uses first aid bag to treat the child. Teacher writes report up in yard incident book and gives class teacher duplicate report. Class teacher must inform parents/guardian/childminder on collection.</p> <p><i>Any accident where a child is marked e.g. cut/bruised, it must be written into notebook.</i></p> <p>Serious Injury: Assistance can be required by a trained first aider. Principal informed. Appropriate action is decided e.g. taken inside, treated by staff, doctor called, ambulance called, collected by parents/guardians. Parents are contacted immediately.</p> <p><i>A report must be written in notebook & on Aladdin by the class teacher.</i></p> <p><u>Any type of head injury is considered a serious injury.</u></p> <p>If it is a serious accident that requires medical attention or referral, serious accident report must be completed on Aladdin for insurance.</p>
<p>Dismissal of infants</p>	<p>Infant children line up in classroom at 1.05pm. At 1.10pm teachers escort classes through blue exit into the basketball courts. Children must be released to a parents/guardian/known adult. Teachers should walk at the front of the line to ensure all children follow.</p>
<p>Dismissal of Infants on a wet day</p>	<p>Children are collected from the hall. Parents of Junior and Senior Infant pupils can enter & exit via hall doors.</p>
<p>Dismissal of 1st – 2nd class</p>	<p>Children line up in classroom at 2.05pm. At 2.10pm teachers escort classes to blue exit (1st class) and yellow exit (2nd) into the basketball courts. Children must be released to a parents/guardian/known adult. Teachers should walk at the front of the line to ensure all children follow.</p>
<p>Dismissal of 3rd – 6th class</p>	<p>Children line up in classroom at 2.05pm. At 2.10pm teachers escort classes to yellow exit and into the basketball courts. Teachers should walk at the front of the line to ensure all children follow. 3rd to 6th class pupils may walk home alone</p>

	if their parents have provided the school with written permission for them to do so.
Dismissal of 1st – 6th class on Wet Day	Children are collected from the hall.
Early collections	If a child is being collected during school time, parents/guardians must report to the office. Parents should have sent a written letter, email or phone call to inform the teacher in advance, unless in the case of an emergency. Parents must sign the collection book. Under no circumstances are children to be released to a parent without going through the office.
Arrangements for escorting infants – 2nd class off the premises	Every child from Junior Infants – 2 nd class must be collected by a parent/guardian and/or an adult known by the teacher. Each parent completes a form in the first week of school stating who has permission to collect the child. If someone new is to collect child, parent/guardian must inform teacher in advance. If a situation arises inform principal. Parents/guardians must be contacted and verbal permission sought for child to be released. Any “NEW” person collecting a child must sign the collections book. Any child who is collected 10 minutes late, parents must sign the collection book.
After school activities	All parents/guardians must sign up for school run After School Clubs. ASC group set up on Aladdin to record money / communicate with parents/guardians. Teachers collect children for ASC as per collection policy above. Dismissal policy as detailed above applies to children attending school based after school activities.

ACCIDENTS AND INJURIES

Please refer to Accident and Injury Policy

A Serious Accident Procedure & Accident Report Form is available in the CPSMA Management Board Members’ Handbook p. 285. A report of this kind must be made to the HSA in respect of the following types of incident:

- An accident causing loss of life to any employed or self-employed person if sustained in the course of their employment
- An accident sustained in the course of their employment which prevents any employed or self-employed person from performing the normal duties of their employment for more than 3 calendar days not including the date of the accident
- An accident to any person not at work caused by a work activity which causes loss of life or requires medical treatment.

TOILETING AND INTIMATE CARE NEEDS

Please refer to Toileting and Intimate Care Needs Policy

CRITICAL INCIDENT

Please refer to Critical Incident Policy.

A copy of this and relevant accompanying information is available in the Critical Incident Management Plan folder located in the office

ADMINISTRATION OF MEDICATION

Please refer to Administration of Medication Policy

EXCEPTIONAL CLOSURES

In the event of an exceptional closure, parents receive a text to their mobile device and notification via the school's app.

CODE OF BEHAVIOUR AND ANTI BULLYING POLICY

Refer to school's policy for dealing with behaviour which causes a risk to others

ALLEGATIONS OR SUSPICIONS OF CHILD ABUSE

Refer to Child Safeguarding Statement and Children First Guidelines.

- The school's Child Protection Policy, in line with Child Protection Guidelines, is followed in the case of an allegation or suspicion of child abuse

SCHOOL TOURS / OUTINGS

Refer to School Tour Policy

Risk Assessment is completed by class teacher prior to school tour/outing.

GENERAL SAFETY HEALTH & WELFARE PRACTICES (STAFF BASED)

GARDA CLEARANCE

- The school ensures that all successful staff at interview have recently been vetted by the gardaí
- The school endeavours to maintain a high standard in its 'duty of care' to all staff by encouraging a positive and safe environment and taking precautions to ensure that this exists e.g. clear signs, planned evacuation procedures etc.

POSITIVE STAFF RELATIONS:

Refer to Staff Relations Policy

- Practices to support positive staff relations in the school include
 - Internal communication board, staff meetings, circulation of minutes, emails

- Process of decision-making – insofar as is possible, staffed are called upon to make decisions on the basis of consultation and consensus within the school community e.g. adoption of school plans
- Effective school policies and procedures – all teachers are aware and have a soft copy of school plans, policies, practices and procedures
- Mutual respect
- A sense of fairness
- Informal meetings and communication e.g. outings, positive news texts etc.
- Staff are made aware of the procedures to address cases of adult bullying/ harassment or to initiate a grievance procedure at staff meetings, informal meetings, emails from Principal, through access to policies and reminders to read policies. These procedures are as follows:
 - Stage 1 – Decide to address the problem
 - Stage 2 – Informally address the problem
 - Stage 3 – Involvement of the Principal and/or Chairperson of the Board of Management
 - Stage 4 - Referring the matter to Board of Management for further investigation

ASSAULTS ON TEACHERS/SCHOOL EMPLOYEES:

See CPSMA Management Board Members' Handbook

- Practices that create and maintain a culture where acts of violence are not tolerated include
 - Good practice for the conduct of communication between home and school
 - Admitting parents/visitors to the school e.g. dropping children in the morning, collecting early, 'appointment-only' meetings
 - Arrangement and facilitating parent-teacher meeting
 - A detailed Code of Behaviour which is available online for all to view
 - Clear complaints procedure in place – Refer to Parent Teacher Communication Policy
 - Parents should always go to the class teacher first. In most cases, things can be resolved at this level. The teacher will inform the principal of any serious complaints
 - At this stage, if a parent feels that the issue has not been resolved, they are welcome to make an appointment with the principal to discuss the matter
 - If they still feel unhappy with the outcome, you can then bring your concerns to the Board of Management of the school. In order to do this, the concerns must be put in writing and addressed to the Chairman of the Board of Management
- In the event of an incident occurring, the procedures outlined below should be followed
 - The incident should be immediately reported to the Principal. All staff are encouraged to then debrief with a trusted colleague of their choice.
 - The details of the incident are recorded by the teacher in their own notes and the Principal in her notes
 - Where necessary, immediate medical assistance should be sought
 - The matter should be reported to the Gardaí, where appropriate. The report would normally be made by the teacher who was assaulted. However, the Principal may also report it
 - The Board of Management should be notified of the incident and where necessary, an emergency meeting of the Board should take place. The Board should notify its legal advisers of the assault. The Board's insurance company should also be notified
 - **Where the assault is by a pupil** the matter should be dealt with in accordance with the school's Code of Behaviour and as provided for in Rule 130(5) of the Rules for National Schools
 - Repeatedly aggressive pupils should be referred to, with the consent of the parents, for psychological assessment in order to assess the pupil's social and emotional needs and to determine how these can be best met

- **Where the assault is committed by a parent/guardian**, the parent/guardian should be immediately instructed in writing not to make direct contact with the teacher/school pending full consideration of the matter by the Board.
Subsequently, the Board should correspond with the parent/guardian stating:
 - That the Board considers the matter unacceptable
 - What action the Board intends to take
 - Outlining what pre-conditions before access to the school is restored
 - Applications for leave of absence, in relation to a member who has been assaulted, should be forwarded to Primary Payments Section of the Department of Education & Skills
 - Where an employee's personal property is damaged in the course of an assault, compensation for its replacement value may be paid by the Board of Management under their Insurance Policy
- Employees work in a reasonably comfortable and safe environment that is well heated and ventilated, appropriately lit, suitable chairs etc.
 - There are safeguards in place for pregnant staff members (Refer to Pregnant, post-natal and breastfeeding employees Policy) e.g. they are notified immediately in the event of an infectious diseases and encouraged to seek immediate medical advice on how to proceed

INSTRUCTION, TRAINING AND SUPERVISION

Training needs analysis is completed by the Board of Management each August/September to identify the safety, health and welfare training needs for the school. The training needs analysis identifies and addresses any gaps in the provision of an effective safety, health and welfare management system in the school. Risk assessments are also a very good indicator of staff training needs.

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

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

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

Image below highlights the procedure for planning for safety, health and welfare training in Powerstown ETNS.



Please refer to Training Chart as discussed at Board of Management meeting each August / September.

COMMUNICATION AND CONSULTATION

All students, parents/guardians and visitors to the school have access, as appropriate, to the safety statement (Accessible in front lobby and on the school website).

All staff must be aware of the content of the safety statement, safety policies and procedures, risk assessments, results of audits and results of performance reviews. A written communications agreement in relation to Health, Safety and Welfare is implemented in PETNS. Please see Appendix 5.

Information pertaining to nearest emergency first-aid kits, fire evacuation points and general emergency procedures will be displayed around the school.

The names of all persons with responsibilities for safety, health and welfare and emergency procedures and specific hazards and control measures will be communicated to employees including substitute, temporary and new employees and those returning from leave of absence.

All policies and procedures pertaining to safety, health and welfare will be ratified and reviewed by the board of management and communicated to the school community where relevant. These include

POLICY LIST

- School Tour Policy
- Use of School Premises Policy
- Droichead Policy
- Dignity in the workplace
- Anti-bullying and anti-harassment
- Pregnant, post-natal and breast feeding employees
- Code of Behaviour

- Substance Use
- Child Safeguarding Statement (Child protection)
- Continuum of Support (Special needs)
- Internet Safety: Acceptable Use Policy
- Relationships and Sexuality Education
- Administration of Medication

Policy statement in accordance with The Safety, Health and Welfare Act 2005

APPENDIX 1: RISK ASSESSMENT TEMPLATES

No-1 Slips, Trips And Falls

No-28 Manual Handling

No-2 Hot Drinks

No-29 Platforms, Lifts

No-3 Portable Electrical Appliances

No-30 Radon

No-4 Use of Knives and Cutters

No-31 Mould

No-5 General Considerations

No-32 Asbestos

No-6 Playground Slips, Trips, Falls and dangerous objects

No-33 Legionella

No-7 Playground Incident of Sudden Sickness-Injury

No-34 Exercise Equipment - Gym Equipment

No-8 Playground Aggressive or Violent behaviour

No-35 Goal Posts

No-9 Student Considerations

No-36 Special Events

No-10 First Aid

No-37 School Excursions

No-11 Administration of Medicine

No-38 Outdoor Activity

No-12 Fire-Classroom-Office

No-39 Cleaning - General Considerations

No-13 Fire - Events

No-40 Hazardous Substances

No-14 Carpark

No-41 Waste Compacter and Baler

No-15 General Access-Egress

No-42 Work at Height - Ladders

No-16 Visitors Log

No-43 Toilets and Showers

No-17 Drop Off-Pick Up

No-44 General Considerations

No-18 Computers - General Considerations

No-45 Construction Contractors

<u>No-19 Staff Room</u>	<u>No-46 Tractor Maintenance</u>
<u>No-20 Bullying</u>	<u>No-47 Boiler house and fuel tanks</u>
<u>No-21 Stress</u>	<u>No-48 Grass Cutting - Ride-on Mower</u>
<u>No-22 Aggressive, Threatening, Behaviour towards a staff member</u>	<u>No-49 Pressure Washer</u>
<u>No-23 Home visits by home school liaison teacher or other</u>	<u>No-50 Strimmer</u>
<u>No-24 Pregnant, Post Natal & Breastfeeding</u>	<u>No-51 Waste Compactor and-or Baler</u>
<u>No-25 Single Teacher School</u>	<u>No-52 Work at Height - Ladders</u>
<u>No-26 Lone Workers (eg. Caretakers)</u>	<u>No-53 Canteen - General Considerations</u>
<u>No-27 Noise</u>	<u>No-54 Working with Chemical Products</u>
<u>No-55 Blank Template</u>	

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

- Used by the board of management to establish the school’s current status in relation to compliance with safety, health and welfare legislation and to help identify current gaps in managing safety.
- Used by the board of management at the end of the school year to review the school’s safety progress and assist with planning for the forthcoming year.

School Year: _____

1	Safety Statement	Yes	No
1.1	Does your school have a safety statement?		
1.2	Is it current? (i.e. reviewed in the last 12 months)		
1.3	Is it authorised/signed/ratified by the board of management?		
1.4	Does it contain a clearly defined safety, health and welfare policy?		
1.5	Does the safety, health and welfare policy include a commitment to prevent injury and ill-health and continual improvement in safety, health and welfare management and performance?		
1.6	Does it include a commitment to comply with identified legislative requirements that relate to occupational safety, health and welfare hazards?		
1.7	Does it provide a framework for setting and reviewing safety, health and welfare action plan?		
1.8	Is the safety statement documented - in a written format either on paper or electronically?		
1.9	Is the safety statement communicated to all persons within the school?		
1.10	Is the safety statement communicated to interested parties, visitors, and contractors?		
1.11	Have formal risk assessments been completed?		

2	Hazard identification,risk assessment and determining controls	Yes	No
2.1.	Has your school a written procedure for conducting hazard identification, risk assessment and determining of control measures?		
2.2	Does this procedure take into account routine and non-routine activities? (Routine activities are defined as commonplace tasks, chores, or duties as must be done regularly or at specified intervals; typical or everyday activities. Non-routine activities are defined as tasks that are not done regularly or at specified intervals; they are atypical activities).		
2.3	Does this procedure take into account activities of all persons with access to the school?		
2.4	Are the risk assessments documented and kept up to date?		

3	Legal and other requirements	Yes	No
3.1	Is there a written procedure for identifying and assessing the legal and other safety, health and welfare requirements?		
3.2	Is the information kept up to date?		
3.3	Is the relevant information communicated to interested parties?		

4	Action Plan	Yes	No
4.1	Has the board of management a written safety, health and welfare action plan?		
4.2	Are the safety, health and welfare tasks identified in the action plan assigned a timeframe for completion?		
4.3	Is each task assigned to a person with responsibility for completion of the task?		
4.4	Are the tasks, as set, reviewed regularly at planned intervals and adjusted, where necessary to ensure the action plan and its requirements are being achieved?		

5	Resources, roles, responsibilities, accountability and authority	Yes	No
5.1	Are safety, health and welfare roles and responsibilities defined?		
5.2	Are safety, health and welfare roles and responsibilities assigned to individuals?		
5.3	Are safety, health and welfare roles and responsibilities documented?		
5.4	Are safety, health and welfare roles and responsibilities communicated to individuals?		

6	Competence, training and awareness	Yes	No
6.1	Are employees appropriately competent regarding safety, health and welfare?		
6.2	Does the board of management identify staff safety, health and welfare training needs and set this out in a written plan? e.g. fire safety, first aid, etc.		
6.3	Once training needs are identified, is the appropriate training provided to meet these needs?		

6.4	Are training records retained?		
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7	Communication	Yes	No
7.1	Has the board of management established a formal procedure for internal communication within the school?		
7.2	Has the board of management established a formal procedure for communication with contractors and other visitors to the school?		
8	Participation and consultation	Yes	No
8.1	Has the board of management established a formal procedure for the participation of staff in hazard identification, risk assessment and the implementation of control measures?		
8.2	Has the board of management established a procedure for the involvement of staff in incident investigation?		
8.3	Has the board of management established a procedure for the participation of staff in the development of safety, health and welfare policies? Does this procedure ensure adequate attention is paid to the needs of individuals with disabilities?		
8.4	Has the board of management established a procedure for consulting staff if any changes are made that affect safety, health and welfare policy?		
8.5	Has the board of management established a procedure for the representation of staff on safety, health and welfare matters?		
8.6	Has the board of management established a procedure for consulting with contractors (building, maintenance, window cleaning) on safety, health and welfare issues?		

9	Emergency preparedness and response	Yes	No
9.1	Has the board of management established procedures to identify potential emergency situations? e.g floods, fire, bomb threat, fatalities, serious incidents, suicide etc.		
9.2	Does this procedure establish how the school should respond to such emergency situations?		
9.3	Has the emergency plan taken into account the needs of relevant interested parties? e.g. emergency services, neighbours, etc.		
9.4	Is the procedure subject to periodic review and update and revised where necessary?		
9.5	Is the emergency evacuation plan displayed throughout the school?		
9.6	Has the emergency evacuation procedure been developed to cover all areas, processes and identify those people who may be at greater risk, e.g. visually impaired, individuals with disabilities, or those working in noisy environments and have these procedures been communicated to the school community?		
9.7	Is there an audible fire warning system in your school?		

9.8	Are fire assembly points identified and clearly demarcated?		
9.9	Are directional fire signs displayed? (pictorial only, must not contain text) See Part 1, page 53, FAQ No 39.		
9.10	Does your school have emergency lighting systems in place?		
9.11	Are fire exits kept clear at all times?		
9.12	Are fire drills carried out? (recommended 2 per year)		
9.13	Are the outcomes of fire drills recorded, e.g. time taken, reports of faults or hindrances that require action?		
9.14	Is all first-aid equipment and fire fighting equipment (fire hose reels, emergency lighting, fire extinguishers, fire blankets, etc.) in place?		
9.15	Are all fire installations and equipment inspected and serviced as per requirements?		
10	Performance, measurement and monitoring	Yes	No
10.1	Are written procedures in place for the measurement and monitoring of safety, health and welfare performance – ongoing/periodic review of the school safety, health and welfare plan?		
10.2	Is safety, health and welfare reviewed throughout the school year?		

11	Incident investigation	Yes	No
11.1	Are written procedures in place to investigate and record incidents in order to determine underlying safety, health and welfare deficiencies and to identify corrective actions required?		
11.2	Are the safety, health and welfare tasks identified in the action plan assigned a timeframe for completion?		
	Are formal procedures in place to communicate results to the relevant parties, e.g. board of management?		
11.3	Are accident reports documented and recorded in a timely manner?		
11.4	Are reportable accidents and dangerous occurrences reported to the Health and Safety Authority when necessary?		

12	Non-compliance, corrective action and preventive action	Yes	No
12.1	Are written procedures in place for dealing with actual and potential noncompliance and for taking corrective action and preventive action? e.g. inspections, outcomes of fire drills, etc.		
12.2	As new hazards are identified, are they risk assessed?		

13	Control of Records	Yes	No
13.1	Are there written procedures in place for the identification, storage, protection, retrieval, retention and disposal of records? (to include safety statement, risk assessments, policies, training records and accident report forms)		

14	Safety, Health and Welfare Reviews	Yes	No
14.1	Are safety, health and welfare reviews conducted at planned intervals to ensure the school is conforming to safety, health and welfare requirements?		
14.2.	Are safety, health and welfare reviews documented?		

15	Management Review	Yes	No
15.1	Does the board of management, at planned intervals, review the safety, health and welfare management system?		
15.2	Is the feedback from other interested parties?, e.g. fire services, contractors reviewed?		
15.3	Are decisions of the board of management review communicated formally to staff and parents?		

APPENDIX 3: TRAINING CHART

The following chart outlines some safety, health and welfare training applicable to staff working in a school environment. This chart is not exhaustive but gives a sample of training which may be obtained to fulfill competency requirements. Training requirements are determined following a risk assessment and discussed by Board of Management in August/September each academic year.

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

First-Aid	Safety, Health and Welfare at Work (General Application) Regulations 2007	Occupational First-Aid training should be provided by an approved organisation (See First-Aid Guidelines at www.hsa.ie/publications)	The Regulations place requirements on employers in respect of their own employees while they are at work and employees in this context include persons undergoing training for employment or receiving work experience on the employer's premises. Account will also need to be taken of non employees on the employer's premises (e.g. students in schools and other places of public assembly). Where first aid provision is made for both employees and visitors, care should be taken that the level of first aid provision available to employees is not less than the standard required by the Regulations and these guidelines." For further information; please refer to the Application section of the Health and Safety Authority Guidelines on First Aid at Places of Work 2008	Re-certification required every 2 years	
Please note that school with a maximum number of 99 employees present at any one time requires 1 Occupational First Aider if Safety Statement Risk Assessment shows its necessary					

APPENDIX 5: COMMUNICATION

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

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

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

Each staff member is requested to sign the form below and return it to **the Principal** via email (principal@powerstownet.com) by 1st of September each academic year.

I have read and understood the safety statement for **Powerstown Educate Together National School** last reviewed in **August 2018.**

Signed by (staff member's name in BLOCK CAPITALS:

Signature:

Date:

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

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

Signed				
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APPENDIX 8 : RISK ASSESSMENT TEMPLATE. NO. 9 STUDENTS CONSIDERATIONS

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

Assessment carried out by: _____ Date: _____

APPENDIX 1: DETAILED HAZARD IDENTIFICATION AND RISK ASSESSMENT

Risk Assessment Location:			Assessor's Name:	Assessment Date:	
Hazard Identified	Persons at risk	Risk potential	Control measures to eliminate or reduce risk	Risk with controls	Person(s) Responsible

APPENDIX 2: ACCIDENT REPORT FORM



PETNS Accident Report Form

Name of person injured	Class & Teacher if child
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Please tick: Student Teacher Staff member Visitor Contractor
 Other: _____

Date of accident:	Time of accident
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Place where accident occurred:	Date accident reported to management
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Where appropriate, more than one box in each section may be ticked:

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

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

PART OF BODY INJURED	TICK
Head (except eyes) *PHONE HOME	
Eyes	
Face	
Neck, back, spine	
Chest, abdomen	
Shoulder	
Upper arm	
Elbow	
Lower arm, wrist	
Hand	
Finger (one or more)	
Hip joint, thigh, kneecap	
Knee joint	
Lower leg	
Ankle	
Foot	
Toe (one or more)	
Multiple injuries	
Trauma, shock	
Teeth	
Other(Please specify)	

Main agent which caused accident:

Reported to Class Teacher

YES NO

Reported to Parents

YES NO

Consequence		Result		Anticipated Absence
	Fatal		Sick leave	1-4 days
	Non Fatal		Excused	4 – 7 days
			Light Duty	8 – 14 days
			Medicine	More than 14 days
				None i.e. no anticipated absence from accident / incident

