



DE LA SALLE COLLEGE

WATERFORD

Safety Statement

De La Salle College,
Newtown,
Waterford,
X91 DT68.

Document Control

Date of issue: 1st September, 2025	Reviewed in June/July/August, 2025
Authorised by:	Mr. Tom Bourke, Principal
Approved by:	Board of Management
Author:	Shaka Educational Consultancy Ltd..
Location of copies of the Safety Statement:	1) Principal's Office (Hard Copy) 2) Reception, Main Office (Hard Copy) 3) Computer System (Soft Copy)

Table of Contents

Part 1	General Information and Responsibilities	3 – 16
Part 2	First Aid Arrangements	17 – 19
Part 3	Fire and Emergency Procedures	20 – 27
Part 4	Accident Reporting and Investigation	28 – 31
Part 5	Safety Consultation	32 – 39
Part 6	School Policies and Procedures	40 – 102
Part 7	Hazard Identification and Risk Assessments	103 – 151
Part 8	Appendices	152 – 185

Part 1

General Information and Responsibilities

Table of Contents

1	General Policy Statement	4 – 6
2	Brief description of De La Salle College	6 – 7
3	Duties of the Board of Management	7 – 9
4	Duties of the Principal	9 – 10
5	Duties of the Deputy Principals	10 – 11
7	Responsibilities of Caretakers	11 – 12
8	Responsibilities of all Employees	12 – 13
9	Safety Management Structure	14 – 15
10	Responsibilities towards Third Parties	16
11	Responsibilities of Sub-contractors and Self Employed	16

1 General Policy Statement

This document sets out the Health and Safety Policy of De La Salle College, Newtown, Waterford 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.

De La Salle College, Waterford 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 in De La Salle College, Waterford 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

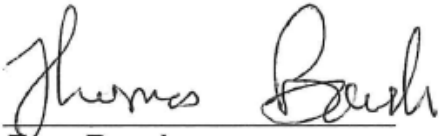
- Ensuring that the use, handling, storage and transport of items and substances are carried out safely and that risks to health are controlled
- Implementing systems of work that are safe and where risks to health are controlled
- Providing the necessary organisation and resources (including communication, consultation, planning, monitoring and auditing procedures) to ensure that there is effective management of health, safety and welfare throughout the school
- 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 and safety 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 De La Salle College, Waterford to share this commitment and to work with the Board of Management to achieve this goal.

Implementation

This policy statement will be implemented by **Mr Tom Bourke** with the assistance of pertinent staff, as detailed in the statement.

Signed: 
Tom Bourke
Principal

Date: 13-10-2025

I, the undersigned, endorse and take responsibility on behalf of the Board of Management of De La Salle College, Waterford for the implementation of this policy statement.

Signed: 
Clare Ryan
Chairperson Board of Management

Date: 13/10/2025

2 Brief Description of the School

De La Salle College, Waterford was founded in 1892 by the De La Salle Brothers and serves as a Catholic school for boys. Since then the school campus has undergone many changes and today the school is spread between a series of buildings incorporating a 5 storey main building and a new extension. There are general classrooms and work areas, 3 Woodwork rooms, a DCG room, 2 Technical Graphic rooms, 2 Computer rooms, 2 Home Economic rooms, 2 Art rooms, 7 Science rooms, a Music room, a Demonstration room, a Gym and a Sports hall all of which are connected by means of a series of corridors and pedestrian walkways.

Access to the school is through two main entrances namely Newtown Road and Water Street. There is ample private car parking on campus.

The school offers a broad based secondary educational programme to boys. This is provided by a multi-disciplinary team who teach a wide range of subjects for both Junior and Leaving Certificate examinations. Students who have completed the Junior Certificate also have the option of doing a Transition Year before proceeding to Fifth Year.

In accordance with our School Mission Statement and School Prospectus, within our school community we aim to provide an ordered and safe environment for our students in a caring, comfortable Catholic environment.

There are currently over 1,040 pupils enrolled. Students come from a large number of feeder schools and this is reflected in the current enrolment which shows that students have attended many different primary schools. The school is multi-cultural. There are 82 teachers, 12 Special Needs Assistants, 2 caretakers and 3 administrative staff employed in the school.

De La Salle College, Waterford aims to provide the best possible environment in order to cater for the cultural, educational, moral, physical, religious, social, linguistic and spiritual values and traditions of all students.

The School is managed by a Board of Management, is funded by the Department of Education and Skills (DES) and operates within the regulations and guidelines set down from time to time by that Department. The school is part of the Le Chéile Schools Trust. It has a Students' Council and a Parents' Association.

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 every two years 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 school staff.
- ◆ 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 Duties of the Principal (Tom Bourke)

- ◆ 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 (along with staff who have been given responsibility under this statement) 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 Health and Safety 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 Duties of the Deputy Principals (Declan O'Brien, Eileen Doolan and Carolyn Ahern)

- ◆ To assume the responsibilities of the Principal (see section 4) in safety and health matters in the absence, for any reason, of the Principal.
- ◆ To assist (following consultation with the Principal) in the assessment of the health and safety needs of the school on a regular basis.

- ◆ 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 statute 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

- ◆ To work in a manner that is safe to himself 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
- ◆ To be available for attendance when requested by the Principal or Deputy Principals
- ◆ To be familiar with fire drills and evacuation procedures
- ◆ 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 recorded in repair notebook

- ◆ To remove broken equipment from use and to have these repaired (if possible)
- ◆ 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 Staff, Administration staff, Ancillary Staff, etc.)

Employees are reminded that Section 13 of the Safety, Health and Welfare at Work Act 2005 imposes a duty upon them while at work to:

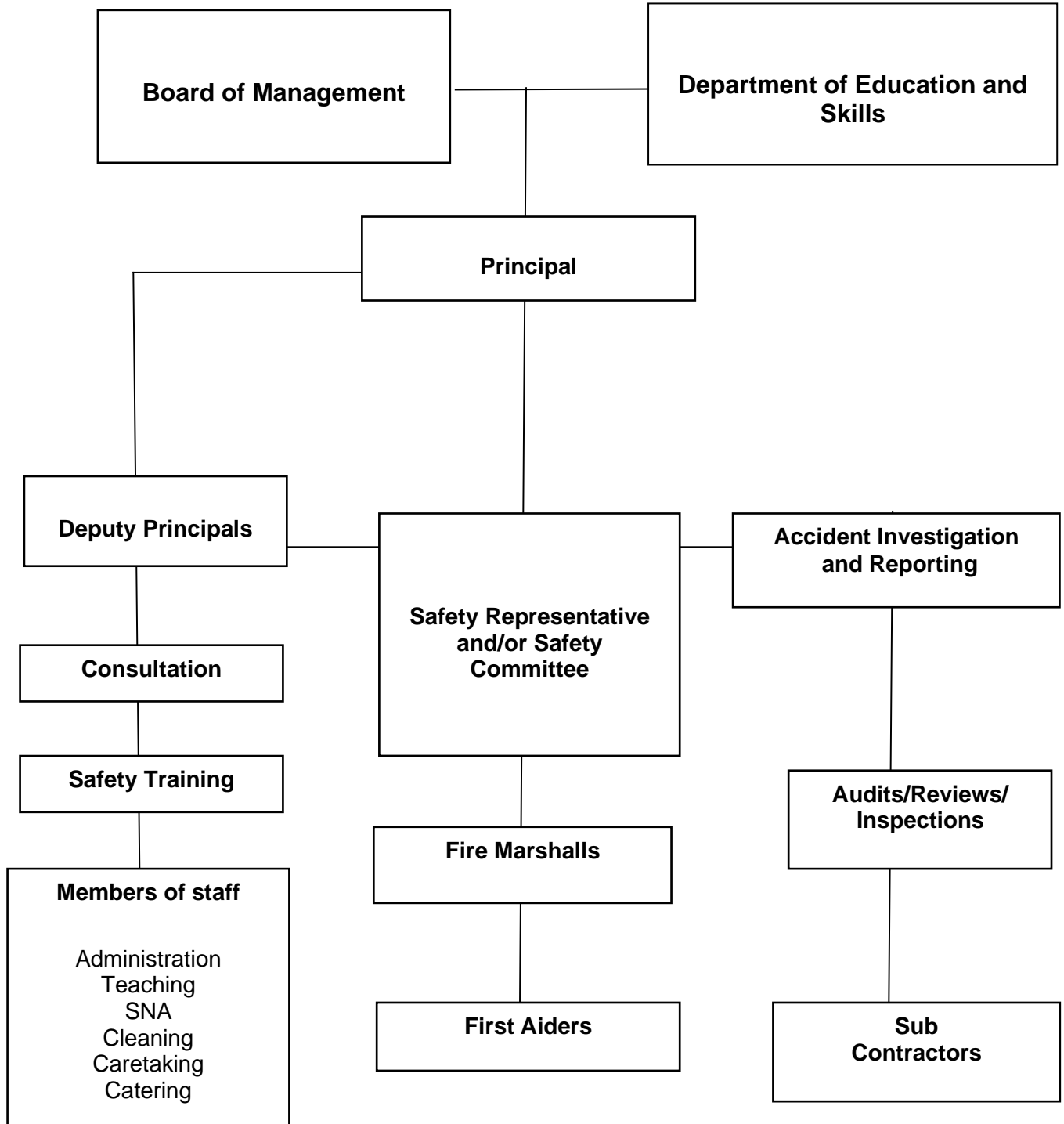
- ◆ Take reasonable care to protect his or her own safety, health and welfare and that of any other person who may be affected by his or her acts or omissions at work
- ◆ Co-operate with the Board of Management, the Principal or any other person, as necessary, to assist them in complying with statutory 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 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 De La Salle College, Waterford i.e. removing safety equipment such as fire extinguishers or damaging the fire alarm.

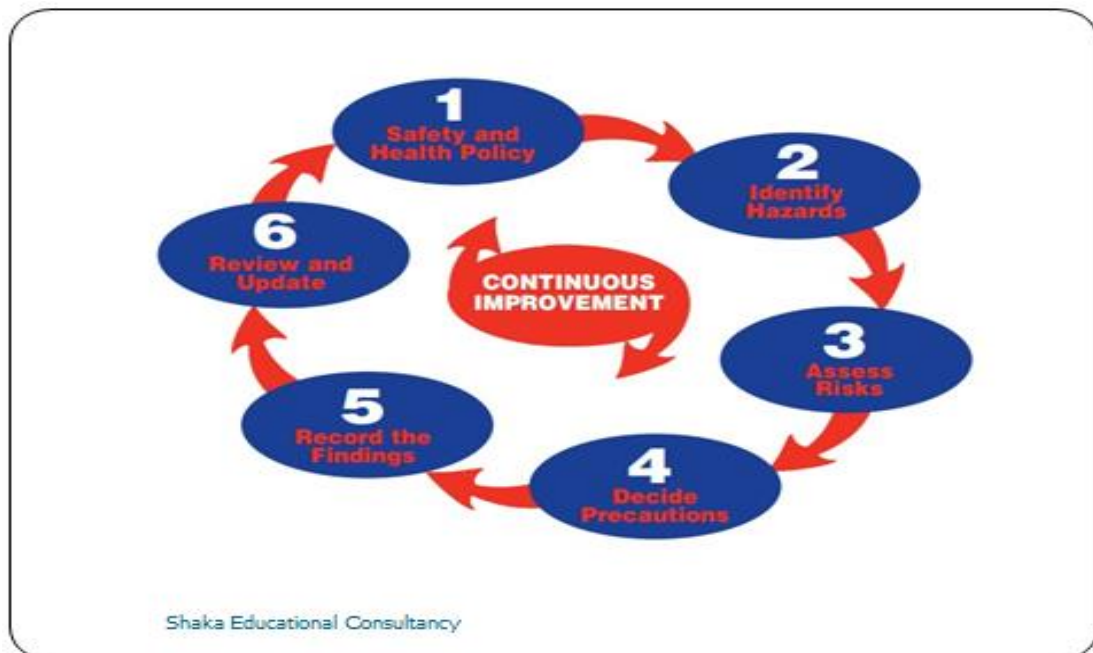
Staff will encourage students to report to them any items or situations which are hazardous or potential hazards.

8 Safety Management Structure



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 and safety 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 De La Salle College, Waterford 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
- ◆ 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 and Health matters.

10 Responsibilities of Sub-Contractors and Self Employed

Before undertaking work activities on the 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

Table of Contents

1	General	18
2	Location of First Aid Boxes	18
3	Emergency Phone Numbers	19
4	Responsibility for Checking and Stocking First Aid Boxes	19
5	Staff trained in First Aid	19
6	Defibrillators	19

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 1st Aid at Work. The Board will provide first aid materials/equipment within the school where working conditions require it. Trained occupational first-aiders 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 occupational First Aiders trained and deployed in the workplace.

2 Location of First Aid Boxes

Staff Room	In all Science Laboratories
PE Hall Also has a defibrillator (AED)	Art Rooms
Technology/Construction Studies Rooms	In all the Home Economic Rooms
A First Aid station is located in the Main Reception. A defibrillator (AED) is also available in the Main Reception.	

All employees are made aware of personnel who are qualified in First Aid and of the location of First Aid Facilities within the school.

First Aid boxes must be:

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

3 Emergency Phone Numbers

Fire Brigade	999 or 112
Waterford Gardaí	051 305 300
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 will be replenished as required by those in the areas that they are located. All out of date items should be removed. A spare First Aid kit should be kept in storage at all times. Mr. Marcellus Hynes is responsible for overseeing the safety provisions on behalf of the school.

5 Staff trained in First Aid

The Board of Management has facilitated the training of a number of staff in First Aid in compliance with the demands of legislation. Occupational First Aid Training is offered on an ongoing basis to interested staff members. The following staff are trained in First Aid: Darren Tyrell; Orlaith McAuliffe; Siobhan Langton; Orla Hearne; Br William Rafferty; Karen Hennessy and Marcellus Hynes.

6 Defibrillators

A defibrillator is located in the **PE Hall and the Main Reception.**

Staff training in the use of defibrillators is planned for September 2025 all staff have been given a demonstration on EpiPen use by qualified first aider.

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 Aiders must hold a current FETAC certificate in occupational First Aid which expires after a 2 year period.

AED users should be certified every 2 years.

Part 3

Fire and Emergency Procedures

Table of Contents

1	General	21
2	Fire Prevention/Safety	21 – 22
3	Fire Protection	22 – 24
4	Evacuation	24 – 25
5	Fire Assembly Points	25
6	Evacuation Drills	25 – 26
7	Trained Fire Wardens	26
8	Emergency Telephone Numbers	27

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 Deputy Principals are the school's Fire Marshalls. In their absence the School Principal along with a senior post holder will act as Fire Marshalls in the event of an emergency.

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 the 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 at least every month (recorded in Fire Safety Register).

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

- ◆ Strategically placed Fire Doors that will automatically shut on alarm activation
- ◆ 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	AFF Foam Spray Extinguisher	For use on flammable liquids and combustible materials	

Fire Blankets are provided in the science labs, the home economics rooms, the kitchen and anywhere flammable liquids may ignite. Fire blankets to be inspected regularly.

Emergency gas and electricity shutoff valves are fitted in the Science Laboratories and the Construction Studies area. All gas shut off points must be clearly visible and their positions known to staff.

Fire Doors

Fire doors are built to a specification to prevent the spread of heat and smoke in the event of a fire.

Certification of Fire Extinguishers:

- ✓ All Fire extinguishers to receive a full and thorough examination annually. 30% of Foam and Water extinguishers to be discharged, examined and refilled. 20% of ABC and CO2 extinguishers to be discharged, examined and refilled. CO2 extinguishers will be pressure tested after 10 years and every 5 years after that. Broken parts to be replaced.
- ✓ Fire hose reels to be tested for damage, function and pressure on a regular basis.

4 Evacuation

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)

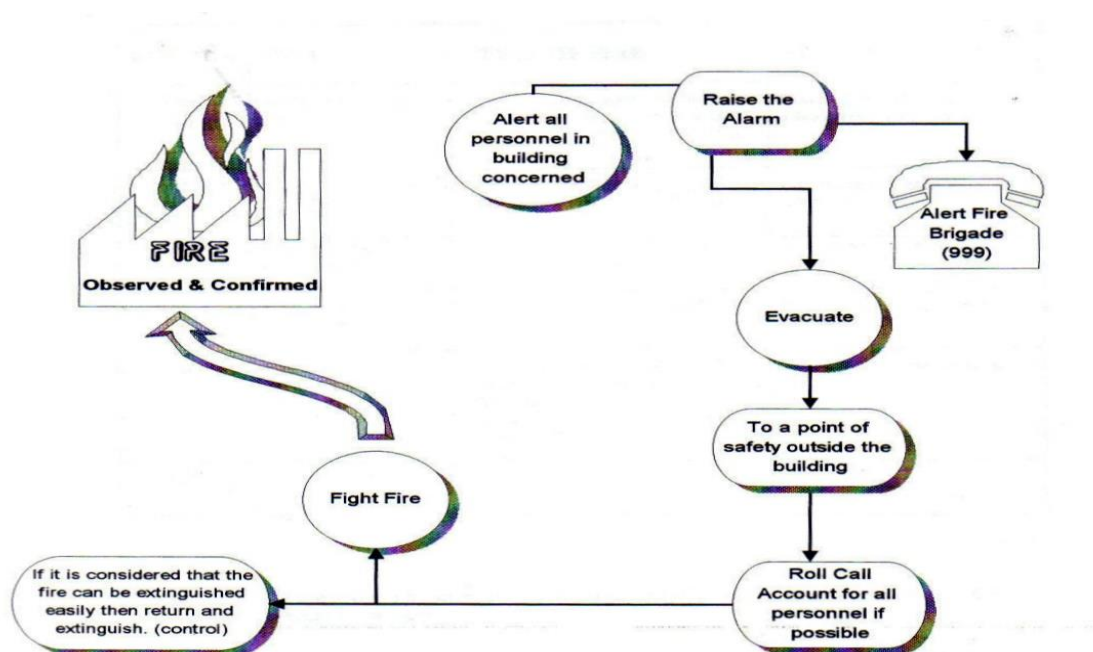
Advice for students if a fire occurs or during a Fire Drill exercise:

In an emergency the alarm bell will sound, If you hear the alarm, follow the emergency code;

- 1) Stop what you are doing and switch off any equipment you are using
- 2) Listen to the instructions of the classroom teacher

- 3) Leave the building by the specified exit that is displayed in the room you are in and make your way quickly and quietly to the designated assembly point that is also displayed in the room
- 4) Do not run
- 5) Do not waste time collecting your possessions (bag, sport's equipment, lunch, etc.)
- 6) Line up quietly and wait for your teacher to take the class roll
- 7) Wait patiently and quietly until you receive further instruction
- 8) No one should return to the building until the all clear is given

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 De La Salle College, Waterford are located at the Games Pitch, the Basketball Court and the Ball Alley.

6 Evacuation Drills

- ◆ Formal evacuation procedures will be carried out at least once per term and a record maintained in the main office

- ◆ Each classroom has a clearly visible number designating the assembly point in the yard assigned to each classroom
- ◆ 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.

7 Trained Fire Wardens

The following staff are the trained Fire Wardens within De La Salle College, Waterford:

8 Emergency Phone Numbers

Name	Location	Telephone number
Emergency	All Services	999 or 112
De La Salle College	Reception Karen Hennessy	(051) 875294
Local Ambulance Service	Waterford	999 or 112 or (051) 873321
Local Fire Brigade	Waterford	999 or 112 or (051) 849 982
Local Garda Station	Waterford	(051) 305 300
Bord Gáis	Dublin	1850205050
Electric Ireland	Dublin	(01) 862 8300
Health and Safety Authority	Dublin	1890289389
School Principal	Tom Bourke	087 9176200
Chairperson	Claire Ryan	(051) 875 294
Emergency First Aid and oversight of Safety Provisions	Marcellus Hynes	(086) 2621 42
Designated Liaison Person	Tom Bourke	087 9176200
School Chaplain	Dermot Dooley	(085) 163 5572
Security Alarm System	Netwatch Carlow	(059) 9153600
Fire Alarm Fire Extinguisher	Horizon – Ken Healy Browne Fire Protection	(086) 8072299 (053) 913 1281 (086) 830 8249
Cleaners	ABM – Iuliana Ivasiutic	(087) 924 3332
Caretakers	Alan Cantwell Brendan Doherty	087 9481471 083 4880552
School Electricians	Alan Cantwell John Clancy	(087) 948 1471 (087) 237 4016
School Plumbing/ Heating	Maurice Jackson	(051) 874564
Poisons Centre of Ireland	Dublin	(01) 809 2166
Environmental Protection Agency	Dublin	(01) 268 0100
Le Chéile Trust	Dublin	(01) 538 0104

Part 4

Accident Reporting and Investigating

Table of Contents

1	General	29
2	Accident Reporting Procedures	29
3	Procedures in the event of an accident	30
4	Arrangements for other emergencies	31
5	'At Risk' Students	31
6	Staff Responsibilities	31

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

De La Salle College, Waterford has an approved accident/incident policy which should be followed by all staff.

All incidents and near misses (close calls or potential accidents), no matter how trivial, whether to employees, pupils or members of the public must be reported immediately to the Safety Officer and the designated Deputy Principal. This is necessary to monitor the progress of safety standards and to ensure that proper medical attention is given where required. An Accident Report Form and a Near Miss Report Form will be retained for recording all accidents and near misses. Templates of accident/incident forms are available from the designated Deputy Principal.

A copy of the Accident Report Form can be found in the appendices of this document along with a copy of the Near Miss Report Form.

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 has an accident or if external medical assistance is being sought. Complete the De La Salle College , Waterford accident/Incident report form.

De La Salle College, Waterford has an approved accident/incident policy and this should be followed by all staff

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 De La Salle College **Accident/Incident Report Form** (see appendices) and give assistance to the Principal and the 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. To ensure that awareness of the likely risks are considered (food preparation/common food sharing/ food products sold or available on the school campus must be in line with current legislation.

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

Safety Consultation

Table of Contents

1	Introduction	33
2	Safety Representative	33
3	Safety Committee	34
4	Board of Management Duties	35 – 36
5	Staff Meetings	36 – 37
6	Induction Training	37
7	Training	37 – 38
8	Welfare Facilities	38
9	Commitment to staff welfare	38 – 39

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.

Daithí Ellis is the nominated Safety Representative in De La Salle College, Waterford at present.

The Safety Representatives is entitled to time-off work, without loss of remuneration, to discharge his/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 www.hsa.ie.

A short awareness-raising course is available free of charge for Safety Representatives on <https://hsalearning.ie>.

3 Safety Committee

A Safety Committee did operate in De La Salle College, Waterford but has not functioned in recent years. The possibility of reactivating this committee should be investigated.

A Safety Committee can facilitate 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. Definition set out in SHW Act 2005 (Section 26 and Schedule 4). While employees are entitled to select a Safety Representative, the establishment of a Safety Committee is not a legal requirement but having such a committee facilitates the consultation process and can help to plan, monitor and evaluate HSW issues throughout the year.

Some possible functions for a Health and Safety Committee might include:

- Seeking solutions to Health, Safety and Welfare issues which arise in the school
- Developing and implementing safe systems of work
- Planning staff welfare events
- Devising Health, Safety and Welfare policies as required
- Advising the Boards of Management on the allocation of Health Safety and Welfare resources
- Considering staff safety, health and welfare training needs

The committee might also provide an annual report to the Board of Management outlining:

- Number of fire drills
- Number of incidents/accidents
- Health, Safety and Welfare training/in-service completed by staff
- New safety arrangements (since last annual report)
- Safety deficiencies (if any)
- Report and update on other relevant safety, health and welfare issues

4 Board of Management Duties

As an employer, the Board of Management will:

- ◆ Consult with all staff and/or their Safety Representative on any proposed measures likely to substantially affect their safety, health or welfare at work
- ◆ Provide staff and/or their Safety Representative with the results of all risk assessments and consult with them on the preparation of the Safety Statement
- ◆ Provide staff and/or their Safety Representative 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 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 within De La Salle College, Waterford 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 De La Salle College, Waterford for staff and Board members could include the following (list is not exhaustive):

- ◆ 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

De La Salle College, Waterford has a Teaching Staff Induction Policy.

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:

- ◆ Completion of the Staff Induction Checklist
- ◆ 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, staff meetings, etc.
- ◆ A detail of the new employee's safety responsibilities
- ◆ Details of further training (if required or identified)
- ◆ Being provided with access to a copy of the School Safety Statement
- ◆ Signing of induction sheet

7 Training

It is the policy of De La Salle College, Waterford 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.

8 Welfare Facilities

A staff room is provided on floor A for the use of staff members which has good social areas and is equipped with modern equipment (fridges, dishwasher, burco, microwaves, water dispenser, etc.).

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

Separate staff toilets are provided for staff use.

Students have their own toilets, washing , changing facilities and dining area.

The canteen is managed on a daily basis by a registered catering company.

A serviced lift is available for students and adults with disabilities.

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

9 Commitment to Staff Welfare

The Boards of Management are very cognisant that staff are the most important asset at their disposal and takes their welfare very seriously. The following are some of the strategies adopted to look after staff welfare:

- Providing continuous professional development opportunities
- Promoting positive mental health strategies
- Provision of a welcoming, attractive and clean physical environment
- Promotion of teamwork by all staff
- Staff peer support through social activities
- Organising and paying for approved staff outings and events
- The Principal/Deputy Principals are always available should staff need emotional support



Additional SHW information and resources can be found on the HSA website at:
<https://hsa.ie/eng/>

Part 6

School Policies and Procedures

Table of Contents

1	Smoke-Free Workplace Policy	41 – 42
2	Working Alone Policy	42 – 43
3	School Security	43
4	Infections Control	44
5	School Canteen and Catering Policy	45 – 46
6	Pregnant, Post-Natal and Breastfeeding Employees	46
7	Workplace Stress	46 – 47
8	Harassment and Sexual Harassment Policy	48 – 72
9	Anti Bullying Policy (Staff)	73 – 102

1 Smoke-Free Workplace Policy

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 that all employees have a right to work in a smoke-free environment. ***Smoking is prohibited within the school buildings 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

2 Working Alone Policy

Ideally, staff should not work alone within De La Salle College, Waterford 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.

3 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 and to sign the ***Sign In/Sign Out Register*** at the main reception area. All visitors will be provided with an identification badge.

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 administration staff are responsible for the security of the buildings during the day assisted by the Principal and Deputy Principals..

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 adequate signage indicating the use of CCTV cameras is displayed around the school grounds.

4 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

5 Catering Policy

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 De La Salle College, Waterford 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 will ensure that:

- ◆ Appropriate food safety management systems are implemented in support of the requirements of this safety policy
- ◆ The kitchen and ancillary food premises are maintained in accordance with food safety legislation and standards.

Catering

Staff responsible for catering within De La Salle College, Waterford will:

- ◆ Develop and implement appropriate management systems to ensure that all food is safe, wholesome and fit for human consumption
- ◆ Co-operate with the Principal in all food safety and related matters
- ◆ Comply with all relevant school policies and procedures

6 Pregnant, Post-Natal and Breastfeeding Employees

The Board of Management of De La Salle College, Waterford 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 De La Salle College, Waterford 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.

7 Workplace Stress

The Board of Management of De La Salle College, Waterford 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: <http://www.carecallwellbeing.ie>

Email: support@carecallwellbeing.ie

Freephone: 1800 411 057

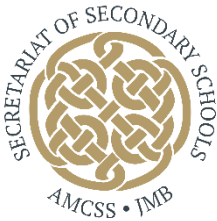
Non-teaching staff with concerns about workplace stress should contact the Principal or Deputy Principals in the first instance for confidential assistance.

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

8. Harassment and Sexual Harassment Policy



De La Salle College, Waterford



Policy Date: June 2025

The JMB, ASTI, TUI and FÓRSA are committed to working together to maintain a workplace environment that encourages and supports the right to dignity and respect in the workplace. This Harassment and Sexual Harassment Policy (hereafter the “Policy”) has been agreed between the aforementioned parties and is the agreed Policy for use in Voluntary Secondary Schools.

1. Policy Statement

De La Salle College, Waterford 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 harassment and sexual harassment.

This 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 harassment or sexual harassment occur, the Policy aims to ensure that all parties will be treated with fairness, sensitivity, respect and confidentiality, with due regard to the rights of all parties.

The Policy recognises the importance of early intervention in managing complaints of harassment and sexual harassment. 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.

Harassment and sexual harassment by employers, employees and non-employees such as independent contractors, service providers, students, parents and volunteers will not be tolerated. This Policy provides a framework in which complaints of harassment and sexual harassment 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 such as the suspension of contracts or services or exclusion from the premises.

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

2. Background and Context

It is widely recognised that sexual harassment and harassment on the eight non-gender prohibited grounds pollute the working environment and can have a devastating effect on the health, confidence, morale and performance of people affected by it. The anxiety and stress caused by harassment and sexual harassment may lead to victims taking time off work due to sickness and stress, being less efficient at work or leaving their jobs to seek work elsewhere.

In addition to the harassment or sexual harassment itself, employees often suffer short and long-term damage to their employment prospects if they are forced to forego promotion or to change jobs. Harassment and sexual harassment may also have a damaging impact on employees who are not themselves directly the object of such harassment, but who experience a workplace culture where harassment or sexual harassment is normalised and undermines the dignity of workers.

There are also adverse consequences for employers. Harassment and sexual harassment have a direct impact on an organisation where affected staff take sick leave or resign their posts. A hostile work culture can also undermine and have an impact on employees' productivity.

3. Sexual Harassment and Harassment on the prohibited grounds

This Policy is based on *The Code of Practice on Sexual Harassment and Harassment at Work* (2022) issued by the Irish Human Rights and Equality Commission (IHREC) in accordance with the Employment Equality Acts 1998-2015.

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 informal stage, through mediation, or through the formal procedure.

4. Scope

This Policy extends to harassment and sexual harassment by employees, students on teaching placement, contractors, volunteers and other school contacts:

- 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 harassment or sexual harassment in circumstances other than where a complaint has been made.

This Policy does not apply to:

- (a) Complaints of harassment or sexual harassment 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 Siochana;
- (f) Complaints which fall outside the definition of harassment or sexual harassment which may be addressed through other agreed procedures, for example the appropriate grievance procedure;
- (g) Complaints of bullying. Please refer to the school's Anti-Bullying Policy for information on how to address a complaint of bullying.
- (h) Complaints of harassment or sexual harassment made by a student(s) against employees. Such complaints may be dealt with under the appropriate disciplinary procedures and/or child protection procedures;
- (i) Complaints by parents. These will be dealt with through other relevant procedures.
- (j) Anonymous complaints.

5. Definitions

5.1 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.**”¹

“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.”²

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 of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work* states that behaviour which makes for a bullying pattern will likely include not just one but a range of the following examples:

- 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;

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

- 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 an obscene language;
- Other menacing behaviour.

This list is not exhaustive.

Cyberbullying and Cyberharassment

Any reference to bullying or harassment throughout this Policy shall include cyberbullying and cyberharassment. Cyberbullying or cyberharassment 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 cyberharassment 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 Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, message boards and gaming

Where the behaviour concerned falls within the definition and examples of bullying set out above, please refer to the school’s Anti-Bullying Policy for further information on how to address the complaint.

5.2 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.

Section 6(2) of the EEA defines the nine prohibited grounds;

‘Gender’ discrimination covers men and women. Discrimination because of pregnancy or maternity leave is also defined as gender discrimination. Under EU law a transgender person who experiences discrimination arising from their gender reassignment, or transition, is protected under the gender ground.

‘Civil status’ is defined as being single, married, separated, divorced, widowed, in a civil partnership (within the meaning of the Civil Partnership and Certain Rights and Obligations of Cohabitants Act 2010) or being a former civil partner in a civil partnership that has ended by death or been dissolved.

‘Family status’ means responsibility as a parent or person in loco parentis for a person under the age of 18 years or responsibility as a parent or resident primary carer of a person of 18 years or over with a disability requiring care or support.

‘Disability’ is defined broadly as, for example: the total or partial absence of a person’s bodily or mental functions; the presence of organisms which cause or are likely to cause disease; the malfunction, malformation or disfigurement of a part of a person’s body; a condition or malfunction which results in a person learning differently from a person without the condition or malfunction; or a condition or illness which affects a person’s thought processes, perceptions of reality, emotions or judgement or which results in disturbed behaviour. The definition includes a disability which exists, which previously existed, which may exist in the future, or which is imputed to a person.

‘Sexual orientation’ is defined as heterosexual, bisexual or homosexual.

‘Age’ refers to the protection against age-related discrimination in employment and applies only to employees over the maximum age at which a person is statutorily obliged to attend school. (The minimum school leaving age is currently 16 years, or the completion of three years of post-primary education, whichever is the later.)

‘Race’ includes race, colour, nationality or ethnic or national origins.

‘Religious belief’ includes different religious background or outlook, (including the absence of religious belief).

‘Membership of the Traveller community’, means a member of the community of people who are commonly called Travellers and who are identified (both by themselves and others) as people with a shared history, culture and traditions including, historically, a nomadic way of life on the island of Ireland.

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.³

Unlike bullying, a single incident may constitute harassment.

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

- Verbal harassment - jokes, comments, ridicule or songs;
- Written harassment - including graffiti, text messages, 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.

This list is not exhaustive.

5.3 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

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

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 and the school reserves the right to take action in respect of these and other inappropriate behaviours.

5.4 Essential Elements of Harassment/Sexual Harassment

5.4.1 Unwelcome Conduct

The EEA does not prohibit all relations of a sexual or social nature at work. To constitute sexual harassment or harassment the behaviour complained of must firstly be unwelcome. It is up to each employee to decide irrespective of the attitudes of others (a) what behaviour is unwelcome and (b) from whom, if anybody, such behaviour is welcome or unwelcome. The fact that an individual has previously acceded to the behaviour does not stop them from deciding that it has become unwelcome. It is the unwanted nature of the conduct which distinguishes harassment and sexual harassment from behaviour which is welcome and mutual.

5.4.2 Violation of Dignity

In addition, to constitute harassment or sexual harassment under the EEA the behaviour must have the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

5.4.3 Intention

The intention of the perpetrator of the sexual harassment or harassment is irrelevant. The fact that the perpetrator has no intention of sexually harassing or harassing the employee is no defence. The effect of the behaviour on the employee is what is determinative.

5.5 Examples of what is not Harassment/Sexual Harassment:

- Complaints that relate other than to the nine grounds or sexual harassment;
- Fair and constructive criticism of an employee's performance, conduct or attendance;
- Reasonable and essential discipline arising from the appropriate management of the performance of an employee at work;
- Complaints relating to reasonable instructions issued by management, assignment of normal duties or terms and conditions of employment;
- Complaints that fall within the definition of bullying as set out in the Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work.

6. Roles and Responsibilities under the Policy

6.1 Complainant

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

6.2 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".

6.3 Management

The most effective way of eliminating harassment and sexual harassment 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 harassment and sexual harassment 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 harassment and sexual harassment 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.

6.4 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, harassment and sexual harassment. 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 harassment and sexual harassment, 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.

6.5 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 harassment or sexual harassment. Any employee may volunteer to be a Contact Person and the school may have one or more Contact Person(s). The school will provide training for the Contact Person in relation to their role. 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.

7. Complaints Procedure

7.1 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 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 harassment or sexual harassment 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.

7.2 Mediation

Mediation can be a very effective means of trying to resolve complaints. It is a proven method that is used in many settings effectively where the parties approach it with an open mind and a willingness to engage. In order to make an informed decision on whether to engage and for information on how mediation operates, please refer to the WRC Mediation Brochure at Appendix 1. 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 co-operation 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.

Where the parties do decide to engage in mediation, the JMB, ASTI, TUI and FÓRSA recommend the media on services provided by the Workplace Relations Commission.

7.3 Informal Procedure

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 6.5 of the Policy.

- (a) A Complainant who believes that they are being harassed or sexually harassed should object to the conduct, where this is practicable. In some cases, it may be possible for the Complainant to approach the Respondent directly in order to make the person aware that the behaviour concerned is unwelcome, that it offends them or makes them uncomfortable. 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 Principal⁴ to approach the person on their behalf.
- (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) 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. Alternatively, the Deputy Principal 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 harassment or sexual harassment 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.
- (i) 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.
- (j) Where the parties engage in mediation, all information disclosed in the course of that process 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.

8. Formal Procedure

This Policy provides for a formal procedure where:

- The Complainant wishes to have their complaint treated formally;
- The alleged harassment or sexual harassment is too serious to be treated informally;
- The complaint has not been resolved through the informal procedure or through mediation;
- The harassment or sexual harassment has continued after the informal procedure has been followed.

8.1 Formal Complaint

The Complainant should make a formal complaint in writing to the Principal.⁵ The complaint should be signed and dated and confined to the precise details of the allegation(s), including any dates and the names of witnesses where possible.

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

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

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.

8.2 The Investigation

Where there is no option but to proceed to a formal investigation, the Board of Management will appoint an independent third party to conduct the investigation. The criteria for appointment of an investigator are as follows:

- **Training and experience** – the investigator should be trained and/or experienced in conducting investigations;
- **Independence** – the investigator should be independent and have no conflict of interest in conducting the investigation;
- **Impartiality** – the investigator should be impartial and there should be no apprehension of bias on the part of the investigator towards any party involved in the investigation.

Once the Board of Management has engaged an investigator, the parties will be notified and provided with a statement outlining who the investigator is and how they meet the criteria.

Either party may raise an objection in relation to the appointment of the proposed investigator on the grounds that the Investigator does not meet one or more of the above criteria.

⁵ 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.

It is presumed that the appointment of the proposed investigator is agreed unless an objection is raised by the Complainant or Respondent by writing to the Chairperson within **7 calendar days** of the date of notification of the proposed investigator.

An objection should normally be made on the grounds that the proposed investigator does not meet one or more of the criteria for appointment set out above. The party objecting must specify which of the criteria it is alleged is not met by the proposed investigator and provide information to support their objection.

The objection will be assessed by the Chairperson who will issue a decision on the objection within **7 calendar days**. If an objection is upheld by the Chairperson on one or more grounds, another investigator will be appointed.

Where the objection is not upheld, the Chairperson will set out the reasons for their decision. In this case, the investigation will proceed under the proposed investigator and a record of the objection and the decision will be kept on file. The appointment of the investigator can be raised in the course of the appeal procedure following the conclusion of 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. Confidentiality will be maintained throughout the investigation to the greatest extent consistent with the requirements of a fair investigation. It is not possible however to guarantee the anonymity of the Complainant or any person who participates in the investigation.

The Complainant and Respondent will be given copies of all relevant documentation prior to and during the investigation process, including the Terms of Reference, the written complaint,

the written response of the Respondent to the complaint and any other documentation or evidence, including social media communications, CCTV footage, witness statements and records of meetings.

Both the Complainant and the Respondent may be accompanied to any meetings by a trade union representative or work colleague if so desired.

Both the Complainant and the Respondent may provide details of witnesses or any other person whom they feel could assist in the investigation. The investigator may also identify relevant witnesses. The investigator will determine which witnesses they will meet in the course of the investigation. Persons may be required to attend further meetings to respond to new evidence or to provide clarification on any of the issues raised. Employees are expected to cooperate fully with the investigation and will be fully supported throughout the process. It will be considered a disciplinary offence to intimidate or exert pressure on any person who may be required to attend as a witness.

A written record will be kept of all meetings. Parties will be provided with a copy of the written record of the meeting and will be provided with an opportunity to amend the record or comment on the factual accuracy of same. If the Investigator does not agree with the proposed amendments or comments appended to the record, both records of the meeting and any added comments will be kept and appended to the final report.

Any party who participates in the investigation process will be required to respect the privacy of the parties involved by refraining from discussing the matter with other work colleagues or persons outside the organisation.

Refusal or failure by any party to cooperate with the investigation will not prevent the investigation from proceeding.

On completion of the investigation, the Investigator will prepare a written report. The Investigator will decide on the balance of probabilities, based on the facts before them, whether or not the Respondent has a case to answer. If the investigator concludes that the Respondent has a case to answer on the balance of probability, the investigator may recommend whether the matter should be dealt with in accordance with the appropriate disciplinary procedure.

If the Respondent is not an employee, the report will recommend whether sanctions against the non-employee or their employer are appropriate which could include:

- exclusion of the individual from the premises;
- suspension or termination of service; or
- suspension or termination of a supply service or other contract.

Both the Complainant and the Respondent will be given a copy of the draft investigation report and will be afforded the opportunity to propose specific amendments to the report, on matters of fact, in writing within **[5]** working days.

On completion of the investigation, the investigator will submit a final investigation report to the Complainant, Respondent and the Chairperson of the Board of Management. All parties are reminded of their duty of confidentiality in relation to the investigation and the investigation report. Any disclosure to third parties may be dealt with in accordance with the appropriate disciplinary procedure.

The report may also make recommendations for action such as further training or more effective promotion of the School's Policy on harassment and sexual harassment.

The investigator will take all appropriate steps necessary to ensure compliance with data protection legislation and GDPR. During the investigation, the investigator will keep all records relating to the investigation in a secure and appropriate manner. On conclusion of the investigation, the investigator will transfer to the Chairperson all records relating to the investigation in a secure and appropriate manner.

The parties may agree to enter mediation at any stage of the investigation process.

9. Outcome of the Investigation

Depending on the outcome of the investigation, appropriate action will be taken, which may include invoking the disciplinary procedure or offering mediation or counselling. Information on any action taken, including whether a disciplinary process is invoked in respect of the Respondent, will be confidential and not shared with the Complainant.

Where it is decided that the Respondent has no case to answer, no action will be taken against the Complainant provided that the complaint was made in good faith. In the interests of all employees, any malicious or vexatious complaints will be treated very seriously and may lead to disciplinary action against the Complainant. Victimisation or retaliation against a Complainant, witness or any other party may amount to serious misconduct, which may be dealt with in accordance with the appropriate disciplinary procedure.

Any individual found to have made a false allegation of harassment or sexual harassment, or any individual who supports a false claim, for example a witness who participated in the investigation, may be subject to disciplinary action up to and including dismissal.

Regardless of the outcome of the investigation, it is recognised that investigations can result in divisive relationships. Consideration may be given as to how best to support the working relationship between the parties going forward. Parties to a complaint will be encouraged to avail of support from the Employment Assistance Service.

10. Non-Employees

It is possible that where the Respondent is not an employee of the school, they will not wish to participate in the formal procedure. Although it will not be possible to compel a non-employee to participate in an investigation, the non-employee should, nonetheless, be kept informed of all developments and given an opportunity to respond. The outcome of the investigation and any potential sanctions must also be explained to the non-employee and/or any person or organisation for whom they work.

11. Appeal

If either party is not satisfied with the outcome of an investigation they may appeal to a nominee of the Workplace Relations Commission. The appeal, which must be in writing, must be lodged with the Secretary of the Board of Management⁶ within **[two weeks]** of the date on which they were notified of the outcome of the investigation. The grounds of appeal should be stated clearly in the appeal. Any appeal will focus on the conduct of the investigation in terms of fair process and adherence to procedure. It is not a re-hearing of the original issues.

⁶ If the Principal is one of the parties, the appeal should be lodged with the Chairperson of the Board of Management

The investigator may be required to make himself or herself available to the nominee of the Workplace Relations Commission to clarify procedural matters.

If the appeal is not upheld, the Investigation Report will stand. If the appeal is upheld, a new Investigator will be appointed to carry out a fresh investigation.

The outcome of the appeal shall be final insofar as the employer's duties under health and safety legislation is required.

12. Confidentiality

All individuals involved in the procedures referred to above must maintain absolute confidentiality on the subject. Any breaches of confidentiality will be dealt with in accordance with the appropriate disciplinary procedure.

13. Victimisation

Employees will not be penalised, treated less favourably or subject to other adverse treatment because of pursuing rights by way of taking action, supporting action or giving notice of intention to take or support action under this Policy or under equality legislation. Any victimisation of employees will be dealt with in accordance with the appropriate disciplinary procedure.

14. Statutory Rights

Use of the complaints procedure will not affect the Complainant's right to make a complaint under the EEA. Under section 77(5) of the EEA, a complaint of harassment or sexual harassment must be made within 6 months of the alleged occurrence, or the most recent occurrence, of such harassment or sexual harassment. The time limit of 6 months may be extended by up to a maximum period of 12 months for reasonable cause. Employees should be aware that the statutory time limits will not be paused pending the outcome of an investigation and shall continue to run.

15. Review

The Policy will be reviewed every 2 years after its implementation.

This policy has been ratified by the Board of Management of De La Salle Waterford.

Workplace Mediation

A User's Guide



An Coimisiún um Chaidreamh san Áit Oibre
Workplace Relations Commission

mediation@workplacerelations.ie

What is Workplace Mediation?

Mediation is a voluntary, confidential process that allows two or more disputing parties to resolve their conflict in a mutually agreeable way with the help of a neutral third party, the mediator.

The Workplace Relations Commission's Workplace Mediation Service provides a prompt, confidential and effective remedy to workplace conflicts, disputes and disagreements. Workplace mediation is particularly suited to disputes involving individuals or small groups of workers. Examples of such disputes would be:

- Interpersonal differences, conflicts, difficulties in working together
- Breakdown in a working relationship
- Issues arising from a grievance and disciplinary procedure (particularly before a matter becomes a disciplinary issue)
- Industrial Relations issues which have not been the subject of a referral to the WRC Adjudication Service or the Conciliation Service, the Labour Court or other statutory dispute resolution body.

How does Workplace Mediation work?

Mediation provides an opportunity for those involved to address the issues, explore options and reach a workable outcome through a mutually agreeable course of action. The process is flexible and can be adapted depending on individual situations but essentially revolves around giving every individual concerned an opportunity to give their side of the story and to work with the other party to find a solution. The process may involve a mix of joint meetings or meetings with the mediator alone. The entire process is focused on every individual involved being comfortable with the process and on the active exploration of potential solutions. Some key principles governing the process include:

- It is voluntary - it can only take place on the basis that all sides are agreeable to participate. Anyone can withdraw at any stage if they want to
- It is confidential - the process is private and confidential to the parties unless otherwise agreed. This will give parties confidence to express exactly how they feel and confidence to explore solutions without prejudice
- It is fast - takes place as soon as schedules etc. permit
- It is solution focused - the object of the exercise is to reach a workable and mutually agreeable solution to the conflict or issue of difference
- It is impartial - the mediator is impartial and does not take sides

Some Benefits of Workplace Mediation Workplace Mediation with the WRC

- It is an opportunity to resolve a problem in an informal non-adversarial way
- The resolution to the issue remains in the control of the individuals directly concerned. They will be involved in the development of the solution and as a result the outcome is likely to be better and longer lasting
- It creates a safe place for all sides to have their say and be heard

- It has the potential for a high success rate and positive outcomes where the parties are genuinely committed to a resolution
- Mediation focuses on the future working relationships of those involved
- It will not duplicate other dispute resolution services

Workplace Mediation with the WRC

The WRC provides a comprehensive range of industrial relations and workplace relations services including advice, conflict resolution (conciliation, facilitation and mediation) and conflict prevention. We have many years' experience of involvement in the resolution of workplace conflicts involving small and large groups of employees in various enterprises/services. The provision of a Workplace Mediation Service is designed to provide an effective, tailored response to the issues arising in Irish workplaces today.

The Workplace Mediation Service is delivered by skilled officers of the Commission's Conciliation and Advisory Services who have undertaken specific studies/training in Workplace Mediation.

What happens if a dispute remains unresolved following Mediation?

The mediation services of the WRC is focused on assisting parties to deal effectively with issues that arise in the workplace. Participation in mediation does not oblige any party to commit to any further procedure in the event that the problem remains following mediation.

The mediator will, in the event of a problem remaining unresolved following mediation, assist the parties in agreeing a joint way forward in relation to the issues.

How do I apply for Mediation?

All applications for mediation should ideally be made on a joint basis. The process will work best when both parties have a desire to resolve an issue and have jointly agreed that mediation is the best means to secure that resolution.

Notwithstanding this, the Commission will attempt to secure agreement to participate in mediation where only one party has sought the intervention. The process is however voluntary and the Commission is not in a position to compel attendance.

All applications for mediation should be addressed to:

Workplace Mediation Service,
Workplace Relations Commission,
Lansdowne House,
Lansdowne Road,
Ballsbridge,
Dublin 4,
Ireland

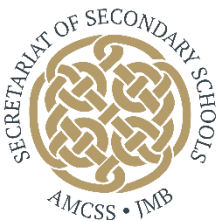
Email: mediation@workplacerelations.ie

All applications for mediation should state clearly the name and contact details including email and telephone numbers of all parties, the number of parties involved and the nature of the issue involved.

9. Anti-Bullying Policy (Staff)



De La Salle College, Waterford



JMB, ASTI, TUI and FÓRSA are committed to working together to maintain a workplace environment that encourages and supports the right to dignity and respect in the workplace. This Anti-Bullying Policy (hereafter the “Policy”) has been agreed between the aforementioned parties and is the agreed Policy for use in Voluntary Secondary Schools.

1. Policy Statement

De La Salle College, Waterford 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 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. Schools are reminded of their obligation to prepare a Safety Statement under section 20 of the 2005 Act based on an identification of the hazards to safety, health and welfare at the place of work, an assessment of the risks involved and setting down the preventive measures necessary to protect safety, health and welfare.

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.).

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 caselaw 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 Siochana;
- 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;
- i) Anonymous complaints.

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.”⁷

“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.”⁸

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:

- Exclusion with negative consequences;
- Verbal abuse/insults;

⁷ 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

- 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.

This list is not exhaustive.

Cyberbullying and Cyberharassment

Any reference to bullying throughout this Policy shall include cyberbullying and cyberharassment. Cyberbullying or cyberharassment 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 cyberharassment 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 Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, message boards and gaming

⁸ 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

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:

- 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;
- 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.⁹

⁹ Section 14A(7)(a) and (b) of the Employment Equality Acts 1998 - 2015

Unlike bullying, a single incident may constitute harassment.

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

- Verbal harassment - jokes, comments, ridicule, or songs;
- Written harassment - including graffiti, text messages, 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.

This 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 for information on how to address a complaint of sexual harassment.

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.

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. Any employee may volunteer to be a Contact Person and the school may have one or more Contact Person(s). The school will provide training for the Contact Person in relation to their role. 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.

6.2 Mediation

Mediation can be a very effective means of trying to resolve complaints. It is a proven method that is used in many settings effectively where the parties approach it with an open mind and a willingness to engage. In order to make an informed decision on whether to engage and for information on how mediation operates, please refer to the WRC Mediation Brochure at Appendix 1. 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 co-operation 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.

Where the parties do decide to engage in mediation, the JMB, ASTI, TUI and FÓRSA recommend the mediation services provided by the Workplace Relations Commission.

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 Principal¹⁰ to approach the person on their behalf.
 - (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. The Informal Procedure Stage 2 should be conducted as expeditiously as possible.

- (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.

¹⁰ Where the complaint concerns the Deputy Principal, the Complainant may approach another Deputy Principal or, where unavailable, the Principal.

- (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.
- (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. For example, this could include directing the Complainant to an alternative procedure such as the Grievance Procedure.
- (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.¹¹

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.¹² 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 Bullying Complaint Form at Appendix 2 can be used for this purpose. Confirmation of receipt of this form should be sent to the complainant within five working days.

The Respondent will be notified in writing within a further five working days that an allegation of bullying has been made against them. The Respondent will be given a copy of the Complainant's statement or Bullying Complaint Form, as appropriate, and a copy of this Policy and will be advised that they will be afforded a fair opportunity to respond to the allegation(s).

¹¹ SI No 674 of 2020, p25

¹² 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.

The complaint will be subject to an initial examination by the Principal with a view to determining an appropriate course of action.¹³ 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 and their right to be accompanied at all meetings.

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 an independent third party to conduct the investigation. The criteria for appointment of an investigator are as follows:

- **Training and experience** – the investigator should be trained and/or experienced in conducting investigations;
- **Independence** – the investigator should be independent and have no conflict of interest in conducting the investigation;
- **Impartiality** – the investigator should be impartial and there should be no apprehension of bias on the part of the investigator towards any party involved in the investigation.

Once the Board of Management has engaged an investigator, the parties will be notified and provided with a statement outlining who the investigator is and how they meet the criteria.

Either party may raise an objection in relation to the appointment of the proposed investigator on the grounds that the Investigator does not meet one or more of the above criteria.

¹³ Where the complaint involves the Principal, the Chairperson will carry out the initial examination.

It is presumed that the appointment of the proposed investigator is agreed unless an objection is raised by the Complainant or Respondent by writing to the Chairperson **within 7 calendar days** of the date of notification of the proposed investigator.

An objection should normally be made on the grounds that the proposed investigator does not meet one or more of the criteria for appointment set out above. The party objecting must specify which of the criteria it is alleged is not met by the proposed investigator and provide information to support their objection.

The objection will be assessed by the Chairperson who will issue a decision on the objection **within 7 calendar days**. If an objection is upheld by the Chairperson on one or more grounds, another investigator will be appointed.

Where the objection is not upheld, the Chairperson will set out the reasons for their decision. In this case, the investigation will proceed under the proposed investigator and a record of the objection and the decision will be kept on file. The appointment of the investigator can be raised in the course of the appeal procedure following the conclusion of 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. Confidentiality will be maintained throughout the investigation to the greatest extent consistent with the requirements of a fair investigation. It is not possible however to guarantee the anonymity of the Complainant or any person who participates in the investigation.

The Complainant and Respondent will be given copies of all relevant documentation prior to and during the investigation process, including the Terms of Reference, the written complaint, the written response of the Respondent to the complaint, witness statements and records of meetings.

Both the Complainant and the Respondent may be accompanied to any meetings by a union representative or work colleague if so desired.

Both the Complainant and the Respondent may provide details of witnesses or any other person whom they feel could assist in the investigation. The investigator may also identify relevant witnesses.

The investigator will determine which witnesses they will meet in the course of the investigation. Persons may be required to attend further meetings to respond to new evidence or to provide clarification on any of the issues raised. Employees are expected to cooperate fully with the investigation and will be fully supported throughout the process. It will be considered a disciplinary offence to intimidate or exert pressure on any person who may be required to attend as a witness.

A written record will be kept of all meetings. Parties will be provided with a copy of the written record of the meeting and will be provided with an opportunity to amend the record or comment on the factual accuracy of same. If the Investigator does not agree with the proposed amendments or comments appended to the record, both records of the meeting and any added comments will be kept and appended to the final report.

Any party who participates in the investigation process will be required to respect the privacy of the parties involved by refraining from discussing the matter with other work colleagues or persons outside the organisation.

Refusal or failure by any party to cooperate with the investigation will not prevent the investigation from proceeding.

On completion of the investigation, the Investigator will prepare a written report. The Investigator will decide on the balance of probabilities, based on the facts before them,

whether or not the Respondent has a case to answer. If the investigator concludes that the Respondent has a case to answer on the balance of probability, the investigator may recommend whether the matter should be dealt with in accordance with the appropriate disciplinary procedure.

Both the Complainant and the Respondent will be given a copy of the draft investigation report and will be afforded the opportunity to propose specific amendments to the report, on matters of fact, in writing **within [5] working days**.

On completion of the investigation, the investigator will submit a final investigation report to the Complainant, the Respondent, and the Chairperson of the Board of Management. All parties are reminded of their duty of confidentiality in relation to the investigation and the investigation report. Any disclosure to third parties may be dealt with in accordance with the appropriate disciplinary procedure.

The investigator will take all appropriate steps necessary to ensure compliance with data protection legislation and GDPR. During the investigation, the investigator will keep all records relating to the investigation in a secure and appropriate manner. On conclusion of the investigation, the investigator will transfer to the Chairperson all records relating to the investigation in a secure and appropriate manner.

The parties may agree to enter mediation at any stage of the investigation process.

8. Outcome of the Investigation

Depending on the outcome of the investigation, appropriate action will be taken, which may include invoking the disciplinary procedure or offering mediation or counselling. Information on any action taken, including whether a disciplinary process is invoked in respect of the employee against whom the complaint is made, will be confidential, and not shared with the Complainant.

Where it is established that the Respondent has no case to answer, no action will be taken against the Complainant provided that the complaint was made in good faith. In the interests of all employees, any malicious or vexatious complaints will be treated very seriously and may

lead to disciplinary action against the Complainant. Victimisation or retaliation against a Complainant, witness or any other party may amount to serious misconduct, which may be dealt with in accordance with the appropriate disciplinary procedure.

Any individual found to have made a false allegation of bullying or any individual who supports a false claim, for example a witness who participated in the investigation, may be subject to disciplinary action up to and including dismissal.

Regardless of the outcome of the investigation, it is recognised that investigations can result in divisive relationships. Consideration may be given as to how best to support the working relationship between the parties going forward. Parties to a complaint will be encouraged to avail of support from the Employment Assistance Service.

9. Appeal

If either party is not satisfied with the outcome of an investigation they may appeal to a nominee of the Workplace Relations Commission. The appeal, which must be in writing, must be lodged with the Secretary of the Board of Management¹⁴ within [two weeks] of the date on which they were notified of the outcome of the investigation. The grounds of appeal should be stated clearly in the appeal. Any appeal will focus on the conduct of the investigation in terms of fair process and adherence to procedure. It is not a re-hearing of the original issues.

The investigator may be required to make himself or herself available to the nominee of the Workplace Relations Commission to clarify procedural matters.

If the appeal is not upheld, the Investigation Report will stand. If the appeal is upheld, a new Investigator will be appointed to carry out a fresh investigation.

The outcome of the appeal shall be final insofar as the employer's duties under health and safety legislation is required.

¹⁴ If the Principal is one of the parties, the appeal should be lodged with the Chairperson of the Board of Management

10. Confidentiality

All individuals involved in the procedures referred to above must maintain absolute confidentiality on the subject. Any breaches of confidentiality will be dealt with in accordance with the appropriate disciplinary procedure.

11. Victimisation

Employees will not be penalised, treated less favourably or subject to other adverse treatment because of pursuing rights by way of taking action, supporting action, or giving notice of intention to take or support action under this Policy or under equality legislation. Any victimisation of employees will be dealt with in accordance with the appropriate disciplinary procedure.

12. Review

The Policy will be reviewed **every [two] years** after its implementation.

This policy has been ratified by the Board of Management of De La Salle Waterford;

Workplace Mediation

A User's Guide



An Coimisiún um Chaidreamh san Áit Oibre
Workplace Relations Commission

mediation@workplacerelements.ie

What is Workplace Mediation?

Mediation is a voluntary, confidential process that allows two or more disputing parties to resolve their conflict in a mutually agreeable way with the help of a neutral third party, the mediator.

The Workplace Relations Commission's Workplace Mediation Service provides a prompt, confidential and effective remedy to workplace conflicts, disputes and disagreements. Workplace mediation is particularly suited to disputes involving individuals or small groups of workers. Examples of such disputes would be:

- Interpersonal differences, conflicts, difficulties in working together
- Breakdown in a working relationship
- Issues arising from a grievance and disciplinary procedure (particularly before a matter becomes a disciplinary issue)
- Industrial Relations issues which have not been the subject of a referral to the WRC Adjudication Service or the Conciliation Service, the Labour Court or other statutory dispute resolution body.

How does Workplace Mediation work?

Mediation provides an opportunity for those involved to address the issues, explore options and reach a workable outcome through a mutually agreeable course of action. The process is flexible and can be adapted depending on individual situations but essentially revolves around giving every individual concerned an opportunity to give their side of the story and to work with the other party to find a solution. The process may involve a mix of joint meetings or meetings with the mediator alone. The entire process is focused on every individual involved being comfortable with the process and on the active exploration of potential solutions. Some key principles governing the process include:

- It is voluntary - it can only take place on the basis that all sides are agreeable to participate. Anyone can withdraw at any stage if they want to
- It is confidential - the process is private and confidential to the parties unless otherwise agreed. This will give parties confidence to express exactly how they feel and confidence to explore solutions without prejudice
- It is fast - takes place as soon as schedules etc. permit
- It is solution focused - the object of the exercise is to reach a workable and mutually agreeable solution to the conflict or issue of difference
- It is impartial - the mediator is impartial and does not take sides

Some Benefits of Workplace Mediation Workplace Mediation with the WRC

- It is an opportunity to resolve a problem in an informal non-adversarial way
- The resolution to the issue remains in the control of the individuals directly concerned. They will be involved in the development of the solution and as a result the outcome is likely to be better and longer lasting
- It creates a safe place for all sides to have their say and be heard
- It has the potential for a high success rate and positive outcomes where the parties are genuinely committed to a resolution

- Mediation focuses on the future working relationships of those involved
- It will not duplicate other dispute resolution services

Workplace Mediation with the WRC

The WRC provides a comprehensive range of industrial relations and workplace relations services including advice, conflict resolution (conciliation, facilitation and mediation) and conflict prevention. We have many years' experience of involvement in the resolution of workplace conflicts involving small and large groups of employees in various enterprises/services. The provision of a Workplace Mediation Service is designed to provide an effective, tailored response to the issues arising in Irish workplaces today.

The Workplace Mediation Service is delivered by skilled officers of the Commission's Conciliation and Advisory Services who have undertaken specific studies/training in Workplace Mediation.

What happens if a dispute remains unresolved following Mediation?

The mediation services of the WRC is focused on assisting parties to deal effectively with issues that arise in the workplace. Participation in mediation does not oblige any party to commit to any further procedure in the event that the problem remains following mediation.

The mediator will, in the event of a problem remaining unresolved following mediation, assist the parties in agreeing a joint way forward in relation to the issues.

How do I apply for Mediation?

All applications for mediation should ideally be made on a joint basis. The process will work best when both parties have a desire to resolve an issue and have jointly agreed that mediation is the best means to secure that resolution.

Notwithstanding this, the Commission will attempt to secure agreement to participate in mediation where only one party has sought the intervention. The process is however voluntary and the Commission is not in a position to compel attendance.

All applications for mediation should be addressed to:

Workplace Mediation Service,
Workplace Relations Commission,
Lansdowne House,
Lansdowne Road
Ballsbridge,
Dublin 4,
Ireland

Email: mediation@workplacerelations.ie

All applications for mediation should state clearly the name and contact details including email and telephone numbers of all parties, the number of parties involved and the nature of the issue involved.

Appendix 2

Anti-Bullying Policy – Formal Complaint Form

Before completing this form, you are strongly advised to consult the Anti-Bullying Policy (the “Policy”).

In accordance with the Policy, the person you are making the complaint against (“the Respondent”) will be notified in writing that a formal complaint of bullying has been made against them and will be provided with a copy of this complaint.

The complaint will be subject to an initial examination with a view to determining an appropriate course of action, such as a mediated solution or an informal process. Should either of these approaches be deemed to be inappropriate, the complaint will be referred for formal investigation.

Mediation

Mediation is an informal type of alternative dispute resolution (ADR) and is proven to be very successful at resolving disputes swiftly and in an informal manner. Mediation is a voluntary process that requires the cooperation of all parties. For more information on the mediation process please visit:

<https://www.citizensinformation.ie/en/employment/enforcement-and-redress/workplace-mediation/>

Please note that you can still proceed with the formal process if mediation is not successful.

Are you willing to consider mediation as an alternative to the formal process?

Yes

No

Bullying is defined as set out below:

Please outline anyone who was a witness to your complaint below.

Insert the name(s) of any person(s) who witnessed the alleged incidents here:

Please outline the particulars of your bullying complaint in the box below and overleaf (if required). Please ensure to include:

1. Each specific incident of bullying behaviour you wish to complain about;
2. Where the incidents occurred;
3. When (approximately) the incidents occurred (date and time where possible);

Insert details of your complaint here:

Insert details of your complaint here:

Name: _____

Signed: _____

Dated: _____

Part 7

Hazard Identification and Risk Assessment

Table of Contents

1	Introduction to Risk Assessments	104
2	Methodology used for hazard identification and control	104 – 107
3	Relevant Legislation, Codes of Practice, Information Sheets and Department of Education and Skills (DES) Circulars and Guidelines	108
4	Risk Assessments Index	109
5	Detailed hazard identification and risk assessments	110 – 151

Introduction to Risk Assessments

Shay Bannon, a Safety Consultant, drafted this revised Safety Statement for De La Salle College, Waterford in July and August 2025 following an inspection of the premises and grounds on 11th June, 2025 and follow up communications with the Principal. The process included consultation with the Principal, Deputy Principals and all school staff (by means of a questionnaire) and involved a review of the existing Safety Statement for the school and updating policy documents.

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 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 De La Salle College, Waterford, 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	Emergency – Extremely serious	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	Severe and Serious	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	Medium	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	Trivial or Negligible	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.

***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.

Relevant Legislation, Codes of Practice, Information Sheets and Department of Education and Skills (DES) Circulars and Guidelines

- *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*
- *DES Circular 0018/2018 on the *Management of Safety and Health, including Fire Safety, in Primary and Post Primary schools*
- Guidelines on Managing Safety and Health in Post-Primary Schools
- Fire Services Acts 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 2020.
- 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.
- The Safety, Health and Welfare at Work (Chemical Agents) Regulations (2001 – 2021)
- The Work Life Balance and Miscellaneous Provisions Act, 2023 (2023 Act).
- 2024 Code of Practice for the Safety, Health and Welfare at Work (Chemical Agents) Regulations (2001-2021) and the Safety, Health and Welfare at Work (Carcinogens, Mutagens and Reprotoxic Substances) Regulations (HSA).
- Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work (HSA and WRC)
- Code of Practice for the Safety, Health and Welfare at Work (Chemical Agents) Regulations (2001-2021) and the Safety, Health and Welfare at Work (Carcinogens, Mutagens and Reprotoxic Substances) Regulations (2024) (HSA)
- Guidance on Managing the Risk of Work-Related Violence and Aggression (HSA)
- Use Chemicals Safely in Schools (HSA)
- Reporting Workplace Accidents and Dangerous Occurrences (HSA)
- Safety Representative information sheet (HSA)
- Vulnerable Workers Information Sheet (HSA)

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

Risk Assessments Index

1. Fire
2. Chemicals and Hazardous Substances
3. Use of Electrical Equipment
4. Emergency Lighting
5. Manual Handling
6. Slips, Trips and Falls
7. Access/Egress
8. Maintenance Work
9. Boiler House
10. Storage Areas
11. Caretaking Activities
12. Stairways
13. Canteen/Catering
14. Gym and PE Hall
15. Staff Room
16. Welfare Facilities
17. Car Park/Pedestrian Routes
18. Visual Display Units (VDU's)
19. Classrooms (including teaching spaces and the demonstration room)
20. Administration
21. Science Laboratories and Storage Areas
22. Computer Rooms
23. Music Room
24. Art Rooms
25. DCG and Technical Graphics Rooms
26. Home Economic Rooms
27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas
28. Office Spaces
29. Chapel
30. Tractor
31. External Areas
32. Additional Issues
33. Out of School Activities

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>Outbreak of fire on the school premises</p> <p>Staff, Students and visitors</p> <p><i>Burns, asphyxiation, smoke inhalation, risk of multiple injuries/ fatalities, collapse of structure.</i></p>	<p>Unintentional outbreak of Fire</p>	<ul style="list-style-type: none"> ▪ 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 ▪ Rubbish will be removed regularly ▪ Good housekeeping practices will be strictly adhered to, to minimise any buildup of materials throughout the school ▪ 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 ▪ 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 ▪ All fire protection equipment and systems are serviced and maintained on a regular basis throughout the premises. Records to be kept on file ▪ Emergency exit routes are clearly identified and must be kept clear at all times. ▪ No storage of combustible materials, school equipment or personal belongings allowed on exit routes or in stair areas ▪ Instruction and training will be provided to all staff and students by the Principal, Deputy Principals or other nominated staff member. ▪ 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 ▪ Exit doors and escape routes easily open and are not locked ▪ Sign in/Sign out system for visitors ▪ Fire Safety Register and a Fire Safety Manual will be maintained ▪ Irish Standard 3218:1989 Code of Practice for Fire Detection and Alarm Systems for Buildings applies 	<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 regularly to ensure that evacuation procedures are clearly visible, accurate and up to date.</p> <p>Regular Fire Drills to take place and records to be kept on file.</p> <p>Equipment, furniture or other items not to be stored in stairwells, circulation areas or toilets.</p> <p>Need to create an emergency Fire Exit pathway with signage from the stairwell on E floor in the middle art room (prep room) to the D floor</p>	<p>Board of Management, caretakers, 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 (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> August, 2025</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			
Staff, students and outside contractors using chemical substances <i>Burns, spillages, poisons, fatalities, irritation of skin, fire and explosion.</i>	Cleaning staff, maintenance personnel and any member of the staff using chemical substances (science teachers, construction studies teacher, art teacher, etc.)	<ul style="list-style-type: none"> ▪ Handling and storage arrangements must be in accordance with the manufacturers warning labels and instructions ▪ Anyone handling hazardous substances must be made aware of the warning symbols and safety instructions on materials and obey these rules ▪ Flammable liquids must be used and dispensed in a safe place with adequate natural or mechanical ventilation ▪ Sources of ignition i.e. static electricity, unprotected electrical equipment, naked flames etc. are prohibited where highly flammable liquids are being used ▪ All flammable materials must be stored separately from high-risk areas ▪ Chemicals must be stored and segregated according to their properties and Safety Data Sheets (SDS) must be retained on file ▪ 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 ▪ Storage must be secure to prevent unauthorised access or use ▪ A system of inspection of stock and disposal of deteriorated materials must be operated ▪ Containers must be kept closed to stop vapour escaping. ▪ Spillages must be contained; Spillages of flammable liquids must be dealt with immediately ▪ Absorbent material must be readily available to soak up spillages ▪ All containers of flammable substances whether full or empty should be treated as if they are full and as highly dangerous ▪ Flammable substances should never be left close to heating appliances. 	4 X 3	An SDS file will be compiled by all personnel using hazardous chemicals and be available for emergencies. The Fire Safety file will be displayed in the vicinity where the chemicals are used and consulted by staff as appropriate A copy of all SDS files will be retained in the main school office and updated as required All chemicals to be stored safely (including any used by caretakers and outside contractors i.e. cleaning)	Board of Management and school staff
<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> August, 2025		<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	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			
Any person using electrical equipment <i>Electric shock, electric burn, fire and fatalities</i>	Using electrical equipment to carry out work activities and/or to undertake teaching activities.	<ul style="list-style-type: none"> ▪ 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 ▪ All equipment should be kept in good working condition, any defective, broken or faulty equipment should be reported immediately to the Principal and taken out of circulation and marked appropriately until repair or disposal ▪ 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 ▪ Repairs must be carried out by appropriately qualified persons and records of all servicing and repairs retained ▪ Multi plug extension leads must be disconnected when not in use ▪ Adaptors must not be used and systems must not be overloaded ▪ All portable electrical appliances/equipment will be maintained in a way that is safe for use. 	4 X 3	Electrical cables will be inspected at regular intervals for damage or signs of overheating by the caretaker and replaced or repaired – not with insulating tape. The use of adaptors/multi extension leads to be eliminated.	Principal, caretaker and staff
		4. Emergency Lighting			
Unable to vacate the premises safely <i>Slips and trips</i>	Power Outage	Controls	4 X 2	Active and regular monitoring required to ensure all Emergency Lights are functioning	Board of Management, Principal and caretakers
		<ul style="list-style-type: none"> ▪ Emergency Lights are installed in key areas throughout the school premises which automatically switch on in the event of a power cut ▪ 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 ▪ Emergency lighting is subject to regular checks by caretakers and repaired or replaced as necessary 			
<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> August, 2025			<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	5. Manual Handling	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 required to carry out manual handling tasks</p> <p><i>Musculoskeletal injury, lacerations, crushing of hands or feet, bruised or broken bones, lower back disorder</i></p>	Lifting, putting down, holding, carrying, or pushing and pulling a load	<ul style="list-style-type: none"> ▪ Practice correct lifting techniques ▪ The Principal and Board of Management will eliminate as far as practicable the need for manual handling ▪ 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). ▪ The Board of Management will adhere to the principles of prevention as described in the 1st Schedule of the General Application Regulations 2007 ▪ All members of staff are encouraged to seek help when manual tasks are being undertaken and to follow manual handling guidance in Safety Statement ▪ Make sure that the safe working load is not exceeded. 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. ▪ Materials stored must be at a convenient height to prevent over stretching or stooping when moving them. ▪ When accessing upper shelves or articles stored at height use a steps. Do not use a chair or climb on furniture. ▪ Maintenance and other pertinent personnel must inform the Principal of any manual handling difficulties they encounter ▪ Staff employed who carry out 'manual handling tasks' will be trained in correct lifting procedures ▪ Special training will be provided to members of staff who have the responsibility of caring for semi-ambulant students 	3 X 3	<p>Ensure that any employee who undertakes a '<i>manual handling</i>' 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 to be made available for staff</p> <p>Students should not be requested to help with manual handling tasks.</p>	Board of Management 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> August, 2025</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. 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>Tripping, slipping or falling due to:</p> <p>Poor lighting, damaged/broken floor coverings, trailing cables, change in floor level, badly arranged furniture</p>	Walking/working in an area of poor housekeeping	<ul style="list-style-type: none"> ▪ All pedestrian routes and classrooms will be maintained in line with best design and improved as resources become available ▪ Adequate storage is provided for school equipment and personal belongings of staff and students. Lockers to be located in safe spaces. ▪ Ceilings, floors, walls and the general décor will be maintained in line with best practice. All work areas to be kept tidy ▪ Any damage to infrastructure or equipment must be reported immediately to the caretakers, Principal or Deputy Principals ▪ The Principal and Board of Management will ensure that repairs are carried out as quickly as possible ▪ Lighting will be maintained to achieve suitable lighting levels. 	3 X 3	<p>Routine monitoring of building required to ensure high standards of housekeeping. All trip hazards to be removed</p> <p>Clearly understood walking zones in operation in corridors</p>	Board of Management, staff and students
<p>Staff, students visitors</p> <p>Blocked or obstructed access route</p>	Unable to safely access/egress building	7. Access/Egress	3 X 3	<p>On-going monitoring of buildings and grounds</p> <p>All unwanted equipment should be removed from stairways and exits</p>	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> August, 2025</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	8. 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>All personnel required to carry out maintenance tasks, staff, students and members of the public</p> <p>Risk of injury from maintenance activities.</p>	Any work activity requiring maintenance	<ul style="list-style-type: none"> ▪ 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 ▪ Maintenance personnel must: <ul style="list-style-type: none"> ✓ Report to the Principal to receive any such special instructions before commencing any work on the school premises ✓ Must institute any control measures deemed necessary by the SSWP and continually review your safety procedures. These should be amended where necessary ✓ 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 ▪ 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 ▪ 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 ▪ All maintenance and or repair staff must closely follow these special precautions, which may also include the use of protective clothing or equipment ▪ Only qualified and authorised personnel may work on critical services to the school i.e. electrical, plumbing, gas, heating, etc. 	3 X 3	Contractors to submit their SSWP for each task	All maintenance personnel, contractors and caretakers
<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> August, 2025		<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	9. Boiler House	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 required to carry out maintenance tasks in the boiler house</p> <p><i>Risk of burns, explosion, fire.</i></p>	Any work activity which requires accessing the school heating system	<ul style="list-style-type: none"> ▪ 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 ▪ Boiler houses not to be used as work area by maintenance staff ▪ The fire protection system installed in the boiler house must be checked regularly and recorded in the school fire register ▪ All firefighting equipment must be maintained as per fire regulations ▪ 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 their safety procedures ▪ Any tools or equipment used must be in good working order and removed or stored safely after work each day ▪ 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 ▪ All maintenance and or repair staff must closely follow these special precautions, which may also include the use of protective clothing or equipment 	3 X 4	<p>All unnecessary equipment stored in the Boiler House to be removed immediately.</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 areas. No machinery or combustible materials to be stored in these areas.</p> <p>Boiler houses not be used as a work area by the caretakers.</p>	Caretakers and maintenance 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> August, 2025</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	10. Storage Areas	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p>Teachers, administration staff, caretaker, cleaners, and students accessing and using storage facilities</p> <p><i>Cuts abrasions, Falls from height Materials falling from height,</i></p>	Carrying out work duties	<ul style="list-style-type: none"> ▪ Only authorised personnel are allowed access to the storage areas 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 ▪ High standards of housekeeping must be maintained allowing adequate room to move around safely ▪ Safety Data Sheets (SDS) for all chemicals to be retained on file ▪ 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 ▪ All cleaning equipment to be kept in designated storage areas only ▪ Unwanted items e.g. old paint cans, 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 ▪ Storage of materials must be within easy reach and shelving must be sturdy enough to hold any heavy items ▪ These control measures apply to all storage areas in the school. 	3 X 4	<p>All storage rooms to be locked when not in use</p> <p>Storage policy in school should be <i>“Everything in its place and a place for everything”</i></p>	All staff
Caretaking activities	Carrying out duties	<p>11. Caretaking Activities</p> <p>Controls</p> <ul style="list-style-type: none"> ▪ Caretaker is trained in general safety procedures, including hygiene and safe use of chemicals. ▪ Any cuts or injuries received must be treated immediately by one of the school First Aiders ▪ 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 	3 X 3	<p>Identified and required health and safety training to be offered to caretakers.</p> <p>Records of all maintenance work and safety checks on machinery to be kept on file.</p>	Principal and caretakers
	Using hand tools				
<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> August, 2025</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	11. 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"> All electrical tools to be used as per manufacturer's instructions Visual safety check to be carried out before every use Defective equipment to be decommissioned or repaired Electrical cables must be laid in a safe manner away from danger zones and should be inspected at regular intervals. 	3 X 3	Replace electrical with battery driven tools when practicable	Caretaker
Caretakers	Handling chemicals	<ul style="list-style-type: none"> Caretakers when using chemicals must do so safely and in line with manufacturer's guidance SDS sheets are available and retained for each chemical being used Handling and storage of chemicals are per manufacturer's instructions 	3 X 4	Use of chemicals to be monitored and safer chemicals to be used where possible.	Caretaker
Caretakers	Ground maintenance	<ul style="list-style-type: none"> Any tools or equipment used by the caretaker must be in good working order and stored safely after work each day Adhere to the special precautions listed in the operator's manual when using power driven machinery, especially when re-fueling Motor mowers to be maintained and serviced annually Correct manual handling procedures must be applied when working 	3 X 3	Ensure all operator's manuals are consulted. Service records to be retained.	Caretaker
Caretakers	Personal Protective Equipment (PPE)	<ul style="list-style-type: none"> Always wear the PPE provided for your protection and ensure that it is properly worn as to manufacturer's instructions PPE must only be used for personal use and disposed of appropriately when perished Cover cuts and grazes with waterproof dressings so that material you are handling cannot get into them. Suitable mechanical aids to be used for moving items around school. 	3 X 4	Active monitoring required	Caretaker
Caretakers	Hazard reporting	<ul style="list-style-type: none"> Caretaker will monitor hazard reporting logbook in staffroom and will note and date all actions taken in relation to reported hazards and defects in the building Caretaker is briefed and aware of risk assessments, protective equipment and safety notices 	2 X 3	Active monitoring. Safety logbook to be located in staffroom	Caretaker and staff
<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> August, 2025			<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	12. Stairways	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Staff, students and visitors <i>Missing a step Slipping, tripping or falling down the stairs</i>	Accessing a classroom or other area in the school via the stairways	<ul style="list-style-type: none"> ▪ The stairways and landings throughout the school are covered in non-slip material ▪ The steps and nose runners are slip/trip resistant ▪ All stairs are well lit complimented with a light switch on the top and bottom of the stairs ▪ Lighting levels on stairways will be similar to those on corridors ▪ All stairs are equipped with a handrail that extends the full length of each stairs ▪ The handrails are securely fastened ▪ The circumference of the handrail is no greater than 170mm allowing for easy grip ▪ No doors open on to a step ▪ All staff and students are encouraged to grip the handrail when using the stairs ▪ Running or climbing more than one step at a time is strictly forbidden ▪ Schoolbags, equipment, furniture, chairs, tables or any combustible material may not be left in corridors or under/near stairways ▪ The top and bottom steps of every flight of stairs should be marked with a contrasting strip in yellow ▪ Signage in place stating that staircase must be kept clear of all obstructions. 	3 X 4	Safety signage should 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 Stairway steps and handrails to be monitored regularly for signs of damage All unwanted equipment should be removed immediately from the stairways	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> August, 2025		<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	13. Canteen/Catering Areas	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Kitchen and catering staff Burns, Scalding Slips, trips and falls, Food poisoning	Working in the kitchen, carrying out catering activities	<ul style="list-style-type: none"> ▪ Catering area locked at all times when not in use ▪ Staff working in canteen/catering areas are aware of Safety Statement ▪ Good hygiene practice must be observed when working in the canteen/catering areas and areas must be free from obstruction ▪ Ensure that all kitchen appliances are used and maintained in accordance with manufacturers' instructions ▪ Trailing cables and moving parts of equipment must be safely controlled ▪ Agreed safe working procedures must be followed when using kitchen equipment . Students supervised when using equipment ▪ Always plug electrical appliances from the mains before cleaning or servicing ▪ Spillages must be cleaned immediately. ▪ Good manual handling techniques must be carried out when lifting, pushing/pulling or carrying heavy loads ▪ Safety and hygiene signage to be posted where deemed necessary ▪ Firefighting equipment (extinguisher and fire blanket) must be easily accessible and employees trained appropriately ▪ First Aid box to be available which is appropriately stocked and easily accessible ▪ All employees working in the canteen/ catering areas must have adequate training in safe food handling. The training given must comply with HSE guidelines ▪ Adequate supervision in place to monitor serving areas ▪ Records of maintenance and safety inspections to be kept on file. 	3 X 3	<p>There should be a regular review of catering arrangements.</p> <p>Hazard Analysis and Critical Control Points (HACCP) system to be implemented for food hygiene in kitchen</p> <p>School Authorities to be made aware of any HSE inspections so that any identified concerns can be rectified immediately</p>	Principal and outside catering company
<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> August, 2025		<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. Gym and PE Hall	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p>Staff and students</p> <p>The blocking of access ways with equipment, furniture etc.</p> <p>Poor housekeeping practices.</p> <p>Wet slippery or damaged flooring</p>	Working/using gym facilities and the PE area	<ul style="list-style-type: none"> ▪ Gym and PE hall to be locked at all times when not in use. ▪ Child Protection Guidelines will be followed by all staff in PE area ▪ Safety policy and rules apply for participation in PE classes ▪ Emergency Evacuation procedures to be clearly visible ▪ All storage areas, doors and access points into the gym must be kept clean and free of clutter at all times ▪ All floor surfaces should be kept in a clean undamaged condition, free from tripping/slipping hazards ▪ PE furniture and equipment should be sturdy and of good quality and any defective furniture to be removed from use ▪ Safe manual handling techniques to be used when lifting moving or re-arranging equipment etc. ▪ Ensure that there is safe access and egress for staff, students and members of the public at all times within PE areas. ▪ The inspections and cleaning rota systems in place for the gym and equipment must be reviewed regularly ▪ Appropriate PE gear must be worn when participating in PE classes ▪ Students must not be left unsupervised when carrying out PE activities or when using fitness suite ▪ Spectators and reserve players must be positioned at a safe distance from the area of play during games or activities ▪ First Aid box to be available and easily accessible ▪ The Principal to ensure that all persons engaged in supervising PE activities are competent in all safe systems of work referred to in this Safety Statement ▪ Adequate controls and safeguards are in place for use of gym by outside bodies ▪ Records of when PE equipment is maintained to be retained on file ▪ Students to be made aware of the safety rules for PE classes 	3 X 3	<p>Improved storage systems to be implemented in PE hall</p> <p>Roof leak in gym to be monitored on a regular basis</p> <p>Damaged hoops in gym to be replaced</p> <p>All unwanted equipment to be removed from gym and PE hall when in use</p> <p>Access by students to specialist equipment in PE hall to be restricted to when a staff member is present</p> <p>Fire evacuation procedures to be posted in gym and PE hall</p> <p>Safety information notices to be visible in gym and PE hall</p>	PE staff, caretakers and cleaning 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> August, 2025</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	15. Staffroom	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Slips and trips, Hot surfaces, Using electrical appliances	Recreation in the staff room School policies not being adhered to	<ul style="list-style-type: none"> ▪ Safe access and egress must be maintained throughout the room ▪ Lockers to be used to store personal and other items ▪ Electrical appliances to be visually checked for safe use ▪ Appliances to be used in line with manufacturer's instructions ▪ Personal or other items are not to be stored along aisles or floors ▪ 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 	3 X 2	<p>Good housekeeping required to prevent general clutter</p> <p>Water connections to be moved to avoid possible contact with electrical services</p>	Board of Management and staff
Using welfare facilities	Lack of supervision Not adhering to school policies	16. Welfare Facilities	3 X 1	Active monitoring required	Caretakers and cleaning staff
		Controls			
Unauthorised parking on school grounds Walking/ driving into the school and parking in pedestrian areas	Lack of supervision School policies not being adhered to	17. Car Parking and Pedestrians Routes	3 X 4	<p>Traffic management plan to be developed and to be subject to regular review.</p> <p>Designated visitor parking spaces to be created</p> <p>Reverse car parking policy to be implemented</p> <p>Pedestrian zones to be clearly identified</p>	Board of Management, Principal and caretakers
		Controls			
Risk Level Calculation (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)		Risk Level Action 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			
Assessment Date: August, 2025		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	18. 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			
Staff (especially administration staff) <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"> ○ Position of the monitor with regards to lighting and distance ○ Height of work desk ○ Type of chairs provided for the task – adjustable and ergonomically designed with footstools where necessary ○ Position of keyboard and mouse pad to allow for adequate support for the hands and arms. <ul style="list-style-type: none"> ▪ Monitors with poor image quality or flickering screens will be repaired or replaced ▪ Only software suitable for the requirements of the job will be used. ▪ Staff who experience difficulties with strain or glare should report these to the Principal or the Board of Management ▪ 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 	3 X 2	Active monitoring required VDU risk assessment available to staff using VDU'S on a continuous basis and copy is kept on file	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> August, 2025			<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	19. Classrooms, Teaching Spaces and Demonstration Room	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Staff, students and visitors <i>Tripping, slipping, injury, falling, poor lighting, damaged/broken chairs or desks, etc.</i>	Classroom teaching, workshops and presentations	<ul style="list-style-type: none"> ▪ Staff responsible for their immediate work environment ▪ Staff to check and monitor that classrooms and work areas are safe and free from faults or defects ▪ All classrooms will be maintained in line with best design and improved when resources become available ▪ All classrooms will be locked when not in use ▪ Staff ensure that students carry out all their routines in a safe manner and do not create danger for themselves or for others ▪ Any damage to rooms or equipment to be reported immediately and recorded in the repair notebook in staffroom ▪ Caretakers will ensure that repairs to floors, desks, walls, and chairs are carried out as quickly as possible ▪ Staff and students advised to place bags in a safe area ▪ Lighting will be maintained to achieve suitable lighting levels ▪ All spillages to be cleaned up immediately ▪ Staff ensure students follow and comply with safe procedures ▪ All equipment is checked to ensure it is safe before use ▪ Staff insist that all in their charge wear protective clothing and use protective equipment where necessary ▪ Students are informed of the safety procedures associated with individual subjects ▪ Staff encourage safe working practices in their own area at all times ▪ Books and equipment are suitably stored in all rooms ▪ Child Protection Guidelines will be followed by all staff ▪ 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 ▪ The overuse of extension leads to be avoided ▪ Staff must never use or stand on a chair or table to work at height (opening windows, putting up posters, starting data projector, etc.) 	3 X 3	Damaged tables and chairs to be repaired or replaced Notices to be used to highlight safety and welfare issues where necessary Additional sockets to be provided where deemed necessary Obsolete equipment to be removed from all rooms Trolley to be available to staff for moving heavy loads	Board of Management, teaching staff and caretakers
<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> August, 2025		<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	20. Administration	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Shredder Lacerations to fingers	Shredding paper	<ul style="list-style-type: none"> ▪ Never put fingers or objects other than paper into the shredder feed opening unless the machine was designed for the material ▪ Feed paper smoothly into the shredder. Never force paper into a shredder. ▪ Shred paper in small quantities to avoid jamming ▪ If the shredder motor overheats, turn the paper shredder off and allow the motor to cool for about 15 minutes before using again ▪ Always turn off before removing and emptying the waste box or cleaning the paper shredder ▪ Always turn off power source before cleaning or removing jams. 	3 X 2	Active monitoring required	Office staff
Photocopier	Photocopying	<ul style="list-style-type: none"> ▪ The upkeep of the photocopier is maintained and regularly inspected ▪ Working at the photocopier is for short duration only ▪ Students are not allowed unauthorised access to photocopier machine ▪ Only authorised and trained staff members are allowed maintain the machine 	3 X 2	Active monitoring required	Office staff
Computer Server	Buildup of heat and chemical vapours	<ul style="list-style-type: none"> ▪ The room is naturally ventilated i.e. space between floor and bottom of the door and when the door is opened ▪ The size of the room allows for free air movement ▪ Personnel work in the room for short duration only reducing any potential exposure to a minimum 	3 x 2	Active monitoring required	Board of Management and staff
Storage of monies	Burglary/theft	<ul style="list-style-type: none"> ▪ Electronic banking used for payments and transfers of monies ▪ Agreed procedures for collection of monies and provision of receipts ▪ Procedures in place for daily storage and transfer to bank ▪ Procedures for refunds communicated in writing to parents/guardians ▪ Procedures for refunds communicated in writing to parents/guardians 	3 X 2	Consideration be given to having a fob system for access control and door entry in administration areas	Board of Management, office staff
General cluster	Trip/fall	<ul style="list-style-type: none"> ▪ Adequate storage space in administration areas if managed properly 	3 X 2	Active monitoring	All 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> August, 2025		<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. 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				
Security of the laboratories	Students accessing rooms	<ul style="list-style-type: none"> The laboratories are always locked when not in use and students are not allowed into the science rooms unsupervised. Ongoing maintenance to keep rooms at the existing high standard 		4 X 2	Floor covering in room C6 to be replaced	Board of Management teaching staff and caretakers
Staff and/or students injured while carrying out experiments	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"> Students work in small groups There is no unnecessary movement around the science labs Students are not allowed to use dangerous chemicals. Instead their use is demonstrated by the teacher Students are always well-supervised during experiments Students are well-instructed in the use of apparatus 		4 X 2		Teaching staff
Contact with chemicals	Using chemicals	<ul style="list-style-type: none"> Chemicals are stored in special areas which are locked. These areas are accessible to teachers only Experiments involving dangerous chemicals are only carried out in the fume cupboard. The fume cupboard is serviced and maintained Eye protection (e.g. goggles) are used during all chemistry experiments Chemicals that are prohibited for use in a school setting to be removed List of safety instructions are displayed in prominent position in labs Up to date Chemical inventory with Safety Data Sheets(SDS) for each chemical is maintained by staff 		4 X 3	<p>All fume cupboards to be serviced as required</p> <p>All unused and dangerous chemicals to be disposed of</p>	Teaching staff
Fire	Working with flammable substances	<ul style="list-style-type: none"> Staff are trained in how to use the fire extinguishers and fire blankets available in each laboratory The school fire protection system is checked annually by the installer 		4 X 2	SDS to be kept in Safety File	Board of Management and teaching staff
Electricity and Bunsen Burner Glass Ware	Working with laboratory equipment	<ul style="list-style-type: none"> Safety shutoff detectors detectors in each room tested regularly and serviced annually Bunsen burner rubber tubing is checked for 'cracks' before each use Glassware and storage vessels are checked for 'star' cracks before use Waste chemicals, broken glassware, etc. are properly disposed of 		4 X 2	Gas shut off points to be clearly identifiable in rooms	Board of Management 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> August, 2025			<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. 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			
General issues including hazardous substances, housekeeping and storage	Staff accessing and working labs and stores	<ul style="list-style-type: none"> ▪ Items not being used will be placed into correct storage keeping walkways and doors free from clutter and potential hazards ▪ Good housekeeping procedures will be implemented by staff ▪ Fan in lab store is maintained in line with manufacturer's requirements ▪ Obsolete items and unused equipment will be removed from the labs and store rooms ▪ Storage and preparation surfaces are examined regularly to ensure that they are easy to clean, impervious, impermeable and in good condition ▪ Storage shelves and units are checked regularly to ensure that they are kept in a safe working condition ▪ Items are not stored above head height to allow for ease of handling by staff ▪ Doorways are kept free of equipment and rubbish at all times ▪ Regular laboratory inspections are conducted by staff along with an annual safety check – items of concern are reported to the Board of Management ▪ The following principles must be followed in the safe use of chemicals: <ul style="list-style-type: none"> ○ Use the safest chemical possible for the job to be done ○ Read the label and safety sheet ○ Take special measures prescribed and know emergency measures in case of accident ○ Avoid inhalation of vapors and dusts ○ Prevent contact with eyes ○ After contact with chemicals, clean yourself and your working clothes ○ Dispose of used chemicals as recommended by manufacturer ○ 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 ▪ First Aid boxes, spill kits to be available and easily accessible ▪ Additional safety information is available to staff in the manual entitled "<i>Aspects of Safety in Science Laboratories in Second Level Schools</i>" 	4 X 3	<p>All unwanted and damaged equipment to be removed from science laboratories and storage areas</p> <p>High standard of general housekeeping to be maintained</p> <p>No equipment should be stored at height</p>	Board of Management , Principal, caretakers 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> August, 2025		<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. Computer Rooms	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Room	Carrying out IT activities	<ul style="list-style-type: none"> Computer 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 All floor surfaces should be kept in a clean undamaged condition. Furniture should be sturdy and of good quality The teacher must ensure that all persons engaged in activities are supervised when using IT equipment (computer stations) in each room All IT equipment is maintained in line with manufacturer's requirements Acceptable Use Policy in place 	3 X 2	<p>Safety guidelines apply in class</p> <p>Ongoing and regular maintenance</p>	Teachers, cleaning staff, caretakers and IT providers
Visual Display Units (VDU's) Repetitive strain, eye strain, back pain	Working for long periods at a poorly designed work station	<p>Consideration will be given at each work station to the:</p> <ul style="list-style-type: none"> Position of the monitor with regards to lighting/distance Height of the work bench/desk Suitability of the chairs available <p>Suitable blinds to be available to reduce glare</p>	3 X 2	VDU assessment available to staff	Teachers
Tripping, slipping, falling Trailing cables, badly arranged furniture, bags, etc.	Working in an area of poor housekeeping	<ul style="list-style-type: none"> All pedestrian routes will be maintained in line with best design Storage is provided for facility equipment and personal belongings of staff Ceilings, floors, walls and the general décor will be maintained in line with best practice Any damage to infrastructure must be reported immediately to the Principal Repairs will be carried out as quickly as possible Lighting will be maintained to achieve suitable lighting levels Staff are not to use school furniture or equipment to stand, climb or work at height 	3X 2	<p>Good housekeeping</p> <p>Unused metal holders for towers under desks to be removed</p>	Board of Management and caretakers
Fire	Using faulty electrical appliances	<ul style="list-style-type: none"> The school fire prevention, protection and evacuation policy must be strictly adhered to Teachers are trained in the use the CO2 fire extinguishers The school fire protection system is checked annually by the installer 	4 X 2	All unused and obsolete equipment to be removed	Teachers, caretakers 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> August, 2025		<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. Music Room	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p>Staff, students, visitors</p> <p>Tripping over and bumping into music equipment, objects falling, manual handling injuries,</p>	Teaching and moving around room	<ul style="list-style-type: none"> ▪ The music room will be maintained in line with best design and improved as resources become available ▪ Any damage to the room or equipment must be reported immediately to the class teacher ▪ Lighting will be maintained to achieve suitable lighting levels ▪ Teaching staff must ensure students follow and comply with safe procedures when using equipment ▪ All equipment is checked to ensure it is safe before use ▪ Teacher must ensure that students carry out all their routines in a safe manner and do not create danger for themselves or for others ▪ Teacher must insist that all in their charge use required protective equipment (i.e. ear protection) where necessary ▪ Teacher to encourage safe working practices in the music room at all times ▪ The music room should be kept clean and all unused equipment should be removed out of the music room ▪ Electrical sockets must not be overloaded and a safe method of providing electricity should be provided for all electrical equipment ▪ All portable devices must be PAT tested ▪ Noise assessment will be undertaken if noise exposure levels are deemed to be too high ▪ 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 ▪ Staff must inform the Principal of any manual handling difficulties they encounter 	3 X 3	<p>Safety rules and guidelines to be applied in classes</p> <p>Appropriate systems for the storage of equipment and materials at height to be maintained</p> <p>Good housekeeping practices will be observed at all times</p> <p>No trailing cables or trip hazards allowed in music room</p>	Teacher, caretakers and Board of Management
<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> August, 2025</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	24. Art Rooms	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
General	Working in art rooms	<ul style="list-style-type: none"> The art rooms to be locked at all times when not in use Safety procedures and rules to apply for participation in art classes Any damage to the rooms or equipment must be reported immediately 	3 X 3	Consideration to be given to having a keypad locking system	Teachers, caretakers and Principal
Storage of hazardous materials	Handling/storing materials with a hazardous symbol	<ul style="list-style-type: none"> 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 There is restricted access to all hazardous materials 	3 X 3	Upgrade of heating system to be investigated	
	Disposal of hazardous materials and substances	<ul style="list-style-type: none"> 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 	3 X 3	All unwanted and damaged equipment to be removed from storage area	
Wire Work	Students carrying out wire work activities	<ul style="list-style-type: none"> Demonstration of safe practice will be undertaken before work commences Use of wire cutters will be restricted and safe use demonstrated beforehand 	4 X 1	Housekeeping in the storage area to be monitored regularly	
Cutting	Students carrying out cutting activities	<ul style="list-style-type: none"> Appropriate instruction will be given by staff before students use any cutting device Cutting work will be supervised as appropriate and protective equipment such as cutting mats will be used 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 Students are not permitted to remove cutting instruments from room. 	3 X 3	Access to the Emergency Door in storage room to be unblocked. Key to be returned to the break glass unit	
<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> August, 2025			<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. 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			
Electrical Equipment	Staff/students using electrical equipment e.g. Glue guns, laminators etc.	<ul style="list-style-type: none"> Electrical equipment will only be used if it has been checked by the art teacher Students will only use electrical equipment if it is appropriate, if guidance has been given and if they are being supervised by a teacher Trailing wires will be secured to prevent tripping All portable devices must be PAT tested 	3 X 3	All electrical equipment to be serviced in line with manufacturer's instructions	Teachers, caretakers and Principal
Fire	Outbreak of Fire	<ul style="list-style-type: none"> The school fire prevention, protection and evacuation plan as outlined in this Safety Statement must be fully implemented by staff and students Firefighting media must be readily available in the art room 	3 X 3	Ensure that the area is maintained so that all items are stored in safely	
Kiln	Staff working with the kiln	<ul style="list-style-type: none"> Only art staff with appropriate experience will work the kiln Students will be kept away from the kiln room at times of firing. Warning notices are in place at times of firing. 		Kilns to be serviced and secured – kilns should be removed if no longer in use	
Mixed Media work	Using materials	<ul style="list-style-type: none"> Objects and materials used should be deemed safe by the teacher responsible for the lesson. First Aid kit available and maintained 	3 X 2		
Tidying up	Using materials	<ul style="list-style-type: none"> 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 The production of dust will be avoided by wiping down surfaces with damp towels or sponges 	3 X 2	Regular and on-going good housekeeping required particularly in storage area	
Off campus art activities	Art events away from the school	<ul style="list-style-type: none"> An individual student assessment will be made for each trip Approval sought for trips in line with agreed school procedures 	4 X 2		
<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> August, 2025			<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	25. DCG and TG Rooms	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Staff, students, visitors Deterioration in the fixed wiring system – electrocution or fire risk Deterioration in housekeeping- trip or fall hazard Continuous use of VDU workstations – repetitive strain injury, eye strain Deterioration in furniture	Staff and students moving around	<ul style="list-style-type: none"> ▪ Any faults are brought to the attention of the caretakers ▪ Electrical testing is conducted by, and at a frequency set by, a competent electrician ▪ In-house safety inspections are conducted on a regular basis and the results of these inspections are reviewed by staff upon completion. ▪ Items requiring attention are actioned immediately or where this is not possible, are added to the improvement log 	3 X 2	Active monitoring Service and maintenance records for equipment to be retained	Board of Management and teaching staff
		<ul style="list-style-type: none"> ▪ There are no trailing cables in the rooms ▪ Cleaners clean the rooms each day ▪ Cleaning equipment is available as required to deal with incidental housekeeping matters as they arise ▪ Students are only on computers for a short period of time ▪ The needs of the user are considered when setting up VDU workstations ▪ Any staff member who continually using VDUs to be offered eye tests in line with DSE regulations ▪ Any defects in furniture are reported to the caretakers ▪ Any items requiring attention are actioned immediately or where this is not possible, are removed from service until they can be fixed or replaced. 	4 X 2	The plinth nosing in the DCG is highlighted with a propitiatory warning tape Active monitoring	
<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> August, 2025		<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	26. 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			
Student Welfare	Students attending class	<ul style="list-style-type: none"> ▪ 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 ▪ No students are left unsupervised in the Home Economics Room ▪ Students must pay attention to what they are doing and follow instructions exactly in all practical classes ▪ Students who engage in giddy or potentially dangerous behaviour at any time may be barred from work of a practical nature in the future ▪ All breakages must be reported immediately to the class teacher ▪ Any burns, cuts etc. that a student may sustain while performing practical work must be reported immediately to the teacher 	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
Cookers	Contact with hot surfaces, hot liquids, Electricity	<ul style="list-style-type: none"> ▪ Teachers are experienced in use of cookers ▪ Students are instructed in safe use of equipment ▪ Each cooker has an isolation switch ▪ Gas emergency stop buttons available 	4 X 2		Teachers
Microwave Ovens	Contact with hot surfaces/liquids	<ul style="list-style-type: none"> ▪ Teachers are experience in use of microwave ovens ▪ Students are instructed in safe use and supervised during operation 	4 X 2		Teachers
Processors, mixers, hand blenders, etc.	Contact with rotating parts, entanglement with rotating parts, Electricity	<ul style="list-style-type: none"> ▪ Teachers are experience in use of mixers and blenders. Students are instructed in safe use and supervised during operation ▪ The safety lid on the food processor prevents it operating unless it is securely fitted ▪ Emergency stop buttons are placed in the Home Economics room 	4 X 2		Teachers
Fire	Overheating of oil	<ul style="list-style-type: none"> ▪ Cooking oil must not be left in saucepans, woks, frying pans or deep fat fryers unattended ▪ A deep fat fryer (if used) must never be over filled with oil 	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> August, 2025			<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	26. Home Economic 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>Teacher, students receiving burns, scalds, cuts, bruises, etc.</p> <p><i>Slips and trips</i></p>	<p>Cooking</p>	<ul style="list-style-type: none"> ▪ The hob/oven when in use must not be left unattended ▪ Handles of pots and pans must be turned inward and not sticking out ▪ Sleeves must be well tucked in or rolled up and avoid reaching over the stovetop when cooking ▪ Potholders, towels, and any other combustibles must be kept away from cooking areas ▪ Do not put knives or other sharp objects into a full sink as someone could reach in and accidentally get hurt ▪ 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 ▪ Launder dishtowels and sponges frequently to get rid of bacteria or simply replace often ▪ Keep appliance cords as short as possible to avoid accidents such as tripping or knocking the appliance over ▪ The floor is cleaned regularly i.e. '<i>clean as you go policy</i>' ▪ The fire blanket, fire extinguisher and a first aid kit in the room are readily accessible ▪ School fire safety procedures must be implemented 	<p>4 X 2</p>	<p>Active monitoring</p>	<p>Teachers and cleaning staff</p>
<p>Food Hygiene</p>	<p>General Kitchen Hygiene</p>	<ul style="list-style-type: none"> ▪ Always wear a clean apron during practical sessions ▪ 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 ▪ Keep nails short and wash your hands before handling food. Dirty hands contaminate food ▪ Dispose kitchen waste in the lined rubbish bin provided ▪ Remove all scraps of food from the sink as they can cause germs to multiply 	<p>4 X 3</p>	<p>Active housekeeping and storeroom to be kept tidy and free of clutter</p>	<p>Teachers</p>
<p>General Safety</p>	<p>Accessing items</p>	<ul style="list-style-type: none"> ▪ Staff are not to use furniture or equipment to climb or work at height 	<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> August, 2025</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. Construction Studies/Woodwork/Technology Rooms and Preparation Areas	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p>Use of equipment and machinery</p> <p>Circular saw, band saw, chop saw, mortiser, sanding machine, drilling machine, etc.</p>	<p>Teachers, students using equipment</p> <p>Cleaning and maintenance of equipment</p>	<ul style="list-style-type: none"> ▪ Room locked at all times when not in use. Students do not have access to preparation area ▪ All tools and equipment must be used in accordance with manufacturer's instructions and CE marked ▪ Equipment must only be used by trained and authorised staff ▪ Students may not access rooms or machinery unless accompanied by a qualified teacher and safety rules and guidelines apply in class ▪ Equipment must include protection from moving parts. All guards must be correctly attached, properly adjusted prior to use ▪ Staff must ensure that all safety devices and emergency stop buttons are in good working order and easily accessible ▪ Staff must ensure that all standing equipment is firmly fixed to the floor/bench and the rated capacity of the machine is never exceeded ▪ Good housekeeping regime is in place i.e. 'Clean as you go' policy ▪ The dust extraction system must be maintained and updated as required. All equipment requiring dust extraction will be connected to the extraction system 	3 X 3	<p>Exclusion zones to be clearly visible and marked on floors</p> <p>Risk assessments for rooms to be reviewed annually</p> <p>Individual isolation switches to be in place for all machinery</p> <p>Machinery and equipment serviced as required</p> <p>Dust extraction system to be updated</p>	Teachers
<p>Noise</p>	<p>Teachers, students using equipment</p> <p>Cleaning and maintenance of equipment</p>	<ul style="list-style-type: none"> ▪ When purchasing equipment it will be school policy to buy the quietest model(s) ▪ The Board of Management will ensure that control of noise at work will be in keeping with Part 5, Chapter 1 of the Safety, Health and Welfare at Work (General Applications) Regulations, 2007 ▪ Students will be kept an adequate distance from machinery when in use. Safe distances will be marked out on the floor ▪ Appropriate PPE is provided and must be worn by staff and students when using equipment 	3 X 3	<p>Tidy and clean procedure at the end of every class</p> <p>Possibility of having noisy equipment stored in preparation rooms to be investigated</p>	Teachers, Principal and Board of Management
<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> August, 2025</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 Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Belt sander Abrasions from rotating belt/disc	Person operating the belt sander Persons in close proximity	<ul style="list-style-type: none"> ▪ Teacher instruction given and SOP adhered to ▪ Appropriate supervision is provided to all classes ▪ The storage or use of flammable materials and substances is not permitted in the vicinity of this equipment ▪ In-house safety inspections are conducted regularly. Items requiring attention are actioned immediately ▪ Emergency safety switch fitted and machine is switched off when not in use ▪ Eye protection provided 	4 X 2	Additional safety signage on machine Machines to be connected to automatic dust extraction system	Teachers
Belt sander - horseplay	Coming in contact with the machine	<ul style="list-style-type: none"> ▪ Implementation of classroom rules by the teacher 	3 X 2	Additional safety signage	Teachers
Fire	Delay in exiting in the event of a fire Delay in accessing firefighting equipment	<ul style="list-style-type: none"> ▪ Fire exits must be kept clear at all times. ▪ Staff and students exit classroom via classroom door onto corridor. ▪ Fire extinguisher stations to remain unobstructed and be serviced as required ▪ Two types of fire extinguisher are available at fire points (CO2 and foam spray) ▪ Fire extinguishers are clearly labelled ▪ Staff are trained in the correct use of fire extinguishers 	4 X 2	Access to fire extinguishers to be kept clear at all times	Teachers and caretakers
Manual Handling Musculoskeletal injuries	Manual handling of materials, Impact injuries	<ul style="list-style-type: none"> ▪ Students are denied access to high racking ▪ Pertinent members of staff are trained in safe manual handling techniques ▪ Exceptional or unusual manual handling tasks are discouraged ▪ Items (such as equipment and projects) not to be stored at height 	3 X 2	Manual handling procedures outlined in this Safety Statement to be followed Manual handling training offered to staff if required	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> August, 2025			<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	27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Trailing cables	Trip hazard Falls	<ul style="list-style-type: none"> When using power tools students will operate as close to a power point as possible to keep trailing cables to a minimum 	3 X 2		Teachers
Lathes Contact with moving parts, spindles, chucks and worn pieces	Persons using or in close proximity coming in contact with machine	<ul style="list-style-type: none"> Teacher instruction given to students and SOP adhered to Appropriate supervision is provided to all classes Students using machine are forbidden to wear loose clothing and long hair must be tied back away from the moving spindle Only one student allowed to operate lathe 	4 X 2	Standard operating procedures (SOP) displayed close to lathes and followed at all times	Teachers
Lathes	Accidental start up or failure to switch off after use	<ul style="list-style-type: none"> Students and teacher to follow SOP Face mask to be worn at all times when using lathes No loose clothing allowed; long hair tied back 	4 X 2	Additional Safety signage	Teachers
Lathes	Horseplay	<ul style="list-style-type: none"> One student to operate each lathe No operator/student interaction permitted 	4 X 2		Teachers
Jigsaw	Contact with blade	<ul style="list-style-type: none"> All machines are off when not in use Isolation switch used Implementation and compliance with classroom rules 	3 X 2	Height of lathes to be reviewed	Teachers
Band saw Contact with saw blade	Normal use	<ul style="list-style-type: none"> Not used by students SOP adhered to Implementation of classroom rules Isolation switch turned off when not in use 	4 X 2	Additional Safety signage	Teachers
Band saw Kickback	Impact from ejected materials	<ul style="list-style-type: none"> Teacher only machine Exclusion zone and safe distance to be marked Quality upkeep of machinery and blades 	3 X 3		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> August, 2025			<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	27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Screw Guns Cuts, entanglement, lacerations	Rotating chuck and bit during normal use	<ul style="list-style-type: none"> A quick release type chuck used No lock switch Close monitoring of operators by the class teacher No operator/student interaction permitted unless directed by the teacher 	3 X 2		Teachers
Biscuit joiner Lacerations	Contact with rotating cutter	<ul style="list-style-type: none"> Teacher instruction given on correct use Power tool SOP strictly adhered to Classroom rules and procedures adhered to Tool unplugged when not in use 	4 X 1	Additional safety signage	Teachers
Free standing Bench Planer/Thicknesser Cuts, Entanglement	Contact with rotating cutter, kickback	<ul style="list-style-type: none"> Teacher only machine Safety signage in place Regular sharpening of blades and maintenance of machines – records kept Isolation switch used Exclusion zone and safe distance to be marked out Quality upkeep of machinery and cutters 	4 X 2	Additional safety signage to increase awareness to user	Teachers
Bench Planer/ Thicknesser Rotating cutter	Accidental start up failure to switch off after use	<ul style="list-style-type: none"> All machines fitted with inverted switches Student use strictly forbidden Mushroom head stop switch Cover over blade 	3 X 2		Teachers
Bench Planer/ Thicknesser Ejected fragments	Eye injuries	<ul style="list-style-type: none"> Appropriate PPE (goggles) available Machine not used during class time Safety signage in place 	3 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> August, 2025			<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	27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Morticer Abrasion Laceration Entanglement	Contact with rotating chuck and bit during use Uncontrolled movement	<ul style="list-style-type: none"> Teacher instruction given SOP adhered to Morticer set by teacher only Morticer fixed to the floor 	3 X 2	Additional safety notices and signage on machine	Teachers
Morticer – Normal use Eye injuries Impact injuries to eyes, face or other parts of the body	Ejection of chippings Bits breaking Unintentional start up	<ul style="list-style-type: none"> Exclusion zone established Quality upkeep of machinery and cutters Goggles are available and used Classroom rules and procedures adhered to Isolation switch turned off when not in use 	4 X 2		Teachers
Pillar Drill Eye injuries Impact injuries to eyes, face or other parts of the body Uncontrolled movement of machine	Rotating chuck/bit Ejection of swarf Bits breaking	<ul style="list-style-type: none"> Guards on chuck to be closed by teacher once bit is fitted Eye protection must be worn when operating the pillar drill Pillar drill to be maintained in line with manufacturer's specifications 	4 X 2	Additional safety notices and signage on machine Exclusion zones to be created	Teachers
Pillar Drill	Unsecured machine	<ul style="list-style-type: none"> Pillar drill attached to floor Isolation switch turned off when not in use 	3 X 2	Detached track to be replaced	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> August, 2025			<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	27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Panel Saw Cuts, abrasion laceration entanglement	Contact with rotating cutting blade during normal use Horseplay	<ul style="list-style-type: none"> Only the teacher is allowed operate the saw Teacher adheres to the safe operating procedures Students prohibited within the exclusion zone when machine is running Machine is used only when necessary during class 	3 X 2	Additional safety notices and signage on machine	Teachers
Panel Saw Cuts, abrasion laceration entanglement	Accidental start-up, failure to switch off after use	<ul style="list-style-type: none"> Isolation switches used at the machine at on nearby pillar Emergency stop control installed on the machine Emergency stop controls in place – isolation switch fitted 	4 X 2		Teachers
Sander Cuts, abrasion laceration entanglement	Contact with rotating belt normal use Horseplay	<ul style="list-style-type: none"> Teacher instruction given and classroom rules adhered to Machine is switched off when not in use Emergency controls in place – isolation switch fitted 	4 X 2	Additional safety notices and signage on machine	Teachers
Bench Vice and Bench Clamps Pinch injuries	Injuries from tools being used	<ul style="list-style-type: none"> Teacher instruction, and supervision on SOP being adhered to Students encouraged to concentrate and be vigilant Maintenance log to be maintained for all tools and equipment in use 	3 X 2	Additional safety notices and signage on machine Active monitoring	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> August, 2025			<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	27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Scroll saw Lacerations, entanglement	Contact with blade during normal use, uncontrolled movement of machine	<ul style="list-style-type: none"> ▪ Emergency stop and inverted isolation switch located on machine ▪ Machine maintained and used in line with manufacturer's instructions ▪ SOP adhered to by teacher and students ▪ Blade guard in safe working order ▪ Blades changed by teacher only ▪ Scroll saw fixed to work bench ▪ Appropriate PPE is worn 	3 X 3	Additional safety signage on machine Height of saws to be reviewed	Teachers
Scroll saw	Coming in contact with blade	<ul style="list-style-type: none"> ▪ Machine switched off when not in use ▪ Ensure the guard never goes more than 8mm above the work piece ▪ 	3 X 3		Teachers
Scroll saw	Horseplay	<ul style="list-style-type: none"> ▪ Teacher instruction given and students closely monitored ▪ Teacher insures that tools are 'fit for use' before being handed out ▪ Students are instructed on SOP for each hand tool by teacher 	3 X 3	Height of saws to be reviewed	Teachers
Exposed cables	Teaching	<ul style="list-style-type: none"> ▪ Power cables to be properly manged and secured ▪ All cables to be kept off the floor 	3 x 3	Active monitoring	Teachers
Maintenance of dust extraction system Respiratory problems	Teaching	<ul style="list-style-type: none"> ▪ The dust/fume extraction system must be switched on when machinery is being used ▪ The dust extraction system must be maintained ▪ Rooms to be deep cleaned on a regular basis and records of all cleaning to be kept on file 	3 X 3	Active monitoring The extraction system needs to be updated as a matter of urgency	Board of Management and Teachers
Project work	Storage	<ul style="list-style-type: none"> ▪ Project work to be stored in areas where it cannot cause an obstruction or trip hazard ▪ Work spaces and exits to be kept clear of all practical work 		Suitable additional storage areas for project work to be investigated	
<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> August, 2025			<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	27. Construction Studies/Woodwork/Technology Rooms and Preparation Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Cordless Drills	Using drill	<ul style="list-style-type: none"> PPE worn Students trained in use by teacher 	3 X 2	Regular maintenance	Teachers
Handling and storage of hazardous substances and chemicals	Handling any substances (varnish, oils, white spirit, etc)	<ul style="list-style-type: none"> Safety Data Sheets (SDS) need to be obtained for all hazardous substances and teacher will follow the safety and health advice listed All substances displaying a hazardous warning symbol are stored securely and can be assessed by the class teacher alone Students are supervised and instructed in SOP by the teacher 	3 X 3	Eyewash available Safe storage system in place	Board of Management and Teachers
Housekeeping Slips, trips, falls Fire	Untidy classrooms and storage areas	<ul style="list-style-type: none"> Use of benches, materials and hand tools supervised by the teacher Teacher applies 'Clean as you go' policy in the room and store area All materials and furniture are stored correctly after each class Any defects found in classroom furniture/materials are taken out of use and repaired or replaced as soon as is reasonably practicable Storage of waste (e.g. off cuts of wood and dust) should be minimised and removed from the room as frequently as possible 	4 X 3	Improved housekeeping required in all areas Planned approach to cleaning of rooms	Teachers, caretakers, cleaners and Board of Management
Hand Tools Cuts, lacerations	Students using hand tools	<ul style="list-style-type: none"> Teacher instruction given and students closely monitored Teacher insures that tools are 'fit for use' before being handed out Maintenance log to be maintained for all tools and equipment in use 	4 X 2	All hand tools to be kept in storage and maintained	Teachers
Storage of materials Teacher/students	Storing equipment and materials	<ul style="list-style-type: none"> Stacking of tools/project work to be managed by the teacher Students or staff are not permitted use school furniture or equipment to stand, climb or work at height The teacher is responsible for the safe storage of all equipment and materials in the class 	3 X 2	Existing storage systems to be reviewed and no equipment to be stored at height All outdated equipment to be removed Emergency doors to be clear of all obstructions	Teachers

Risk Level Calculation

(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)

Risk Level Action

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

Assessment Date: August, 2025

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	28. Office Spaces	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Staff, students, visitors Assault, tripping, falling, fire, etc.	Staff working in office spaces	<ul style="list-style-type: none"> ▪ All offices will be locked at all times when not in use ▪ Child Protection Guidelines will be followed by staff ▪ Data and confidential information will be stored securely and in line with relevant guidelines ▪ Any damage to the room or equipment must be reported immediately ▪ All equipment is checked to ensure it is safe before use ▪ Office spaces should be kept clean and all unused equipment should be removed ▪ Lighting will be maintained to achieve suitable lighting levels ▪ All spillages to be cleaned up immediately ▪ Electrical sockets must not be overloaded and the use of extension leads should be avoided ▪ Adequate care and appropriate precautions should be taken when meeting with students, parents and visitors ▪ Exposure to chemical agents should be avoided ▪ All office areas should have appropriate glass viewing panels ▪ Staff are not permitted to use school furniture or equipment to stand, climb or work at height 	3 X 3	Active monitoring of procedures Service and maintenance records for equipment to be retained The “ <i>dumping of stuff</i> ” in office areas is not permitted	Board of Management and staff

Risk Level Calculation

- (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)

Risk Level Action

- 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

Assessment Date: August, 2025

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	29. Chapel	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Staff, students, visitors Tripping, falling, fire, etc.	Using and moving around the Chapel	<ul style="list-style-type: none"> ▪ The Chapel will be locked at all times when not in use ▪ Any damage to the Chapel or equipment must be reported to the immediately ▪ All equipment is checked to ensure it is safe before use ▪ All damaged or defective equipment or furniture to be removed immediately ▪ 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 when in the Chapel ▪ The Chapel should be kept clean and tidy at all times ▪ Electrical sockets must not be overloaded especially when using musical equipment ▪ All electric equipment in room will be maintained in line with manufacturer's guidelines ▪ 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 ▪ The overuse of extension leads to be avoided ▪ Lighting will be maintained to achieve suitable lighting levels ▪ All spillages to be cleaned up immediately ▪ The use of extension leads should be avoided ▪ Adequate care and precautions will be taken when using candles ▪ Suitable fire extinguishers will be available in the Chapel ▪ Staff will follow appropriate manual handling procedures when moving equipment or furniture in the Chapel ▪ Staff must never use or stand on a chair or table to work at height in the Chapel 	3 X 2	Active monitoring required	Teachers, caretakers 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> August, 2025		<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	30. Tractor	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
<p>Staff, students, visitors</p> <p>General tractor maintenance, entanglement in PTO shaft, flying debris or objects</p>	Using tractor on school grounds	<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ Repair work is only carried out by a competent mechanic. ▪ Before starting a PTO the driver makes sure that there is nobody in close proximity to the shaft ▪ 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 ▪ The PTO chain must be anchored to prevent rotation of the PTO guard ▪ The U guard and O guards are in good condition ▪ Persons never step or lean over a running shaft even if guarded ▪ The shaft is turned off when clearing blockages in any machinery ▪ When grass cutting, the ground ahead must be checked for objects that could be caught in the blades or ejected by the blades 	5 X 2	Good safety practices will be observed at all times when working on or operating the tractor	Caretakers and Board of Management

Risk Level Calculation

(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)

Risk Level Action

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

Assessment Date: August, 2025

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	31. 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>Entrances, paths, yard areas, traffic, CCTV, football pitch, housekeeping key control and storage of equipment,</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"> ▪ All pathways, road surfaces and manhole covers will be maintained as part of an ongoing maintenance programme within the school ▪ 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 ▪ Speed limit signage/warnings will be placed at entrances to alert drivers to slow down – speed limit should be set at 10km per hour ▪ All staff and parents will be advised about the need to drive slowly in school grounds ▪ Signage will be displayed at the main entrance to make motorists aware of cyclists and pedestrians using the school grounds ▪ 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 ▪ Electrical and gas service boxes will be maintained and monitored for damage ▪ Students will dismount from their bicycles and walk to bicycle storage area on entry to the main school grounds ▪ Additional signage will be placed at the school entrances 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 ▪ Pedestrian routes to students yard will be clearly marked 	4 X 3	<p>A designated parking area for visitors near to the main entrance to be created</p> <p>Fencing around the tarmacked sports area needs to be replaced urgently</p> <p>Tarmacked pedestrian footpath along the side wall at the front of the school (adjacent to R683) needs to be repaired and maintained</p> <p>A reverse car parking policy should be implemented</p> <p>Active and constant housekeeping is required around the school grounds</p>	Board of Management Principal, teachers 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> August, 2025		<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. External Areas (continued)	Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls			
Paths, roadways, traffic, speeding, CCTV, football pitch, basketball area Slips, trips, falls, collisions, entrapment, electrocution, serious injury	Staff, students or visitors (including unauthorised) entering the school	<ul style="list-style-type: none"> ▪ All equipment (portable goalposts, etc.) will be removed from playing pitch after use ▪ All foreign objects (rubbish, stones, glass, plastic bottles, etc.) will be removed from play areas prior to use. Areas subject to regular inspection and PPE must be worn when cleaning is in progress ▪ All outside spaces will be cleaned and no inappropriate items will be stored in any spaces between buildings ▪ Steps and footpath leading to football pitch to be maintained as required. Change in heights at steps to be highlighted ▪ Main goal posts must be inspected for signs of deterioration on a regular basis ▪ All fencing around the pitch/grounds must be free from any gaps/holes, must stand upright and rigid. All damage should be reported to the Principal ▪ All repairs to fencing must be carried out by a competent person ▪ Safety precautions must be taken into consideration in the installation of safety nets at bottom of the playing pitch. Safety nets will be maintained . ▪ Mobile Elevated Working Platforms (MEWB's) must be used in the installation or repair of safety nets ▪ Safety nets must be repaired by a competent person ▪ Tractor or lawnmower must have safe guarding in place to protect against blades or moving parts. Guards must not be removed unless maintenance is being carried out by a competent person. Machines must be switched off and plug disconnected before any cleaning, maintenance or repair is being carried out. All maintenance/repair must be carried out by competent person at regular intervals in accordance with manufacturer's instructions. Tractor and lawnmower must be operated by competent staff only 	4 X 3	The boundary walls along Park Road and Newtown Road are structurally dangerous and in an unsafe condition – this matter needs to be addressed in line with Engineer's report Safety nets on main pitch to be repaired The slope onto the basketball court at the front of the school is extremely steep – this area needs to be monitored when being used by students. Number of tree stumps in the area need to be removed	Board of Management Principal, teachers and caretakers
<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> August, 2025		<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. Additional Issues		Risk Rating Severity X Likelihood	Action Items (What further controls can be put in place)	Person(s) Responsible and action implementation
		Controls				
Hazard reporting		<ul style="list-style-type: none"> The formal structure within the school for hazard reporting by staff to be fully implemented and complied with 		2 X 2	The caretaker's notebook should be monitored regularly to see that system is being implemented by staff	Principal, staff and caretakers
Property inventory		<ul style="list-style-type: none"> 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 and Principal
Toilets		<ul style="list-style-type: none"> All toilets will be maintained and cleaned properly and regularly Adequate equipment and toiletries will be available Adequate ventilation in toilet areas 		3 X 2	Need for daily monitoring and cleaning of all toilet blocks. Repair required to ladies toilet on Floor B	Board of Management, caretakers and cleaning staff
CCTV control room		<ul style="list-style-type: none"> 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 		3 X 3	CCTV policy to be implemented, reviewed and updated as required.	Board of Management and Principal
Activities after school hours		<ul style="list-style-type: none"> A minimum of 2 people to be present for any activity taking place after school hours (e.g. Saturday/evening study, etc.) to ensure the safety of staff and students. 		3 X 3		Board of Management 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> August, 2025				<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. 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			
Lift		Clear operating procedures and instructions in place for use of lift. Lift is subject to statutory maintenance and service programme.	3 X 3	Maintenance reports available	Board of Management
Pregnant employees <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. Copy of Bullying Policy available to staff and students.</i>	3 X 3	Active monitoring	Board of Management, Principal and staff
Bullying/Dignity at Work <i>Physiological, and behavioural</i>		All complaints of bullying to be dealt with in line with an agreed policy and procedure for Dignity at Work.	3 x 3	Policy implemented	Board of Management, Principal and staff
Working Alone <i>Attack, illness, injury, death</i>		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		Policy implemented	Board of Management, Principal and staff
Stress		Board of Management will: <ul style="list-style-type: none"> ✓ provide reasonable systems of work; comply with legislation, regulations and guidelines in order to protect employee's wellbeing ✓ Consult with staff to identify problems and to develop support systems ✓ Encourage positive working relationships and the reporting of issues causing stress at work 		A minimum of 2 people to be present for any activity taking place within the school after school hours	Board of Management, Principal and staff
Use of school by external parties		Adequate insurance arrangements to be in place			Board of Management
Child Protection		School complies fully with updated Child Protection Procedures (2017)		Risk assessments to be undertaken	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> August, 2025		<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. 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			
Day Trips Inadequate preparation for school trips	Accident or incidents, students being separated from the main group	<ul style="list-style-type: none"> ▪ Approval sought for trip in line with agreed school policy ▪ An adequate number of teachers/supervisors will travel with students ▪ A list of all those travelling (including a head count) will be made before departure and before the return journey by the trip organiser ▪ The contact details of the trip organiser along with supervisors' contact details will be provided to all those travelling ▪ Safety instructions detailing emergency procedures (including emergency phone numbers) will be issued to all students ▪ The Principal, and/or Deputy Principals will be informed with regards to safety of the type, location and duration of the trip ▪ Adequate First Aid equipment will be brought on the trip 	3 X 3		Board of Management, Principal and teachers
Vehicle Failure	Transporting staff/students	<ul style="list-style-type: none"> ▪ Transport companies engaged by the school will be expected to supply qualified drivers and vehicles fit for purpose ▪ 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 ▪ 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. ▪ 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 ▪ Students will be requested to follow the instructions of the driver ▪ Students must never be allowed to distract the driver 	3 X 3		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> August, 2025		<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	34. 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"> ▪ Prior approval of the Board of Management must be sought before the trip is undertaken. ▪ All participants will be made aware of the potential hazards involved in tour by the tour organiser/tour committee ▪ At all times teachers should be on constant alert to identify foreseeable hazards and safety issues ▪ The wearing of appropriate clothing and footwear is essential ▪ Water, drinks, food should be carried at all times in order to maintain energy/hydration levels ▪ Throughout the duration of the tour, teachers should carry a First Aid kit as well as the medications required by students in the group ▪ There should be a designated First Aider 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. ▪ A signed medical authorisation form/permission slip should be completed by all parents /guardians to deal with hospital emergencies ▪ 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) ▪ 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 ▪ 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 ▪ Times for meeting up and the places to meet should be clearly stated and explained 		4 X 2	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 Participants should hold a current European Health Insurance Card	Board of Management, tour organisers and Tour Company
<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> August, 2025		<u>Assessor's Name:</u> Shaka Educational Consultancy Ltd.				

Part 8

Appendices

Table of Contents

1	Critical Incident Plan for De La Salle College	153 – 166
2	Risk Assessment for Pregnant Employees	167 – 170
3	De La Salle College – Accident Report Form	171 – 172
4	De La Salle College – Near Miss Report Form	173
4	The Principles of Safe Lifting	174
5	Fire Extinguisher – Safety Checks	175 – 176
6	Declaration of Sight	177 – 178
7	Staff Induction Checklist	179
8	Annual Health and Safety Report	180 – 182
9	Forms IR1 and IR3	183 – 184
10	Safety Statement Review	185

1. Critical Incident Plan for De La Salle College

School Name: De La Salle College, Waterford.

School Address: Newtown, Waterford.

School Roll Number: 649500

School Details: De La Salle Waterford is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Le Cheile Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

School Management: The Board of Management of De La Salle, Waterford is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

▪ **Mission Statement:**

Inspired by its founder, the mission of the college is to: *"De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life"*

▪ **Ethos:**

As a Le Cheile school in the De La Salle tradition De La Salle Waterford seeks to promote the key values of a le Cheile school as espoused by life St. Jean-Baptiste De La Salle. Graduates of our school are characterised by a keen sense of the following:

- Intellectual Development
- Emotional and Social Development
- Moral Development
- Spiritual Development
- Concern for Others

strictly in accordance with the provisions of GDPR legislation as introduced 25th May 2018. Further details on data protection are set out in the school's Data Protection Policy.

De La Salle College Waterford aims to protect the well-being of its students and staff by providing a safe and nurturing environment at all times. De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life. The Board of Management, through Principal Michael Walsh has drawn up a Critical Incident Management Plan as one element of the school's policies and plans.

Review and Research

The Critical Incident Management Team (CIMT) have consulted resource documents available to schools on www.education.ie, www.nosp.ie, and www.neps.ie including:

- Responding to Critical Incidents Guidelines and Resources for Schools (NEPS 2016)
- Suicide Prevention in Schools: Best Practice Guidelines (IAS, National Suicide Review Group (2002)
- Suicide Prevention in the Community - A Practical Guide (HSE 2011)
- Well-Being in Post-Primary Schools Guidelines for Mental Health Promotion and Suicide Prevention (DES, DOE, HSE 2013)
- Well-Being in Primary Schools - Guidelines for Mental Health Promotion (DES, DOH, HSE 2015)

Definition of 'critical incident'

The staff and management of De La Salle College 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, on-going illness, 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*

The above list is not exhaustive.

Aim of Plan:

The aim of the Critical Incident Management Plan 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 limited. It should allow us to enable a return to normality as soon as possible.

Creation of a coping supportive and caring ethos in the school

We have 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

De La Salle College has recently revised its Health and Safety policy

- Evacuation plan formulated
- Regular fire drills occur
- Fire exits and extinguishers are regularly checked
- Pre-opening supervision in the school yard, during break time and lunch time
- Safety guidelines for specialist rooms (Labs, Construction Studies, Home Economics, Art Room and IT room, ASD special class, etc.).

Psychological safety

The management and staff of De La Salle College 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.

- 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; communications 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
- Wellbeing policy.
- 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 primary/post primary school student are available
- Information is provided on mental health in general and on 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 - NEPS,
- Inputs to students by external providers are carefully considered in the light of criteria about student safety, the appropriateness of the content, and the expertise of the providers. See DES Circulars 0022/2010 (Primary) or 0023/2010 (Post-Primary)
- 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. See also Student Support Teams in Post Primary Schools (2014). These documents are available on www.education.ie
- Students who are identified as being at risk are referred to the designated staff member (e.g. guidance counsellor or support teacher), 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.

Critical Incident Management Team (CIMT)

A CIMT has been established in line with best practice. 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.

De La Salle College has set up a CIMT consisting of the following personnel:

The Principal, The Deputy Principals, The School Guidance Counsellors, The School Chaplain, Year Heads, The School Secretaries. (The CIMT may co-opt other members of staff to assist them, should they deem it necessary).

The Principal will act as Team Leader or in his absence one of the Deputy Principals

Team leader: {Tom Bourke, *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; DES; NEPS; SEC
- Liaises with the bereaved family where relevant

Garda liaison (*Declan O'Brien, Deputy Principal*)

Role

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

Staff liaison {Tom Bourke, *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. (Establish if there are any Staff members absent or on leave to ensure all staff are informed)
- Advises staff on the procedures for identification of vulnerable students
- ° Provides materials for staff (from their critical incident folder located in the Principal's office)
- Keeps staff updated as the day progresses
- ° Is alert to vulnerable staff members and makes contact with them individually
- ° Advises them of the various supports available e.g. EAS and gives them the contact number.

Student liaison (*Eileen Doolan*) *Deputy Principal, CGC's Year Head, Chaplain*

Role

At post-primary level, may co-ordinate information from tutors and year heads about students they are concerned about

- In event of bereavement, remove student from VShare
- Alerts other staff to vulnerable students (appropriately)
- 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 *{Carolyn Ahern Deputy Principal and CGC's}*

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
- 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 (*Principal, Deputy Principal, Chaplain and CGC's*)

Role

- Visits the bereaved family with the team leader
 - 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
 - Sets up room for meetings with parents
- Meets with individual parents
- Maintains a record of parents seen
- Provides appropriate materials for parents (from their critical incident folder)

Media liaison (*Tom Bourke, 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, etc.)
- In the event of an incident, will liaise where necessary with the SEC; relevant teacher unions etc.
- Will draw up a press statement, give media briefings and interviews (as agreed by School management)

Administrator (*Deputy Principals*)

Role

- Maintenance of telephone numbers of Parents/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, VSware alerts, phone calls
- Photocopies materials needed
- Maintains records

Record keeping (*Deputy Principals*)

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.

Karen, Susan and Charles 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 De La Salle College 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.

Students will be informed if the school is making its facilities available for student support outside of normal school hours.

▪ **Approval:**

This policy has been distributed to staff, parents and students for their approval. Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of De La Salle Waterford; Chairperson:

Clare Ryan

Date: 14/10/2024

This policy will be due for review on:

Date: October 2025

Appendix 1: Useful Telephone Numbers

Emergency Contact List	
Agency	Contact Numbers
Garda	051305300
Hospital	051848000
Fire Brigade	051849982
Local GPs (Catherine Street Medical Practice)	051- 875338
HSE	051842800
Community Care Team	051842924
Child and Family Centre	051842881
(CAMHS)	051842146
School Inspector	051 310028
NEPS Psychologist	051310028
DES	090 6483600
ASTI	016040160
Clergy (Fr. John Tracy 051 843209)	051878977
State Exams Commission	090 6442744
Employee Assistance Service	1800411 057

Appendix 2: Critical Incident Management Team

Critical Incident Management Team	
Role	Name
Team leader:	<i>Tom Bourke</i>
Garcia liaison	<i>Declan O'Brien</i>
Staff liaison	<i>Tom Bourke</i>
Student liaison	<i>Eileen Doolan</i>
Community liaison	<i>Carolyn Ahern</i>
Parent liaison	<i>Tom Bourke</i>
Media liaison	<i>Tom Bourke</i>
Administrator	<i>Deputy Principals</i>

Appendix 3: Actions

Short term actions - Day 1

Task	Name
Gather accurate information	Team Leader
Who, what, when, where?	CIMT
Convene a CIMT meeting - specify time and place clearly	Team Leader
Contact external agencies	Principal/Deputies/CGC
Arrange supervision for students	Deputies/Year Heads
Hold staff meeting	Team Leader/All staff
Agree schedule for the day	Team Leader
Inform students - (close friends and students with learning difficulties may need to be told separately)	Team Leader/CGC's/Chaplain
Compile a list of vulnerable students	Year Heads, Class Teachers, Chaplain, GC's
Prepare and agree media statement and deal with media	Team Leader
Inform parents	Team Leader
Hold end of day staff briefing	Team Leader

Medium term actions - (Day 2 and following days)

Task	Name
Convene a CIMT meeting to review the events of day 1	Team leader
Meet external agencies	Team Leader, CIMT
Meet whole staff	Team Leader
Arrange support for students, staff, parents	Team Leader/CGC/Chaplain
Visit the injured	Team Leader, CIMT
Liaise with bereaved family regarding funeral arrangements	Team Leader, CIMT
Agree on attendance and participation at funeral service	Team Leader
Make decisions about school closure	BOM

Follow-up - beyond 72 hours

Task	Name
Monitor students for signs of continuing distress	Class Teachers
Liaise with agencies regarding referrals	Team Leader/CG C's/ Year Head/Chaplain
Plan for return of bereaved student(s)	Team Leader/Year Head/CGC' s/Chaplain
Plan for giving of 'memory box' to bereaved family	Team Leader/Year Head/Chaplain/Class Teachers
Decide on memorials and anniversaries	SOM/Staff, Parents and Students
Review response to incident and amend plan	Staff/BOM

2. Risk Assessment for Pregnant Employees

Pregnancy Risk Assessment Template Form

Notes: This template will assist employers in carrying out a risk assessment required by the Protection of Pregnant, Post Natal and Breastfeeding Employees Regulations 2007. In these regulations, an employee means a pregnant employee, an employee who is breastfeeding or a post-natal employee.

On being informed that an employee is pregnant, you must carry out an assessment to consider if there are specific risks from the work to the employee and decide if any action needs to be taken to protect against something that could damage her health or that of her developing child. The existing workplace risk assessments should be available and may need to be examined whilst completing the individual risk assessment for the employee.

There is no prescribed form that must be used to record the assessment but the following has been made available to aid employers.

For more information, the following guides and specific hazard control information are available on the HSA website:

[Workplace Health Toolkit to Assist Small Business Section 6](#)
[Guide to the General Application Regulations: Pregnant, Post Natal and Breastfeeding Employees](#)

Section 1: Employee Risk Assessment	
Name:	
Date:	
School Address:	
Location:	
Job Title:	
Assessment Carried Out By:	
Principal's Name:	
Name and Address of Medical Advisor:	
Number of weeks pregnant:	
Expected date of delivery:	
Employee's signature:	
Has the employee formally notified her employer that she is pregnant or is a new mother within 6 months and/or is breastfeeding?	Yes [<input type="checkbox"/>] No [<input type="checkbox"/>] To Whom: _____ Date: _____

Section 2:			
Physical Agents	Yes	No	Comments
Does the employee's work activities involve exposure to the following:			
Physical shocks (including direct blows to the abdomen) or vibration to the body?			
Handling of loads entailing risks?			
Climbing steps, ladders or other heights?			
Excessive noise?			
Ionising or non-ionising radiation?			
Extremes of cold or heat?			
Movement, travelling or postures that are abrupt or severe or give rise to excessive fatigue?			
Underground mine work?			
Confined spaces?			
Within pressurisation chambers?			
Underwater diving?			
Biological Agents	Yes	No	Comments
Is there likely exposure to biological agents which can endanger human health (Groups 2, 3 or 4 biological agents)?			
Are control measures in place and personal protective equipment (PPE) provided if required?			
Is there possible exposure to: Toxoplasmosis? Rubella virus? Has the employee immunity to such agents?			
Chemical Agents Hazards	Yes	No	Comments
Do the employee's work activities involve exposure to the following chemical agents? :			
Those labelled as the following? : H350/H351: May cause cancer/suspected of causing cancer H340/H341: May cause genetic defects/suspected of causing genetic effects H350i : May cause cancer by inhalation H360/H360D/H360FD/H360FD/H360Df/H361/H361d/H361fd/H361d: May damage fertility or the unborn child/Suspected of damaging fertility or the unborn child H362 : May cause harm to breastfed children H370 : Causes damage to organs H371: May cause damage to organs			

Mercury or mercury derivatives?			
Antimitotic (cytotoxic) drugs?			
Carbon Monoxide?			
Chemical agents of known dangerous percutaneous (skin) absorption?			
Lead or lead derivatives?			
Are control measures in place and PPE provided if required?			
Night Work	Yes	No	Comments
Does the employee work at least three hours between 11pm and 6am?			
Does she have a medical certificate stating that night work should be avoided?			
Movement / Posture	Yes	No	Comments
Does the work involve long periods of time sitting or standing? Is there a chair accessible?			
Is the employee a visual display user (VDU)? Has a workstation assessment been carried out? Can the employee vary tasks at her own discretion?			
Is it necessary to reach over and around obstacles?			
Are there constraints preventing good posture?			
Is there exposure to strong air movements?			
Poor lighting?			
Use of ladders / platforms at height?			
Lone working? Is the employee aware of emergency procedures and has a means of communication?			
Aggressive or violent persons? Is the employee trained how to deal with aggressive or violent persons?			
Is there any difficulty for the employee wearing PPE due to her increased size as the pregnancy develops?			
Entry to tightly fitting workspaces which would present comfort difficulties to the employee?			
Is there any difficulty in the employee evacuating the building in an emergency due to lack of speed and movement?			
Have you identified any other safety and health hazards?	Yes	No	Comments

Section 3: Risk Assessment Recommendations:

The risk assessment is to be reviewed on a regular basis throughout the pregnancy or more frequently should circumstances dictate.

3. Accident/Incident Report Form



DE LA SALLE COLLEGE
WATERFORD

Incident/Accident Report: (Please stamp with school stamp when presenting to school officer)

Reported by: _____

Date of Report: _____

Incident Information:

Nature of Incident and short description:

Date of Incident:

--	--

People involved:

Student(s) Involved: _____

Staff member involved: _____

Witnesses: _____

Actions Taken:

Date Reported to Health and Safety Officer/Principal: _____

Signed (person making report): _____ **School Officer:** _____

4. Near Miss Report Form



DE LA SALLE COLLEGE
WATERFORD

This form should be completed whenever a Near Miss occurs – that is an incident **WITHOUT** injury to person or damage to property.

Use the '**Accident/Incident Report Form**' if personnel or property were injured or damaged during the incident.

Near Miss Report Form	
i	Date of Near Miss: _____ Time of Near Miss: _____
ii	Location of Near Miss: _____
iii	Who was involved in the Near Miss: <input type="checkbox"/> Student <input type="checkbox"/> Employee <input type="checkbox"/> Public <input type="checkbox"/> Contractor <input type="checkbox"/> Visitor
iv	Name of person(s) involved in Near Miss: _____
v	Name, address and contact details of any witnesses to Near Miss: _____
vi	Description of Near Miss: _____
vii	Steps taken to prevent a reoccurrence of this type of Near Miss incident: _____
	Signature of person completing report: _____ Date: _____
	Position: _____
	Signature of Principal/Deputy Principal: _____ Date: _____
	Print name: _____

(Copies of the completed Near Miss Report Form are to be kept in the main school office)

4. 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.

5. Fire Extinguisher – Safety Checks



www.hsa.ie

www.besmart.ie

▶ Fire Extinguisher – SAFETY CHECKS

Pressure Gauge:

- ▶ Good condition and undamaged
- ▶ Needle must be in 'green' area

If needle not in green area, remove extinguisher for servicing

General condition:

The following must be in good condition and undamaged

- ▶ Handle
- ▶ Hose
- ▶ Cylinder body
- ▶ Labels (dates and detail clearly visible)

Suitability:

Extinguisher must be suitable for:

- ▶ The size and type of the workplace
- ▶ The type of fire that could happen



Pull Pin:

Must be:

- ▶ In good condition and undamaged
- ▶ Securely fastened within handle
- ▶ Held in place by tamper seal

Maintenance:

Extinguishers must be:

- ▶ Serviced annually
- ▶ Marked with next due date OR maximum period of use (mm/yy). For example:

SERVICE RECORD			
NEXT DUE DATE	RECHARGED	PRESSURE TESTED	INSPECTED BY

Access:

Extinguisher must be kept in a location that is:

- ▶ Easily accessible
- ▶ Kept clear
- ▶ Marked with the appropriate signs

HSA

An tÚdarás Síochána agus Síbhéilteacht
Health and Safety Authority



▶ Fire Extinguisher – SAFETY CHECKS

▶ Have you selected the right types of fire extinguisher for your workplace?

Your fire extinguisher(s) must be appropriate for the type of fire likely to be encountered. The table below offers a general guide, but specialist advice may be necessary for particular situations.

Type of Fire	Suitable fire extinguisher
Fires involving solid materials such as wood, paper or textile	Water, foam, multi-purpose powder extinguishers
Fires involving flammable liquids	Foam
Electrical fires	Carbon dioxide
Fires involving gases	Dry powder (but seek specialist advice – in some instances it may be better to let the fire burn until the fuel supply can be cut off)

▶ Have you provided enough fire extinguishers for your workplace?

The number of fire extinguishers provided should be based on the size of the workplace, the equipment and substances it contains, and the number of people present. For smaller premises having one or two portable extinguishers may be all that is required. In larger or more complex premises, a greater number of portable extinguishers sited throughout the premises are likely to be required (and other means of fighting fire may also need to be considered). If unsure, check with your local Fire Authority.

▶ Are the fire extinguishers kept in the most suitable place?

Fire extinguishers should be placed where employees can easily access them, without exposing themselves to danger, and where it will give the best chance of putting out a fire in its early stages or to aid in escape from the fire. Fire extinguishers are generally placed on exit routes near the exit doors, although those provided for a specific hazard should be placed near that hazard.

Fire extinguishers should be permanently located in a fixed place – either wall-mounted or placed on a stand.

▶ Are signs needed to mark the location of the fire extinguishers?

If the fire extinguisher is not in clear view then signs should be used to mark its location. The image opposite is normally accompanied by information on the content of the fire extinguisher and what type of fire it is suitable for.



▶ Have the people likely to use the fire extinguishers been given adequate instruction and training?

People need to know what to do in the event of discovering a fire, how to raise the alarm, what to do when the alarm sounds and how to use a fire extinguisher. Fire drills should be held at least annually. Ask your fire safety engineer to demonstrate the use of a fire extinguisher (outside) whenever one of your extinguishers is due for a test discharge.

▶ Maintenance and Inspection

Fire-fighting equipment must be inspected and maintained as often as necessary to keep it in good working order, and must be serviced annually by a competent person (usually a fire safety engineer).

▶ Record Keeping

Keep a record of all equipment inspections / servicing, staff training and fire drills. A fire register is useful for this purpose.

▶ What to expect when the fire safety engineer calls

Your fire safety engineer will visually inspect all fire-fighting equipment to make sure it is in good condition. They will also weigh each extinguisher, test the gauge and replace the seal where the hose joins the cylinder. Each extinguisher should be test discharged and refilled every 3 years.

Your fire safety engineer should give you a certificate of service for your equipment once the work is complete.

▶ Further Information

Guide to the Safety, Health and Welfare at Work (General Application) Regulations 2007 Chapter 1 of Part 2: Workplace – available at www.hsa.ie
Your local Fire Authority can provide specific advice and information about fire safety.

6. Declaration of Sight

I have read and understand the contents of this document including my duties as an Employee as outlined under Section 13 of the Safety, Health and Welfare at Work Act 2005.

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

Signed: _____ Dated: _____

7. Staff Induction Checklist

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

Staff Safety ,Health and Welfare Training Checklist	Yes	No
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 in First Aid?		
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

8. Annual Health, Safety and Welfare Report

Annual Report to the Board of Management of De La Salle College

The following is a report of progress with our Health, Safety and Welfare Policy:

1. Safety Training

During the year, the following safety training courses were attended by staff:

2. New Safety Arrangements

The following new safety arrangements were put in place during the year:

3. Purchase of Safety Equipment

The following items of safety equipment were purchased during the school year:

4. Emergency Drills

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

5. Safety Programme

Our Health and Safety Programme for _____ includes:

6. Safety Consultation Group

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

7. List of Accidents on School Premises

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

b) Minor Accidents:

8. Safety Deficiencies

The following areas still need to be addressed:

9. 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

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

Notifier: <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

NOTE: THESE FORMS CAN BE PHOTOCOPIED

10. Safety Statement Review

The Safety Statement of De la Salle College 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