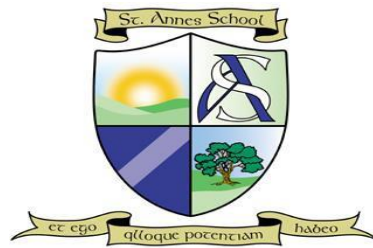


# SAFETY STATEMENT

## St Anne's School



This Document is the Safety Statement of St. Anne's School, Ballymany Cross, The Curragh, Co. Kildare as required by The Safety, Health and Welfare at Work Act 2005 and contains written risk assessments as required under section 19 part 3 Hazard Identification and Risk Assessment. It has been prepared in August 2019 and shall be reviewed and updated upon any significant changes to work practices, the building or staff. Each review shall be recognised by the revision number and date at the foot of each page.

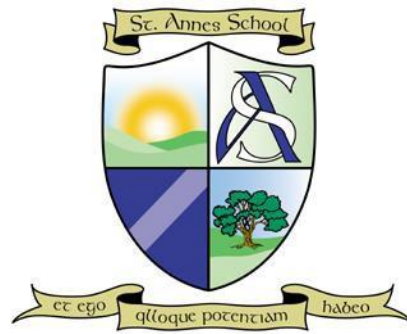
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## OBJECTIVES OF THE SAFETY STATEMENT

- To provide a reference for the policies and procedures used in the School to assess and audit the levels of health and safety being achieved.
- To provide evidence that the policies and procedures to ensure health and safety objectives are met and have been thought out and documented in order to help those who must execute them.
- To provide a control document to record the evolution of the School's Safety Statement, which becomes necessary due to the changing school environment.
- To help identify training requirements that need to be fulfilled in order to generate suitably qualified personnel to carry out the policies and procedures contained herein.
- To provide assurance that compliance with legal requirements for health and safety are being met or exceeded.
- To eliminate, in so far as is reasonably practicable, accidents and injury to Pupils, Visitors and Personnel employed in the School.
- To eliminate, so far as is reasonable practicable, any causes of occupational diseases which may endanger the health of personnel employed in the school and the pupils.
- To comply with the requirements under the Safety, Health and Welfare at Work Act 2005, and any regulations they are under.



## **PART 1**

# **SAFETY POLICY STATEMENT**



## Health & Safety Policy Statement

*This document sets out the safety policy of:*

*St Anne's School, Ballymany Cross, The Curragh, Co Kildare*

It is this Schools intention that the safety of staff, pupils and visitors will be secured and school activities will be carried out in accordance with the relevant statutory provisions of the Safety, Health and Welfare at Work Act 2005, The Safety, Health and Welfare at Work (General Application) Regulations 2007/ 2016 and all other relevant legislation. All reasonable practicable measures will be taken to avoid risk to employees or others who may be affected by day-to-day operations.

The Board of Management, through the School Principal, has the responsibility for implementing this policy throughout the School and must ensure that Health and Safety considerations are always given priority in planning and day-to-day supervision of work. The Board of Management are also committed to continuously improving health and safety standards through awareness of legislation, codes of practice and industrial best practice and exceeding these requirements whenever possible.

The School have appointed the school Principal, Adeline Wall, as the person who will have day-to-day responsibility for the management of health and safety and it is to. The Principal that all matters should be addressed in the first instance.

All teaching staff and other employees of St. Anne's School are expected to co-operate with the school in carrying out this policy and must ensure that their own work, so far as is reasonable practicable, is carried out without risk to themselves or others.

The Board of Management and staff of the School will monitor the operations of this policy. The safety statement will be updated as the school changes in nature and/or size.

This statement of the school's policy will be prominently displayed where ever practicable.

SIGNED: Catherine Maymhan  
(PRINCIPAL) Chairperson

SIGNED: Adeline Wall  
(CHAIRPERSON) principal

DATE: 29.09.2022

DATE 29/9/22



## **PART 2**

# **GENERAL POLICY STATEMENT**

## **General Description**

## **School Safety Code**

**General Safety, General Arrangements**

**Distribution**

## **2.1 GENERAL POLICY STATEMENT**

St Anne's School will ensure provision and maintenance and revision of the managing and conduction of work activities without risk to safety and health thereby ensuring the Safety Health and Welfare of all employees who work in St Annes School.

The Safety Health & Welfare at Work Act 2005 also requires employees to take reasonable care for their own safety and other persons affected by their acts or omissions, co-operate with their employer and to use the protective equipment provided.

Safety is a shared responsibility of all staff. Staff members are responsible for safety in their own areas and for the implementation of relevant safety procedures. The school Principal and Deputy Principal have special responsibilities by virtue of their appointments and shall ensure that they carry out their duties to the best of their ability. A copy of the safety statement shall be available to all employees, parents and pupils and shall be on display in the school for visitors.

An integral part of effective management in our operations is consultation with staff members in advance and good time on hazard identification, risk assessments, organisation of training, review and revision of systems of work and all aspects of the operation relating to Safety, Health and Welfare at work.

If any employee is found to have been culpably negligent in any matter of health and safety, or contributed to an accident through personal neglect, then that person will be subject to Disciplinary Action or other action deemed necessary by St Anne's Board of Management.

The Safety Statement and Risk Assessments will be continually monitored by the Board of Management (BOM) and amended as required.

All employees will co-operate together and with the employer to prevent injury to themselves and to others. It is only with the active co-operation of all employees that good health and safety conditions may be attained.

It is our aim to manage safety, health and welfare issues in a comprehensive and pro-active manner in order to remove many of the factors, which cause and influence the creation of unsafe and unhealthy conditions.

All fixed-term and temporary staff are considered 'employees' under Safety, Health and Welfare legislation in matters of health, Safety and Welfare.



## **2.2 GENERAL SAFETY**

### **2.2.1 Staff and Visitors**

The aim of the school's Board of Management is to provide a healthy and safe working environment. This can be achieved with the help and assistance of all staff and visitors by:-

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

## 2.3 GENERAL ARRANGEMENTS

### 2.3.1 School Information

St Anne's School was established in 1968 and is located at Ballymany Cross, The Curragh, Co Kildare R56 VH67. There are approximately 19 teaching staff which includes 14 teachers and two part time teachers through the Education and Training Board. Additional positions include 36 special need assistants and 2 Nurses (one full time and two who job share), maintenance, secretarial, and contracted cleaning staff.

Apart from the main building, there is one prefab, in front of the main building. An extension to the main building was completed in January 2012

St Annes School is a co-educational school that caters for pupils between the ages of five and eighteen who have been assessed as having either a moderate or severe/profound general learning disability. Many of our pupils have additional needs such as physical disabilities, sensory impairment or autistic spectrum disorder. The school operates under the patronage of KARE, a voluntary organisation that provides services for adults with intellectual disabilities and their families throughout Counties Kildare, East Offaly and West Wicklow.

### 2.3.2 School Safety Officers

Adeline Wall-Mc Hugh	(Principal)
Linda Timperley	(Safety Representative)
Catherine Molloy	(Nurse)
Annette Matthews	(SNA)
Liam Loakman/Kenny Duane	(Caretakers)

### 2.3.3 Security

The school is linked to a security monitoring and recording system and some classes have CCTV cameras. **The security alarm system is monitored by Mac/ Manguard Alarms.**

### 2.3.4 Safety Overview

The designated Fire Assembly Points are located at the front of the school building to the left of the car park. All Fire Exits must be kept closed and Fire Exit walkways kept clear as required by the Fire Services Act 1981 -2003. All Emergency Fire Exits signs must

## 2.3 GENERAL ARRANGEMENTS (Contd)

comply with the 1981 Fire Services Act, ie 'Running Man Sign'. A sign must be placed over each Fire Point that states 'Fire point'. All Fire Extinguishers/ Blankets etc are maintained on a regular basis by a trained competent person. Maintenance records are clearly displayed on such equipment, which must be securely attached to the wall. Emergency lighting must be provided along escape routes and in all inner rooms.

Emergency evacuation drills i.e. fire drills are carried out at least twice per year or thereafter when required. A drill book should be maintained to ascertain what problems if any arise during evacuation (Comments on each drill will be written up i.e. how long did it take to evacuate everyone, did all members of staff know what was required of them).

Fire extinguishers are serviced and maintained on an annual contract by **Phoenix**. **The last service / maintenance was 2023.**

All First aid kits must be updated in accordance with the Safety, Health & Welfare at Work Act (General Application) Regulations 2007. School staff that are trained in PCM, person moving and handling, and fire training must have their certificates updated as required and records must be kept on file. There are 2 nurses on site who deal with all medical issues.

The heating on the premises is provided by oil fired burners. The boilers are serviced annually. Accurate records must be kept on defects and maintenance / service records carried out on equipment. The electricity must be certified by a competent electrician (RECI or equivalent). **Active Electrical are the contractors of the school.** General and recyclable waste is collected from the premises. Pest Control services are provided in the school building and on the grounds by **Moone Pest Control**.

All suppliers of chemicals are legally obliged to provide material safety data sheets (MSD's) for all chemicals supplied and used on the premises. A copy of which must be kept in the main office and the site of storage.

In compliance with regulation 4 (1) of the Safety, Health and Welfare at Work (Chemical Agents) Regulation 2001 (S1 619 of 2001) written risk assessments must be completed and maintained for all cleaning chemicals used on-site.

### 2.3.5 Safety Signage

The provision and use of safety signage both within and outside the premises will be in accordance with Part 7, Chapter 1 and Schedule 9 of the Safety, Health & Welfare at Work (General Application) Regulations 2007. The locations of recommended signs will be in direct association to the areas with potential hazards and risks, i.e. oxygen store. Additional signage will be provided and updated as required.

## **2.3 GENERAL ARRANGEMENTS (Contd)**

### **2.3.6 Outside Area/Vehicle movements**

- A car park is provided at the front of the St Anne's School premises and directional signage is provided. There is also a small number of car park spaces to the rear of the premises.
- A safe system of traffic movement is in place to include methods and procedures for arrival, reception of visitors, delivery of goods and a safer circulation of vehicles and pedestrians.
- Ensure that any holes and openings on the premises are securely fenced off and securely fixed covers provided.
- Ensure that the grounds are regularly maintained and inspected for hazards and that any reported hazards are dealt with immediately.

### **2.3.7 Safety Code**

- Learn and obey the procedures for evacuating the school when the alarm goes off. Check the procedures for the class/location you are in.
- Know the assembly point
- Never tamper with fire safety equipment.
- Always report accidental damage to equipment
- Treat all alarms as serious
- Think safety. Think of others.
  - watch out for slippery surfaces
  - pick up items of litter/equipment/toys etc that may cause someone to slip or injure themselves
  - do not run or push people in the corridors
- Take care when you are near glass.
- Always report accidents and breakages to relevant staff member at the time.

## **2.4 REVIEW AND AUDIT OF SAFETY STATEMENT**

The Safety Statement will be under continual review, and at least annually.

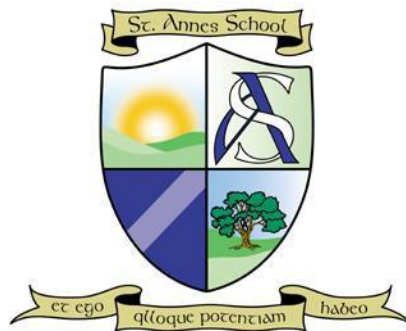
### **2.4.1 Distribution**

A copy of this statement and any subsequent revisions are made available for all staff members.

Copies will be available at:-

1. Main Office/Reception
2. Staff Room
3. Individual Classes have their own risk Assessment files

This shall include Temporary, Part-Time and Contract Persons.



## **PART 3**

# **SCHOOL STRUCTURE FOR HEALTH & SAFETY RESPONSIBILITIES**

**Detailed Responsibilities of Personnel**

**Carrying out functions of Part 3**

### **3.1 THE BOARD OF MANAGEMENT**

The Board has overall responsibility for the safety, health and welfare of all Employees, Pupils and Visitors.

The Board will endeavour to ensure that there are available sufficient funds and facilities to enable the Safety Policy of St. Anne's School to be reasonably implemented.

The Board of Management believe that each employee accepts his or her legal and moral responsibilities for improving and maintaining safety, health and welfare in the school and for behaviour which does not jeopardise the individual's personal Safety, Health and Welfare or that of others.

The Board will include at its meetings a section on Safety, Health and Welfare.

## 3.2 SCHOOL PRINCIPAL (Adeline Wall-Mc Hugh)

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1. The School Principal, Adeline Wall McHugh, will be responsible for planned implementation of effective health and safety standards within the school according to agreed objectives and for ensuring that health and safety standards are taken into account in planning, administration and maintenance activities and in organising work generally.
2. The School Principal bears the ultimate responsibility for ensuring that staff are given correct information and training for them to do their job effectively and that their work objectives are realistic and do not compromise health and safety requirements.

The Principal is also responsible for:

- Ensuring that staff reporting to her are supported in enabling them to reach the correct decisions in respect of health and safety matters, and that the standards described in Part 3 and 4 of this Policy are met in a practical manner.
- Ensuring the implementation of an efficient communication procedure so that all Personnel are aware of workplace standards as measured against the school's Safety Policy and are provided with information on accidents and other safety, health and welfare information.
- Planning and co-ordinating safety training and checking that it is effective.
- Encouraging the development of information systems in the broader area of health, safety and welfare to the benefit of all employees.
- Providing assistance to staff in carrying out their responsibilities, particularly in determining the most appropriate order and methods of working.
- Checking at intervals that work is carried out as in accordance with the school's and statutory procedures and that work systems are operating effectively and safe working methods are observed.
- Ensuring all necessary welfare provisions are provided and maintained.
- Being familiar with the requirements, as they affect the school, of Statutory Regulations and Codes of Practice and keeping up to date in this respect.
- Planning and supervising all work processes in a safe manner and in accordance with the standards set out in the Safety Statement.



- Ensuring that all employees are aware of their specific responsibilities.
- Investigating all accidents and dangerous occurrences, in conjunction with external Safety Consultants as necessary.
- Commending staff that by action or initiative eliminates hazards.
- Carrying out regular building inspections, to ensure that any health, safety or welfare matters which need attention are seen to as expediently as possible;
- Carrying out and updating written risk assessments as necessary;
- Ensuring that there are an adequate number of occupational first aiders and that those occupational first aiders have received regular and relevant training so as to help them to discharge the duties of this role;
- Reading and understanding the school's Safety Statement and ensure it is brought to the attention of all employees;
- Ensuring, in so far as reasonably practicable, equipment and materials purchased by the school are only purchased with the necessary consideration of the standards required and laid down in the Safety Statement.

### **3.3 ALL EMPLOYEES - Teaching Staff, Special Needs Assistants, Nurses, Maintenance and Administrative Personnel**

- ✓ Read and understand the schools Safety Statement and carry out your work in accordance with its requirements. Pay particular attention to the policies and procedures, which are there to help you avoid any accidents.
- ✓ Employees must co-operate with the employer or any other person to enable the employer or other person to comply with the statutory obligations.
- ✓ Employees must not under any circumstances report for duty under the influence of an intoxicant.
- ✓ When entering the contract of employment, employees must not misrepresent themselves in relation to their level of training or experience.
- ✓ Use appropriately and keep properly maintained any protective clothing and equipment, which has been provided to you.
- ✓ Use any mechanical lifting devices provided as directed – don't take shortcuts and obey any instructions issued.
- ✓ Report any defects in equipment, machinery or workplace to the principal immediately.
- ✓ Know the location of the nearest First Aid Box.
- ✓ Ensure that you know the procedure in the event of a fire.
- ✓ Report any accident or damage, however minor, to The Principal via the accident report book.
- ✓ Ensure that aisles, floors, yards, doorways etc. are kept clear and free from obstruction.
- ✓ Suggest ways of eliminating hazards and improving working methods.
- ✗ Employees are required to exercise caution and protect themselves at all times. They must use all equipment correctly and follow all directions
- ✗ If any employee is found to have been culpably negligent in any matter of health and safety, or contributed to an accident through personal neglect, then that person will be subject to Disciplinary Action or other action deemed necessary by St Anne's Board of Management.

- ✘ Employees must not attempt to lift or move articles or materials so awkward or heavy as likely to cause injury. Similarly, they must not attempt to reach articles on high shelves or racking unless using proper access equipment. Do not improvise or climb.
- ✘ Do not smoke or Vape in any public area around the school or the grounds. If smoking occurs in private vehicles, dispose of spent matches, cigarette ends etc. properly.
- ✘ Do not try to use, repair or maintain any work equipment or machinery for which you have not received full instructions or training.

### **3.4 TEACHING STAFF**

Over and above those responsibilities detailed in Section 2.3, teaching staff shall:

- (a) Exercise as far as possible, effective supervision of pupils.
- (b) Know the emergency procedures in respect of fire and carry them out when required.
- (c) Annually maintain and update classroom evacuation plan which takes into account individual pupils needs and resources required ( i.e. sna support) to safely evacuate in emergencies
- (d) Know any special safety measures to be adopted in the teachers' areas and ensure that they are applied.
- (e) Ensure, in so far as is reasonably practicable, that all Pupils under your control are aware of the Safety Rules.
- (f) Ensure classroom and all associated risk assessments are kept up to date in consultation with other classroom staff (SNA's, nurses and if necessary clinical teams)

### **3.5 NURSING STAFF**

1. Develop a comprehensive nursing care plan incorporating agreed medical procedures/plans for each pupil as appropriate.
2. Ensure that all nursing procedures and treatments are carried out as per the agreed Medical Plan
3. Continually monitor and evaluate the medical progress of the students
4. Exercise responsibility for the safe keeping and administration of drugs and treatments outlined in individual prescriptions
5. Ensure pupils medical records are kept up to date
6. Participate in multidisciplinary team meetings and pre IEP meetings where appropriate
7. Participate in the development and implementation of all relevant policies and procedures
8. Participate in the implementation of therapy programmes as appropriate
9. Play an active role in the development and implementation of personal Care Plans as appropriate
10. Assist and provide relevant information to non-nursing staff on all nursing issues
11. Adhere to all Health and Safety Policies
12. Maintain high professional standards and confidentiality at all times
13. Keep up-to-date with relevant changes and best practice in the field of intellectual disability
14. Ensure membership with an Bord Altranais is current
15. To maintain the First Aid School Kit and to look after day to day First Aid in the school

## **3.6 SAFETY COMMITTEE**

The members of the schools safety committee are:

- Adeline Wall McHugh
- Linda Timperley
- Catherine Molloy
- Annette Matthews
- Liam Loakman/Kenny Duane

The legal requirement for consultation will be fulfilled by St. Anne's School by the appointment of a representative of each department. At least one member of management and one of the safety officers to attend regular consultation meetings. Notice of the meetings will be displayed on the staff notice board

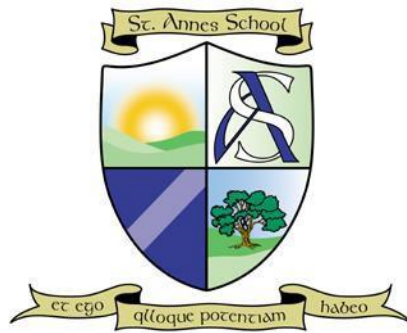
### **3.5.1 Safety Meetings**

Safety at work is the responsibility of every member of staff in St. Anne's School. The more staff are involved, interested and encouraged to participate in prevention efforts, the better the results will be.

### 3.7 CONTRACTORS

Maintenance, repairs and development are an essential part of maintaining and progressing the school's high standards. At all times, maintenance and similar construction type work activities will be scheduled, in so far as is reasonably practicable, to holiday periods so as to minimise impact on pupils and staff. In all cases, the following procedures must be adhered to in order to safeguard contractors, employees and pupils against accidents on the premises.

- ✓ All contractors will be expected to comply with the Schools policy for health, safety and welfare and must ensure that their own Company Policy made available to the School whilst work is being carried out.
- ✓ All work must be carried out in accordance with relevant statutory provisions, the Schools Contractor's Rules and taking into account the safety of others in the school.
- ✓ All Contractors and non-employees who engage in work must be issued with a copy of the School Safety Statement before commencement of work.
- ✓ All Contractors and non-employees whose work included the use of hazardous equipment, materials or substances will provide written safety guidelines re the use of such equipment and materials. These guidelines must be adhered to while on the School premises.
- ✓ Contractors will provide their own protective clothing and or any equipment which will be necessary for the safe completion of their work. The use of School equipment is not permitted.
- ✓ The School Management reserve the right at all times to examine tools and equipment being used and contractors insurance must be produced on request.
- ✓ Any injury sustained by a contractor or his employees must be reported immediately to the School Principal or a member of the Board of Management.
- ✓ The contractor shall indemnify and keep indemnified the School, its employees and any other person who may be affected, for injuries, damage to property or equipment which may be inflicted upon the School, its employees by the contractor by his/her fault or that of his/her employees.



## **PART 4**

# **ARRANGEMENTS FOR SAFE WORKING**



## **4.1 RESOURCES**

The Board of Management of St. Anne's School recognises that for the effective implementation of the safety procedures and policies laid down in this Safety Statement, adequate resources and funding must be made available.

The Board of Management of St. Anne's School undertake:

- To ensure that adequate numbers of suitably trained staff are available to undertake all work activities carried out by the school.
- To include health and safety considerations into all annual estimates for the running of the school.
- To make available, in so far as is reasonably practicable, adequate resources for any upgrading, maintenance, replacement and repair of facilities and equipment such as to improve the particular level of safety and/or wellbeing.
- To provide adequate resources for the ongoing monitoring of health and safety in the school and for the provision of information and training of all staff in health and safety.

## 4.2 DRUGS AND ALCOHOL POLICY

The school is committed to providing a safe and comfortable working environment, and this requires a clear statement of policy on alcohol and drug misuse.

Alcohol consumption at work is:

Prohibited to all staff and others, within the school building and grounds.

Alcohol consumption must be managed by all staff such that:

- No member of staff presents for work under the influence of alcohol, nor consumes alcohol during the working day (including when off-site for meetings, school visits, trips etc)
- Alcohol consumption in breach of the above restrictions is strictly prohibited, risks the safety and comfort of other staff and pupils and will be regarded as a disciplinary matter.

Drug misuse by staff is strictly prohibited such that:

- (i) No member of staff may present for work under the influence of misused drugs, nor may any member of staff misuse drugs during the working day (on the premises or off-site);
- (ii) Drug misuse in breach of the above restrictions is strictly prohibited, risks the safety and comfort of other staff and will be regarded as a disciplinary matter.
- (iii) Members of staff who must take prescription drugs should notify The Principal of such fact and clarify if the use of such prescription drugs affects the use of work equipment in any way.

### 4.3. YOUNG PERSONS

All work undertaken within the school is subject to risk assessment and suitable preventative and protective measures are to be put in place. As young persons (under 18 years of age) are acknowledged as being at particular risk, an additional and specific effort is required to ensure that their work is subject to adequate risk assessment.

Where work has already been subject to a formal risk assessment for adult employees, it is sufficient to review the risk assessment taking care to ensure that the specific vulnerability of young persons is taken into account.

When carrying out risk assessment the following should be taken into account:

- The specific needs of the class group that the young person will be placed in.
- The training, instruction and level of supervision provided to a child or young person at the place of work.

Young persons shall be provided with induction training, carefully supervised in their work and their progress towards and understanding of safe working monitored.

Whilst young persons are reminded of their obligation as all other employees to follow instructions and work safely, all other employees are to be advised when a young person joins their department that they are expected to maintain awareness of the working arrangements and practices of their young colleague, and intervene if they feel that safety is being prejudiced through inexperience and lack of knowledge.

Records will be kept of induction training, skills training, risk assessments and the detailed arrangements for supervision.

**All young persons that may be undertaking work experience on the school premises will be adequately supported at all times.**

## **4.4 PREGNANT, POST NATAL and NURSING EMPLOYEES**

Chapter 2 of Part 6 of the Safety, Health & Welfare at Work (General Application) Regulations 2007 and the related Schedule 8 of the same legislation detail the specific requirements in relation to pregnant, post-natal and breastfeeding employees. These Regulations apply when an employee informs her employer that she is pregnant and provides an appropriate medical certificate. As the earliest signs of pregnancy are the most critical ones for the developing child, it is in the employee's interest to inform her employer she is pregnant as soon as possible.

All female staff shall be advised on recruitment that they are required to advise The Principal in writing, should they become either pregnant or a "new" mother (that is a woman who has given birth within the last six months and who is breast feeding).

This policy applies to all staff who have advised The Principal in writing, that they are either pregnant or a "new" mother. On receipt of a formal notification of pregnancy, recent birth or breast-feeding, The Principal will review the risk assessments relevant to that person's work.

For any risks to which the pregnant or new mother is potentially exposed, and which represent an additional risk because of the pregnancy, recent birth or breast-feeding, efforts shall be made to reduce the risks. Particular note shall be made of any representations made by the women's medical advisors (GP or ante-natal/post-natal team).

Following action to reduce the risks, they shall be reassessed. If the risks remain significant, the pregnant or new mother shall be reassigned to other work for which the risks are assessed as not significant.

If it is not possible to reassign the worker to low risk work, she shall be placed on paid Health and Safety Leave until either she ceases to be pregnant or a new mother, or suitable alternative work may be found.

When Health and Safety Leave is being granted the employee will be issued with the required certificate.

## **4.5 SAFETY CONSULTATION & REPRESENTATION**

Section 26 of the Safety, Health and Welfare at Work Act 2005 places a general obligation on employers, to consult with and to take account of any representations made by employees for the purpose of giving effect to its statutory duties.

The statutory rights of the Safety Representative include:

1. Information from the employer as necessary and particularly from the Safety Statement, to ensure the Safety Health and Welfare of employees.
2. To be informed by the employer of a visit by the H.S.A. Inspectorate.
3. Investigate accidents and dangerous occurrences provided it does not interfere with the performance of any statutory obligation required to be performed by any person.
4. Make representations to and receive advice from the H.S.A.
5. Carry out inspections and investigate hazards and complaints subject to agreement.
6. Accompany a H.S.A. Inspector on any visit except when this is for accident investigation.
7. Time off as may be reasonable to act as Safety Representative or to acquire the knowledge to carry out that function.

Linda Timperley is the Safety Representative for St. Anne's School for the 2023/2024 academic year.

## **4.6 PERSON MOVING AND HANDLING PROCEDURES**

It is the policy of the school to reduce, so far as is reasonably practicable, the risks associated with people moving and handling activities in line with legislative requirements and best practice.

St. Anne's acknowledges the range and diversity of needs within its pupil population. The school recognises that person moving and handling represents a certain amount of the work which is undertaken by certain staff. All relevant staff receive Person Moving and Handling training and appropriate records will be kept on file.

Where manual handling is required staff will employ appropriate means to satisfactorily reduce any associated risks through risk assessment and developing safe strategies which are identified in the pupils own person moving and handling care plan. The assessment will include the manual handling needs of the pupil and the safest way of undertaking these tasks. This is achieved through good planning, consultation with the relevant clinicians supporting the pupil, and the systematic management of risks by providing a safe working environment; safe systems of work; adequate information, instruction, training and supervision and suitable aids and equipment.

Each pupils individual Person Moving and Handling Plan is filed in their Pupil Record File which is kept in the pupil's classroom

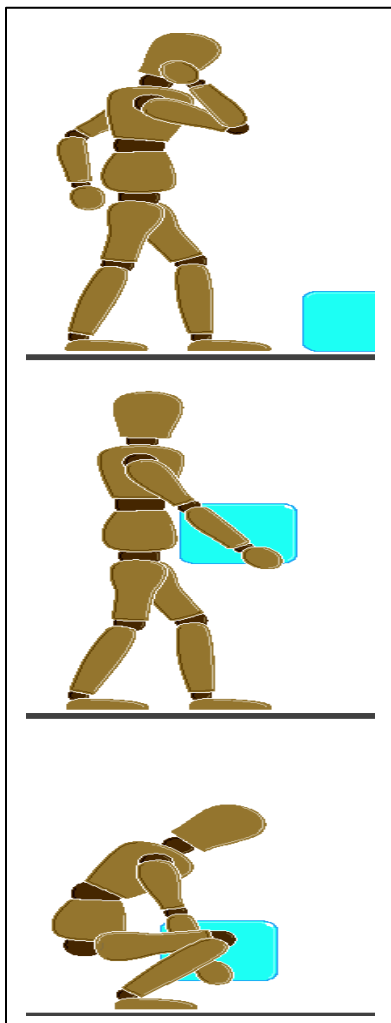
## 4.7 MANUAL HANDLING OF LOADS

In accordance with the Section 69 of the Safety, Health & Welfare at work (General Application) Regulations 2007, manual handling is to be avoided where possible and where not possible a risk assessment must be carried out and controls put in place to eliminate/reduce the risks of muscle and back injury.

Manual handling of loads is recognised as being a consistently large cause of occupational accidents in industry generally, and The Board of Management are committed to ensuring that, through risk assessment and management, the risk to staff will be minimized in so far as is practicable.

There are some mechanical aids which have been provided for the use of staff in the handling of loads. Furthermore, we are committed to providing all staff with manual handling training.

**At all times, the principles below must be adhered to by all staff performing manual handling activities at work:**



- **Stop and think**

Plan the lift. Where is the load to be placed? Use appropriate handling aids if possible. Do you need help with the load? Remove obstructions such as discarded wrapping materials. For a long lift, such as floor to shoulder height, consider resting the load mid-way on a table or bench to change grip.

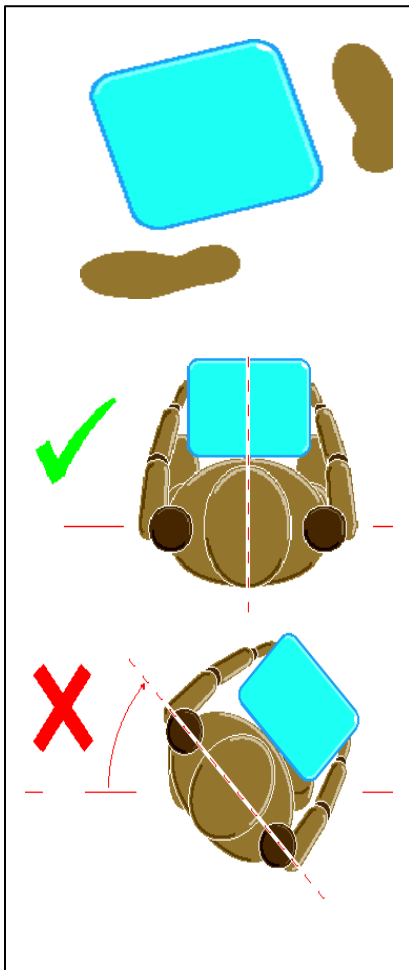
- **Adopt a good posture**

When lifting from a low level, bend the knees but keep your back straight, maintaining its natural curve (tucking in the chin helps). Lean forward a little over the load if necessary to get a good grip. Keep the shoulders level and facing in the same direction as the hips.

- **Get a firm grip**

Try to keep the arms within the boundary formed by the legs. The best position and type of grip depends on the circumstances and individual preference; but must be secure. A hook grip is less tiring than keeping the fingers straight. If you need to vary the grip as the lift proceeds, do it as smoothly as possible.

## 4.7 MANUAL HANDLING OF LOADS (cont'd)



### ✓ Position the feet

Feet apart, giving a balanced and stable base for lifting (tight skirts and unsuitable footwear make this difficult). Leading leg as far forward as is comfortable and if possible, pointing in the direction you intend to go.

### ✓ Keep close to the load

Keep the load close to the trunk for as long as possible. Keep heaviest side of the load next to the trunk. If a close approach to the load is not possible, slide it towards you before trying to lift.

### ✓ Don't jerk

Lift smoothly; raising the chin as the lift begins, keeping control of the load.

### ✓ Move the feet

Don't twist the trunk when turning to the side. Put down, then adjust if precise positioning of the load is necessary, put it down first, then slide it into the desired position.

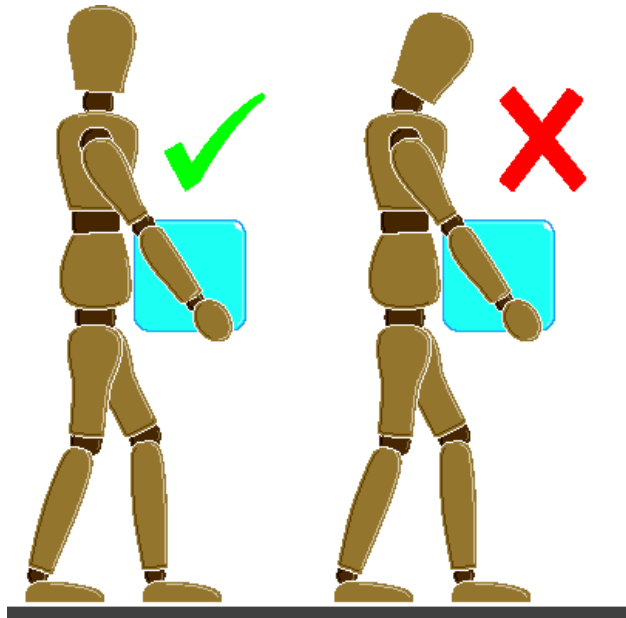
### How do I know if there's a risk of injury?

It's a matter of judgment in each case, but there are certain things to look out for, such as people puffing and sweating, excessive fatigue, bad posture, cramped work areas, awkward or heavy loads or a history of back troubles.

Operators can often highlight which activities are unpopular, difficult or arduous.

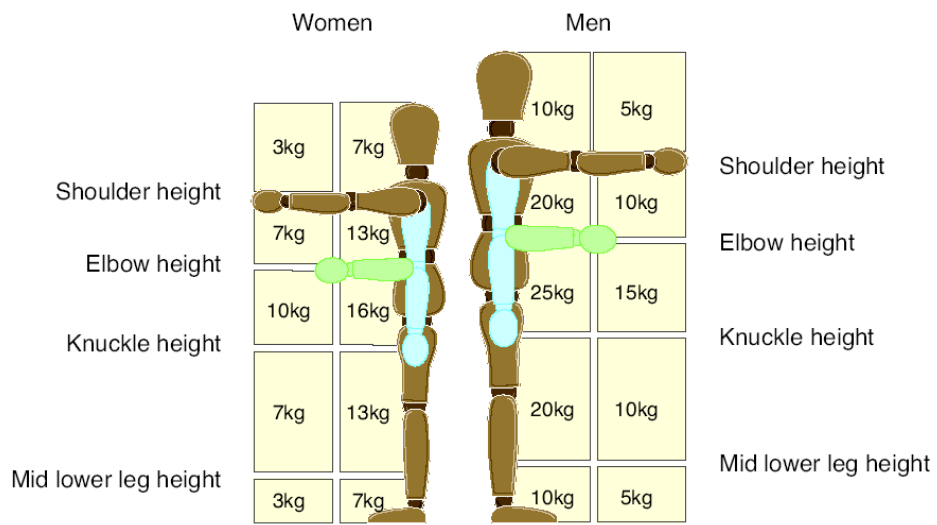


## 4.7 MANUAL HANDLING OF LOADS (cont'd)



### General Risk Assessment Guidelines

There is no such thing as a completely 'safe' manual handling operation but working within the following guidelines will cut the risk and reduce the need for a more detailed assessment.



## **4.8 FIRE AND EMERGENCY EVACUATION PROCEDURES**

The effective implementation of the Fire and Emergency Evacuation Procedure is dependent on key personnel ensuring that specific duties assigned to staff are carried out and that the routine as detailed in the Emergency Action Procedure is adhered to.

The Emergency Action Procedures is designed on the following sequence of events:-

- (1) Sound the Alarm.
- (2) Call the Fire Brigade
- (3) Evacuate the building
- (4) Assemble at the designated Assembly Point.
- (5) Call Roll
- (6) Report to the Safety Officer.
- (7) Attack the Fire (if it is safe to do so).

### **IF YOU DISCOVER A FIRE:**

- (1) Raise the Alarm by operating the nearest Break glass Point.
- (2) Evacuate the immediate area using the nearest available Exit.
- (3) Report to the designated Assembly Point and Call Roll.
- (4) Report to the Safety Officer.

### **IF YOU HEAR THE FIRE ALARM:**

- (1) Evacuate your area using the nearest available Exit.
- (2) Report to the designated Assembly Point and Call Roll.
- (3) Report to the Safety Officer.

### **NOTE:**

No one should re-enter the school premises until told by the Fire Brigade Officer or in the case of drills, the School Principal or person responsible, Linda Timperley.

## **4.8 FIRE AND EMERGENCY PROCEDURES (cont'd)**

### **IN CASE OF FIRE**

Call the Fire Brigade. Dial 999/112. Ask operator for the Fire Brigade.

When Fire Brigade replies give the information distinctly and calmly.

**“FIRE IN  
St. Anne’s School  
Ballymany Cross, The Curragh, Co. Kildare  
Eir Code R56 VH67”**

**Give exact Address and Telephone - 045 441494**

Do not assume the call has been received until it has been acknowledged by the Fire Brigade.

### **INSTRUCTIONS TO STAFF:**

In the event of Fire it is the first and only duty of all concerned to prevent injury or loss of life.

For this purpose you should make certain that you are familiar with the means of escape in case of fire. Since there may be an opportunity, in the event of fire, for you to attack it with the nearest fire extinguisher or hose reel, you should also be familiar on how to use them.

Immediately you discover a Fire or one is reported to you, you should:

- (1) Sound the Alarm.
- (2) The person in charge or the authorised deputy is responsible for ensuring that the Fire Brigade is called immediately and for the sounding of the Fire Alarm.
- (3) Immediately after the Fire Alarm has been sounded you should:
  - (a) See that any doors immediately surrounding the Fire situation are closed.
  - (b) Caretaker prepare to turn off electricity supply
  - (c) Escort the persons in your charge from the building in accordance with the Fire Evacuation Procedure ensuring that all doors through which you pass are closed after you.
  - (d) When the persons arrive at the Assembly Point, call the roll and notify the person in charge at once of the result (i.e., all persons present or missing and the name as the case may be).

## **4.8 FIRE PREVENTION AND PROTECTION (cont'd)**

- (a) All personnel will be made aware, of the importance of fire prevention,
- (b) Waste bins are sited in all areas. These are emptied regularly.
- (c) All electrical equipment will be kept in a good order and inspected, on a regular routine basis.
- (d) Exits and escape routes must be kept clear at all times.
- (e) Fire safety inspections and analysis of potential fire hazards are regularly carried out.
- (f) All personnel will be made aware of where any oxygen is stored
- (g) Fire fighting equipment is installed through the School, serviced and maintained in accordance with I.S. No. 291
- (h) All fire exits and emergency paths of egress are marked using the standard symbols.
- (i) Exits route maps and evacuation plans are placed in each school room
- (j) All Staff will be trained re fire prevention, use of emergency fire fighting equipment and the procedures to be followed in case of fire or emergency.
- (j) Fire drills will be held at least once per academic term and the evacuation times monitored. There will no advance warning of a fire drill.

## 4.8 FIRE PREVENTION AND PROTECTION (cont'd)

Teaching fire evacuation drills and pre-planning.

- FIRE ALARM SIGNAL:           (a)    Everyone must know it.  
   (b)    It **must not** be used for any other purpose e.g., class changes etc.
- LOCATION OF ASSEMBLY POINT:           (a)    A place of safety  
   (b)    Everyone must know it.
- CLASS REGISTER:               (a)    Keep up-to-date  
   (b)    Keep readily available for immediate use

*As far as is practicable and bearing in mind the level of the pupils communication and ability levels teach pupils these rules before holding fire drills*

- (1)     What the fire alarm signal is, and the location of the Assembly Point
- (2)     Inform the class of the necessity to leave the school in an orderly manner and to proceed directly to the Assembly Point.
- (3)     Ensure all pupils leave the classroom. Allocate an SNA or other available staff to support individual children who have difficulty with transitions, noise etc.
- (4)     No running, pushing or overtaking should be permitted.
- (5)     Ensure pupils know the various means of exit from the school. During Fire Drills vary the exits to be used. A simple card with the words **NO WAY OUT or appropriate symbol** can be used to block entrances during practice drills.
- (6)     Pupils should be taught that if they have left the classroom, e.g., at toilets etc., and the Fire Alarm sounds, they should immediately proceed to the Assembly Point.
- (7)     Pupils should also be taught that if they were to be walking through smoke, hold onto pullover or blouse of person in front of them or place hand on back of person in front. If smoke is heavy encourage pupils to keep low down when moving to exits.

### **Assembly Points:**

- Go quietly, carefully, directly to the Fire Assembly Points using the nearest external exit and route
- Please refer to emergency evacuation plan. Each classroom has their own emergency excavation plan.

## 4.8. FIRE PREVENTION AND PROTECTION (cont'd)

### Fire Extinguishers.

Attempt to put out fire only if safe to do so

Using a fire extinguisher:

1. **P**ull the pin.
2. **A**im the extinguisher at the base of the fire.
3. **S**queeze the handle.
4. **S**weep the handle from side to side.

NB: - A typical 6 KG fire extinguisher last approximately 20 to 25 seconds only.



Read the label and the below guidance.

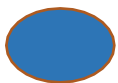


Water – Red - Water extinguishers are safe for use on wood, paper & fabric fires. They are not safe for use on electrical, flammable liquids or flammable metal fires.



CO<sub>2</sub> – Black - CO<sub>2</sub> extinguishers are safe for use on electrical fires; can also be used for flammable liquid fires.

They are not safe for use on wood, paper or fabric fires. They should not be used in a confined space. And the horn should not be held whilst operating the extinguisher.



Dry Powder – Blue - Powder extinguishers are safe for use on gaseous fires; can also be used for wood, paper, fabric, flammable liquid and electrical fires.



Foam – Cream - Foam extinguishers are safe for use on flammable liquid fires; can also be used for wood, paper, fabric fires.

They are not safe for use on electrical or flammable metal fires

## 4.9 FIRST AID

It is the school's policy that there should be at all times an adequate number of First Aiders who have certificates of qualifications in Occupational First Aid. The school will also establish first aid points, with a suitably stocked first aid box.

It should be noted that in St. Anne's the First Aiders are our nurses, and as such are empowered to dispense analgesics, pills and medications. Where special medication is required for students it is the responsibility of parents or guardians to provide this medication. Supplies of such items will be securely stored in a locked medicine cabinet to dispense to the pupils as per their prescriptions. Individual employees who believe they might have a need of these items must be responsible for their own supplies.

The first Aid box is in the nurses' office and Senior School

The Automated External Defibrillator (AED) is in the nurses' office

Pocket masks are located:-

- in the sunroom
- in the blue corridor of the new extension
- in the senior school

**The First Aiders in the School are Margaret Finlay, Catherine Molloy, Lauren Reid & Mary Cross**

### Local Emergency Contact Details:

	Contact Details:
Fire/Ambulance:	999/112
Gardai:	Newbridge Garda Station 045 431212

## 4.9 FIRST AID (cont'd)

### RECOMMENDED CONTENTS OF FIRST AID BOXES AND KITS

MATERIALS	FIRST-AID TRAVEL KIT CONTENTS	FIRST-AID BOX CONTENTS		
		1 – 10 PERSONS	11– 25 PERSONS	26 – 50 (a) PERSONS
Adhesive Plasters	20	12	20	40
Sterile Eye Pads (Bandage attached)	2	2	2	4
Individual Wrapped Triangular Bandages	2	2	6	6
Safety Pins	6	6	6	6
Individually Wrapped, Sterile Un-medicated Wound Dressings (approx. 10 x 8 cms)	1	2	2	4
Large Individually Wrapped Sterile Un-medicated Wound Dressings (approx. 13 x 9 cms)	1	2	6	8
Extra Large Individually Wrapped Sterile Un-medicated Wound Dressings (approx. 28 x 17.5 cms)	1	2	3	4
Individual Wrapped Disinfectant Wipes	10	10	20	40
Paramedic Shears	1	1	1	1
Pairs of Latex Gloves	3	5	10	10
Additionally, where there is no clear running water, Sterile Eye Wash (b)	2x20mls	1x500mls	2x500mls	2x500mls
Pocket Face mask	1	1	1	1
Water Based Burns Dressing small (10x10cms)(c)	1	1	1	1
Water Based Burns Dressing large (10x10cms)(c)	1	1	1	1
Crepe Bandage (7cm)	1	1	2	3
<p>Notes:</p> <p>(a) Where more than 50 persons are employed pro rata provision should be made.</p> <p>(b) Where mains tap water is not readily available for eye irrigation, sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Each container should hold at least 300 ml and should not be re-used once the sterile seal is broken. At least 900ml should be provided. <u>Eye bath/eye cups/refillable containers should not be used for eye irrigation.</u></p> <p>(c) Where mains tap water is not readily available for cooling the burnt area.</p>				



**4.9 FIRST AID (cont'd)**  
**PROCEDURES FOR DEALING**  
**WITH ACCIDENTS WITHIN THE SCHOOL**

- (1) Offer First Aid treatment when possible
- (2) Inform Office/Principal of the accident.
- (3) Inform parents- when necessary parents will collect and provide medical attention for the pupil. In case of emergency and unavailability of parents, an ambulance will be called and injured pupil will be brought to hospital to receive medical attention.
- (4) Cost of such treatment shall be the responsibility of the parents.
- (5) When necessary a follow-up call on the condition of the pupil should be made.
- (6) Reports on all accidents i.e., those needing medical attention must be kept.

## 4.10 INFECTION CONTROL

### General Principles

Individual student assessment and the School's documented infection control policy determine the precautions to be taken for example in the control of the following:-

- a. **Infection risk e.g.:-**
1. Airbourne and Contact Precautions for Diseases, i.e.: suspected or confirmed Measles, Tuberculosis, Varicella Zoster (Chickenpox), Herpes Zoster (Chickenpox, and Sudden Acquired Respiratory Syndrome (SARS).
  2. Droplet Precautions for Bacterial and Viral Diseases, i.e, Meningitis, Pneumonia, Steptococcal pharyngitis, Mumps, H1N1 (Swine Flu) Influenza, Rubella, SARS, etc.
  3. Contact Precautions for eg MRSA, VRE, RSV, SARS, Norovirus (Winter Vomiting Disease)
    - To protect the child from endogenous and exogenous sources of infections.
    - Antisocial behaviour or poor hygiene
    - Excessive diarrhoea or vomiting or incontinence
    - Haemorrhage
    - Open wounds, cellulites, weeping eczema or other draining lesions.
    - Confused state or altering consciousness.

### Hand Hygiene

**This is the most important element in Infection control.** Hands must be washed when hands are visibly contaminated, at the beginning and end of the work shift, after removing gloves, after handling soiled equipment, materials or environment, before preparing or handling food, after handling chemicals, and after personal bodily function such as blowing the nose or using the lavatory.

### Blood/Body Fluids Precautions

Particular care must be taken by staff to avoid accidental contact with potentially infectious materials through injury or contact with mucous membranes or open lesions. Staff may be exposed to biological hazards via:-

- Absorption through skin and mucous membranes
- Ingestion through mouth
- Inhalation of aerosols
- Inoculation

## 4.10 INFECTION CONTROL (Contd)

Potential Sources of Biohazard include: Blood, blood products, body fluids, secretions and excretions (except perspiration), mucous membranes, biological tissues, non-intact skin, all clinical waste including discarded personal protective equipment (PPE), materials/equipment used in process of patient care including dressings.

Gloves are worn where there is a risk from contact with infectious materials in the care of children with:-

- Bleeding
- Incontinence or Diarrhoea
- Vomiting
- Draining Lesions,
- Dermatitis etc.
- Productive coughs, etc.

Biological spills must be isolated and staff made aware of the hazard. Spill kits and adequate disinfectants, i.e. : Sanisorb/ Azowipes or equivalent must be made available and be used in accordance with School's medical safe systems of work. Bins containing this waste should be regularly emptied.

Standard precautions required the use of adequate personal protective equipment to minimise exposure of healthcare workers to biological hazards. Information on the specific personal protective equipment (i.e. : masks/respirators, aprons, gloves) to be worn in accordance with the risk must be included in the nominated first aiders training. Staff must be trained in the use of personal protective equipment and training, supervision and instruction must be given in a manner and language that is reasonably likely to be understood.

### **Medications**

Scheduled controlled drugs are locked in a separate cupboard from other medicinal products in the nurse's station to ensure further security as set out by the Misuse of Drugs Regulations, 1988 and 1993.

The receipt, administration and disposal of controlled drugs are recorded in a Controlled Drugs Register.

## 4.11 REPORTING OF ACCIDENTS, DISEASES AND DANGEROUS OCCURANCES

### 4.11.1 ACCIDENTS

Although we all aim to have no accidents, incidents or dangerous occurrences, it must be recognised that from time to time such situations may occur. In the interest of preventing the re-occurrence of such incidents by appropriate investigation and also to comply with statutory obligations, the school has an accident reporting and recording procedure. It is vital that all but the most trivial of incidents is reported and recorded and staff members should not deem an occurrence as insignificant or unworthy of reporting. It is also important that we don't overlook dangerous occurrences or "near misses" as these types of occurrence always indicate a deviation from safe conditions, even without damage or injury. Therefore, you should record these near misses as if they were an accident resulting in injury or damage.

1. All accidents and incidents **MUST BE** reported on the official school Accident/ Incident Report Form. This is a digital form and is accessible by all staff via Aladdin & a QR code is displayed in each classroom in the school.
2. These report forms are regularly reviewed by The Principal;
3. The completed accident forms are located in The Principal's office.
4. Any injury serious enough to require outside medical attention must be reported by the quickest possible means to the School Principal. It is the responsibility of all staff to ensure accidents, near misses and dangerous occurrences are reported.
5. The principal/ deputy principal will attend the site of injury and report all material facts as accurately as possible.

#### Requirements for Reporting to The Health and Safety Authority (H.S.A.)

Under certain circumstances, accidents, incidents or dangerous occurrences must be reported to the H.S.A. This is a legal responsibility of an employer and is undertaken by The Principal.

The following is an overview of what is deemed reportable by statute:

- The death of an employee at work;
- The incapacitation for work of an employee for 3 consecutive days or more, whether scheduled working days or not;
- A major injury, such as a broken large bone (arm, leg, wrist, ankle etc);
- Certain dangerous occurrences (e.g. contact with live electricity);

If the accident is fatal, then the scene of the accident must be left undisturbed for up to three days after notice has been given, other than for rescue purposes.

## **4.12 WELFARE FACILITIES**

The school will ensure in so far as is reasonably practicable that adequate welfare facilities are available on the premises for all staff, students and visitors.

Kitchen facilities available in staff room.

Adequate seating and tables are available.

Adequate toilet facilities, including hand washing and drying are made available.

Adequate supplies of drinking water are made available whenever practicable.

Employees are obliged to care for these facilities and must not misuse them.

### **Housekeeping**

Good housekeeping is considered to be the foundation of the St Anne's School Safety programme in which everyone must play a part.

All employees are encouraged to ensure proper storage of teaching materials and learning equipment to ensure that all walkways and access routes in the classroom are free of hazards and obstructions.

Particular care must be taken on St Anne's School premises and floors must be kept in good condition. Spillages must be cleaned up immediately it is safe to do so. Clear, unobstructed space must be maintained around every item of plant, equipment or workstation, and any unguarded edges at height must be reported to a member of school management.

## 4.13 TRAINING

Inadequately trained employees may be a hazard to themselves or their colleagues. The Board of Management in conjunction with the principal at St. Anne's School shall identify the training needs of staff and ensure they are fulfilled as far as is practicable.

It is the policy of the school that every employee receives safety training on an ongoing basis. All new personnel shall receive safety training as part of their induction.

All the safety training will be monitored and updated by The Principal.

St. Anne's School will keep training records to include:

1. Name of the employee being trained.
2. Date of training.
8. Training Details.
4. Signature of the trainer and employee to ensure that the training has been carried out documented and understood.

St. Anne's School shall provide the following training:

1. Induction training of all new employees.
2. As appropriate, training in first aid, fire safety and manual handling.
3. Any other training as recognised e.g. PCM (Professional Crisis Management) and Person Moving and Handling.

## **4.14 PROCEDURES FOR NEW STAFF MEMBERS**

As it becomes necessary, The Principal shall ensure that the following procedures are adhered to:

1. Show new employees where the Safety Statement is kept, explain its purpose and ensure that the new employee is aware of his/her responsibility.
2. Ensure that the new employee has been issued with adequate personal protective equipment where necessary and is familiar with its usage.
3. Ascertain if a new employee has any disability or illness, which could prevent him/her carrying out certain operations safely, or require additional protective measures.
4. Warn new employee/s of any prohibited actions in the school.
5. Arrange for the provision of appropriate training and instruction required for each individual.
6. Show new employee/s the location of the First Aid Box and explain the procedure in the event of an accident, in particular the necessity to record accidents, however trivial they may appear at the time.
7. Describe the fire and evacuation procedure and point out the assembly point.
8. Describe what action to take in the case of an emergency.

#### **4.15 SUMMARY CODE OF PRACTICE FOR STAFF**

It is the responsibility of individual members of staff to ensure that they conduct themselves in an appropriate and professional manner that is not open to the possibility of misinterpretation or allegation.



## **4.16 SMOKING AND VAPING**

### **Purpose**

Second-hand smoke, also known as Environmental Tobacco Smoke (ETS) or passive smoke 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 air space, nor the provision of ventilation, can eliminate exposure to second-hand smoke and the consequent health effects of such exposure. This policy has been developed to protect all employees and students from exposure to second-hand smoke and vapors, to ensure compliance with legal obligations and to ensure a safe working environment.

### **Policy**

On and from 29 March 2004, it is the policy of St. Anne's School that all of its enclosed workplace is smoke-free and that all employees have a right to work in a smoke-free environment. Smoking is prohibited throughout all enclosed workplaces and on the school grounds with no exceptions. This policy applies to all employees, students, consultants, contractors and visitors.

### **Implementation**

Day-to-day responsibility for policy implementation rests with the school principal. All staff have an obligation to adhere to and facilitate the implementation of this policy.

The school principal has informed all employees, consultants and contractors of the policy and their role in the implementation and monitoring of the policy.

### **Infringements**

Infringements will be dealt with, in the first instance, under existing disciplinary procedures. Those who contravene the law prohibiting smoking in the workplace are also liable to prosecution.

### **Smoking Cessation**

Information on how to obtain help quitting smoking is available from the National Smokers' Quitline on callsave 1850 201203 or the Health Promotion Department of local Health Boards.

## 4.17 BULLYING

### WHAT IS BULLYING?

Bullying in the workplace is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another person or persons. Bullying is where aggression or cruelty, viciousness, intimidation or a need to humiliate, dominate the relationships. Isolated incidents of aggressive behaviour, while to be condemned, should not be described as bullying. In the workplace environment there can be conflicts and interpersonal difficulties. Many of these are legitimate difficulties, which should be dealt with through the appropriate industrial relations channels. Only aggressive behaviour that is systematic and ongoing should be regarded as bullying.

### EFFECTS OF BULLYING

The effects of bullying on the person can be manifested by any or all of the following:

- Emotional effects (severe anxiety)
- Cognitive (concentration) effects (making mistakes, having accidents)
- Behavioural effects (smoking, excess drinking, overeating)
- Physiological effects (contributing to raised blood pressure, heart disease)
- Reduced resistance to infection, stomach and bowel problems and
- Skin problems.

The most serious effects remain fear, anxiety and depression, which can lead to suicide. To these may be added severe loss of confidence and low self-esteem. Bullying, like stress generally, has a detrimental effect on workplace as a whole because people working in a climate of fear and resentment do not give of their best. The effects on the organisation as a whole can include:

- Increased absenteeism.
  - Low motivation.
  - Reduced productivity.
  - Reduced efficiency.
  - Hasty decision-making.
  - Poor industrial relations.
- 
-

## **4.17 BULLYING (cont'd)**

### **VULNERABLE GROUPS**

Those perceived, in any way, as different are often targets for bullying.  
These can include: -

1. Older employees
2. Low status employees
3. Employees, who are unduly shy, lack education or learning ability, have physical disability or sensory impairment, or are known to be unwilling to complain.
4. Employees of a different gender or sexual orientation.
5. Membership of a trade union which is not accepted by management or which is perceived by colleagues as not being the right trade union to be in.
6. Employees who show a willingness to challenge harassment, (which can lead to victimisation).
7. Employees who choose not to be a member of a trade union and as a result suffer harassment by colleagues.
8. Former prisoners.
9. Employees suffering from poor physical or mental health.
10. Employees with very noticeable physical characteristics.
11. Employees with religious or political beliefs not shared by their colleagues.
12. Employees of a different race, ethnic origin, nationality or skin colour.

### **CHARACTERISTICS OF BULLYING**

There are four broad areas of bullying:

- By Principal
- By students.
- By individual colleagues.
- By groups of colleagues
- By other individuals, including parents and visitors to the School.

## 4.17 BULLYING (cont'd)

### ANTI-BULLYING POLICY

The Board of management will not tolerate bullying behaviour and will take appropriate steps to resolve any existing bullying problems.

- ***Informal Procedure***

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

(a) Any employee who believes he or she is being bullied should explain clearly to the alleged perpetrator(s) that the behaviour in question is unacceptable. In circumstances where the complainant finds it difficult to approach the alleged perpetrator(s) directly, he or she should seek help and advice, on a strictly confidential basis, from a contact person, such as:

- The principal
- Other member of staff
- Employee/trade union representative

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

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

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

## 4.17 BULLYING (cont'd)

### ▪ **Formal Procedure**

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

(a) The complainant should make a formal complaint in writing to the Principal, or if preferred, any member of management. The complaint should be confined to precise details of actual incidents of bullying.

(b) The alleged perpetrator(s) should be notified in writing that an allegation of bullying has been made against him/her. He or she should be given a copy of the complainant's statement and advised that he or she shall be afforded a fair opportunity to respond to the allegation(s).

(c) The complaint should be subject to an initial examination by a designated member of management who can be considered impartial with a view to determining an appropriate course of action. An appropriate course of action at this stage, for example, could be exploring a mediated solution or a view that the issue can be resolved informally. Should either of these approaches be deemed inappropriate or inconclusive, a formal investigation of the complaint should take place with a view to determining the facts and the credibility or otherwise of the allegation(s).

### ▪ **Investigation**

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

(e) The investigation should be governed by terms of reference, preferably agreed between the parties in advance.

(f) The investigator(s) should meet with the complainant and alleged perpetrator(s) and any witnesses or relevant persons on an individual confidential basis with a view to establishing the facts surrounding the allegation(s). Both the complainant and alleged perpetrator(s) may be accompanied by a work colleague or employee/trade union representative if so desired.

(g) Every effort should be made to carry out and complete the investigation as quickly as possible and preferably within an agreed timeframe. On completion of the investigation, the investigator(s) should submit a written report to management containing the findings of the investigation.

## 4.17 BULLYING (cont'd)

(h) Both parties should be given the opportunity to comment on the findings before any action is decided upon by management.

(i) The complainant and the alleged perpetrator(s) should be informed in writing of the findings of the investigation.

▪ **Outcome**

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

(k) If either party is unhappy with the outcome of the investigation, the issue may be processed through the normal industrial relations mechanisms.

### FORMS OF BULLYING

The form which any of these kinds of bullying may take are:

1. Physical contact.
2. Verbal abuse
3. Implied threats.
4. Jokes, offensive language, gossip, slander, offensive songs.
5. Posters, photocopied cartoons, graffiti, obscene gestures, flags, bunting and emblems.
6. Isolation or non co-operation or exclusion from social activities.
7. Coercion for sexual favours.
8. Intrusion by pestering, spying and stalking
9. Repeated requests giving impossible deadlines or impossible tasks.
10. Repeated unreasonable assignments to duties, which are obviously unfavourable to one individual.
11. Vandalism of personal property (destroying clothing, scratching paintwork on cars).

## 4.18 HARASSMENT

Sexual (gender based) harassment, and harassment on the eight discriminatory grounds (marital status, family status, sexual orientation, disability, age, race, religion or membership of the travelling community) pollutes the working environment and can have a devastating effect upon the health, confidence, morale and performance of those affected by it. The anxiety and stress produced by sexual harassment and harassment may lead to those subjected to it taking time off work due to sickness and stress, being less efficient at work or leaving their job to seek work elsewhere. Employees often suffer the adverse consequences of the harassment itself and the short and long term damage to their employment prospects if they are forced to forego promotion or to change jobs. Sexual harassment and harassment may also have a damaging impact on employees not themselves the object of unwanted behaviour but who are witness to it or have knowledge of the unwanted behaviour.

There are also adverse consequences arising from sexual harassment and harassment for employers. It has a direct impact on the efficiency of the school where staff take sick leave or resign their posts because of sexual harassment or harassment. It can also have an impact on the effective running of the school where employees' productivity is reduced by having to work in a climate in which the individual's integrity is not respected.

Some specific groups are particularly vulnerable to sexual harassment and harassment as there may be a link between the risk of sexual harassment or harassment and the recipient's perceived vulnerability — such as new entrants to the labour market, those with irregular or precarious employment contracts and employees in non-traditional jobs.

**St. Anne's School is committed to ensuring that the workplace is free from sexual harassment and any other harassment.** All employees have the right to be treated with dignity and respect and any complaints by employees will be treated with fairness and sensitivity and in as confidential a manner as possible. St. Anne's is committed to monitoring incidents of sexual harassment and harassment and to training staff as appropriate, on issues of sexual harassment and harassment.

Sexual harassment and harassment by employers, employees and non-employees such as pupils, outside service providers/contractors and business contacts will not be tolerated and could lead to disciplinary action (in the case of employees) and other sanctions for example the suspension of contracts or services or exclusions from premises (in the case of non-employees).

The definition of sexual harassment includes any:

- ✓ Act of physical intimacy.
- ✓ Request for sexual favours.
- ✓ Other act or conduct including spoken words, gestures or the production, display or circulation of written words, pictures or other material that is *unwelcome and* could reasonably be regarded as *sexually offensive, humiliating or intimidating*.

## 4.18 HARASSMENT (cont'd)

Many forms of behaviour can constitute sexual harassment. It includes examples like those contained in the following list although it must be emphasised that the list is illustrative rather than exhaustive. A single incident may constitute 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 activity, continued suggestions for social activity outside the work place after it has been made clear that such suggestions are unwelcome, unwanted or offensive flirtations, suggestive remarks, innuendos or lewd comments.

*Non-verbal conduct of a sexual nature* — This may include the display of pornographic or sexually suggestive pictures, objects, written materials, emails, text-messages or faxes. It may also include leering, whistling or making sexually suggestive gestures.

*Sex-based conduct* — This would include conduct that denigrates or ridicules or is intimidatory or physically abusive of an employee because of his or her sex such as derogatory or degrading abuse or insults, which are gender-related.

This policy extends to:

- ✓ Sexual harassment and harassment by co-workers, clients, customers and other business contacts;
- ✓ Beyond the workplace to conferences and training and may extend to work-related social events;
- ✓ Different treatment of an employee because he/she has rejected or accepted the sexual harassment or harassment.

It is up to the employee to decide what behaviour is unwelcome irrespective of the attitude of others to the matter and employees who make a complaint or who give evidence in proceedings etc. will not be victimized in any way.



## 4.18 HARASSMENT (cont'd)

### Management Responsibility.

Management and others in positions of authority have a particular responsibility to ensure that sexual harassment and harassment does not occur and that complaints are addressed speedily. In particular, management should:

- ✓ Provide good example by treating all in the workplace with courtesy and respect.
- ✓ Promote awareness of the schools policy and complaints procedures.
- ✓ Be vigilant for signs of harassment and take action before a problem escalates.
- ✓ Respond sensitively to an employee who makes a complaint of harassment.
- ✓ Explain the procedures to be followed if a complaint of sexual harassment or harassment is made.
- ✓ Ensure that an employee making a complaint is not victimised for doing so.
- ✓ Monitor and follow up the situation after a complaint is made so that the sexual harassment or harassment does not recur.

### Informal Procedure.

The employee who is being sexually harassed or harassed should object to the conduct where this is possible and appropriate. The informal procedure provides that employees should attempt to resolve the problem informally in the first instance. In some cases it may be possible and sufficient for the employee to explain clearly to the person engaging in the unwanted conduct that the behaviour in question is not welcome, that it offends them or makes them uncomfortable and that it interferes with their work

In circumstances where it is too difficult for an individual to do this on his/her own, an alternative approach would be to seek support from, or for an initial approach to be made by, a sympathetic friend or designated person or trade union representative.

### Formal Complaints Procedure

The formal procedure applies in the following circumstances:

- ✓ The employee making the complaint wishes it to be treated formally or;
- ✓ The alleged sexual harassment or harassment is too serious to be treated under the informal procedure or;
- ✓ Informal attempts at resolution have been unsatisfactory or;
- ✓ The sexual harassment or harassment continues after the informal procedure has been

followed.

## **5.18 HARASSMENT (cont'd)**

The investigation of any complaint will be handled with sensitivity and with due respect for the rights of both the complainant and the alleged harasser. The investigation should be, and be perceived to be, independent and objective. The purpose of the investigation is to investigate the allegations and will focus on the complaint.

Those carrying out the investigation will not be connected with the allegation in any way. It is preferable that at least two people should investigate a complaint but it is acknowledged that this may not always be practicable. Such an investigation team should have gender balance and ideally should seek to ensure diversity across the other eight grounds. All of those on the investigation team should have received appropriate training. Every effort should be made to resolve the complaint speedily.

Sexual harassment and harassment by non-employees such as clients, students and business contacts will not be tolerated and may lead to termination of contracts or suspension of services, or the exclusion from a premises or the imposition of other sanctions (as appropriate).

In the event of any complaint being upheld, the disciplinary process will be invoked and this may lead to disciplinary sanctions up to and including dismissal.

In the event of the complaint being upheld against a non-employee, appropriate sanctions may be imposed which could in particular circumstances include termination of contract, suspension of service, exclusion from premises etc. as appropriate.

At all times, confidentiality will be maintained throughout any investigation to the greatest effort consistent with the requirements of a fair investigation.

## 4.19 DISCIPLINARY PROCEDURE

The Board of Management believes that except for any case of gross negligence of the Safety Regulations, which may warrant instant dismissal, the employee should be warned of any shortcomings and given a reasonable opportunity to put them right. The following basis procedure will be followed:-

Should it be necessary to take formal action, because of minor or persistent breaches of Safety Regulations, a verbal warning will be given. This warning will indicate the specific regulation or procedure which has been breached, how it is to be rectified and the time limit within which it is to be achieved. It will be entered on the employee's Personnel Record.

However, should the required improvement not result within the stated period, a written warning will be given. This warning will indicate that continued failure to meet the required standards within a further stated time may result in dismissal. This warning will be confirmed in writing to the employee.

### NOTE 1:

Any employee on being warned has the right to have present at the warning his/her Union Representative.

### NOTE 2;

The employee has the right to appeal.

### **Refer to the following DES circulars:**

- Circular 0049/2018 – Revised Procedures for Suspension and Dismissal of Teachers and Principals (Primary, Secondary, and Community and Comprehensive Schools)
- Circular 0050/2018 - Procedures for Suspension and Dismissal of Principals of Community National Schools (Primary, ETB)
- Circular 0072/2011 - Grievance and Disciplinary Procedures for Special Needs Assistants

## 4.20 CRITICAL INCIDENTS

### **Critical incidents include:**

Death of a member of the school community, a near relative, or a close friend whether the result of illness, accident or suicide.

Serious illness, serious injury, attempted suicide, or abuse of a member of the school community, a near relative of a close friend.

The disappearance of a member of the school community, a near relative or a close friend.

Disasters caused by nature, accident, or criminal activity which impact on the school or its community.

### **Crisis Team:**

This will be headed by the Principal and her deputy.

She will draw on the support of individual staff members.

The support of the school Safety Officer, the National Educational Psychological Service (NEPS), Kildare and Wicklow Network Disability Team or the local Health Board may be sought.

### **Draft plan of action:-**

1. The school Principal must clarify and confirm the facts of the incident in the first instance and express the sympathy of the community to the individual/s and/or the family involved.
2. Persons directly affected, and their families, must be briefed. (the Term 'suicide' should not be used without the consent of the family.)
3. Inform the staff of the established facts (bearing in mind the wishes of the parents) making sure, as far as possible, to correct misinformation and rumour. This would probably be in the context of a special meeting in the event of a major tragedy.  
Communication with the individual parents and with the parent body needs to be considered.
4. Decide on a response to any possible media queries. The team leader should consult with the Chairman of the Board of Management and KARE.  
The secretary, the Principal and the staff on duty need to be briefed.
5. Inform the Chairperson of the Parent's Association.

6. Assess the need for counselling.  
Plan an on-going support mechanism both for the community and for closely affected individuals. This will draw on in-school support with external back-up as needed.  
Parents need to be aware of the support services available.  
The impact of the incident needs to be reviewed on an on-going basis; the initial response may need to be followed up with an alternative strategy.
7. In so far as possible maintain normal routine.
8. Decide, in consultation with the parents, on participation in any funeral/s or memorial events, if appropriate.

## 4.21 CHALLENGING BEHAVIOUR

In order to protect the health and safety of staff, pupils and visitors, risk assessments must be carried out and updated on a regular basis on individual students at risk of exhibiting challenging behaviour whether due to side effects of medication, emotional difficulties, behaviour difficulties, or any other reason.

St Anne's School recognises its responsibility to have a policy on challenging behaviours which is dealt with in our Code of Behaviour and believes the following:

- The need to develop positive behaviour management strategies to create a caring, respectful environment for pupils.
- That staff have a professional duty of care for pupils and themselves as professional staff or carers.
- The safety of staff is of equal importance to the safety of their pupils.
- The rights of staff working in both the public and private sectors to be safe at work. The responsibility for safety is shared between individual staff; the teams they work for and senior management of their organisation.
- That professional staff should:-
  - a. Understand the causes of challenging behaviour and violence.
  - b. Understand their reactions, triggers and fears in dealing with violence.
  - c. Understand the principles of risk assessment.
- St Anne's School has a duty to provide a clear policy about the safety of pupils and the safety of their staff, which staff understand and accept.
- That professional staff should be aware of preventive strategies and be effective in the use of calming, defusing, diverting and problem solving skills.
- That professional staff should understand the importance of teamwork in preventing and dealing with challenging behaviour.
- That professional staff understand the law and the "use of reasonable force".
- That professional staff should know and work within the Code of Behaviour.
- That in extreme situations when attacked, staff have a right to escape and that they are able to use a range of breakaway skills in line with the Code of Behaviour
- That staff understand their need for support after violent incidents and that their organisation has a duty to provide it.
- That teams should discuss and practice the range of preventative, calming, safe touch, holding and skills in order to develop individual skills and maintain confidence.

**Refer to the School Code of Behaviour**

## 4.22 CONTROL OF HAZARDOUS SUBSTANCES

A hazardous substance is described as any substance with the potential to cause harm, injury or damage to a person's health. In most working environments, we are exposed to hazardous substances, used in a controlled manner and circumstances.

Warning labels, such as those indicated below are designed to alert users to the potential risks associated with the use of a particular substance. The following control measures should be put into place in all circumstances where hazardous substances are in use or being stored for resale:

- All goods should have a corresponding Safety Data Sheet (SDS).
- All SDS should be communicated to the relevant staff.
- All safety controls advised, such as the use of PPE or spill control procedures, must be obeyed.
- Suppliers of hazardous substances are obliged to provide an SDS for each substance – where one has not been received it should be possible to request an SDS for an existing substance.
- Any emergency response procedures – such as spill control should be addressed and practiced as necessary.
- Copies of all SDS received should be retained and be available for consultation as necessary.

Until 2015, you will see either hazard symbols or new hazard pictograms on SDSs and labels. The nine pictograms according to the new CLP\* Regulation are presented below, along with the existing hazard symbols which you might be familiar with. An example of the type of hazards associated with each are shown below.

**“New” CLP hazard pictogram\***



Explosion Hazard



Chemical stored as a gas under pressure

**“Old” CPL hazard symbols\*\***



**NONE**



## 4.22 CONTROL OF HAZARDOUS SUBSTANCES (cont.)



Flammable Hazard



Oxidising Hazard



Corrosion Hazard



Health Hazards such as skin and eye irritation



Acute Toxicity Hazard



Serious long term health hazards



Environmental



## **4.23 PERSONAL PROTECTIVE EQUIPMENT (PPE)**

St. Anne's School shall ensure that all employees use personal protective equipment (PPE) where required. It is the policy of The Board of Management to eliminate all hazards at source where possible and only use P.P.E. when further risk reduction is not feasible.

### **CONTROL MEASURES**

All safety equipment purchased by the School will be to an approved standard.

The School will ensure that adequate supplies of all the necessary protective clothing and equipment are available for issue as required and that when issued, a signature is obtained for the equipment.

School Management shall monitor and check the P.P.E. on a regular basis.

School Management will inform any person in the workplace observed carrying out any procedures which require the use of protective clothing or equipment of both statutory and School Policy requirements and such persons will be instructed not to continue working until protective clothing or equipment is obtained and used.

Standard issue PPE:

- ✓ Steel Toe capped boots;(maintenance staff)
- ✓ Gloves (when required by maintenance staff and other staff)
- ✓ Hi-Vis Vest (maintenance staff)
- ✓ Dust Masks (when required by maintenance staff)
- ✓ Ear Defenders (when required)
- ✓ Aprons (art work)
- ✓ Safety Glasses or Goggles (maintenance staff when carrying out particular works which could result in eye injuries)
- ✓ Aprons, gloves and masks (intimate care)

Even if the immediate benefits of wearing/using PPE are not apparent, employees have a statutory duty to use PPE and not to intentionally or recklessly interfere with or misuse it. Where protective clothing or equipment is reusable, it should be stored in suitable storage facilities.

## 4.24 WORK AT HEIGHT (Maintenance Staff)

### ***Working at Height***

Working at Height continues to be one of the most hazardous occupations in all workplaces with one in five deaths resulting from falls. Accidents can also occur among those engaged in short duration maintenance and access. As a result safety procedures are of paramount importance in all work at height activities. Nearly all working at height accidents could be prevented by the provision of safe systems of work and the proper use of readily available protective equipment. All working at height should be subjected to a risk assessment prior to work commencing and the procedures detailed in a method statement.

### ***Safe Use of Ladders***

One of the most **common** causes of fatal accidents in industry is falling from heights. Many falls occur due to the incorrect use of ladders. For instance, a ladder not lashed, or otherwise secured, may move at the bottom or top causing the user to fall. Other causes of accidents, with ladders, result from climbing while carrying loads, over reaching and overbalancing. This indicates that ladders are being used when other equipment would be safer.

### **LADDERS**

- 1. Inspect ladders visually and physically before use.**
  - Check for warping and splintering.
  - Check for missing or broken rungs.
- 2. Set the ladder on a firm level base.**
  - Don't use wood or stones etc. to level a ladder.
- 3. Angle the ladder correctly – one foot out from the base for every four feet in vertical height.**

This will give a safe angle to work on. It is not too close or too far away from the wall.

- 4. Secure the ladder before you climb it.**

If in any doubt about the security of the ladder set up, arrange for a work-mate to “foot” it at the bottom.

- Sand bags are available to further stabilise the ladder.
  - If you are in any doubt ask for assistance from your crew leader / supervisor.
- 5. Always use the correct size and type of ladder for the job.**
    - Don't tie two ladders together for extra height.
    - Don't tie two ladders together to make a stop ladder.
    - Don't over-extend an extension ladder.
    - Don't use a stepladder where a straight ladder is required.

## **4.24 WORK AT HEIGHT (cont'd)**

(Maintenance Staff)

### **6. Climb and descend the ladder properly.**

- Face the ladder when climbing or descending.
- Keep three points of contact with the ladder.
  
- Don't use the top 4 rungs of the ladder.
- Hold the rungs, not the sides of the ladder.

### **7. Beware of wet, greasy or icy rungs.**

- These will affect your grip and foothold.
- Check your footwear – if it is wet and muddy it will affect your foothold.

### **8. Be aware of your surroundings.**

- Look up above for overhead obstructions.
- Look at the sides for opening windows and doors.
- Fence off the bottom of the ladder (if ladder lashed) to prevent unauthorised access.
- Carry tools in a pouch to prevent them falling on and injuring someone below.
- If you are carrying a ladder, wear a hard hat, safety glasses and gloves.

### **9. When carrying a ladder be aware of overhead power cables.**

- Look around before you move or erect ladders.

### **10. When working on a flat roof.**

- Check if it will take your weight.
- Keep away from the edge.
- Never climb on asbestos, glass or flimsy roofs
- Check the roof from the inside out for roof lights etc.

### **11. When working on a sloping roof, always use a special roof ladder.**

### **12. Outside contractors will be advised to use the Fall Safe system if working on the new extension roof**

## 4.25 WORKPLACE STRESS

### What should you do if you think you are overly stressed?

A person who suffers from stress might feel that it is their work that is to blame, but on closer examination, it may be a relationship issue, a family issue or some aspect of life outside the workplace, which is the root cause of the stress. A medically qualified person must firstly diagnose stress, and then the stress must be clearly linked to the employment, for it to be considered workplace stress. The matter should be brought to the attention of the Principal, and addressed in consultation with the Board of Management and the person him or her self

An employer cannot act unless they are given all the information regarding the nature of the illness and the link with the employment.

### How to recognise stress

A person under severe stress may behave in one or more of the following ways:

- be prone to tearfulness, impulsiveness and out-of-character behaviour
- be aggressive and irritable without apparent cause
- show poor levels of concentration and focus
- develop a variety of illnesses/conditions not medically explained
- exhibit tired, lethargic, apathetic behaviour
- develop dependencies on alcohol, drugs, people
- Lose interest in many aspects of life within and outside of work.

Very severe stress can lead to breakdown, where a person feels so overcome and unable to regain control of life that they need specialist help. There are many ways of preventing such acute situations from developing once the symptoms of stress or potential stressors are identified and treated appropriately.

It is important to remember that a person might behave in these ways without being stressed, or without the stress being work related, therefore, jumping to conclusions too quickly is not beneficial. Research indicates that certain types of work environment can be more stress inducing than others. Workplace environments which may be more prone to stress reactions can include:

- High pressure, short time-frame, tight target jobs
- Jobs with constantly high workloads with no ease-off period
- Mundane repetitive work with no peaks or intermediate goals
- Jobs where there is threat of physical violence/attack
- Jobs where highly complex decisions must regularly be made

Stress at work results from the interaction between an aspect or many aspects of the working environment and the individual concerned. People are different in what they find stressful

## 4.25 WORKPLACE STRESS (Cont.)

and the degree to which they become affected by stress. However, where people are stressed, organisations suffer.

### **What controls should be in place in any organisation?**

Controls involve policies, written documents, regulations, rules and accepted practice - as well as systems in place. The system changes include:

- changing the design of work which some people find too stressful,
- structuring the working day,
- decreasing ambiguity around jobs,
- alternating people on different job,
- providing regular goals and feedback to some people,
- reducing intensity of workload for others,
- improving communication skills in some organisations.

### **What are the organisational effects of stress?**

When employees of an organisation feel stressed, their well-being is negatively affected. They don't feel good, and this has a direct affect on the organisation, which, after all, is only as good as its people. The organisational effects of stress can include the following:

- High absenteeism and staff turnover,
- Interdepartmental conflict
- Deterioration in industrial relations
- Reduction in long-term productivity
- General dissatisfaction, low morale and poor work performance.

More subtle and even more damaging effects of long term organisational stress include pervasive negativity, lack of organisational commitment, sabotage and ultimately organisational breakdown. So, it is in everyone's interest that stress is given the recognition that it deserves and policies are developed to tackle it.

Any environment can cause stress and some level of stress is just part of everyday life, both within the workplace, in families and in social organisations. However, in order to prevent a situation causing a debilitating level of stress, there must be controls in place.

It is really important that the right person is recruited for the job from day one - that means that a person's makeup and personality should be considered a "fit" for the job. Otherwise, it might prove to be too much for them in some way. Some staff can end up feeling stressed, even though other people might love the job.

## 4.26 LONE WORKING

Due to the risks associated with lone working the school will where possible keep this type of work to a minimum

- a) The school is aware of the potential risks associated with lone working, and requires all such work to be subject to risk assessments and sensible controls to minimise the risks.
- b) Staff are reminded of the potential risks associated with lone working and are required to follow the specified procedures and to report to the principal if there are any problems.

The principal shall:

- 1. Identify who needs to work alone;
- 2. Assess what hazards and risks the work involves;
- 3. Assess the working environment- any limitations imposed on the worker;
- 4. Devise and implement safe working arrangements to ensure that the risks are eliminated or adequately controlled;
- 5. Ensuring the worker is suitably instructed and trained in the necessary procedures for lone working.

Where it is not possible to devise arrangements for a person to work alone in safety then alternative arrangements providing help or back up will be made.

## 4.27 Dermatitis

Dermatitis is an irritation or inflammation of the skin. The skin may become itchy, red and blistered. After continual episodes the skin may become hard, thickened and cracked. Occupational Dermatitis is the most common skin problem in industry. It accounts for more than 50 per cent of all work-related diseases in Ireland (Health and Safety Authority). Dermatitis is not infectious.

### HAZARDS

Risks of the skin condition (Dermatitis) may arise due to contact with:-

- (a) IRRITANTS (such as cutting oils, solvents, acids/alkalis, attic insulation, wet work accompanied by minor skin cuts and grazes etc.).
- (b) SENSITISERS (such as cement, resins, saw dust, adhesive, paints, creosote, petroleum products, turpentine etc.) Some individuals can become sensitised and individual sensitivity varies.

### CONTROL MEASURES

The packaging of chemicals which have been classified as skin irritant or sensitisers must have the symbols shown clearly printed on the label. Appropriate Hazard and Precautionary Statements should also be printed on the label. (See 4.21 P. 64)

1. Hazard (H) Statements include: H335: May cause respiratory irritation.
2. Precautionary (P) Statements include: P262: Do not get into your eyes or skin.
3. Check for the irritant sign in order to identify agents and use other products.
5. Minimise contact between the skin and the dermatitic agent by using gloves which are impermeable to the agent, barrier cream, or by substituting the agent for a safer product.
6. Cover all cuts and abrasions.
7. Keep the skin clean (wash thoroughly and dry properly).
8. Replace skins natural oil with a good hand cream.
9. Don't wear greasy dirty damp overalls which may chafe.
10. Seek medical advice if skin becomes red and flaky, or begins to blister or crack. (Usually rashes are relatively easy to contain with treatment).



## **4.28 PUBLIC SAFETY**

Members of the public have limited access to parts of our school yards and offices in particular, but also to car parking facilities. It is recognised that members of the public are more susceptible to our occupational hazards due to unfamiliarity. Therefore, we must all do what is reasonably practicable to ensure that no member of the public is injured in any way while visiting the school or when they are carrying out work in the school. The following procedures have been put in place to eliminate or minimise risk to the public and these procedures must be strictly enforced:

- All paths, yards and car park areas should be treated during frosty weather to help minimise the risk of injury caused by slipping.
- All yards and car park areas must be kept in a tidy condition – all excess materials must be placed in proper receptacles and not discarded elsewhere.
- Any spillages should be tended to immediately and not disregarded,.
- All cleaning procedures must be strictly adhered to so as to minimise the risk of slips, trips or falls.

## 4.29 PORTABLE TOOLS

- Don't use damaged, worn or dangerous tools
- Always use correct tool for job on hand.
- Inspect portable leads & extension leads before use, replace if damaged.
- Sharpen or get cutting tools sharpened regularly.
- Keep hands behind the cutting edge of cutting tools.
- Wear protective equipment where necessary - gloves, safety glasses, visor and safety boots.
- DO NOT wear gloves when using portable drills.
- Keep cables tidy; don't leave cables lying on the ground.
- Quickly inspect tool before use -its cable, casing, and power supply.
- Keep knives, chisels, screwdrivers and other sharp tools in safe places -- not pockets.
- Don't allow cables to trail across route ways of personnel or machinery.
- Don't remove safety devices from tools or equipment.
- Unplug tools when not in use.

## 4.30 WEIL'S DISEASE

Weil's disease or Leptospirosis is an infectious disease produced by numerous bacterial called Leptospire. Man usually contacts this disease through accidental contact with wild or domestic animals or through contact with contaminated water. The most likely area where the problem of Weil's disease can occur is where there are (or have recently been) rats. The mode of transmission of Weil's disease is frequently by contact with soil or water contaminated by the urine of the infected rat, through accidental immersion, by direct contact with the rodent or perhaps by the ingestion of contaminated food or water. Person-to-person transmission is rare. Infection usually results by the penetration of Leptospirosis spores through damaged skin usually in a moist warm environment.

### CONTROL MEASURES

1. To avoid contacting Weil's disease it is necessary to adhere to a rigid hygiene policy in the workplace. If there are signs of rat infestation in man holes or elsewhere in the workplace the area should be cleaned out prior to the commencement of work.
2. Caretakers should wear personal protective clothing, especially gloves, while working in the area.
3. Cuts, scratches or abrasions should be covered with a waterproof dressing.
4. Caretakers should avoid touching their mouth or nose until after washing.
5. Foodstuff should not be consumed in the work area.
6. When the job is interrupted or complete employees should thoroughly wash hands, forearms and face with soap and water before eating or smoking.
7. All tools and other equipment used during the operation should be cleaned and disinfected using a solution of disinfectant and warm water.
8. If illness occurs following work in an infested area medical advice should be sought immediately.
9. Don't forget - the presence of rats may not always be evident so it is very important to use protective clothing and wash hands thoroughly afterwards. Good hygiene practice makes sense.

## 4.31 WORK STATION SAFETY ARRANGEMENTS

It is recognised that working with Display Screen Equipment (DSE) forms a part of the working day for some of our staff. With the safety, health and wellbeing of all users in mind, the following arrangements have been or are being put in place to maintain a workplace that is free from risk insofar as is reasonably practicable.

- All equipment is purchased from reputable suppliers and is fit for the use for which it is intended;
- All workstation furniture complies with statutory requirements, such as adjustability;
- All staff are encouraged to take regular screen breaks so as to vary the focal length of the eyes;
- All staff should be familiar with the software that they are using and be adequately trained in its application. All staff should also be particularly aware of the importance of “screen breaks” and task rotation;
- Any ancillary equipment, which is shown to be a requirement will be provided (example footrest, wrist rest etc);
- Any problems, such as screen flicker should be reported without delay. All staff should familiarise themselves with the adjustable features of their equipment and take time to make the necessary adjustments or report any defects;
- All staff members deemed to be habitual users of display screen equipment (more than an hour at a time regularly) are entitled to a funded eyesight test which is specifically for this type of worker. Should it be necessary, St. Anne’s School will also fund the purchase of spectacles specifically for this use.

## 4.32 SLIPS, TRIPS & FALLS

St. Anne's School recognise that there is an ever-present risk of students or staff slipping, tripping or falling on spills, bags, clutter, sports equipment, items of clothing etc. occurring in almost any part of their school.

In order to keep the possibility of anyone slipping to a minimum the following measures have been put in place.

- All staff receive training in how to prevent slips, trips and falls.
- All staff are informed of the spill procedure.
- All floor covering is in good condition.
- Free standing signs are available for all spills.
- Paper towels, mops and cleaning material readily available.

### Prevention:

- Do not leave any bags, clutter, sports equipment, items of clothing etc. in such away they could be a trip hazard to students and staff alike.
- If you see any items on the floor likely to cause a trip or fall remove them.
- If you notice a student leaving material in an unsafe manner inform them.
- Where you notice a spill follow the procedure outlined below.
- Management carry out regular checks.

## 4.33 SCHOOL EXCURSIONS

All school trips off the school premise must be approved by the relevant authority. School Principal or Deputy Principal must be informed prior to an absence from the school premise.

Full details of the trip – names of staff and pupils, dates, contact numbers – must be posted in the school.

Clear rules regarding behaviour should be agreed for any trip – the general principal should be that the school's Code of Behaviour applies.

Risk assessments must be filled in for every school trip. Whatever the visit you are involved with, the current guidance and the principals of preventions will be relevant to providing the necessary control measures to eliminate / reduce the possible risks. These include use of guidance, risk assessment, participant involvement, parental consent, formal approval, leader competence and appropriate levels of control. Excessively bureaucratic systems for low-risk visits can rapidly undermine respect for the control mechanisms.

### **Things to think about include:**

1. What are the main objectives of the visit?
2. What is "Plan B" if the main objectives can't be achieved?
3. What could go wrong? Does the risk assessment cover the following:
  - The main activity and suitability for all pupils taking part
  - "Plan B"
  - Travel arrangements
  - Emergency procedures/medical needs of the pupils
  - Other specific needs of pupils (to include behavioural, physical etc)
  - Staff numbers, gender and skill mixes
  - Generic and site-specific hazards and risks (including for Plan B)
  - Variable hazards (including environmental and participants' personal abilities and the 'cut off points')
4. What information will be provided for parents?
5. What consent will be sought?
6. What assurances are there of the leader(s) competencies?
7. What are the communication arrangements?
8. What are the arrangements for supervision, both during activities and 'free time'.
9. What are the arrangements for monitoring and reviewing the visit?

**See also: Protocol for Supporting Children in Wheelchairs  
Guidelines for Supporting Children with Epilepsy in the Pool/Trips out of School**

## 4.34 DRIVING (Caretaker)

Driving may take up time for our staff from time to time attending meetings or sports events, and should be considered as an occupational hazard. The school caretaker drives the school bus for many outings during an average week which includes swimming, pony riding, social training and, on occasion, to collect requisitions from local providers.

The main driving hazards are:

- Poor road conditions
- Vehicle defects
- Driver error

### CONTROL MEASURES

All persons who drive in the course of their work on the public road are subject to the provisions of the Road Traffic Act 1961. They must at all times, drive in a manner that is safe, both to themselves and other road users and at all times observe the "rules of the road". We expect all drivers, not alone to fulfil their obligations under the 1961 Act, but coupled with the Safety, Health and Welfare at Work Act 2005 to observe the following guidelines:

- Check lights, tyres, oil, water, windscreen wipers and washer reservoir etc. at regular intervals and complete the vehicle maintenance check form weekly.
- Ensure your vehicle is serviced in accordance with the manufacturers' requirements.
- Report all accidents or damage, however minor, to management.
- Ensure any traffic violations you are involved in, which result in yourself being prosecuted, are reported to the principal.
- Ensure before reversing, that there are no obstructions or people behind the vehicle.
- Make regular inspections of your vehicles for obvious defects and ensure any defects noticed, are rectified without delay.
- Never use a mobile telephone while driving – park the vehicle in a safe manner before using the telephone.
- Staff travelling a substantial distance to conferences, meetings etc. are encouraged to make use of overnight accommodation where necessary, particularly in the winter months and when such meetings have a morning start.
- Ensure your license is current at all times.

## **4.35 STAFF ABSENCES**

Discretionary staff absences must be cleared with the Principal and the Principal must be informed well in advance.

The same procedure applies to absences for in-service or other school business.

Staff are requested to give as much notice as possible of any absences where a substitute may be hired.

Emergency absences should be notified to the Deputy Principal in charge of class cover at the earliest opportunity.

If the absent staff member is scheduled for duty, then the arrangements in place for swapping duties will apply. The Deputy Principal /Principal must be informed.

Employees who feel unwell whilst at work should inform a member of management immediately.

Employees who are injured at work should inform the Principal immediately. An accident form must be completed and staff will be advised to attend their doctor. If they attend their doctor the leave must be certified stating "Physical Injury". If staff choose not to attend, this will be logged on the school H&S report form/accident incident form.

All absences are regulated under all relevant Department of Education and Skills Circulars:



## **4.36 SECURITY**

Every member of staff has an obligation towards both the security of themselves and their belongings as well as towards the security of all other staff and pupils.

Security arrangements including staffing, security staff, access, monitoring and recording will be assessed on a regular basis and updated following those assessments if warranted.

Staff handling cash / valuables must deposit same in the office and in accordance with the detailed control measures within the risk assessments in the appendix of the safety statement.

## **4.37 RESOLUTION OF SAFETY PROBLEMS**

Any employee with a Health and Safety problem must inform a member of the St Anne's team if they have any health and safety issue. If, after investigation, the problem is not corrected in a reasonable time, or that no action is required and the employee is not satisfied with the explanation, the employee may then refer the matter to the Principal.

If the Principal is unable to resolve the matter to the employee's satisfaction, it should be referred to the schools Board of Management and KARE. If required, the advice of a competent consultant should be sought