Health, Safety and Welfare Statement

(Required by Section 20 of the Safety, Health and Welfare at work Act, 2005)

St. Mary's B.N.S
Grange Road
Rathfarnham
Dublin 14
Revised March 2025

Roll number 19446

St. Mary's BNS
Health, Safety and Welfare Statement

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Statement on General Policy

The Board of Management, St. Mary's BNS, Grange Road, Rathfarnham, Dublin 14, accepts its responsibility under the Safety, Health, and Welfare at Work Act, 2005.

This safety statement sets out the safety policy of the Board of Management, St. Mary's Boys' National School, Grange Road, Rathfarnham, Dublin 14, and sets out the means to comply with this policy. The Board of Management's objective is to endeavour to provide a safe and healthy work environment for all our staff members and pupils and to meet our duties to members of the public with whom we come in contact.

Co-operation will be expected and forthcoming from all school staff. The Board also aims to make St Mary's a safe place for all users of the facilities of the school.

Should anyone consider that a hazard or important issue has not been dealt with or dealt with appropriately, he/she should bring the issue/hazard to the attention of the appropriate person (Don O' Neill– Safety Co-ordinator.)

It is our intention to undertake bi-annual reviews of the statement considering experience, changes in legal requirements and operational changes.

The Board of Management undertakes to carry out regular reviews of safety in consultation with staff, particularly principal and safety representatives. The inspection/safety audit will be carried out more frequently if requested by either staff or the Board of Management.

All records of inspection reports and accidents will be monitored to ensure that any safety measures required can be put in place, wherever possible, to minimise the recurrence of such accidents and ill-health.

Signed: _____

Chairperson, Board of Management

Date: _____

Safety Policy of St. Mary's BNS

The Board of Management (BOM) of St. Mary's Boys' National School acknowledges its role in protecting the safety and welfare of all people employed in and affected by the workplace. The BOM is committed to implementing, controlling, and maintaining a programme that ensures, where possible, that all risks and hazards are eliminated or otherwise controlled to an acceptable level and in the process ensure the safety, health, and welfare of all our pupils and of all who visit or use the school.

To this end we are committed to implementing safe work systems and methods to ensure the safety, health and welfare of all, putting in place the safety and health measures required by the 2005 Act and any other appropriate health and safety regulations. We expect all staff at St. Mary's BNS to co-operate with the Board in implementing this policy and to comply with all safety and health measures issued by Mr. Edward O' Riordan, Principal, The Board of Management, and the Department of Education and Science.

General Safety Policy

To ensure the safety of pupils and staff alike:

- Passages/corridors are adequately lit.
- Doorways are kept clear and unobstructed.
- Floors are washed after school hours to prevent pupils/staff slipping on the wet surface.
- The school's heating system is serviced annually during the summer holidays to ensure it complies with the requirements of circular 24/82.
- All windows are fitted with blinds to provide shade.
- All electrical equipment is checked regularly to ensure it is correctly earthed.
- All lighting is checked regularly to ensure that it is adequate for the type of work being carried out, as specified in circular 24/82.
- Plugs and sockets are checked regularly to ensure they are in good condition.
- Leads are checked regularly to ensure they are not cracked or frayed, without knots and without kinks.
- Photocopiers are situated in well-ventilated areas.
- The kitchen area/staff room is cleaned daily by the cleaning staff.
- The boiler room is maintained by the school's caretaker. No combustible waste is stored in the boiler room, and all safety devices within are checked regularly to ensure they are in proper working order.
- P.E equipment is stored in the designated area, so as not to cause a hazard.
- The school yard is checked regularly for uneven/broken/cracked surfaces. The yard is kept clean and free of glass.
- Roofs, guttering drainpipes etc. are maintained by the school's caretaker.
- The school's grass is cut using a tractor. This does not take place during school

time.

- In line with recent measures by the Department of Education, teachers and pupils are reminded that a well-fitting backpack is best suited for carrying workbooks home in.
- Deliveries. Those making regular deliveries are regularly reminded about the dangers of driving within the school. Vehicles should never enter the yard area when pupils are out playing without the utmost care.
- While pitches are in use parents/children on pitch side-lines or outside classrooms should exercise caution at exit times 1.30pm/2.30pm. Matches/training should cease where there is a danger to parents waiting.
- Tractor/Lawn Mowers: Pupils are never allowed to go close to the tractor or lawn mower while they are in use. If a pupil approaches while either the tractor or the lawnmower is in operation, the operator should stop the engines until pupils are at a safe distance.
- Goals: In the field there are three sets of moveable goalposts. The present type used is regarded as the safest type available. They are secured to the ground. Moving these goals is a task carried out by the principal/deputy principal assisted by caretaker and sixth class pupils. Under no circumstances are pupils to move/lift goalposts without being supervised by principal/deputy principal
- Teachers are requested to be very vigilant and not allow pupils to climb or swing out of the goalposts.
- Football Boots: Boys are forbidden to come into the school wearing football boots.
- Computer Room: The Computer Room area must always be kept tidy and clear of clutter. All machines must be maintained and be presented in a safe manner. The door/exit must be kept clear and unobstructed.
- Gloves must be used when handling blood.
- Pupils are not allowed make tea or use the geezer in the staffroom.
- Manual handling procedures should be used.
- When entering and leaving classrooms children are supervised.
- Pupils are not allowed to climb boundary walls to retrieve balls.
- Pupils must use pedestrian entrance when entering and exiting the school property.

Welfare Policy of St. Mary's BNS

The school is concerned about the welfare of all staff members whether the problems are of a physical or psychological nature. All physical and psychological issues raised by staff members will be dealt with confidentially.

Should any staff member feel psychologically or physically unwell, whether the cause is a work issue or not, they are encouraged to inform his/her principal or deputy principal.

For work related injury, the staff member's doctor is obliged to inform the principal of any details relating to the staff member's ability to perform their job and their likely progress/return to work. Information regarding a staff member's general well-being and issues unrelated to work will remain in strict confidence.

If a staff member does not wish to speak to his or her principal, he/she should approach any member of the Board of Management or a person they feel comfortable talking to. Staff members are welcome to have a colleague accompany them.

If the school is aware of a problem, it may be able to help i.e., by reducing workloads, reorganisation etc.

School Description: Size & Grounds

The school is located off the busy Grange Road in Rathfarnham; however, it is well set back from the road. The entrance consists of both a vehicular and a pedestrian entrance. The entrances are tarmacadamed as is the designated car park and play area for the pupils. As there are now more staff cars than parking spaces, staff cars are parked along the left side of the main entrance. Staff cars, which use the main entrance, are parked at the left end of the site in the car park. Refuse is also stored in this area in 4/5 bins. The narrow entrance to the school yard at the end of the avenue has a moveable barrier which prevents cars from entering the school yard.

1. The pedestrian entrance is narrow and gets quite congested for a short period when the pupils are exiting at 1.30pm and 2.30pm and at 8.45 a.m. when the pupils/parents are entering. Yellow in/out arrows are painted on the pedestrian entrance. Only staff cars and parents with invalided pupils with special permission are permitted to drive into the school at entry time and exit times.
2. Outside of school hours other users of St. Mary's are permitted to park in the school yard.
3. Pupils who cycle to and from school are asked to dismount and walk in the pedestrian entrance. Helmets are recommended to be used by the cyclists. Parking for bicycles is provided in the school grounds and pupils must ensure their bicycles are locked safely. Fifth class pupils do a certified safe cycling course in the school each spring.
4. Two lollipop persons are allocated. Both work at the lights at the junction of Grange RD/ Nutgrove Avenue 30/40 metres from the gate of the school.

School Size and Grounds

The school was opened in 1977, and the design and layout are typical of the period. It is a one storey building with a felt roof which has recently been upgraded. Presently the staff consists of 17 mainstream teachers, six learning support/ resource teachers, 8 special needs assistants, a principal, a secretary, and a part time caretaker. There are over 430 boys in the school, from junior infants to sixth class. The school grounds are ample to cater for those numbers at recreation times. Children are assigned designated play areas, which are supervised at break times by three teachers and eight SNAs. Organized team games, especially hurling, football and rounders are played on the school field, situated at the far side of the school.

Health, Safety and Welfare Committee

The HSW committee comprises safety representatives from the Board of Management, Parents' Association, staff, and the safety officer. This committee meets twice a year to review all safety issues and accidents\dangerous occurrences to ensure compliance with the provisions of the Safety Statement and National/EU Regulations.

The following persons have been appointed for 2025 - 2027 to uphold the school's health and safety policy

Enda McCabe – Member of Board of Management *is accountable to the BOM regarding all Health & Safety issues*

Josephine Heffernan– Staff Representative: *represents school staff and will bring to the attention of the Health & Safety co-ordinator or the school principal issues of concern.*

Don O' Neill (Deputy Principal) – Safety Co-ordinator: *The safety co-ordinator may investigate accidents and dangerous incidents, as well as undertake inspections. The safety co-ordinator may be in direct contact with the Health and Safety officer*

Edward O' Riordan (Principal) – Fire Officer

Sheelagh Fanning- SNA Representative

Nicky Mallon: Parents' Association representative

Caroline O' Donnell: Parent of Child with acute medical condition

Safe System of Work

PERSON RESPONSIBLE: Edward O' Riordan (Principal)

AUTHORISED DEPUTIES ARE: Don O'Neill & Josephine Heffernan

SAFETY DELEGATION

Overall Responsibility **Name:** Mr. Edward O' Riordan **Title:** Principal	**Safety Systems** **Name:** Don O' Neill **Title:** Deputy Principal
Fire & Other Emergencies **Name:** Edward O' Riordan **Title:** Fire Officer	**Protective Equipment** **Name**: Tony O' Reilly **Title**: Caretaker
Health & Safety Committee **Name/Title:** Edward O' Riordan (Principal) Enda Mc Cabe (BOM) Don O' Neill (H & S Co-ordinator) Josephine Heffernan (Staff Rep.) Sheelagh Fanning (SNA) Nicky Mallon (Parent) Caroline O' Donnell (Parent)	**Covid-19 Committee** Health & Safety Committee plus Valerie Jacobs Rachel Quirke
Fire Marshals Louise Breathnach (Point A) Antóin Mac Réamoinn (Point B) Claire O' Hanlon (Point C) Saidhbh McKeown (Point D)	**First Aid Team for Yard Duty** Sarah Keogh & Anne Hogan
Staff Training **Name:** Enda McCabe **Title:** Board of Management	**Instruction Training** **Name:** Edward O' Riordan **Title:** Principal
A.E.D Check **Name:** Janet Long (monthly)	**Stocking of First Aid Boxes** **Name:** Fiona Tighe
Equipment Hazards **Name:** Tony O' Reilly **Title:** Caretaker	**Consultation Arrangement** Board of Management Parents' Association Staff Representative
Engagement of Contractors **Name:** Edward O' Riordan **Title:** Principal	**Purchase of Safety Equipment** **Name:** Don O' Neill **Title:** Deputy Principal

The Health, Safety and Welfare Committee is responsible for the

- Provision and maintenance of fire protection equipment
- Provision of written information and instructions regarding fire safety in the building.
- Provision and maintenance of first-aid boxes throughout the building and on school field trips
- Provision of safety training as outlined in this document.
- The BOM commits to dedicating the financial resources necessary to ensure, as far as is reasonably practicable, the safety, health and welfare of the school's staff, pupils, and visitors to the premises.
- The BOM understands its legal obligations and its commitment to comply with the Safety, Health and Welfare at Work Act 2005 and associated regulations and European Law and recognises that staff and pupils travelling during school trips are covered under this legislation.

Revision and Monitoring

The safety statement will be reviewed, where applicable, by the BOM and the HSW committee and will be changed as appropriate. In the event of revisions in legislation, a review of the Statement will also be required.

Compliance with the Safety Statement will be monitored by: The Board of Management Representative (Enda McCabe – 2025/2027)

- Audits carried out by the safety committee.
- Evaluation of accident reports and statistics.

The staff representative will notify staff members through staff meetings and communications of any changes to the safety statement.

Specification of Co-operation Required from Staff Members

To have an effective Health and Safety policy, the co-operation of the individuals in matters relating to Safety, Health and Welfare is of paramount importance and the BOM expects every member of staff, contractor, and visitor to the school premises to.

- Co-operate with each other so that the school will be able to comply with any of the relevant statutory provisions.
- Use any suitable Personal Protective Equipment provided, in the correct way. PPE includes appliances, protective clothing, conveniences, equipment or other means or things provided for securing the safety, health, and welfare while at work.

- Report to the safety co-ordinator, without unreasonable delay, any defects in equipment, place of work, or system of work, which he/she considers might endanger safety, health, and welfare.
- Ensure that no member of staff shall intentionally or recklessly interfere with or misuse an appliance, protective clothing, convenience, equipment or other means or thing provided for securing the safety, health and welfare of persons arising out of work activities.
- Ensure that they are aware of the identity of all persons responsible for securing the safety, health and welfare of persons working on the premises.

The BOM requires that members of staff clearly understand and comply with the rules and regulations pertaining to the following:

- Where a member of staff wilfully or knowingly disregards his/her duty in relation to an individual's health and safety, he/she may be subject to disciplinary action, including dismissal (See INTO Guidelines).
- The proper use of equipment, the adherence to lifting methods and housekeeping procedures to maintain a safe and healthy workplace.
- Emergency Evacuation Procedures: detailed notices of the procedures are posted throughout the building. It is the responsibility of all to ensure that they are aware of these procedures, particularly the evacuation points.
- The BOM has provided and will continue to maintain work areas and facilities, which are safe, clean, and healthy. However, all staff have a duty, through proper use of work areas and facilities including toilets, kitchens, etc., to keep the workplace in a safe, clean, and healthy condition for the continued benefit of themselves and their fellow staff members.
- Staff Members must inform the safety co-ordinator immediately of any injury no matter how minor. An accident report must be completed jointly by the staff member and safety co-ordinator and returned to the safety representative within 24 hours. Attention should be given to the details on the accident report form.
- Staff members are obliged to inform the safety co-ordinator of any hazard or incident (whether it be a machine or dangerous behaviour on the part of an individual or individuals) which may affect their own health and safety, or that of any other person. The safety co-ordinator must follow up on that information with a view to preventing any similar incidents in the future.

If staff members are in any doubt about actions to be taken in relation to safety, they must consult their safety co-ordinator immediately as failure or delay in doing so could result in injury, either to themselves or to others.

Roles and Responsibilities

The points which follow outline the school’s model for an effective health and safety work environment. It ensures mechanisms are in place for consistency, communication, and responsibilities.

School's Obligations

- ensure that there are safe means of access to the place of work.
- endeavour to ensure that the equipment and facility is safe, and without risk to health.
- ensure that all staff members receive adequate safety training and instruction appropriate to the task performed.
- ensure that all staff members are aware of the actions to be taken in the case of an emergency and that properly maintained fire-fighting equipment is available.
- ensure that good housekeeping standards are maintained and that fire exit routes are kept clear.
- consider and support any representation about health and safety from any staff member.
- be fully familiar with the school's Safety Statement and ensure all staff members are informed of its contents and any subsequent revisions.
- demonstrate through personal behaviour, that only the highest standards of safety are acceptable.
- ensure that communication is maintained with other users in the building in relation to health and safety matters.

The Safety Committee

The names of the Safety Committee are outlined above. The function of the Safety Committee will be to discuss matters relevant to the safety and health of all people working in the school. The BOM will endeavour, through training and information, to ensure that members of the Safety Committee are kept up to date and informed of:

- the legal requirements relating to Health and Safety at Work
- the practical hazards of the workplace and measures deemed necessary to eliminate or minimise risks deriving from these hazards

The Safety Committee will have the authority to:

- request advice on matters of accident prevention and fire safety
- carry out regular audits using the audit forms provided
- represent the workplace when meeting with officers from the Health and Safety Authority (HSA)

The Safety Officer (Board of Management Representative – Enda McCabe (2025-2027)

The Safety Officer will ensure through the safety co-ordinator to:

- be aware of his/her duties and responsibilities required by legislation and will endeavour to ensure correct use of work area/equipment
- endeavour to ensure that all repair and maintenance work is completed to standards meeting legal requirements so that all defects are attended to promptly

- ensure that all accident report forms are completed and followed up as appropriate
- accompany the HSA on all inspections of premises and ensure that their recommendations are carried out
- provide information on health and safety matters
- ensure that the safety statement is read and understood by all staff members and appropriate third parties
- act as an advisor carrying out spot checks on all areas of the school from time to time and update and upgrade hazard identification and risk reduction statements as required

Fire Safety Officer (Principal)
The role of the Fire Safety Officer is outlined in the emergency evacuation procedure.

Arrangements for Consultation with Staff Members on Health and Safety

Consultation Mechanism

The Board of Management is committed to meeting its obligations under Health and Safety legislation concerning consultation with safety representatives and others at the workplace.

The following process allows staff members to be fully informed and involved in the school's safety procedures.

This is accomplished through a Safety Committee structure involving the BOM, staff members and parents, with representatives from each area. Staff members should note that if they wish to sit on the safety committee, they should communicate this wish to the Safety Co-ordinator.

It is recommended that Safety be a regular item on the agenda of all staff meetings to heighten awareness.

The Safety Committee will meet twice yearly. All staff members are actively encouraged to participate in the safety process on matters relating to Safety, Health and Welfare. Staff members have access for addressing issues with anyone in the committee.

Appropriate safety training will be provided to all safety team members to enable them to conduct their duties, as appropriate.

Informing Staff Members and Visitors on Health and Safety

Staff Members
The Safety Committee will be responsible for co-ordinating all staff safety training. In this regard:

- All staff members will receive training to ensure that they understand the safety precautions and the emergency procedures to be followed.
- any staff members directly involved in manual handling tasks will receive training on commencement. Training in First Aid has been given to a selected number of staff members and two additional staff members receive training every year
- all formalised training courses attended by staff members will be tracked and retained

Visitors

The following procedures must be upheld to ensure the safety of visitors to the premises and staff members of St. Mary's.

- reception must be aware of all visitors to the premises
- visitors are requested to observe the fire policy and to conduct themselves in a safe manner
- visitors should be accompanied while on the premises; while this is not always possible, staff members should follow this guideline as closely as is reasonably practicable
- responsibility for the safety of the visitor and ensuring that the visitor is aware of the school's Health & Safety policies, including their fire policy, rests with the visitor's host

The Board of Management will report to the Health and Safety Authority 9HSA0, 12 Hogan Place, Dublin 2, accidents which results in a staff member's or student's absence from work/school for more than three days, which requires treatment from a registered medical practitioner or treatment in a hospital and an accident which results in the death of a staff member or student.

First Aid Arrangements

Location(s) of First Aid Boxes: Foyers facing onto yard (outside Rooms 1 & 2, 5 & 6 and 7 & 8), Staffroom, Valerie's office. All classrooms have a basic first aid kit.

Location of Travel Kit: PE Store

Person(s) Responsible for First Aid Training and Equipment: Edward O' Riordan (Principal)

For more information see Appendix 8: First Aid Kits Checklist

Safety Consultation Arrangements

Designated Safety Co-Ordinator: Don O' Neill

Staff Safety Representative: Josephine Heffernan

Formal safety consultation meetings will be held every 6 months in March and October of each year.

These meetings will be attended by the Safety Officer and the Safety Committee

Notice of such meetings will be communicated to staff.

Staff members with safety concerns will be invited to attend.

These meetings will also address safety training needs of employees and will draw up an ongoing programme of employee training. The minutes of these meetings will be made available to all employees.

Emergency Evacuation Procedures

This school has an evacuation procedure so that in the event of any emergency, staff members, pupils and visitors can be evacuated in a quick and safe manner. All staff members will be informed of the evacuation procedure during their health and safety training. All staff members must adhere to the procedure and obey any directions given by appointed fire officer.

Fire Marshals

Fire Marshals will be staff members who will be responsible for:

- Evacuation of other staff members and pupils in their responsible areas in any emergency. Consultation with the fire officer concerning all emergency issues.
- Communicating any changes in evacuation procedures to staff members.

Fire Marshals will also ensure that in their area of responsibility, equipment, articles, substances, or work methods that could lead to a fire or other emergency, are always stored correctly and never left unattended.

Fire Marshals will also be a source of information should a staff member have any question concerning emergency procedures.

Fire Marshall Procedure

On hearing the alarm, encourage all staff members and pupils in your surrounding area to move quickly and calmly to the nearest exit.

Check your surrounding areas for remaining staff members or pupils and then leave the building immediately.

Do not tackle a fire that is not in your control. Staff member safety is of paramount importance.

Fire Marshals, once outside the building, should report to the fire officer and await further instruction.

The Fire Officer

The Fire Officer will have responsibility for the co-ordination of any emergency evacuation.

The Fire Officer will consult with and inform fire marshals and staff members on evacuation procedures within the school. Fire Officers will also be sources of information regarding health and safety.

It will be the Fire Officer's responsibility with the Safety Officer to devise, execute and regularly practice evacuation procedures by way of fire drills and to ensure that all staff members receive regular training in this area.

The Fire Officer will also carry out regular fire inspections of the premises and regular

inspections of the fire protection systems.

The Fire Officer will liaise with the emergency services and will give instructions for re-entering the building. The Fire Officer will have a deputy to act in his/her absence.

School Evacuation Procedures

Anyone (child or staff) discovering an outbreak of fire or discovery of other hazard should raise the alarm at once. This should be done by alerting the office or dialling 999 or 112.

The function of the fire alarm signal is to warn every person in the building that a state of emergency has arisen, and that drill procedure should be put into operation at once. In order that the evacuation is successful, all passageways must be clear. To this end, pupils are reminded to keep their school bags underneath their tables. Teachers are asked to train pupils to keep passageways in classrooms free of bags for safety of movement for all.

In the event of a fire the following procedure is followed

- Alarm is raised.
- Local Fire Brigade is called by the principal or office or another adult.
- School is evacuated.
- Pupils and staff make their way to their assembly point.
- Each teacher calls the roll.
- Children out of class with an SNA, or children at special education classes, are accompanied by the S.N.A./Special Ed. Teacher to their class assembly point.
- The Caretaker will assemble at Point B
- The principal (Fire Officer) will assemble at Point B
- Fire Wardens from point A, B, C + D will report to the principal who will be stationed under the Willow Tree stating names of missing persons if any.

In the event of evacuation, there are four main assembly areas: two in the school field and two in the schoolyard. On hearing the alarm, pupils should stand to attention by their desks and, when instructed by the teacher in charge of the class as to the exit route to be followed, should leave the classroom in single file. Classes should then

proceed at a steady uniform pace to their place of assembly, the teacher following at the rear with the class list, closing the door of the classroom and all doors on the escape route which will not be used again.

When the pupils have reached the place of assembly, a roll call or count should be taken from the orange laminated names list in the classroom, and each marshal should report at once to the principal teacher "all present" or otherwise. If anyone is missing an immediate search by the staff should be made as far as is practicable, with no place to which pupils have access being overlooked. All doors must be closed on departure. The officer in charge of the Fire Brigade should be met on arrival by the principal and immediately informed whether all persons have been safely evacuated.

DO NOT RE-ENTER THE BUILDING UNTIL YOU HAVE PERMISSION FROM THE FIRE OFFICER

Evacuation Drill

Two evacuation drills are held per annually

- September
- March

Assembly points are clearly marked.

See H & S Policy Appendix 1 for Emergency Evacuation Procedures Sheet, a copy of which is in every classroom, the computer room, and the P.E. Hall.

General Health & Safety Policy 1: St. Mary's Child Safeguarding Statement

St. Mary's Child Safeguarding Statement is available to view on the school website www.marysbns.ie / Policies

General School Policy 2: Management of Long-term Health Conditions (Acute & Chronic) Policy

Introduction: Presently, we have several pupils with acute medical conditions. Parents have been active in supporting staff in managing long-term medical conditions. This policy was drafted through a collaborative school process involving parents, staff, and the Board of Management.
Note: *This policy is formulated in accordance with guidelines issued by the Primary Schools' Managerial Bodies and the Irish National Teachers' Organization. Anaphylaxis Ireland's resource pack was also used.*

Rationale:
The policy as outlined was put in place to:

- Clarify areas of responsibility
- Raise awareness of long-term medical conditions
- Support parents of affected pupils
- Create a safer environment for affected pupils
- Outline procedures to support pupils with specific allergies
- Safeguard school staff who are willing to administer medication
- Protect against possible litigation.

Relationship to School Ethos:
The school promotes positive home-school contacts, not only in relation to the welfare of children, but in relation to all aspects of school life. This policy is in keeping with the school ethos through the provision of a safe, secure and caring school environment and the furthering of positive home-school links.

Aims of this Policy:
The aims and objectives of the policy can be summarized as follows:

- To minimise health risks to children and staff
- To fulfil the duty of the BoM in relation to Health and Safety requirements
- To provide a framework within which medicines may be administered in cases of emergency or in instances where regularized administration has been agreed with parents/guardians.
- To support the management of pupils with long-term conditions.

Introduction:
The Board of Management requests parents to ensure that staff members are informed ***in writing*** of any medical condition suffered by their child, and of procedures to be followed in an emergency. This information must be provided at enrolment or at the later development of any medical conditions.
Parents of pupils with long-term medical conditions are requested to have a Healthcare Plan in place for their children. Good communication between home and school is vital for the effective management of long-term conditions.

The Education Act 1998
This act makes provision for the education of every person including any person with a disability or a person with any other educational need. It provides for the roles and responsibilities of the principal and teachers.

Safety, Health, and Welfare at Work Act 1989
This act places duties on employers for the health and safety of their employees and anyone else on their premises. This covers principals and teachers, non-teaching staff, students, and visitors. Local authorities, schools and Boards of Management are responsible for the health and safety of students in their care.
St. Mary's BNS aims to ensure that the whole school environment is inclusive to students with long-term conditions.
The school understands that certain long-term conditions, e.g., anaphylaxis are serious, and can be potentially life threatening, particularly if ill managed or misunderstood.
The school collaborates with parents in ensuring the safety of all pupils and particularly with the parents of pupils with long-term health conditions.
The school recognizes that good communication between home and school is essential.

Policy Content:
Expectations on Parents/ Guardians of a Child with a long-term Health Condition:

1. The parent/guardian is requested to write to the Board of Management requesting the Board to authorise members of staff to administer the medication or to monitor self-administration of the medication.
2. Parents are required to provide written instructions of the procedure to be followed in the administration and storing of the medication. (See Health, Safety & Welfare Policy Appendix 2: Acute Medical Condition Form)
3. Parents are responsible for ensuring that the medication is delivered to the school and handed over to a responsible adult and for ensuring that an adequate supply is available and in date.
4. Parents are further required to indemnify the Board and authorised members of staff in respect of any liability that may arise regarding the administration of prescribed medicines in school. The Board will inform the school's insurers accordingly. (See Health, Safety & Welfare Policy Appendix 3: Administration of Medicines in Schools Indemnity)
5. All pupils with a long-term condition are expected to have a Healthcare Plan in place. Copies of this plan should be given to the school as soon as the pupil begins in the school.
6. All students with a Healthcare Plan are to have their plan routinely discussed and reviewed with relevant staff at least once a year. This is the responsibility of parents. It is the responsibility of the parents to regularly check that emergency medication is in place in school.
7. Parents are requested to be vigilant in noticing any change of staff and alerting temporary/substitute staff of the needs and triggers of their children.

8. Parents are required to provide a telephone number where they may be contacted in the event of an emergency arising.

St. Mary's BNS aims to:

- enable staff to receive on-going appropriate training on long-term condition and how to act in an emergency
- ensure Healthcare Plans are kept in the pupil's classroom and a copy of these plans will be kept in the staffroom
- ensure all members of staff who work with students have access to the Healthcare Plans of students in their care
- ensure the principal will inform substitute/temporary teachers of the presence of pupils with long-term medical conditions in a particular class and of the location of Healthcare Plans of these pupils
- discourage the sharing of lunches (exception being made only under direct supervision and permission of the teacher)
- discuss school activities involving food with parents of anaphylactic children before the event takes place e.g., cake days, baking events, sports days etc. (parents need to be alert about such events and make themselves available if required to help).
- promote a Healthy Lunch policy within the school that discourages all nuts and nut products from lunches; particularly appealing to parents of students that share a classroom with a child where a known nut allergy exists
- ensure student's emergency medical kits are taken on all outings and trips from the school premises (parents need to be alert about such outings and liaise with school staff re. possible risks)
- support parent's communication actions to inform and educate the St. Marys boys and parents on allergies; this is particularly important in a class containing an anaphylactic child

Use of Healthcare Plans:

Healthcare Plans are used by this school to:

Inform the appropriate staff and substitute/temporary teachers about the individual needs of a student with a long-term condition in their care.

Identify common or important individual triggers for students with long-term conditions at school that bring on symptoms and can cause emergencies. The school uses this information to help reduce the impact of common triggers.

Consideration will be given to the introduction of practices around the exclusion of certain trigger foods from school where this is deemed appropriate. In making this determination consideration will be given to the potential severity of any reaction, the numbers of pupils at risk from that trigger food, the impact on other pupils and parents and other factors as considered appropriate.

Like the Healthy Lunch Policy, any practices approved in this area will involve making parents and pupils aware of such practices and requesting that they be complied with. It is understood that no liability should attach to St

Mary's BNS, individual members of staff or members of the Board of Management from any incident that may arise through an inadvertent breach of such practices by parents, pupils, or staff.

Awareness:
Where appropriate, steps will be taken to inform pupils in a class of the long-term condition of fellow pupils in their class and of the responsibility of all in supporting the health and safety of those with long term conditions.
Staff are requested to take care when distributing sweets, chocolates, or other food items as rewards or on special occasions such as parties, outings etc. Parents of pupils with long-term conditions have a responsibility to be particularly alert with their children and to liaise with school staff on such occasions – coming up to Halloween, parties, outings etc.
The school will inform parents of new students at the Welcome meeting of Long-term conditions existing within the school, explaining that nuts and nut products are discouraged in lunches. *(**Note**: the school may ask parents to deliver this message)*

Administration of Medicines:
All pupils at this school with long-term conditions will have access to their emergency medication (age appropriate).
This school understands the importance of medication being taken as prescribed. Staff are aware that there is no legal or contractual duty for a member of staff to administer medication or supervise a student taking medication. However, any member of staff who is willing and confident to administer medication to a student can do so under controlled guidelines. Staff willing to administer emergency medication will need to have the permission of the Board of Management, have the written approval of parents and be trained in procedure. Staff or other parents attending tours/off site activities are made aware of any students with long-term conditions on the visit. They will receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed. Parents of pupils with long-term conditions are requested to be alert in reminding staff on such occasions.

Safe Storage:

Management of Long-term Health Conditions (Acute & Chronic) Policy Appendix 1: Allergy and Anaphylaxis: Sample Letter for Parents

Dear Parents
We are asking for your help to support the children in our Junior Infants' class who are at risk of anaphylaxis.
Anaphylaxis is a severe allergic reaction that is potentially life threatening.
Food allergies are the most common cause of anaphylaxis. There is no cure for food allergies, therefore avoidance of known food allergens is crucial. There are three

children in our class diagnosed with anaphylaxis. They are:

- XX– Nut allergy
- YY– Banana Allergy (touch allergy)
- ZZ – Persistent Dairy (Milk, Frubes, Yogurts etc.) and Egg Allergy.

We met with all the teachers, SNA's and Principal Edward O' Riordan, all of whom are very supportive in managing allergies. The school has updated their Health & Safety Statement to provide a safer environment for all children. Actions include:

- training staff
- developing a management plan
- bringing concerns to the Board of Management for policy decisions
- educating children about food allergies

Lunch breaks are closely monitored, and the school is supporting by enforcing a no sharing lunch policy.

We ask you to support children at risk of anaphylaxis by:

- not sending food which has peanuts or tree nuts (e.g., hazelnuts, cashews, almonds etc.) in the main ingredients list. Please, no peanut butter or Nutella sandwiches. No peanut snacks on treat day, e.g., Snickers, Peanut M&Ms or kinder treats.
- not sending Frubes or squishy yogurts into class (Ms. Dean had explained the junior infants struggle opening these and the result is they go everywhere leaving the classroom exceptionally messy and creating risk)
- teaching your child to adhere to a no sharing of lunch policy
- encouraging your child to wash their hands after eating

We very much appreciate this effort on your part and are exceptionally grateful to you for being inclusive of our children in providing a safe environment that meets the needs of all our children.

We have been asked about parties. You will have seen our children attend all the normal parties etc. XX and YY simply bring their own party packs due to their type of allergy. On all occasions at least one of the 3 children's parents will stay to monitor. We do not expect you to do this for us.

Please note, you have our email addresses, please feel free to contact any of us if you have any questions.

Yours Sincerely,

Management of Long-term Health Conditions (Acute & Chronic) Policy Appendix 2: Teacher's Checklist

Ensuring a safe environment for the anaphylactic child:

1. Be 100% familiar with the healthcare plan of an anaphylactic child in your care
2. attend anaphylaxis management training provided at minimum twice a year
3. be prepared to recognize and respond to the signs and symptoms of anaphylaxis and know what to do in an emergency
4. maintain effective communication with parents including informing them if their child has become well in school
5. Be aware of allergic triggers that may cause a student to experience an anaphylactic reaction and minimize the risk for the student by reviewing class activities, supplies and materials to ensure they are allergen free. Remove any potential triggers from the classroom
6. treat the student with allergies the same as other students
7. Discourage students from sharing lunches or trading snacks (only exception being situation of forgotten lunch when sharing is under teacher/SNA direct supervision). Anaphylactic children are not to share lunch as per policy.
8. reinforce hand washing before and after eating
9. provide alternative options for edible treats (request parents support)
10. discuss activities involving food with parents before they take place
11. provide Information for substitute teachers that communicate the day-to-day needs of the student with allergies and the Anaphylaxis Health Plan
12. ensure the student's emergency medical kit and a mobile phone is taken on all outings and trips off the school premises
13. review the "Resource Pack for Schools" contained on the Anaphylaxis Ireland website http://bit.ly/1j5uQCv

Source: Anaphylaxis Ireland – Managing Chronic Health Conditions at Schools

Forms

Acute Medical Condition Form: see Health, Safety & Welfare Statement; Appendix 2

Administration of Medicines in Schools Indemnity: see Health, Safety & Welfare Statement; Appendix 3

General Health & Safety Policy 3: Critical Incident Management Plan

Introduction

St Mary's B.N.S., Rathfarnham aims to protect the well-being of its pupils and staff by providing a safe and nurturing environment as outlined in our mission statement. The Board of Management through the then Deputy Principal, Edward O' Riordan, the HSO officer, Enda McCabe and Parents Representative Patricia Conlon drew up a critical incident management plan as one element of the school's policy and plan.

The staff and management of St Mary's B.N.S., Rathfarnham have formulated policies and procedures to be followed with a view to ensuring the physical and psychological safety of both staff and pupils, and the creation of a supportive and caring ethos in the school, in ordinary time as well as in the event of a critical incident. They have established a Critical Incident Management Team (CIMT) to steer the development and implementation of the plan.

Review and Research

The CIMT have consulted resource documents previously provided to schools.
These include:

- *When Tragedy Strikes: Guidelines for Effective Critical Incident Management in Schools (*INTO/Ulster Teachers Union 2000)
- *Responding to a Critical Incident: Pack for Schools* (NEPS 2003)
- *Responding to Critical Incidents: Guidelines for Schools* (NEPS 2007, 2016)
- *Suicide Bereavement and Loss: Perfecting Responses edited by Luke Monahan*
- *Children Can Learn to Cope with Grief*
- *Bereavement – Helping Children Understand*
- *Grief Matters – Managing Bereavement and Training in Schools*

Definition of the term 'Critical Incident'

The staff and management of St. Mary's B.N.S., Rathfarnham recognise a critical incident to be "an incident or sequence of events that overwhelms the normal coping mechanism of the school"[1]. Critical Incidents may involve one or more pupils or staff members, or members of our local community. Types of incidents might include:

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

Aim

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

Physical Safety:

See Health, Safety & Welfare Statement 2007 (revised 2025)

- Evacuation plan formulated
- Regular fire drills occur
- Fire exits and extinguishers are regularly checked
- Pre-opening supervision in the school yard (See Supervision Policy)
- Rules of the playground (See Code of Behaviour)
- Risk assessments are carried out regularly by the principal and deputy principal.

Psychological safety

The management and staff of St. Mary's B.N.S. Rathfarnham will use available programmes and resources to address the personal and social development of pupils, to enhance a sense of safety and security in the school to provide opportunities for reflection and discussion.

- Social, personal and health education (SPHE) is integrated into the work of the school. It is addressed in the curriculum by addressing issues such as grief and loss; communication skills; stress and anger management; resilience; conflict management; problem solving; help-seeking; bullying; decision making and alcohol and drug prevention.
- Staff have access to training for their role in SPHE.
- Staff are familiar with the Child Protection Guidelines and Procedures and details of how to proceed with suspicions or disclosures are familiar to all staff.
- Books and resources on difficulties affecting primary school pupils are available.
- The school had developed links with a range of external agencies – N.E.W.B, HSE, NEPS, Tusla, the Garda Síochána etc.
- Inputs to pupils by external providers are carefully considered in the light of criteria about pupil safety, the appropriateness of the content, and the expertise of the providers. (See Section 7 of *Responding to Critical Incidents: Guidelines for Schools*)
- The school has a clear policy on bullying and deals with bullying in accordance with the policy.
- Pupils who are identified as being at risk are referred to the principal, class teacher or support teacher, concerns are explored, and the appropriate level of assistance and support is provided. Parents are informed, and where appropriate, a referral is made to an appropriate agency.
- Staff are informed about how to access support for themselves.

Critical Incident Management Team (CIMT)

A CIMT has been established in line with best practice. The members of the team were selected on a voluntary basis and will retain their roles for at least one school year. The members of the team will meet annually to review and update the policy and plan as part of the Health and Safety review. Each member of the team has a dedicated critical incident folder. This contains a copy of the policy and plan and materials relating to their role, to be used in the event of an incident.

Preparation of Draft Plan

Roles

The key roles which need to be covered are as follows

- Team Leader – Principal Edward O' Riordan
- Garda Liaison
- Staff liaison
- Student liaison
- Parent liaison
- Community liaison
- Media liaison
- Administrator

Outlined below are some points on the key responsibilities of each role.

Team Leader

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

Garda Liaison

- Liaises with the Gardaí
- Ensures that information about deaths is checked out before being shared.

Staff Liaison

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

Pupil Liaison

- Alerts other staff to vulnerable pupils (appropriately)
- Provides materials for pupils (from their critical incident folder)

- Keeps records of students seen by external agency staff
- Looks after setting up and supervision of 'quiet' room where agreed

Community/agency Liaison

- Maintains up to date lists of contact numbers of
  - key parents, such as members of the parents committee
  - Emergency support services and other external contacts and resources
- Liaises with agencies in the community for support and onward referral
- Is alert to need to check credentials of individuals offering support
- Coordinates the involvement of these agencies
- Reminds agency staff to wear name badges
- Updates team members on the involvement of external agencies

Parent Liaison

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

Media Liaison

- In advance of an incident, will consider issues that may arise and how they might be responded to (e.g., pupils being interviewed, photographers on the premises etc.)
- In the event of an incident, will liaise where necessary with the INTO
- Will draw up press statement, give media briefings and interviews (as agreed by school management)

Administrator

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

Record Keeping

In the event of an incident each member of the team will keep records of phone calls made and received, letters sent and received, meetings held, persons met, interventions used, material used etc.

Valerie Jacobs, school secretary, will have a key role in receiving and logging telephone calls, sending letters, photocopying materials etc.

Confidentiality and good name considerations

The management and staff of St. Mary's BNS, Rathfarnham have a responsibility to protect the privacy and good name of the people involved in any incident and will be sensitive to the consequences of any public statements. The members of the school staff will bear this in mind and will seek to ensure that pupils do so also. For instance, the term 'suicide' will not be used unless there is solid information that the death was due to suicide, *and* that the family involved consents to its use. The phrases 'tragic death' or 'sudden death' may be used instead. Similarly, the word 'murder' should not be used until it is legally established that a murder was committed. The term 'violent death' may be used instead.

Critical Incident Rooms

In the event of a critical incident, the following rooms will be used for the following parties.

- The staffroom will be the main room used to meet the staff,
- The hall for meetings with pupils,
- The special education rooms for parents
- The computer room for press
- The special education rooms for individual sessions with pupils
- The special education rooms for other visitors.

Consultation and communication regarding the plan

All staff were consulted, and their views canvassed in the preparation of this policy and plan.

Parent representatives were consulted and asked for their comments.

Our schools' reviewed policy and plan in relation to responding to critical incidents was presented to all the staff in April 2017.

Each member of the critical incident team has a personal copy.

All new and temporary staff will be informed of the details of the plan by team leader, Principal Edward O' Riordan.

Critical Incident Management Team

Role	Name	Telephone number
Team Leader	Edward O' Riordan	086 8942503
Garda Liaison	Edward O' Riordan	086 8942503
Staff Liaison	Don O' Neill	086-3994714
Student Liaison	Lizzie Houston	087-6816542
Parent Liaison	Susan McGuirk	087 6308716
Community Liaison	Josephine Heffernan	087-7768682
Media Liaison	Edward O' Riordan	086 8942503
Administrator	Susan McGuirk	087 6308716

Short term actions – Day 1

Task	**Name**
Gather accurate information: Who, what, when, where?	**Edward O' Riordan**
Convene a CIMT meeting – specify time and place clearly	**Edward O' Riordan**
Contact external agencies	**Josephine Heffernan**
Arrange supervision for pupils	**Edward O' Riordan**
Hold staff meeting	**All staff**
Agree schedule for the day	**CIMP**
Inform pupils – (close friends and pupils with learning difficulties may need to be told separately)	**Susan McGuirk**
Compile list of vulnerable pupils	**Class Teacher**
Contact/Visit the bereaved family	**Edward O' Riordan, Don O' Neill Canon Martin Cosgrove**
Prepare and agree media statement and deal with media	**Edward O' Riordan John Hughes (Chairman BOM)**
Inform parents	**Edward O' Riordan, Valerie Jacobs**
Hold end of day staff briefing	**CIMP**

Medium term actions - (Day 2 and following days)

Task	**Name**
Convene a CIMT meeting – review the events of day 1	CIMT
Meet external agencies	Josephine Heffernan
Meet whole staff	CIMT
Arrange support for students, staff, and parents	CIMT
Visit the injured	Edward O' Riordan, Josephine Heffernan, Don O'Neill
Liaise with bereaved family regarding funeral arrangements	Edward O' Riordan
Agree on attendance and participation at funeral service	Edward O' Riordan
Make decisions about school closure	BOM

Follow-up - beyond 72 hours

TASK	**NAME**
Monitor pupils for signs of continuing distress	Class teachers & SET team
Liaise with agencies regarding referrals	Edward O' Riordan
Plan for return of bereaved	CIMT
Plan for giving of 'memory box' to bereaved family	CIMT
Decide on memorials and anniversaries. Plaque for Memorial Garden	BOM/Staff and parents association
Review response to incident and amend plan	Staff/BOM, CIMT, Health and Safety Committee

***See Appendix 17: Sample Critical Incident Letters, Emergency Contact List & Useful Numbers**

****For more information on Responding to Critical Incidents, a copy of NEPs Guidelines and Resource Materials for Schools is available in the Health, Safety & Welfare Folder**

General Health & Safety Policy 4: Supervision Policy

St. Mary's Supervision policy is available to view on the school website www.marysbns.ie / Policies

General Health & Safety Policy 5: Anti- Bullying & Code of Behaviour Policies for Pupils

St. Mary's Code of Behaviour and Anti-bulling policy are available to view on the school website www.marysbns.ie / Policies

See also

-Appendix 11: St. Mary's Anti Bullying Charter

-Appendix 12: School Rules for Pupils

General Health & Safety Policy 6: Parental Complaints Procedure

The Parental Complaints Procedure provides parents and teachers with a structured and agreed format with which to seek resolution to grievances and complaints which can arise, from time to time, in schools. Based on the principles of fair procedures, the intention at each stage of the procedure is to provide a format for both parties to explore a resolution at the earliest opportunity.

The Irish National Teachers' Organisation (INTO) has engaged extensively with the primary management bodies on revising the existing nationally agreed parental complaints procedure (in place since 1993.) The parties to this agreement are the Catholic Primary Schools Management Association (CPSMA), the General Synod Board of Education of the Church of Ireland, Educate Together, An Fóras Pátrúnachta, Muslim Primary Education Board, and the National Association of Boards of Management in Special Education (NAMBSE).

The revised parental complaints procedure agreed by the INTO and the management bodies of primary schools above is designed to provide an open and clearly defined process to facilitate parents/legal guardians in raising concerns about their own child/children in an agreed, fair and transparent manner, with a view to seeking an early resolution of the issue.

The purpose of the revised procedure is for parents and legal guardians to engage constructively with schools where a concern arises and to have it addressed at local level in an efficient manner, in the best interests of all parties.

The revised procedure came into effect for all parental complaints from 1 January 2025. It can also be accessed on the school website www.marysbns.ie

General Health & Safety Policy 7: Dignity at Work Policy

This policy sets out St. Mary's commitment to creating and maintaining an environment where all members of the School Community are free to work and study without fear of bullying and harassment from any source. The purpose of the policy is to prevent and deter bullying behaviour and harassment and where it occurs to have effective procedures in place to address the matter.

This policy applies to the behaviour of students and staff of the school and others on school business or engaged in activities relating to the school or providing services to the school in all locations and situations including in writing, on the telephone, by email or on the internet in any school related activity.

Statement

St. Mary's BNS Grange Road, is committed to supporting the right of all members of the school community to work and study in an environment which is free from all forms of bullying, including sexual harassment, racial harassment, and other forms of discriminatory harassment. Such behaviour can create an intimidating, hostile atmosphere and is unacceptable. It can damage an individual's welfare and can also undermine the school community. We aim to provide guidance towards creating such a work and study environment, and a framework for dealing effectively with complaints of workplace bullying, including sexual harassment, racial harassment, and other forms of harassment when they arise.

The school is committed to reviewing this policy and procedure on a regular basis in line with changes in the law, relevant case law and other developments. This policy is underpinned by the Health and Safety Act 2005, equality legislation particularly the Employment Equality Act 1998 and the Equal Status Act 2000. Breaches of the policy may constitute grounds for disciplinary action.

Definition of Bullying

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

Bullying can take many forms, from open aggression, threats, and shouting to subtle comments or exclusion. It can be verbal, physical, or psychological. It is destructive and

may have serious consequences. The impact of the behaviour on the recipient will be taken into consideration when dealing with cases of bullying.

It should be noted that the issuing of reasonable work-related instructions or the exercise of lawful management rights or duties would not be construed as bullying.

Examples of Bullying:

1 Verbal: personal insults, demeaning remarks, humiliation in front of others, nicknames, ridicule, persistent identification of one person 'as a joke', threats
2 Non-verbal or indirect: exclusion, hostile attitude, spreading malicious rumours
3 Abuse of power: excessive criticism, withholding essential information
4 Physical: aggressive behaviour, physical intimidation, unwelcome physical contact up to and including assault

Definition of Sexual Harassment

Sexual harassment includes acts of physical intimacy, or requests for sexual favours or any act or conduct by a perpetrator, including spoken words, gestures or the production, display or circulation of written words, pictures or other material that is unwelcome to the recipient and could reasonably be regarded as sexually offensive, humiliating or intimidating to the recipient. The unwanted nature of sexual harassment distinguishes it from flirtatious or sexual behaviour, which is entered into freely and mutually. It is the damaging impact of the unwanted behaviour on the recipient, not the intention of the perpetrator, which counts. The impact of sexual harassment is considered when cases of sexual harassment are investigated.

Examples of Sexual Harassment

· **Verbal:** unwelcome sexual advances, suggestive jokes and innuendo, requests for sexual favours, threats
. Non-verbal or indirect: sexually suggestive pictures or written material, leering or gestures; spreading rumours about a person's sexual behaviour or orientation
. Electronic: sexually suggestive messages or images transmitted by computer or other electronic means
. Physical: unwelcome physical contact, up to and including assault

Definition of Racial Harassment

Racial harassment, which is harassment on the grounds of race, including national or ethnic origins, is defined as unwanted or unwelcome conduct, or incitement to such conduct, based on a person's race, which is offensive to the recipient and which might threaten a person's security or create a stressful, hostile or intimidating work or study environment.

Examples of Racial Harassment

- Verbal: offensive jokes or remarks about a person's race or ethnic origin (including membership of the travelling community), ridicule or assumptions based on racial stereotypes
- Non-verbal or indirect: exclusion, hostile or demeaning attitudes, spreading malicious rumours
- Visual: production, display or circulation of materials offensive to racial or ethnic groups, such as cartoons or racial propaganda

Physical Harassment

- Physical assault
- Threats of physical assault

Definition of Other Forms of Harassment

Any act or conduct by a perpetrator is considered harassment if it is unwelcomed by the recipient and could reasonably be seen as offensive, humiliating or intimidating to the recipient, in relation to one or more of the following characteristics of the recipient: gender; marital or family status; sexual orientation; religion; age; disability and membership of the traveller community. Such behaviour can take many forms, similar to those of sexual harassment, racial harassment or bullying. It should be noted that such behaviour may be destructive and is unacceptable.

Harassment by Outsiders

Harassment by persons not directly connected to the school, such as clients, service providers etc. is unacceptable and should be promptly reported. Although the school has no power to discipline the offender in such cases, upon receipt of a complaint and after investigation, it will take action in an effort to prevent reoccurrence of such conduct.

Creating a Positive Environment

All members of the school community share the responsibility for ensuring an environment that is free from any form of bullying or harassment. It is not the intention of these guidelines to prevent normal good-humoured banter between colleagues. However, care needs to be taken not to cross the line into unacceptable behaviour, which is offensive, abusive, intimidating, malicious or insulting. In any case, such behaviour should stop immediately when a colleague indicates it is unacceptable to him or her.

Senior and Middle Management in the school have a specific responsibility to support and implement this anti-bullying and harassment policy, to provide a reasonable work and study environment, and to ensure that appropriate codes of behaviour are maintained in the school.

Individual staff members also have a responsibility to help to ensure that unacceptable

behaviour does not continue unchecked or unreported. Individual responsibility includes awareness of one's own behaviour and its potential effects on others. Those who are concerned about incidents of bullying, sexual harassment, racial harassment, or other forms of harassment, e.g., as colleagues, friends, witnesses, or as people against whom an allegation has been made, should feel free to seek confidential help and advice from the sources of help listed below.

Reporting an Incident:
(See INTO's 'Working Together; Procedures and Policies for Positive Staff Relations' document as adopted as school policy November 2009)

All complaints of harassment, sexual harassment and bullying will be treated seriously and with due regard to the sensitivities of the complainant and to the rights of the person against whom the complaint has been made. Complaints will be dealt with promptly and sympathetically. As far as possible, every effort will be made to handle complaints in confidence.

An individual who feels that she / he is being bullied or harassed may wish to use one or some of the following steps. A person may prefer to proceed directly to the formal process and their decision to bypass the informal process should not be held against them.

Stage 1: Informally address matters between the parties

It is open to an individual teacher/group of teachers/entire staff to raise the matter of internal working relations in the school, particularly, where staff relations difficulties exist.

For the purpose of this procedure the teacher(s) who raises the matter shall be termed Party A. Party A should raise the matter with the teacher(s) it considers to be the source of the difficulty or who is contributing to the difficulty, and this may include the principal teacher, i.e. for the purpose of this procedure, Party B.

How Party A decides to raise matters, will to a large extent depend on the issues identified by the party, previous experience and the existing procedure in the school for raising matters. In general, the following steps should be taken:

1 Party A should identify the areas where staff relations difficulties exist or if applicable, where relations can be improved.
Party A should raise matters at the earliest opportunity directly with party B;
2 Party B should make every effort to respond in a constructive manner to the issues raised by party A;
3 The onus is now on both parties to engage constructively to sort out matters and it would be expected that the parties would be prepared to reach

solutions and if appropriate, move their position to resolve matters at the earliest opportunity.

4 Both parties should agree realistic timeframes which should not be later than 20 school days by which time a framework for resolution of issues should be agreed.

5 The outcome of the discussions should be recorded by the parties in a mutually agreeable manner.

6 By agreement the 20-schoolday period may be extended and the parties should take specific note of the new timeframes.

Please note that if resolution is not achieved and the principal teacher is one of the parties at Stage 1, then, where a party wishes to continue, the procedure should, after completion of Stage 1, move directly to Stage 3 or Stage 4.

Stage 2: Role of the principal teacher

Where it has not been possible to resolve matters informally and directly between the parties and where the principal teacher is not a party to the conflict, the principal should be consulted by both parties as follows:

1. The principal teacher should be briefed by each party on the discussions which have occurred at the informal stage.
2. As part of effective leadership, the principal teacher has a role in promoting positive working relations and accordingly should hear the parties and seek to mediate and resolve the staff relations difficulty.
3. The principal should act in a fair and impartial manner and may exercise judgement and make decisions which he/she considers necessary to resolve matters.
4. The onus is on both parties, facilitated by the principal teacher, to engage constructively to resolve matters and it is expected that the parties would be prepared to reach solutions and, if appropriate, move their position to resolve matters at the earliest opportunity.
5. Where the principal teacher deems it prudent and appropriate, he/she may raise the matter at a staff meeting and seek to initiate a framework through full staff dialogue, to resolve matters. In these circumstances, it is recommended, that where possible, a neutral member of staff or a member of staff acceptable to both parties, should be selected to chair the staff meeting.
6. The outcome of the discussions should be recorded by the parties including the principal teacher in a mutually agreeable manner.
7. 20 school days are provided to resolve matters at Stage 2 and the parties should note the timeframes which should only be extended by agreement.

Please note that where resolution is not achieved at Stages 1 or 2, it is open to the parties to move to Stage 3 or to go directly to Stage 4.

Stage 3: External Intervention
Where resolution has not been achieved at either Stage 1 or Stage 2, the parties and/or the principal teacher may request the Board of Management to appoint a mediator, agreeable to the parties.

Prior to entering a mediation process, each of the members of staff concerned, will be required to supply the following background information for the attention of the mediator only:

1. A written account of the issues involved.
2. A written account of the initiatives taken to date to resolve matters, detailing any progress made, together with a general outline of the sequence of dates. Where the principal teacher has been involved at Stage 2, he/she should also supply an account.
3. A list of the outstanding issues and the resolutions sought by the parties; and
4. A written and signed undertaking will be completed, to the effect, that he/she:
    - will constructively participate in the mediation process;
    - will be flexible in order to achieve resolution; and
    - will abide by and act on the recommendations of the mediator.

The mediator shall:

1. Review all the documentation.
2. Arrange to meet with the parties.
3. Decide on whether it is possible to achieve a framework for resolution in light of the attitudes of the parties; and
4. Where the mediator decides to proceed, he/she shall, following the mediation process, draft a conclusion.

The conclusion of the mediator shall solely state whether mediation has either achieved or failed to achieve a framework for resolution. The conclusion of the mediator shall be available to the parties and to the Board of Management.

In addition, if a framework for resolution is agreed between the parties, then a copy of it may be appended to the conclusion.

As a rule, the mediator shall complete his/her work within 20 school days.

A joint INTO/management panel of mediators will be established to facilitate independent mediation.

Please note that any expenses involved at this stage will be shared by the parties, i.e., INTO and the relevant management body, provided that prior sanction for same has been obtained from those parties.

Stage 4: Formally address matters with the Board of Management

Where it has not been possible to agree a framework for resolution at previous stages, the matter should be referred, by the parties, to the Board of Management for investigation. The referral should be in writing. In addition, the conclusion of the mediator may indicate that the matter should be referred to the Board of Management and in this regard, the mediator's conclusion may itself constitute a referral. Once a Board of Management has received a written referral to investigate a staff relations difficulty, it should, generally, proceed as follows:

• the board may enquire into the background of the difficulties including obtaining details on the sequence of initiatives taken at previous stages.

• the board or the chairperson of the board may meet the teachers individually or collectively and may also request written submissions from the parties, having regard also to the principles of due process

• the board may request the principal teacher to furnish a written submission.

• the board may afford the parties an opportunity to present their case orally at a board meeting, in each other's presence.

• following oral presentations, the Board of Management may designate the chairperson to meet with the parties again, separately, or jointly, if further clarification is required or to work towards resolution.

• the Board of Management may convene further meetings to achieve resolution.

• the Board of Management shall act in a fair and impartial manner to achieve resolution.

• the board is entitled to reach conclusions and to request the parties to agree a framework for resolution in which the parties will fully and constructively participate.

• where the parties fail to voluntarily agree a framework for resolution, following a request by the Board of Management, the board itself is entitled to decide on an appropriate framework for resolution and may, if considered necessary, direct the parties to participate in same.

• the Board of Management should complete its investigation within 20 school days of receipt of the written referral.

• the steps taken at stage 4 should be recorded, reviewed, and monitored and the record should be available to the parties.

See also Health & Safety Policy Appendix 13: Guidelines re Bullying (Staff)

General Health & Safety Policy 8: Accidents, Dangerous Occurrences and First Aid Policy

Accidents

Should any staff member or pupil be injured, and then if able, he/she should call for help. If the staff member or pupil is unable, then a colleague should locate a member of the first-aid team and bring him/her to the scene.

A witness to an injury should not attempt to move any staff member or pupil unless it is to remove him or her from immediate danger. In the event of a child losing consciousness the emergency services should be called immediately.

The first-aid team will control all first-aid equipment, including first-aid boxes, but other staff members will know the location of the equipment in case a member of the first-aid team is unavailable.

All members of the first-aid team are trained by a recognised body with a written exam at the end.

Members of the first-aid team will call on the emergency services when required. Members of the first-aid team will retain a written account of any incident on the appropriate accident report form. Every staff member should report, to the safety officer, any serious accident or incident experienced or witnessed.

All staff members are required to complete a written account of any serious incident or accident they have witnessed or experienced on the accident report form and return it to the Health, Safety and Welfare co-ordinator for signing and filing.

The Health, Safety and Welfare officer will, when necessary, fill out and return to the HSA:

- The form of notice of accident
- The form of notice of dangerous occurrence.

The Health, Safety and Welfare co-ordinator will keep a copy of all these forms and the written accounts of the accidents and incidents for 10 years.

Protective Clothing

All staff if in contact with bodily fluids should use rubber gloves.

There is a box of rubber gloves made available to all teaching staff. They are only to be used for H&S related incidents.

Staff Members have a duty to check their PPE and ensure that it is maintained and stored correctly. Should any staff member consider that there are any defects in his/her PPE or that it does not meet his/her needs, he/she should immediately inform the supervisor.

Staff Members must not begin or continue to work if there is something wrong with their PPE.

The safety officer must regularly check the functionality of all PPE (Personal Protective Equipment.)

Presently, two staff members are first aid trained (Sarah Keogh & Anne Hogan) and can be called onto assist in a crisis. All staff should be aware of who they are.

There are currently six first aid boxes, a travel pack and five mini kits for school team managers in the school.

First aid is administered for minor ailments, cuts and bruises. If the situation is more serious, the pupil's parents and or a doctor or ambulance is called. Our approach is that if there is any concern that the parents and professional aid must be called.

General Health & Safety Policy 9: Staff Life-Long Illness/Medical Condition Policy

1. Purpose

The purpose of this policy is to ensure that staff members who have a life-long illness or medical condition can make the principal aware of any special needs or requirements they may have and to protect the health and safety of such staff members in line with the school's Health and Safety policies.

2. Scope

Any staff member of the school who has an illness or condition which requires ongoing medical supervision, intervention and/or the use of long-term prescribed medication.

3. Policy

It is school policy to ensure the health, safety and welfare of all staff members and all health and safety practices in St. Mary's have been developed to comply with current legislation.

Any staff member who has a life-long illness or medical condition is required to notify the principal on commencement of employment or on being diagnosed with the condition, with the following information:

- nature of illness/condition (for example diabetes)
- details of any medication or special procedures required in the event of an emergency (for example a Staff Member who has epilepsy may need to outline what steps are to be followed in the event of he/she having a seizure at work)
- any allergies, substances or incidents that may affect the illness or condition
- contact details in the event of an emergency - particularly if these details differ to standard contact details held on personnel file.
- **See Appendix 6: Staff Member Information Form**

General Health & Safety Policy 10: Equal Opportunities Policy

Purpose: The purpose of this policy is to demonstrate the school's commitment to equality of opportunity for existing and potential staff members and pupils, by promoting a work environment free from discrimination in the following areas: gender, marital status, family status, race, religion, sexual orientation, disability, age and member of the traveller community.

Scope

- all pupils
- all present employees
- all potential employees
- all self-employed contractors and partners providing services personally to the organisation
- all past employees for twelve months after termination.

Policy: The school is committed to equal opportunity of employment and all employment decisions will be based on merit, qualifications, and abilities. All employment related decisions will not be influenced of affected by an employee's race, colour, nationality, religion, sex, marital status, family status, sexual orientation, disability, age or membership of the traveller community. Implied in all the school's contracts of employment is a commitment to equal pay for like work. The school fully endorses a working environment free from discrimination, harassment and sexual harassment.

The school will strive for recruitment, employment, training and promotion practices and policies that are free of barriers, both systemic and deliberate, that directly or indirectly discriminate against people. This includes those with disabilities, members of racial minorities, women, and all other protected groups.

Training, experience and promotional opportunities are open to all employees. All decisions made will be based on staff members' existing skills, knowledge and attitude required to perform the job effectively and efficiently, to the standards required by the school both now and for the future.

All staff members with similar job descriptions or performing similar functions/roles within this school will be treated equally regarding aspects of their terms of employment, i.e. working conditions, selection for short-term working, transfers, procedures for disciplinary measures and termination of employment.

It is the responsibility of the principal to support and communicate the Equal Opportunities Policy. The principal must encourage open discussion with staff members to identify and resolve problem areas. All employees in turn must accept their personal responsibility to comply with this policy. This includes maintaining acceptable standards of behaviour towards all colleagues and pupils alike.

Staff Members are encouraged to raise questions or concerns about the type of discrimination in the workplace and are advised to bring these issues to the attention of their immediate manager or staff holistic officer. The BOM assures its staff members that any concerns or reports made will be treated, without fear of reprisal. A staff member engaging in any form of discrimination will be subject to the disciplinary action up to and including termination.

Procedure: The school will always state: "We are an Equal Opportunities Employer" in any form of advertising for a job, either internally or externally.

The BOM will take appropriate disciplinary action towards a staff member who fails to follow the School's Equal Opportunities Policy.

Any staff member who feels that they have been treated unfairly in terms of access to employment, conditions of employment, training, work experience or promotion, regarding or reclassification of posts should follow and apply the school's Grievance Procedure.

The school will ensure that all staff members involved in making employment related decisions would be provided with training and guidance to ensure that they understand their position, the school's policy and legal requirements.

When recruiting, full job specifications will be prepared as per CPMSA guidelines.

As cases referring to discrimination on any ground have to be lodged not later than six months from the date of the first alleged breach of the Acts which led to a charge of discrimination, except where a reasonable cause can be shown, all personnel records (these include training or work experience, CV's applications, interview report forms or any similar documentation) of potential/past employees will be kept for one year after either the termination of application for employment, training or promotion.

General Health & Safety Policy 11: Assaults on Teachers Policy

In line with the school's Code of Behaviour for pupils, acts of violence of any kind are not tolerated. If a situation arises wherein one or more teachers feel threatened by or uncomfortable with a student, contact is made with the parents/guardians immediately. St. Mary's recognizes the importance of open and positive contact with the pupil's guardians in such a situation.

St. Mary's staff have drawn up a procedure to follow in the event of actual assault. It is accepted that judgement will have to be exercised in each case, and although very infrequent, our staff recognise the importance of correct procedure. In the event of assault:

a) The incident should be immediately reported to the principal teacher/other colleague. The details of the incident should be recorded. Situations in which members have been intimidated or threatened with physical violence should also be recorded.

b) Where necessary, immediate medical assistance should be sought.

c) The matter should be reported to the Gardaí, where appropriate. This report should be made by the teacher who was assaulted.

d) The Board of Management should be notified of the incident.

e) The pupil should be dealt with in accordance with the school's Code of Behaviour and as provided for in Rule 130(5) of the *Rules for National Schools*.

f) Repeatedly aggressive pupils should be referred, with the consent of parents, for psychological assessment to assess the pupil's social and emotional needs and to determine how these can be best met.

General Health & Safety Policy 12: Manual Handling Policy

It will be the policy of this school that, where possible, mechanical devices will be provided for handling so that the requirement for manual handling is minimised.

An assessment will be carried out by a competent person from within or outside before manual handling proceeds.

The assessor will look at the following four areas to best decide whether manual handling should take place:

1. the characteristics of the load
2. the physical effort required
3. the characteristics of the working environment
4. he requirements of the activity

1. The Characteristics of the Load

An assessor may find that the manual handling of a load may present a risk if it is:

- too heavy or too large
- unwieldy or difficult to grasp
- unstable or has contents likely to shift
- positioned in a manner requiring it to be held or manipulated at a distance from the trunk, or with a bending or twisting of the trunk
- likely, because of its contours or consistency (or both), to result in injury to staff members or pupils, particularly in the event of a collision.

2. The Physical Effort Required

An assessor may decide that the physical effort required may present a risk if it is:

- too strenuous
- only achieved by a twisting movement of the trunk
- likely to result in a sudden movement of the load
- made with the body in an unstable posture.

3. The Characteristics of the Working Environment

The assessor may decide that the work environment may present increased risk if:

- there is not enough room to carry out the activity
- the floor is uneven, thus presenting tripping hazards
- the floor is slippery in relation to the staff member's footwear.

4. The Requirements of the Activity

The assessor may decide that manual handling presents a risk if it entails one or more of the following:

- over-frequent or over-prolonged physical effort involving the spine

- insufficient bodily rest or recovery periods
- excessive lifting, lowering, or carrying distances, or
- a rate of work imposed by a process which cannot be altered by the staff member.

If the assessor considers that there is a risk but one that can be eliminated or reduced, it will be organisation's policy to eliminate or reduce the risk, whether it is by changing the system of work or by providing adequate manual handling training.

All staff members who receive manual handling training will be trained by a certified competent person. Records will be kept, for thirty years, of all those who receive training. Records will also be kept of both written and practical assessments made after manual-handling training has been given at the workplace.

Manual handling training must cover the following lifts:

- to and from the floor
- to and from a bench
- to and from a height

Manual handling training must also cover the correct ways of:

- pulling
- pushing

All staff members should note that if they are required to handle a load that is too heavy or awkward, they should call for assistance.

Procedure for Manual Handling

The following eight principles must be adhered to when a person is manually handling a load. The person in question must:

1. Assess the area and the load to be handled
2. Bend his/her knees
3. Ensure that he/she is on a broad stable base
4. Ensure that his/her back is straight, though not necessarily erect
5. Ensure that when gripping the load, he/she uses the palm of the hand and the tips and base of the fingers
6. Ensure that his/her arms are kept as close as possible to his/her trunk
7. Keep the weight as close to his/her centre of gravity as possible
8. Point or move his/her feet in the direction he/she is going.

General Health & Safety Policy 13: Substance Use Policy

Introduction
St. Mary's B.N.S. is committed to addressing the needs of the whole school in relation to drugs and substance use. This policy has been drawn up and accepted by the Principal, Teachers, SNAs, Parents/Guardians, Board of Management, and other relevant personnel. It is necessary that all involved work together to implement this policy.
In this policy the term “drug” means any substance which changes the way the body functions, mentally, physically, and emotionally. The school recognises that drugs, both legal and illegal, are available in the local community and that the school, as part of the community, has an important role in terms of education, prevention, and of supporting those who are affected by drugs.

Relationship to School Ethos, Mission Statement & Vision
As stated in the school's mission statement, St. Mary's is committed to enabling children to fulfil their academic, intellectual, moral, social, cultural and physical potential. This school also believes that education flourishes in an environment where positive relationships are encouraged, where people feel valued and respected and where there is genuine tolerance, fairness, and support for those in difficulty. This philosophy underpins and informs all the work we do and is central to this policy document.

Rationale
The world in which we live presents young people with many challenges that affect their health and well-being. Exposure to alcohol, tobacco, and drugs is part of this reality. St. Mary's B.N.S. aims to provide for the needs of the students and respond appropriately to what are sometimes sensitive and emotive issues. The Education Act (1998) states that schools should promote the social, personal and health development of children. The National Drugs Strategy 'Building on Experience' is now Government policy and it requires schools to have a substance use policy in place.

Content Objectives
The content objectives of the substance use policy of St. Mary's B.N.S. come under three headings:

1.Education
The educational aims concerning substance use are:
-to provide children with the opportunity to develop self-esteem and confidence
-to equip students with personal and social skills
-to enable children to make informed, healthy and responsible choices
-to provide honest and age-appropriate information on drugs
-to enable children to become aware of peer pressure
-to help children develop assertiveness skills

-to provide opportunities where children can practice decision-making skills

Education concerning substance use will be provided in the broad context of Social, Personal and Health Education (SPHE) specifically the Walk Tall programme: The Substance Misuse Prevention Programme for Primary Schools. This programme is a comprehensive SPHE Programme with a focus on Substance Misuse for all classes from Junior Infants to 6th Class. It includes components aimed at developing young people's life-skills and emotional well-being. The SPHE programme will be delivered in the context of a supportive whole-school environment. SPHE training or any relevant training will be offered to Teachers. Outside speakers may be used where appropriate to reinforce work done in class.

2. Management of alcohol, tobacco, and drug-related incidents
Incidents involving alcohol, tobacco and drug use may include:

-Use or suspected use of alcohol, tobacco, or drugs on the school premises or during a school-related activity
-Emergencies where a person may be unconscious
-Intoxication/ unusual behaviour indicating intoxication
-Disclosure about use
-Finding the substances and/ or associated paraphernalia
-Possession and/or supply on the school premises or during a school-related activity
-School grounds being used for drug activity

The procedure for such incidents is:

- All suspected or confirmed incidents will be communicated to the principal or in his absence, his deputy. These will be logged and stored confidentially by the principal.

- Parents/Guardians will be informed, and support will be offered to them. Provisions may be made for professional help such as Gardaí or health professionals.

- Where illegal substances are involved, the Gardaí Juvenile Liaison Officer will automatically be involved. The Board of Management will also be informed of such incidents.

  "It must be remembered that within the school setting it is not just students who may be involved in substance use but also any individual who is part of the school community whether Principal, Teacher, Support Staff or Parent."
  (cf. Understanding Substances and Substance Use – A Handbook for Teachers p.81)

Any concern regarding a Parent/ Guardian or member of staff related to substance misuse will be brought to the attention of the Principal/ his deputy and Board of Management.

3. Disclosures

If a pupil voluntarily discloses information about substance use it is important to:
-take time to listen and assess before responding
-separate fact from rumour
-record details and act accordingly

Confidentiality

It is important that the limits of confidentiality are discussed with students before any disclosure is made. The well-being of the child and teacher must be a primary focus. It is important that in all suspected or confirmed drug incidents that a limited number of people are involved in managing the incident. People will be informed on a 'need to know' basis.

Media

The Principal, or in his absence, his deputy, will handle all media enquiries. They will not comment on individual cases but will refer to the school policy and procedures in place.

Disciplinary Procedures

Our school aims to respond to incidents involving alcohol, tobacco and drug use in a planned and considered way. In certain cases, it may be necessary to seek legal advice. Due care will be important in deciding on the balance between a pastoral and a disciplinary response. An appropriate pastoral response to an incident may include referral to a support agency. It should be stressed that the ultimate sanction of expulsion can have the effect of alienating a student from mainstream sources of help and may result in this student becoming more involved in the culture of drug misuse.

The Use of Drugs in School

Alcohol: Alcohol may not be consumed or stored in the school/school grounds except in the following circumstances:
-school functions and other functions approved by the BOM
-as presentations/gifts.

Alcohol should not be consumed at school functions/ school trips by anybody who has children under their duty of care at that time.

Tobacco: Tobacco smoking is not permitted in the school building or school grounds. (cf. Non-Smoking Policy, Health and Safety Statement p.72)

Administration of Medicine:

The Board of Management Handbook states the following:
No teacher can be required to administer medicine or drugs to a pupil. Any teacher who is willing to administer medicines should only do so under strictly controlled guidelines, fully confident that the administration will be safe. This will be limited to emergency situations only. A teacher who does take responsibility for administering medicines takes on a heavy legal duty of care to discharge the medication correctly.

The Managing of Chronic Health Conditions Policy states the following:

- Parent(s)/ Guardian(s) of the pupil concerned will be required to write to the Board of Management requesting the Board to authorise a member of staff to administer the medication. The request should also contain written instructions of the procedure to be followed in administering and storing the medication.

- Parents are responsible for ensuring that the medication is delivered to the school and handed over to a responsible adult and for ensuring that an adequate supply is available and in date.

- Parents are further required to indemnify the Board and authorised members of staff in respect of any liability that may arise regarding the administration of prescribed medicines in school. The Board will inform school insurers accordingly.

- All pupils with a chronic condition are expected to have a Healthcare Plan in place. Copies of this plan should be given to the school as soon as the pupil begins in school. All students with a Healthcare Plan are to have their plan routinely discussed and reviewed with relevant staff at least once a year. This is the responsibility of the parents.

- It is the responsibility of the parents to regularly check that emergency medication is in place in school.

- Parents are requested to be vigilant in noticing any change of staff and alerting temporary/ substitute staff of the needs and triggers of their children.

- Parents are required to provide a telephone number where they may be contacted in the event of an emergency.

- The principal ensures the correct storage of medication at the school.

(cf. Managing of Long-Term Health Conditions Policy)

In administering medication to pupils, teachers should exercise the standard of care of a reasonable and prudent parent.
In emergencies, teachers should do no more than is obviously necessary and appropriate to relieve distress or prevent further harm. Qualified medical treatment should be secured in emergencies at the earliest opportunity.
(cf. Board of Management Handbook, Appendix 45)
(cf. BOM Acute Medical Condition Form, Health and Safety Statement, p. 86)

Illegal drugs: This school does not accept the possession, use or supply of illegal drugs in the school, on school grounds, on school trips by any member of the school community.

Solvents: Solvents will only be used as specified on the container. They will be stored safely when not in use.

Provision for training and staff development

In St. Mary's B.N.S. there is a shared understanding among the staff of the contribution an SPHE programme can make to the prevention of substance misuse. All staff members are aware of the contribution they can make to the prevention of substance misuse in their own class by developing a supportive class environment. The school will facilitate training in the SPHE programme, especially Walk Tall. The school may avail of Walk Tall Drugs Information & Awareness sessions for Primary Teachers which can be delivered as part of a staff meeting or a school development planning day. Every year, two members of staff are trained at a 3 day Occupational First Aid course. The school will provide information regarding information evenings or workshops relating to drugs to parents including Walk Tall Parent Information Sessions which are aimed at parents of 6th class parents.

General Health & Safety Policy 14: St. Mary's Mobile Phone & Electronic Device Policy

Introduction

This policy was drawn up in response to technological advances, which have seen a significant increase in mobile phones and handheld electronic devices amongst the school population over recent years.

Rationale

The following procedures have been put in place to ensure minimal and safe usage of mobile phones and electronic devices in our school, because:

- Mobile phones and other electronic devices (tablets, iPads, Nintendo Switches, Sportswatches etc.) are intrusive and distracting in a school environment and can reduce constructive socialization during break times.
- Strategies must be put in place to reduce the intrusiveness of unauthorized technology in a school situation.
- Mobile phones may be used to conduct bullying campaigns.

Aims

- To lessen intrusions on and distractions to children's learning during the school day.
- To ensure children have maximum opportunities to socialise positively during break times.
- To ensure that electronic devices in and owned by the school (iPads, computers etc.) are used under the instruction and supervision of staff only and are used for educational and learning purposes.

Relationship to School Ethos

The use of mobile phones and other electronic devices contravenes the provision of a safe and secure school environment and is not conducive to learning, a provision which is central to the mission statement and ethos of St. Mary's.

Guidelines and Procedures for Children

The following are the guidelines for mobile phone/electronic devices usage in school.

- Children are not allowed to use mobile phones or their own personal electronic games or devices during school hours or during school organised after-school activities e.g., Homework Club, training etc.
- Pupil mobile phones/electronic devices are not to be seen or heard in the school.

- If a pupil has parental consent to bring a mobile/device to school, it should be kept in their schoolbag and be powered off.
- If the mobile phone/ electronic device is seen or heard, it will be handed in to the office and not returned until a Parent/Guardian collects it.
- Liability for any loss, damage or theft of any device is NOT under any circumstance the responsibility of the staff or Board of Management.
- If it is deemed necessary for a child to contact home during school hours, they may do so through the school secretary.
- The use of School owned electronic devices (iPads/ laptops etc.) is strictly under the supervision of staff and in line with our IT Policy and Acceptable Usage Policy.
- Additionally, the school staff and Board of Management will ensure regular educational talks in class and by experts for pupils, parents, and staff to try to keep pupils and parents educated on any risks associated with mobile phones, tablets or internet enabled devices – such as cyber bullying, social media security and content,

Guidelines and Procedures for Staff

- Classroom supervision is organized if a class teacher must contact other professionals or outside agencies in relation to a particular child. This contact is made using the school landline or staff member's mobile phone.
- The organization of school events such as sporting games, events etc. should be organized on the school landline or on the staff member's mobile phone, but calls relating to such school business may also be received and made on teachers' personal phones during the school day.
- The principal may have his mobile phone always turned on when in classrooms, so that they are contactable by the office / staff (in case of emergency.)
- Staff personal mobiles may also be used to contact the principal / office in case of an emergency in the classroom / yard etc.
- Staff personal calls and texts are ordinarily confined to break times (but not while on yard duty).
- Staff set a good example in their use of mobile phones in school. All staff should have their phones on silent during class time.
- It is acknowledged that teachers and SNAs may need to be contactable by their family / their children's school etc. during the day, so phones may be left in view (while on silent) throughout the school day. Staff personal calls on their mobile phones may be answered in cases of such emergencies.

Implementation, Review and Communication

This policy was initially drafted in October 2018. The Board of Management will monitor the implementation of all aspects of this policy and amend as required.

The policy will be reviewed, as necessary, in the light of experience.

This policy was communicated to all staff, pupils, and parents. It will be communicated to substitute teachers and SNA's, students on Teaching Practice and Transition Year students on work placement.

General Health & Safety Policy 15: Housekeeping Policy

Facilities
The school will ensure that all facilities are adequate and maintained in accordance with legislation; these facilities include heating, lighting, ventilation, and sanitary facilities,

Should staff members consider that the facilities are not adequate or are not being maintained correctly, they should inform their safety co-ordinator.

Tidy Work Area
To protect the safety, health and welfare of all in St Mary's, staff members must ensure that their work areas are kept tidy and free from rubbish. Only essential materials and items should be left on staff members' desks or in their work area.

Safe Work Environment
To maintain a safe work environment and to protect the health and safety of all, staff members carrying out tasks involving moving goods/materials must:

- plan his/her specific path and destination to carry out the task
- ensure the path is clear of obstructions
- ensure the floor is not slippery
- remove all rubbish and litter
- use the correct PPE provided
- not carry loads that he/she cannot manage

Hygiene
A high standard of hygiene and cleanliness is expected. This is to ensure that working conditions are pleasant for all staff members and to protect the safety, health, and welfare of all.

Staff members are expected to help maintain these standards throughout.

General Health & Safety Policy 16: Non-Smoking Policy

St. Mary's is committed to providing a healthy work environment for its staff members. Second-hand smoke is a known carcinogenic health hazard and therefore it will be treated in the same manner as any other health hazard.

Any person found smoking in a designated area (an area in which the consumption of tobacco products is either prohibited or restricted), may be subject to prosecution, which could result in a maximum fine of €126, and the person in charge of such areas, i.e. the principal, could be subject to a maximum fine of €634. (Section, 4 Tobacco {Health and Promotion and Protection)] Act, 1988). To this end, smoking is not permitted on St. Mary's school grounds. Outside groups and those renting the school are informed of this as part of the conditions of use.

While the principal is responsible for ensuring strict compliance with this policy, all staff members share in the responsibility for adhering to and enforcing this policy. The disciplinary procedure will be used should any staff member choose not to adhere to this policy.

General Health & Safety Policy 17: Head Injury Policy

Introduction:

On the 11/03/2015, Linda Canavan, a Risk Surveyor from Allianz insurance company visited the school. She carried out a risk survey accompanied by then school principal Tom Mullins. Following the risk survey her report dated 06/04/2015 was posted to Mr. Mullins and the chairperson BOM. Mr. Tony McKeon.

Rationale:

The Risk Survey Report stated that "the insured (school) should have a sports injury policy developed for such occurrences. Whilst all head injuries are reported to parents, it is recommended that a medical certificate is obtained for a student prior to his return to sport/P.E. after head injuries or other serious accidents. This report was brought to the attention of BOM and to the Health and Safety welfare committee. It was agreed to draw up a Head Injury Policy.

Relationship with H.S.W Statement and School Vision:

- The school has a H.S.W Statement which is reviewed annually.
- The school has a detailed accident record form which must be completed following an accident. There is a report form for pupils and one for adults. The pupils' report form is stored in a folder in Room 2 and the adult report form is stored by the H.S.W Co-ordinator Mr. Don O' Neill. At present all head injuries are reported to parents by phone/blue card.

Aims:

1. To ensure health/safety/welfare of staff and pupils.

2. To follow best practice by Sports organisations e.g., GAA, IRFU, FAI

Guidelines:

1. If an incident occurs under school supervision which results in a head injury a blue card will be sent to the child's parents/guardian. The supervising teacher will fill out and sign the blue card and inform the class teacher. The class teacher is responsible for ensuring the blue card is returned, signed by parents/guardians, and stored in the A5 zipped pouch in the classroom.

2. It is not possible to make a phone call every time a child bumps their head, but the teacher will err on the side of caution if in doubt about the seriousness of the injury.

3. The most common symptoms of concussion are:

- headache
- dizziness
- nausea
- loss of balance

- confusion, such as being unaware of your surroundings
- feeling stunned or dazed
- disturbances with vision, such as double vision or seeing "stars" or flashing lights
- difficulties with memory

For less common symptoms & further information on concussion see https://www.hse.ie>concussion

4. A note of all serious incidents & accidents is kept in the hardback yard folder.
5. Head injuries that are deemed to be serious must also be recorded on Pupil Accident Report forms (black folder in Room 2) by the supervising teacher.
6. It is the responsibility of the teacher in charge to fill in the reports of accidents.
7. Head injuries in extra- curricular sport – training/matches –hurling, football, athletics etc. must be reported to parents/guardians. The child must stop playing following injury.
8. Following a head injury/serious accident the parent/guardian will return the blue card/medical certificate to the school fully signed and completed before the child recommences sport/P.E.

General Health & Safety Policy 18: St Mary's BNS – Gum Shields Policy

At a previous Board of Management meeting on 20/10/2015 and following consultation with the staff of St. Mary's BNS it was decided the following rules will apply to the wearing of gum shields in St. Mary's BNS in relation to Gaelic Football activities:

Children must wear gum shields during all Cumann na mBunscol Gaelic Football activities in the school. This includes training sessions, challenge matches and official Cumman na mBunscol games. It also includes any coaching sessions organized by Ballyboden St Endas coaches that take place during or after school hours on behalf of the school. Any child who does not have his gum shield does not have permission to participate in the specific Gaelic Football activity on that given day.

General Health & Safety Policy 19: Goalpost Safety Plan

Guidance for the general procurement, installation, maintenance, storage, and other related matters.

1. Before use, ensure that the goalpost is secured by means of the appropriate supplied anchoring system. This applies to all posts whether they are fixed, portable or free-standing. All goalposts should be either anchored, weighted, pinned, chained, pegged, or otherwise made secure to prevent overturning.

2. Before assembly of equipment check that is not damaged and that it is fit for use. Check for damages to nets, joints and that locking devices are in good working condition.

3. Check that the equipment for securing the product is intact and in good working order.

4. When goalposts that are tall or heavy are being erected/assembled, it is recommended that heavy lifting equipment is used and that correct tools for the job are used. Assembly and erection of goals should be carried out by sufficient persons.

5. Consideration should be given to the proximity of overhead electrical cables during the erection and transportation of goalposts.

6. When dismantling goalposts follow the assembly instructions and recommendations. Ensure all ground sockets have been suitably blanked off when goalposts have been taken out to eliminate trip hazards.

7. Portable goalposts should be dismantled or removed to a secure area when not in use following the recommended storage instructions by the manufacturer/owner.

8. Moving: If a piece of equipment must be moved, and no transportation wheels are provided, the equipment should be lifted by sufficient competent persons to prevent injury and to prevent damage to the product.

9. Procurement: All new goalposts should be purchased from manufactures/suppliers that comply with the following standards I.S.EN 748, I.S.EN 749, I.S.EN 750 and BS 8462. All products should carry a manufactures label and safety warning label. The manufacturers label should include instructions for installation, storage, dismantling, inspection, and maintenance.

10. Maintenance: Regular maintenance of goalposts is essential to ensure that it is fit for use. In the absence of a standard, it is recommended that the user follow the guidelines set out by the manufacturer.

11. Alterations or additions/appendages (such as target sets) to parts of a goalpost that could affect the essential safety of the equipment should not be carried out.

Please note that the goalpost safety plan as outlined in this appendix is based on a document

that originated from Elizabeth 0 Fen-all, Technical Secretariat, Goalpost Safety Committee, NSAI, Glasnevin, Dublin 9 on 13 July 2006 and is solely for guidance only. The Goalpost Safety Committee is not responsible for any omissions that may have occurred during its generation. Users are responsible for all aspects of goal safety from procurement to installation to storage. Please follow the manufactures instruction. All users should generate their own safety plan in relation to these matters. Queries should not be sent to the NSAI Goalpost Safety Committee.

General Health & Safety Policy 20: Weight of Schoolbags

The Minister for Education and Science wishes to direct the attention of Boards of Management and Principal Teachers of National Schools once again to circular letter 51/98 which issued to all schools in October 1998 along with a copy of the Report of the Working Group on the Weight of Schoolbags and an information leaflet. One of the main recommendations of the Report was that a campaign of heightened awareness of the problem of overweight schoolbags should be initiated.

In view of the above recommendation, it is important that the potential health hazards posed by overweight schoolbags are once again highlighted. While it is acknowledged that positive action has been taken by many schools by implementing a range of measures to minimise the weight children are obliged to carry to and from school, it is important that schools, where problems persist, re-examine their position in this regard. To this end the attention of school authorities is drawn to the actions it is recommended they should take in tackling the problem of overweight schoolbags as outlined on page 4 of the Report.

It is incumbent on school authorities from a health and safety viewpoint to identify this problem where it exists and take whatever steps are appropriate to deal with it.

The Report acknowledges that many factors contribute to the problem, and it therefore follows that any solution requires action not just from the Department of Education and Science or school authorities, but also from parents, publishers of educational books and indeed from children themselves.

Recommendations of the Working Group

The following is a summary of the recommendations of the Working Group contained in the information leaflet, which issued to all schools:

Recommendations for Schools:

1 Create awareness of the issue

2 Assess the extent of the problem in the school

3 Promote home/school cooperation on the issue

4 Liaise with publishers

5 Formulate suitable homework policies, which take this issue into account. Address timetabling issues (see Report)

6 Encourage the development of pupils' organizational skills

7 Include back care in health education programmes

8 Explore the feasibility of providing duplicate copies of some textbooks

Recommendations for Parents:

1 Raise awareness of the issue

2 Liaise with the school in finding solutions. Purchase correct schoolbag design

Recommendations for Publishers:

1. *Consider the weight of schoolbags when designing textbooks*
2. *Liaise with school communities in finding solutions*

The leaflet further pointed out that many primary schools have alleviated the problem by encouraging students to leave books in school overnight and that teachers and parents, particularly at second level, should liaise with Irish educational publishers to reduce the size and weight of textbooks.

This Circular and the Report of the Working Group is available on the Department of Education & Science website at www.education.ie.

General Health & Safety Policy 21: EU Directive on Child Car Seats

Dear Parent(s)

A new EU law* has come into force relating to the safety of children travelling in cars. The law stipulates that safety belts must be worn and that children must be restrained in the appropriate car seat, according to their height and weight.

In brief: children under the height of 1.5m1150cms (4' 11") and who weigh less than 36kg (5 stone, 9 pounds) must be restrained in a car seat. This relates to most children under the age of 12 years old.

For primary school children, the most appropriate car seats are booster seats or booster cushions (these can be bought at shops such as Argos or Mothercare).

Booster seats (with a high back) are designed for children who weigh between 15 and 25 kgs (33-551bs). This is most children between the ages of 4 and 6 years old.

Booster cushions (no high back) are designed for children who weigh between 22 and 36 kgs (48-791bs). This is most children between the ages of 6 and 12 years old.

Booster seats and booster cushions do not have an integral harness to hold the child in place. The adult seat belt goes around the child and the seat. So, it is important that the seat belt is correctly adjusted ** so that:

- The belt is worn as tight as possible, with no slack
- The lap belt goes over the pelvic region, not the Stomach
- The diagonal strap should rest over the shoulder, not the neck

Please take 10 minutes to watch the DVD and read through the booklet produced by the Road Safety Authority.

For further information, please go to the Road Safety Authority's website - www.rsa.ie/childsafetyincars (there is a link to their website from the school's website in the Child Safety section) or you can telephone the RSA on 1890 506080.

**** EU Directive 2003/20/EC* was transposed into Irish law by means of the *European Communities (Compulsory Use of Safety Belts and Child Restraint Systems in Motor Vehicles) Regulations 2006.***

* * Some booster seats/cushions come with a seat belt adjuster/positioner when you buy them. If not, you can buy a seat belt adjuster/positioner at places such as Mothercare or Mamas and Papas. They cost around 10 euros.

General Health & Safety Policy 22: GUIDELINES FOR TREATING A VICTIM OF CARDIAC ARREST AND USING AN AUTOMATED EXTERNAL DEFIBRILLATOR (A.E.D.)

Introduction:

These guidelines are intended for personnel attending to a victim of Sudden Cardiac Arrest, and using an AED, on the school grounds of St. Mary's B.N.S., Rathfarnham, Dublin 14.

Definitions:

A person in **Sudden Cardiac Arrest** is unresponsive and does not breath normally.

Automated External Defibrillator (AED) is a device which guides the user through the steps of defibrillation. This device recognizes life threatening heart rhythms and advises the user to shock or not shock the victim. The AED available in St. Mary's B.N.S is a Phillips FRx.

Cardiopulmonary Resuscitation (CPR) is a procedure used to try to restart a person's heart and breathing when a person suffers sudden cardiac arrest. It can include mouth to mouth, mouth to mask breathing and external chest compressions.

Procedure for Treating a Collapsed Victim

1. Assess victim's responsiveness- shake and shout.
2. Call for help, DIAL 999 or 112 and get the AED- which is in a Red Cabinet on the wall in the front hallway of the school beside the Secretary's Office.
3. Open the victim's airway with a head tilt- chin lift maneuver.
4. Check to see if victim is breathing- LOOK-LISTEN-FEEL for 5- 10 seconds.
5. If no signs of breathing give 2 breaths either by Mouth to Mouth or Mouth to Mask.
6. Start Chest Compressions, heel of your hand in the centre of victim's chest on the sternum, mid nipple line, 2nd hand on top of 1st hand and press down hard and fast. Ratio of 30 compressions to 2 breaths to try to achieve 100 compressions per minute.
7. Continue until AED arrives.
8. When AED is available, open case, turn on machine using Green ON/OFF button.
9. If the victim is a child under 55lbs/25kgs or 8years ensure Child KEY which is Pink has been inserted into the AED before use. It does not matter whether you insert the child key before or immediately after turning on the AED, but the key should be inserted before placing the pads on the child.
10. Follow the AED instructions, remove clothes from the victim's chest, if necessary, rip or cut off the clothing to bare the person's chest.
11. Remove the SMART pads from the carry case. Clean and dry the victim's skin, and if necessary, shave excessive chest hair to ensure good pads contact with the bare skin. Open the pad's case, peel off one pad and apply it to bare chest as demonstrated on pads diagram. Press down firmly, apply the second pad.
12. Ensuring that nobody is touching the victim, the Caution light will be flashing as a reminder. Press the Orange Shock button if instructed to do so. The victim will jerk when the shock has been delivered.

13. Once the shock has been delivered the defibrillator will tell you it is safe to touch the victim and instruct you to recommence CPR. If you press the flashing blue i-button the machine will give you CPR coaching, if desired. In approximately 2 mins the AED will reanalyze the victim's heart rhythm again.
14. If No Shock indicated resume CPR unless victim has started to respond.
15. Continue with CPR and use of AED until the ambulance arrives. There is no limit to the number of shocks which can be given.

LOCATION OF AED

The AED is stored in a special red cabinet on the wall in the front hallway of the school beside the secretary's office.
This cabinet will alarm when the door is opened and continue to alarm until the door is closed.
The cabinet contains the AED in its carry case.
Extra supplies including the Laerdal pocket mask with 2 valves, scissors, swabs, and gloves are stored in this cabinet.
An extra set of patient pads are stored in the AED carrycase.

EQUIPMENT CHECKS AND RESTOCKING

The following sets out, as a minimum, what equipment should be available and readily accessible, stored in the Red Defibrillator Cabinet.

1. AED with spare defibrillator pads, razor, gloves, scissors and swabs.
2. Pocket Mask with 2 one-way valves

The equipment is checked monthly during school term and after use by Janet Long (SNA)

Equipment which has been used or is found to be out of date needs to be replaced.
It is the responsibility of the person checking the equipment to reorder and restock used or out-of-date equipment.
AED battery, pads and one-way valves for masks can be ordered from CARDIAC SERVICES: 01 8307499.
Complete CHECKLIST Form.

AED CHECK

1. Check Green Ready light is flashing in the top righthand corner of AED. This indicates the AED is ready for use. If the light is not flashing, remove and reinstall the battery. If the light is still not flashing and the AED is chirping contact CARDIAC SERVICES AT 01 8307499 who supply new battery or service AED. See Trouble shooting tips.
2. Check 2 sets of pads are present and in date, one set must be connected.

TROUBLE SHOOTING TIPS

The AED (FRx) green Ready light is your guide to knowing the defibrillator is ready for use.

1. If the Ready light is blinking the AED (FRx) has passed the battery insertion

self-test and is ready for use.

2. If the Ready light is solid: the AED (FRx)is in use or running a self-test.
3. If the Ready light is off, and the AED (FRx) is chirping and the i-button is flashing: a self-test error has occurred, there is a problem with the pads,or the Child key has been left installed or the battery power is low. Press the i-button for instructions.
4. If the Ready light is off but the AED (FRx) is not chirping and the i-button is not flashing: there is no battery inserted, the battery is totally depleted, or the defibrillator needs repair. Insert/replace battery and run the self-test. Once the defibrillator passes the self-test it is ready for use.

TRAINING

Training is carried out according to the Irish Heart Foundation guidelines. The course is valid for 2 years as dated on course completion certificate.

AED updates are recommended on a 6-monthly basis.

(See Appendix 21 for AED Checklists)

General Health & Safety Policy 23: St. Mary's Whistleblower (Protected Disclosures in the Workplace) Policy

What is Whistleblowing?

Whistleblowing is the term used when a worker raises concern about a relevant wrongdoing such as possible fraud, crime, danger, or failure to comply with any legal obligation which came to the worker's attention in connection with the worker's employment. Relevant wrong doings are broadly defined in the relevant Act (The Protected Disclosures Act 2014) and include the following:

- Commission of an offence — has happened, is happening, or is likely to happen.
- Failure to comply with any legal obligation (other than one arising under the worker's contract of employment);
- Miscarriage of justice.
- Health and safety of any individual.
- Misuse of public money.
- Gross mismanagement by public bodies.
- Damage to the environment.
- Destruction or concealment of information relating to any of the above.

It is important to note that a matter is not regarded as a relevant wrongdoing if it is a matter which is the function of the worker or the worker's employer to detect, investigate or prosecute and does not consist of or involve an act or omission on the part of the employer.

In St. Mary's, whistleblowing may occur when a staff member raises a concern or discloses information which relates to wrongdoing, illegal practices or unethical conduct which has come to his/her attention through work.

Our school's whistleblowing policy is intended to encourage and enable staff members to raise concerns within our school rather than overlooking a problem or "blowing the whistle" externally. Under this policy a staff member is entitled to raise concerns or disclose information without fear of penalty or threat of less favorable treatment, discrimination, or disadvantage.

Our Commitment: St Mary's BNS, in accordance with our school vision and ethos, is committed to maintaining an open culture with the highest standards of honesty and accountability where our staff members can report any concerns in confidence.

To whom does the policy apply? This policy applies to all staff members. It is important to note that if a staff member has a concern in relation to his/her own employment or personal circumstances in the workplace it should be dealt with by way of the relevant Grievance Procedure (i.e., INTO grievance procedure for teachers; IMPACT grievance procedure for relevant staff members and his/her contractual grievance procedure for contracted staff members). Likewise, concerns arising regarding workplace relationships should generally be dealt with through our Adult Bullying, Harassment and Sexual Harassment policy and / or the Working Together: Procedures and Policies for Positive Staff Relations document agreed by INTO and school management bodies.

It is also important to note that this whistleblowing policy does not replace any legal reporting or disclosure requirements. Where statutory reporting requirements and procedures exist, these must be complied with fully.

Aims of the Policy

• To encourage staff to feel confident and safe in raising concerns and disclosing information;

• To provide avenues for staff to raise concerns in confidence and receive feedback on any action taken;

• To ensure that staff receive a response where possible to their concerns and information disclosed;

• To reassure staff that they will be protected from penalisation or any threat of penalisation.

What types of concerns can be raised? A concern or disclosure should relate to a relevant wrongdoing such as possible fraud, crime, danger or failure to comply with any legal obligation which has come to a staff member's attention in connection with his/her employment and about which he/she has a reasonable belief of wrongdoing.

What types of concerns should not be raised under this Procedure?

A personal concern, for example a grievance around a staff member's own contract of employment, would not be regarded as a whistleblowing concern and would be more appropriately processed through the relevant Grievance Procedure.

Safeguards and Penalization

A worker who makes a disclosure and has a reasonable belief of wrongdoing will not be penalized by the school, even if the concerns or disclosure turn out to be unfounded. Penalization includes suspension/dismissal, disciplinary action, demotion, discrimination, threats or other unfavourable treatment arising from raising a concern or making a disclosure based on reasonable belief for doing so. If a staff member believes that he/she is subjected to penalization because of making a disclosure under this procedure, he/she should inform the Principal or Chairperson of the Board of Management immediately.

Staff members who penalize or retaliate against those who have raised concerns under this policy will be subject to disciplinary action.

Staff members are not expected to prove the truth of an allegation. However, they must have a reasonable belief that there are grounds for their concern. It should be noted that appropriate disciplinary action may be taken against any staff member who is found to have raised a concern or raised a disclosure with malicious intent.

Confidentiality: This school is committed to protecting the identity of the staff member raising concern and ensures that relevant disclosures are treated in confidence. The focus will be on the wrongdoing rather than the person making the disclosure. However, there are circumstances, as outlined in the Act, where confidentiality cannot be maintained, particularly in a situation where the staff member is participating in an investigation into the matter being disclosed. Should such a situation arise, the school will make every effort to inform the staff member that his/her identity may be disclosed.

Raising a Concern Anonymously

A concern may be raised anonymously. However, on a practical level, it may be difficult to investigate such a concern. The school would encourage staff members to put their names to allegations, with an assurance of confidentiality where possible, to facilitate

appropriate follow-up. This will make it easier for the school to assess the disclosure and take appropriate action including an investigation if necessary.

Procedure: Raising Concern

Who should you raise your concern with? As a first step, appropriate concerns should be raised with the Principal or Deputy Principal. However, should a staff member not wish to use this route, for example given the seriousness and sensitivity of the issues involved, he/she should approach the Chairperson of the Board of Management.

How to raise a concern

Concerns may be raised verbally or in writing. Should a staff member raise a concern verbally, a discussion will take place between him/her and the Principal/Deputy Principal/Chairperson of Board of Management, and the staff member may be advised to put the concern in writing, if it is decided between both parties that there is merit to the concern or disclosure. The written concern/disclosure should give the background and history of the concern, giving relevant details, insofar as is possible, such as dates, sequence of events and description of circumstances.

The earlier the concern is expressed, the easier it will be for the school to deal with the matter quickly.

Having received the written concern, representatives from the Board of Management will arrange a meeting to discuss the matter with the staff member on a strictly confidential basis. It will need to be clarified at this point if the concern is appropriate to this procedure or is a matter more appropriate to other procedures, for example the Grievance or Adult Bullying procedures. The staff member can choose whether he/she wants to be accompanied by a colleague or a trade union representative at this meeting.

Regarding confidentiality, it is important that there should be an awareness of respecting sensitive school information, which, while unrelated to the disclosure, may be disclosed during a consultation or investigation process.

Dealing with the disclosure: Having met with the staff member regarding his/her concern and clarified that the matter is in fact appropriate to this procedure, the Board of Management or its representatives will carry out an initial assessment to examine what actions are needed to be taken to deal with the matter. This may involve simply clarifying certain matters, clearing up misunderstandings or resolving the matter by agreed action without the need for an investigation.

If, on foot of the initial assessment, it is concluded that there are grounds for concern that cannot be dealt with at this point, an investigation will be conducted which will be carried out fairly and objectively. The form and scope of the investigation will depend on the subject matter of the disclosure.

Disclosures may, in the light of the seriousness of the matters raised, be referred immediately to the appropriate authorities. Likewise, if urgent action is required (for example to remove a health and safety hazard), this action will be taken.

It is important that staff members feel assured that a disclosure made under this policy is taken seriously and that the staff member is kept informed of steps being taken in response to the disclosure. In this regard the school undertakes to communicate with the relevant staff member as follows:

• Acknowledge receipt of the disclosure and arrange to meet with the relevant staff

member as outlined above;
• Inform the staff member of how it is proposed to investigate the matter and keep him/her informed of actions, where possible, including the outcome of any investigation, and should it be the case, why no further investigation will take place. However, it is important to note that sometimes the need for confidentiality and legal considerations may prevent the school from giving the staff member specific details of an investigation.
• Inform the staff member of the likely time scales regarding each of the steps being taken, but in any event, commit to dealing with the matter as quickly as practicable.
It is possible that during an investigation the staff member may be asked to clarify certain matters. To maximize confidentiality, such a meeting can take place outside of the school and he/she can choose whether to be accompanied by a colleague or trade union representative.
Where a concern is raised or a disclosure is made in accordance with this policy, but the allegation is subsequently not upheld by an investigation, no action will be taken against the staff member making the disclosure and the staff member will be protected against any penalization. It is important to note that if an unfounded allegation is found to have been with malicious intent, then disciplinary action may be taken.

How the matter can be taken further

The aim of this Policy is to provide an avenue within this school to deal with concerns or disclosures regarding wrongdoing. The Board of Management is confident that most issues can be dealt with at school level and strongly encourages staff members to report such concerns internally.
It is acknowledged that there may be circumstances where a staff member wants to make a disclosure externally and the legislation governing disclosures — The Protected Disclosures Act 2014 — provides for several avenues in this regard.
It is important to note, however, that while a staff member needs only have a reasonable belief to wrongdoing to make a disclosure internally, if he/she is considering an external disclosure, different and potentially more onerous obligations apply depending on whom the disclosure is made to.

Communication, Monitoring and Review

This policy will be communicated to staff and the school community as appropriate and will be subjected to regular review. In accordance with the systematic cycle of review of policies adopted in St Mary's, it will be reviewed every three years, unless there is a compelling reason to review it earlier.

H & S Policy Appendix 1: EMERGENCY EVACUATION PROCEDURES

SIGNAL: Fire Bell 5 rings

PLACE OF ASSEMBLY:

POINT A: (wall in yard opposite Room 6)
Rooms 5,6,7,8 & 26
Fire Marshal: Louise Breathnach

POINT B: (wall opposite main door)
Rooms 9,10,11 & 12
Fire Marshal: Antóin Mac Réamoinn

POINT C: (wall beside shed)
Rooms 13,14,15 & 16
Fire Marshal: Claire O' Hanlon

POINT D: (railings in Infant Yard)
Rooms 1,2,3 & 4
Fire Marshal: Saidhbh McKeown

- **COMPUTER ROOM occupants exit through MAIN DOOR and proceed to Assembly Point B.**
- **HALL OCCUPANTS exit through Room 4 and proceed to their class assembly point.**
- **READING ROOMS 19 & 20 occupants exit through outside door and are brought to their class assembly point. Teacher is informed.**
- **READING ROOMS 21 AND 22 occupants exit through Room 7 and are brought to their class assembly point. Teacher is informed.**
- **READING ROOMS 23 & 24 EXIT THROUGH ROOM 15 and are brought to their class assembly point. Teacher is informed.**
- **READING ROOMS 17 (SENSORY ROOM) & 18 EXIT THROUGH OUTSIDE DOOR and are brought to their class assembly point.**
- **OFFICE STAFF exit through main exit and go to Assembly Point B.**
- **S.N.A.'S exit through nearest exit and go to their class assembly point.**
- **ALL OTHER STAFF ABOUT THE SCHOOL exit through nearest exit and go to nearest assembly point.**

ON HEARING THE ALARM BELL…

1. **Teacher takes Class List and indicates route to be followed.**

2. **All doors to be closed by teachers on leaving premises.**

3. **Boys walk in <u>single file</u> to Assembly Point observing the following rules:**

- **COMPLETE SILENCE**
- **DO NOT RUN**
- **DO NOT ATTEMPT TO PASS OTHERS**
- **DO NOT RETURN UNDER ANY CIRCUMSTANCES FOR ANYTHING YOU MAY HAVE FORGOTTEN**

4. **As soon as class is at Assembly Point, the teacher will take a roll call and report to their Assembly Point Fire Marshal or the most senior teacher present.**

5. **Fire Marshals will report to the principal.**

6. **If anyone is unaccounted for, the class teacher or an adult who can recognise the person will check the other Assembly Points.**

7. **Anyone not in class when the alarm bell sounds, should go directly to their designated Assembly Point.**

8. **Principal will alert the Fire Brigade.**

Health & Safety Policy Appendix 2: Acute Medical Condition Form

St. Mary's Boys' School
Grange Road
Rathfarnnham
Dublin 14
Tel: 01 493 1477

Scoil Náisiúnta Mhuire
Bóthar na Gráinsí
Ráth Fearnáin
Baile Átha Cliath 14
www.marysbns.ie

Follow us on Twitter: @stmarysbns

ACUTE MEDICAL CONDITION FORM

DATE: **_____**

To: **The Board of Management, St. Mary's Boys' School, Grange Road, Rathfarnham.**

I/we the Parent(s)/Guardian(s) of _____ D.O.B. _____

Address: _____

wish to inform the Board of Management of my/our son's medical condition and request and authorize that, in case of emergency, one of the members of staff nominated by the Board administer the supplied medication, to my/our son.

Medical Condition: _____

CONTACTS
Mother's Name: _____ Mobile No: _____
Father's Name: _____ Mobile No. _____
Hospital pupil attends, if any: _____

- **It is the responsibility of the Parent(s)/Guardian(s) to ensure that an in-date supply of the required medication is provided to the school.**

For Office use only
PUPIL'S NAME: _____

ROOM: _____ CLASS: _____ TEACHER: _____

Symptoms of Mild reaction:

_____
_____
_____

Treatment for Mild Reaction:

_____
_____
_____

Symptoms of Severe Reaction:

_____
_____
_____

Treatment for Severe Reaction:

_____
_____
_____

St. Mary's Boys' School
Grange Road
Rathfarnham
Dublin 14
Tel: 01 4931477

Scoil Náisiúnta Mhuire
Bóthar na Gráinsí
Ráth Fearnáin
Baile Átha Cliath 14
www.marysbns.ie

ADMINISTRATION OF MEDICINES IN SCHOOLS INDEMNITY

THIS INDEMNITY made the day of _____ 20_____ **BETWEEN** lawful father and mother of

Name: _____ (hereinafter called 'the parents') of the One Part **AND** for and on behalf of the Board of Management of St. Mary's Boys' National School, Grange Road, Rathfarnham, situated at in the County of Dublin (hereinafter called 'the Board') of the Other Part.

WHEREAS:

1. The parents are respectively the lawful father and mother of a pupil of the above school.
2. The pupil suffers on an ongoing basis from the condition known as _____
3. The pupil may, while attending the said school, require, in emergency circumstances, the administration of medication.
4. The parents have agreed that the said medication may, in emergency circumstances, be administered by the said pupil's classroom teacher and/or such other member of staff of the said school as may be designated from time to time by the Board.

NOW IT IS HEREBY AGREED by and between the parties hereto as follows:

In consideration of the Board entering into the within Agreement, the parents, as the lawful father and mother respectively of the said pupil **HEREBY AGREE** to indemnify and keep indemnified the Board, its servants and agents including without prejudice to the generality the said pupil's class teacher and/or the Principal of the said school from and against all claims, both present and future, arising from the administration or failure to administer the said medicines.

IN WITNESS whereof the parties hereto have hereunto set their hands and affixed their seals the day and year first herein **WRITTEN.**

SIGNED AND SEALED_____

(By the parents in the presence of).

SIGNED AND SEALED_____

(By the said in the presence of)

Health & Safety Policy Appendix 4: Accident Report Form - Children

Name: _____ Date: _____

Time: _____ Pupil's Teacher: _____

Class: JI SI 1 2 3 4 5 6
Any others involved in incident: _____

1. Type of Injury:

Head Hand Arm Leg Knee Other Nose Bleed L/R L/R L/R L/R

2. Bleeding:

If Cut or Nose Bleed/ Type of Bleeding: Grazed/Minor / Heavy / Prolonged

3. Treatment Provided (In School):

☐ Ice Pack Applied ☐ Antiseptic Wipe Used
☐ Plaster Applied

4. Other Treatment:– Child referred to hospital

☐ Taken by Ambulance: ☐ Taken by Parent:

5. Notification Given :

☐ Principal Informed ☐ Class Teacher Informed ☐ Blue Card Given
☐ Parent Informed ☐ Blue Form Returned

6. Information Relating to Incident:

Staff Member Signature: _____

ACCIDENT REPORT FORM (Adult)

St. Mary's Boys' School, Grange Road, Rathfarnham, Dublin 14

Name of Person(s) involved in accident: _____

Date of Accident: _____ Time: _____

1. Description of Accident:

_____
_____
_____

2. Location of Accident: _____

3. Location of Injury:

Head ☐ Hand ☐ L/R Arm ☐ L/R Leg ☐ L/R Knee ☐ L/R Nose ☐

Other ☐ If other give details:

_____
_____

4. Bleeding? Yes ☐ No ☐
If yes, Minor ☐ Heavy ☐ Prolonged ☐

5. Treatment Provided:
Cleaned ☐ Antiseptic Wipe Used ☐ Ice Pack Applied ☐ Plaster Applied ☐
Other ☐

6. Action taken:

_____
_____
_____

Person(s) Informed and relation to injured person:

_____

Report Completed by: _____ Date: _____

Signature: _____

Health & Safety Policy Appendix 6: Staff Members Information Form

St. Mary's Boys' School
Grange Road
Rathfarnham
Dublin 14

Scoil Náisiúnta Mhuire
Bóthar na Gráinsí
Ráth Fearnáin
Baile Átha Cliath 14

Staff Member Information Form

(Private and Confidential)

Staff Member's Name: _____ Surname: _____

Address: _____

Phone Numbers: Landline: _____ Mobile: _____

Email address: _____

Date of commencement of employment in St. Mary's: _____

Do you have any medical condition, allergy etc. that the school should be aware of and that may require medication or treatment? Yes ☐ No ☐

If yes, please give details in simple terminology

_____
_____
_____

The following would indicate that the situation is serious, and the following action should be taken and or the following medication administered.

_____
_____

In case of emergency, whom should we contact?

Name: _____ Phone No. _____

If under care of a hospital, please state which hospital: _____

Any additional relevant information?

_____
_____

Signature: _____ Date: _____

Health & Safety Policy Appendix 7: Preliminary Checklist for Pregnant Worker

Pregnant Employees: In accordance with the Safety, Health & Welfare (Pregnant Employees) Regulations (Regulation 3) a pregnant employee must notify her principal of her condition 'as soon as is practicable after it occurs and, at the time of the notification, given to her employer or produce for her employer's inspection a medical or other appropriate certificate confirming her condition.' Pregnant employees must complete the Pregnancy Employees Risk Assessment Form – for submission to their Principal and the Health and Safety Co-Ordinator. Where the preliminary assessment highlights areas of concern, the Health and Safety Officer will complete a more in-depth assessment in conjunction with the School/Unit and the employee to establish appropriate controls.

NAME:
DATE:
STAFF NUMBER:
DOB:
JOB TITLE:
LOCATION:
NAME AND ADDRESS OF YOUR FAMILY DOCTOR:

HAVE YOU BEEN CERTIFIED PREGNANT:	YES	NO
HAVE YOU NOTIFIED YOUR SUPERVISOR/MANAGER	YES	NO

SUPERVISOR/MANAGER NAME:
CONTACT PHONE NUMBER

PRELIMINARY JOB ASSESSMENT

Does your Job involve?

Working with a VDU	YES	NO
Manual Handling?	YES	NO
Night Work?	YES	NO

THE WORKING ENVIRONMENT - GENERAL

Do you work alone?	YES	NO
Do you have means of communicating in an emergency?	YES	NO
Are you aware of first aid arrangements?	YES	NO
Are you required to wear/provided with any personal protective equipment (PPE)	YES	NO

If YES list PPE provided:

_____

_____

THE WORKING ENVIRONMENT - VISUAL DISPLAY UNITS

Does the task involve using a VDU?	YES	NO
Have you completed the web-based VDU Risk Assessment on your workstation?	YES	NO
Have you attended the office ergonomic training programme?	YES	NO
Have you been provided with information on the safe use of VDUs?	YES	NO

THE WORKING ENVIRONMENT - MANUAL HANDLING

Do you routinely lift items weighing more than 10kg?	YES	NO
Have you undergone manual handling training?	YES	NO
Does your work involve periods more than 1 hour at a time sitting or standing?	YES	NO
Are you required to access ladders/platforms at height?	YES	NO
Do you wish the H&S Co-ordinator to contact you regarding specific safety issues in pregnancy?	YES	NO

Health & Safety Policy Appendix 8: First Aid Kits-Monthly Check

FIRST AID KITS – RE-ORDER FORM DATE: Fiona Tighe		
QUANTITY	**DESCRIPTION**	**Location of First aid box requiring items**
	Ice packs – Instant	**Cupboard in Staff Room**
	Ice packs – re-usable	**Servery Freezer & Fridge in Room 2**
	Protective gloves	**First Aid Boxes in Classroom Foyers facing yard**
	Hypoallergenic plaster strip	**First Aid Boxes in Classroom Foyers facing yard**
	Sterile Wipes – individually wrapped	**First Aid Boxes in Classroom Foyers facing yard**
	Menopore Plasters 6x7cm approx	**First Aid Boxes in Classroom Foyers facing yard**
	Nappy Sacks/Disposal Bags	**First Aid Boxes in Classroom Foyers facing yard**

LOCATION OF TRAVEL KIT: SHELF IN PE STORE

ITEMS THAT SHOULD REMAIN IN FIRST AID TRAVEL KITS AT ALL TIMES

3 x Travel Cool Packs, 2 x Pair Protective Gloves, 1 x Pack Adhesive Plasters, 1 x Triangular Bandage, 1 x Pack Individually Wrapped Sterile Wipes, Various sizes of Individually Wrapped Sterile Wound Dressing, 1 x Roll of Crepe Bandage, 5 x Sterile Eye Wash Capsules, Cotton Wool, 1 x Scissors.

Orders: rsanley@firstaidsupplies.org

First Aid Supplies,

Unit 7,

B.E.A.T.

Stephenstown Industrial Estate,

Balbriggan,

Co. Dublin

Phone: 087-2624679

Health & Safety Policy Appendix 9: Emergencies in the Yard during Breaks

Guidelines:

1. Adults to be summoned: First Aider, Principal, Deputy Principal, class teacher, secretary, staffroom to be informed.
2. Scene Safety: Scene safety is vitally important. Where possible, any dangers to the injured, First Aiders, or others should be removed.
3. Patients should not be moved if safe to leave. Any patient with a serious head injury should be assumed to have neck or spinal injury also.
4. If breathing is absent First Aider to administer CPR/Defibrillator
5. First Aider to check patient's airways, breathing and circulation. If any of the following life-threatening conditions are found call 112 or 999 immediately.
    - Unresponsiveness
    - Absence of Breathing
    - Absence of Circulation
    - Severe Bleeding (protective gloves should be worn)
6. Keep patient warm
7. Staff members making emergency calls should stay close to First Aider as vital details may need to be passed on to the emergency services.
8. If deemed appropriate/necessary, break time should be terminated immediately and the rest of the pupils return to their classrooms without delay.
9. Secretary to inform parents and have details ready for emergency services – patients' name, contact numbers and any medical history on file.

Health & Safety Policy Appendix 10: Guidelines for Yard Supervision

General

- be on time
- three teachers on duty: one to supervise Junior and Senior Infants, one for first and second and the third to supervise third to sixth.
- be aware of pupils who need special attention, observe their behaviour.
- be visible
- teachers and SNAs should liaise re. pupils with special needs
- look out for pupils who tend to go out of bounds, leave the yard
- be vigilant of pupils who enter the school building unsupervised
- be aware of visitors entering the playing area or building
- keep an eye out for rough or dangerous play
- keep an eye out for conflict or aggressive behaviour
- keep an eye out for any form of bullying and take appropriate action

Minor Accidents

- teacher or SNA to attend to pupil
- supervisor to bring pupil to appropriate foyer for treatment
- if deemed necessary teacher should record incident in accident book and issue an incident card. Inform class teacher who should seek return of card.

Accidents of a Serious Nature

- supervisor to bring pupil to appropriate foyer for treatment
- supervisor to attend to pupil, issue blue card and inform class teacher
- teacher on yard to fill out accident form
- class teacher should seek return of blue card and keep it in file
- principal is to be informed

Incidents

- teacher on relevant section of yard to deal with incident
- if incident is regarded as serious teacher to write a report in Blue Book
- teacher to issue incident card to victim, if appropriate
- class teacher to be informed and ensure that card is returned and stored on file
- principal is to be informed (serious incident)
- principal to monitor blue book to look out for recurring names

Allergic Reactions etc.

- See separate polic

Health & Safety Policy Appendix 11: St. Mary's Anti- Bullying Charter

- Every pupil has the right to be free from bullying during his time in St. Mary's
- Our school will not tolerate any unkind actions or remarks, even if these were not meant to hurt.
- Any series of unkind actions or comments will be called bullying.
- Bullying can be physical, verbal or psychological.

Pupils: Remember your CODE-

- Be Gentle
- Be a friend
- Tell about bullying

Say No..... Get Away.....Tell Someone

Parents

- Be alert to signs of bullying -of or by your child.
- Look for support
- Do not encourage your child to "give as good as you get"

We, the teacher, consider bullying to be a serious matter.

We are a telling school.

We recognise that the victim and bully need help

ADULTS MUST PROTECT CHILDREN

Health & Safety Policy Appendix 12: School Rules for Pupils

1. Class Contract: drawn up at start of school year and signed by everyone in the class.

2. Molanó Code:

- I will ask.
- I will listen.
- I will do my best.

- I will be gentle.
- I will be a friend.
- I will tell the truth.

- I will bring what I need.
- I will ask before taking.
- I will be careful.

3. Anti-Bullying Charter

- Be Gentle.
- Be a Friend.
- Tell about Bullying.

"Say No....Get Away....Tell Someone."

4. Yard Rules

- Be Gentle.
- Be a Friend.
- Be responsible.
- Ask a teacher/supervisor for help.
- Stay in your own part of the yard.
- Respond to the Bell.

Some Rewards for Good Behaviour

- A quiet word or gesture of approval
- A comment on a child's exercise book
- A visit to another class/principal for commendation
- Praise in front of class group/whole school
- Individual class merit awards, points awards or award stamps/stickers.
- Delegation of some special award or privilege
- Award of whole class privilege e.g. extra P.E./ Art etc.
- Written Communication with home
- Verbal communication with parents/guardians
- Group point systems.
- Homework passes.
- Sweets!!!
- etc

5. Other Rules

- In our school we are respectful, cooperative, and polite.
- We walk quietly around the school.
- We keep the school environment clean and litter free.
- We respect school property.
- We take pride in our appearance. We wear our uniform and tracksuit on the correct days.
- We come to school on time.
- If we have been absent, we bring in a signed "Notification of absences" form.
- We follow our school healthy eating policy.
- Pupil mobile phones are not seen or heard in St. Mary's.

* For further information/ details see our Behaviour, Supervision and Anti-Bullying policies on the school website (www.marysbns.ie)

The following is a list of undesirable behaviours, which was developed in conjunction with the children.
It is an example of some misbehaviour that may occur and <u>should not be interpreted as definitive.</u>

Physical	***Verbal***	***Emotional/Social***
• Hitting, punching. • Pinching, scratching. • Kicking, pushing, tripping. • Spitting, biting. • Pulling hair • Pulling at other boys' clothes, hoods etc. • Damaging/stealing property. • Throwing objects at someone/something. • Hiding/taking belongings.	• Teasing, name calling • Threatening someone • Use of offensive language. • Sarcastic comments • Shouting out/singing in class • Showing disrespect to staff e.g. refusal to comply with requests or directions.	• Intentionally excluding someone for no apparent reason • Spreading rumours • Making fun of someone • Involvement in a racist or other identity based (see anti-bullying policy) incident. • Stopping people from befriending someone • Cyber-bullying • Undermining another pupil with facial expressions or gestures

The following is a list of typical staff responses to misbehavior:

Teachers	***Principal***	***Bullying***
- Reason with the pupil. - Give a verbal reprimand including advice on how to improve. - Arrange a temporary separation from peers within class or temporary removal from class. - Prescribe extra work for the pupil (not the whole class) - Take away a privilege. (not the whole class) - Communicate with parents (note, letter, message on Seesaw/Dojo, telephone call, meeting with parents) -Issue an 'Accidental/Incident Notification Card. - Refer the boy to the principal	- Give a verbal warning - Record the incident -Issue an 'Accident/Incident Notification card. Send an email/text message to parents informing them of the misbehaviour -Ring the parents/guardians -Arrange a meeting with the parents - If the misbehaviour continues a meeting with the boy's parents and the Chairperson of the Board of Management will be arranged. - The Board has the right to suspend and expel students.	'Bullying is unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.' -Where bullying behaviour is suspected by the class teacher, the matter should be referred to the principal. - A "Bullying Incident Investigation Form" form may be filled out by the victim and/or the offender. -Where a Bullying Incident is suspected, relevant parents/guardians will be contacted by the principal. -See separate Anti-Bullying Policy on www.marysbns.ie

*** I have read the rules of St. Mary's with my parents/guardians. I understand that, as a pupil of St. Mary's, I have a responsibility to try my best to abide by our School Rules.**

Pupil's Signature: _____ Date: _____

Parent(s)/Guardian's Signature _____ _____

Health & Safety Policy Appendix 13: Guidelines re Bullying (staff)

1. Purpose

As part of our commitment to the fairness, dignity and respect of each Staff Member, any form of bullying or harassment will not be tolerated by this School. The aim of this policy is to indicate what constitutes bullying and what action the school will take if they need to deal with an offence of this nature.

2. Scope

This policy is applicable to all Staff Members (temporary and permanent) irrespective of length of service and includes clients and service personnel both inside and outside the work environment.

3. Policy

The school acknowledges the right of all Staff Members to a workplace and environment free from any form of harassment or bullying. Every member of staff has an obligation to be aware of the effects of their own behaviour on others.

Any instances of bullying or harassment will be dealt with in an effective and efficient manner. In cases where the behaviour is proved to be repeated and consistent, causing unnecessary stress and anxiety, this will be considered gross misconduct.

As part of this School's code of conduct, it is imperative that all staff and suppliers respect the dignity of every colleague. Please consider the multi-cultural beliefs of all your colleagues regarding your code of conduct, with reference to remarks, dress code, posters, e-mails and anything which may cause offence to a person's gender, marital status, race, religion, family status, age, sexual orientation, member of the travelling community and disability.

4. Definition

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

The following is an example of the types of behaviour considered as bullying and are prohibited by the school:

Verbal Abuse

Shouting, making jokes, unfair and excessive criticism, ridiculing the Staff Member in front of other Staff Members and individuals, setting unrealistic and unattainable targets, spreading false truths about the individual around etc.

Non-Verbal Abuse

Looks, gestures, displaying emblems on clothing, exclusion, whistling, isolation at lunch

breaks or social events etc.

Physical Abuse
Hitting, bodily contact that is abusive in nature, shaking fists in a threatening manner, sabotaging a colleague's personal belongings etc.

The above list is not exhaustive and only serves as a guideline to Staff Members. Each case will be taken in isolation and dealt with in the appropriate manner.

This policy adopts a two-tiered approach (the informal and formal procedures) to the issue of bullying and harassment in the workplace.

5. The Informal Procedure
The purpose of the informal procedure is to ensure that most cases of this nature will be handled effectively, efficiently and in a confidential and sensitive manner.
The informal procedure is used in a situation where an offensive incident has, and the victim approaches the perpetrator directly and requests him/her to stop. The victim should inform the individual of the school's bullying policy and advise him/her that a second occurrence of this nature will result in a formal complaint.
In instances where you are unsure of whether the behaviour constitutes a form of bullying you should discuss this with either a senior member of staff or your principal. Please be encouraged to seek support from your principal or whoever you deem to be appropriate.

6. **Action to be taken if you are being bullied at work**
If you believe you are the victim of bullying/harassment, please take account of the following key points:

- Remain as calm and collected as possible
- Record the incidents including days, dates, times and what was said during the alleged incidents and if there were any witnesses to help your case
- Write down how the incident of bullying made you feel at the time
- Try and confront the bully and inform him/her that you find his/her behaviour unacceptable and ask them to stop immediately
- Talk to a colleague or the principal about the incidents
- Keep copies of any materials you receive from the perpetrator as this may be needed later. Read the bullying policy in the school. Don't feel you have encouraged this behaviour or brought this on yourself.

Health & Safety Policy Appendix 14: Hazards in St. Mary's

Hazard 1: Physical Hazards

Below is a non-exhaustive listing of the types of physical hazards that may be encountered in workplaces - followed by limited examples of risk assessment & *control measures that may be employed. Complete a risk assessment for all identified physical hazards and identify controls and persons responsible. Where persons external to the school are listed as having responsibility this must be agreed with the nominated person function.*

- Fire
- Manual Handling
- Display Screen Equipment
- Electricity
- Slips / Trips
- Hand-held & portable tools
- Work Equipment (list hazardous ones individually & risk assess)
- Poor Housekeeping
- Transport
- Hot surfaces

Hazard 2: Fire

Risk Assessment: Medium

Who may be Harmed & How: Staff, students, visitors - potential for multiple fatalities

Controls: Fire Safety Management Programme

- All occupied areas fitted with fire alarm systems
- Detector and Alarm systems fully maintained
- Trained Fire Wardens in place to assist in evacuation & sweep of building in event of alarm activation
- Evacuation Drills held at least twice a year and results fed back to staff & management. Fire extinguishers fitted and maintained in all areas.
- Escape routes and exits inspected regularly to ensure that they are available for use.

Responsible Persons: *Principal or other nominated personnel* - Inspection of escape routes / exits provision of enough Fire Wardens to implement evacuation systems

School Office - Maintenance of alarm & lighting systems - Investigation of alarm activations and pre-alerts

Health & Safety Office - Coordination of evacuation drills & staff feedback provision of training for Fire Wardens

Staff: - to evacuate building on alarm activation - not to impede escape routes / exits - be familiar with means of escape, location of call points and fire extinguishers.

Hazard 3: Health & Safety with respect to science

Teachers have a duty of care to pupils. Fulfilment of duty with respect to the teaching of science involves drawing their pupil's attention to any hazards that pertain to a particular activity. Teachers will familiarise themselves with safety issues that may pertain to particular activities. The following guide is recommended by the Science teachers Association and will be available to all teaching staff (http://.ista.ie/primaryscience2004.htm):-

"Association for Science Education (2001) Be Safe – Health and Safety in primary school science and technology, Third edition, The Association for Science Education: United Kingdom."

- Pupils will not use any glassware, electrical equipment (including simple circuits, bulbs, wires, batteries) except under the direction of the teacher or a competent adult.

- Pupils will not be left unsupervised during a science-based activity.

Simple Chemicals: These may need to be used during science classes. They will be restricted to chemicals found and used in the home. Precautions must still be taken about safe use i.e. No eating or drinking of these substances. Special care could be taken when food colourings are being used.

Electric Circuits: Simple circuits form part of the curriculum. Safe practice should be enforced when wiring circuits. Emphasis should be placed on the incompatibility of water and electricity in general. Experimentation at home should not be encouraged without appropriate supervision.

Hazard 4: Manual Handling

Risk Assessment: Medium

Who may be Harmed & How?

Staff engaged in routine lifting / pushing / pulling / accessing materials at height. Staff involved in once off lift - office moves etc.

Potential injuries include back injury / lacerations / crush injuries

Controls: The need for manual handling is eliminated where possible with the provision of mechanical lifting equipment

- Loads to be manually handled are risk assessed and the method of lifting established to take account of the weight, shape, condition and location of the load.
- Training in Manual Handling techniques will be provided to relevant staff.
- Staff with pre-existing back problems may be required to undergo medical review prior to such training.
- In office areas, kick stools or stepladders are provided where access to materials at a height is required?
- In archiving areas etc mobile ladders are provided to provide a safe working platform at heights?
- Trolleys are provided to assist in the transfer of loads?
- Suitable gloves are available for handling loads with the potential to cause lacerations etc.
- When constructing the stage, manual handling guidelines should be strictly adhered to.

Responsible Persons: *Principal or other nominated person* - to ensure that individual loads are risk assessed and appropriate lifting techniques and mechanical aids are provided and used - to ensure that staff engaged in manual handling attend manual handling training

Health & Safety Co-ordinator - to provide manual handling training
Staff - to lift in accordance with training & risk assessment and to use mechanical aids and gloves where provided.

Note: Specific manual handling tasks e.g. transport of gas cylinders, transfer of equipment etc must be individually risk assessed and controls specifically noted.

Hazard 5: Work with Display Screen Equipment (DSE)

Risk Assessment: Low

Who may be Harmed & How?

Office based staff and others who use a VDU for more than 1 hour per day. Prolonged use may result in Work Related Upper Limb Disorders (WRULDs) including muscle strain, back pain, carpal tunnel syndrome and eyesight problems

Controls:

- All furniture and VDU equipment in use complies with the requirements of
- the Safety, Health and Welfare at Work (General Applications Regulations)
- 1993
- All staff are required to complete the Computer Workstation Self Audit
- Checklist available on the Health & Safety Web. Where the assessment
- identifies particular issues that cannot be resolved locally, or where further advice is required staff members are required to seek assistance from the Health and Safety Office.
- VDU eyesight testing is available to all users. Where such testing indicates that special corrective lenses are required exclusively for VDU work the basic cost will be covered by
- Specific equipment, identified as required as a result of individual risk
- assessment, is supplied by the School/ Unit etc (e.g. footrest, monitor stand etc)

Responsible Persons: *Principal or other nominated person.* - to ensure that correct VDU furniture and equipment is provided - to ensure that equipment specified as a result of individual risk assessment is made available

Staff - to report any symptoms of suspected ergonomic injury and seek H&S Co-Ordinator assistance in resolving their symptoms

Hazard 6: Poor Housekeeping / Slips, Trips & Falls

Risk Assessment: Medium

Who may be Harmed & How?

All staff and students who operate in areas under our control. Poor housekeeping can result in the accumulation of combustible materials, the impeding of escape routes, the

proliferation of trip hazards, slippery floors, objects falling from heights etc.

Controls:

- All areas must be always kept clean & tidy
- All corridors and passageways between desks in open plan areas must be always kept free from obstruction.
- All workplaces, passageways and stairs are adequately lit. Problems with lighting must be reported to the office for immediate repair
- All defects in flooring / stair treads and handrails must be similarly reported.
- Storage and stacking of materials / articles must be done in specifically designated areas. Heavier / bulkier articles must not be place above head height where mechanical lifting devices and/or appropriate steps or other access is not provided.
- All liquid spillages must be cleaned up as soon as possible. The office must be contacted to deal with significant spillages in corridors. All spillages must be cordoned off / warning signs erected if not immediately cleaned up.

Responsible Persons: *Principal or other nominated personnel* - to ensure office and classroom layouts are designed to minimize risks to staff - to ensure all staff are aware of requirements in relation to housekeeping - to ensure that all building defects are rectified

School Office - to repair all notified defects

Staff - to comply with all housekeeping requirements and to report defects

Hazard 7: Human Factors
Below is a non-exhaustive listing of the types of hazards that may be encountered in workplaces Complete a risk assessment for all such identified hazards in your School and identify controls and persons responsible. Where persons external to the school are listed as having responsibility this must be agreed with the nominated person / function.

- Bullying and harassment
- Stress
- Etc.

Hazard 8: The Roof

- Raising flags
- Retrieving Balls
- Cleaning Gutters

Ladders, 2 x people, Age considerations

Hazard 9: The Grounds

- Tractor (Use, Maintenance)
- Cutting of trees/ladders
- Lose surfaces
- Slippery surfaces

Hazard 10: Chemicals, detergents etc.

These should always be stored in clearly identifiable containers bearing warning signs, instructions and precautions for their use and kept in a locked area, and protection provided for use when handling them.

Health & Safety Policy Appendix 15: Hazard Report Sheet – Classroom

Please present completed form to your Safety Representative

FROM: _____ **DATE:** _____

The following items need attention in Room No. _____

DESCRIPTION OF FAULT

Windows _____

Window Blinds _____

Lights _____

Light Switches _____

Sockets _____

Plugs _____

Over-Head Projector _____

Projector Screen _____

Tables _____

Chairs _____

Seats/Lecture Type _____

Benches _____

Whiteboard/s _____

Radiator/Heaters _____

Doors _____

Notice Boards _____

Litter Bins _____

Toilets/Wash Basins _____

Other Items _____

Health & Safety Policy Appendix 16: Office/ Classroom Safety Checklist

Office/ Classroom Area Inspected:

Date:

Inspector:

1.0	HOUSEKEEPING	Y/N
1.1	Is the overall condition of room/area tidy with surplus items stored away safely?	
1.2	Are heavy items stored at an appropriate height for ease of manual handling?	
1.3	Are passageways, especially emergency exits, kept free of obstruction?	
].4	Are floor coverings damaged or worn so as to be a tripping hazard?	
1.5	Are there trailing cables, which are likely to be a tripping hazard?	
1.6	Are filing cabinets anchored and interlocked (only 1 drawer opens at a time)?	
1.7	Are sufficient bins provided for rubbish, and are they emptied regularly?	
1.8	Are kettles, coffee machines, etc., securely fixed to avoid risk of scalds?	
1.9	Are areas cleaned regularly?	
1.10	*ANY OTHER HOUSEKEEPING OBSERVATIONS*	
2.0	ELECTRICAL SAFETY	
2.1	Are all plugtops and sockets in good condition (Insulating tape / broken plug tops / loose sockets etc are unacceptable)	
2.2	Are all electrical leads / cables free from obvious damage (no exposed cores / frayed cables/ burn marks)	
2.3	Are electrical repairs carried out by trained and competent personnel only?	
2.4	Are there any multi-point adapters in use?	
2.5	*ANY OTHER ELECTRICAL SAFETY OBSERVATIONS*	
3.0	FIRE SAFETY	
3.1	Have Fire Wardens undergone training in respect of their duties	
3.2	Are fire exits & escape routes accessible and unimpeded	
3.3	Is a fire drill conducted at least annually?	
3.4	Do all personnel know where fire extinguishers are located	
3.5	Are all flammable materials stored securely in appropriate locations?	
3.6	Do all staff know the alternative escape routes in the event of fire?	
3.7	Are the escape routes clearly marked?	
3.8	*ANY OTHER FIRE SAFETY OBSERVATIONS*	
4.0	**VDU ERGONOMICS**	
4.1	Are all chairs in use at VDU stations fully adjustable (Height adjustable, backrest height adjustable, backrest tilt able)	
4.2	Do staff take regular breaks from display screen work (min 5 minutes in each hour)	
4.3	Is there adequate space underneath desks to swivel knees 90 degrees in each direction	

4.4	Are windows fitted with blinds to eliminate glare			
4.5	Where chairs have armrests are these adjustable			
4.6	Is the temperature in the office 17.5 degrees or above			
4.7	*ANY OTHER VDU SAFETY OBSERVATIONS*			
5.0	**MANUAL HANDLING**			
5.1	Are staff who routinely lift *I* Push *I* Pull loads trained in correct manual handling techniques			
5.2	Are ladders available to access higher shelving/storage space?			
5.3	Are trolleys *I* other manual handling aids available to transport loads			
5.4	Are heavy items stored at an appropriate height for ease of manual handling?			
5.5	*ANY OTHER MANUAL HANDLING OBSERVATIONS*			
6.0	**EMERGENCY PREPAREDNESS**			
6.1	Is a member of staff trained in occupational First Aid			
6.2	Is the First Aid box located in a prominent position - With contact details for First Aid Treatment			
6.3	Are all staff aware of what to do in the event of an emergency (requiring First Aid *I* Spotting a fire etc)			
6.4	Is the Security Response Number prominently displayed for staff working out of hours?			
6.5	*ANY OTHER OBSERVATIONS*			
	REMEDIAL MEASURES REQUIRED			
	List Issues For Rectification in order of Priority	Required Action	Responsible Person	Before What Date?

Note 1: *Readily resolved Issues should be rectified during the inspection process*
Note 2: *Items for rectification of prioritised issues must be agreed by management with responsible person*

Inspector's Signatures:
(1)
(2)

Date of next Scheduled Inspection:

Appendix 17: Sample Critical Incident Letters & Emergency Contact Numbers

St. Mary's B.N.S.,
Grange Road.,
Rathfarnham,
Dublin 14.
Date

Dear Parents,
We continue to support our pupils at this time of tragedy. Our school will be closed until _____ next so we have put a number of supports in place for parents and children until the school reopens.

- For parents who have concerns about their children please contact

  _____.

- If your child would like to speak to someone – the I.S.P.C.C have set up a dedicated phone line available from – time please ring 1800 67 67 67.

- To contact after the above times please ring 1800 66 66 66.

- On *date* the National Education Psychological Service in collaboration with the Health Service Executive and the I.S.P.C.C. will have a team of psychologists in *room* from 4.00pm – 7.00pm (available to parents and children) from our community.

To date we are not aware of Funeral arrangements but at whatever time the funeral takes place, parents and pupils are welcome to meet in the school one hour beforehand so that we can make whatever arrangements are necessary.

Yours sincerely,

_____
Edward O' Riordan
Principal

St. Mary's B.N.S.,
Grange Road.,
Rathfarnham,
Dublin 14.
Date

Dear Parents,
Following today's tragedy, our school community, staff and pupils are devastated. We will try to arrange professional support for pupils and teachers in our school, particularly the pupils in (name of teacher) class. This support will usually consist of talking to the pupils in small groups or one to one basis.
We will endeavor as a staff to work with you our parents so that our pupils can come to terms with this tragedy to befall our school community.
Yours sincerely,

_____
Edward O' Riordan
Principal

St. Mary's B.N.S.,
Grange Road.,
Rathfarnham,
Dublin 14.
Date

Dear Parents,
The school has experienced (the sudden death, accidental injury) of one of our pupils. We are deeply saddened by the deaths/events.
(Brief details of the incident and in the event of a death, perhaps some positive remembrance of the person lost)
We have support structures in place to help your child cope with this tragedy.
(Elaborate)
It is possible that your child may have some feelings that he/she may like to discuss with you. You can help your child by taking the time to listen and encouraging them to express their feelings. It is important to give truthful information that is appropriate to their age.
If you would like advice, you may contact the following people at the school.
(Details)
Yours sincerely,

_____
Edward O' Riordan
Principal

St. Mary's B.N.S.,
Grange Road.,
Rathfarnham,
Dublin 14.
Date

Dear Parents,
Following the recent (tragedy, death of x) we have arranged professional support for pupils in school who need particular help. (x…) is available to help us with this work. The support will usually consist of talking to children; wither in small groups of on a one-to-one basis and offering reassurance and advice as appropriate.
Your son has been identified as one of the pupils who would benefit from meeting with the x… If you would like your child to receive this support, please sign the attached permission slip and return to the school by ……
If you would like further information on the above or to talk to the psychologist, please indicate this on the slip or telephone the school.

_____
Edward O' Riordan Principal

. . . . . .
I consent to having our son met by . . . . . .
I understand that my son may meet x . . . in a individual or group session depending on the arrangements which are thought to be most appropriate.

Name of Pupil: _____
Class: _____
Date of Birth: _____
I would like my son . . . . . to avail of the support being offered by x . . . . . .
Signed:_____
Edward O' Riordan
Principal

Health & Safety Appendix 18: Use of the Internet & email

Staff Members are entrusted with access to the Internet in the interest of providing valuable tools and access to information. This is a usual practice among schools and **St. Mary's** wishes to continue this practice provided that the use is directed as outlined below.

- Breaches of these policies will be viewed very seriously and may subject you to the school's disciplinary code.
- The school's internet and email system is school property and should be used for school purposes only.
- No pictures, executable programs or other attachments should be sent or received by e-mail without a valid school reason. Any information of a pornographic/sexually explicit content, or reference to racism/harassment etc.., as per the harassment policy is unacceptable and will subject the individual to the disciplinary code.
- If you receive attachments from outside the school, other than documents and spreadsheets on school business, inform the sender of our school policies and request that no more should be sent. If the problem persists, inform your principal.
- You may disclose the contents of e-mail messages only to other authorised employees.

When you send an e-mail out through the school system, you are speaking for the school. Do not send any e-mail message, which would not be appropriate, as a signed document on school letterhead.

E-mail is not private or secure. Do not include any confidential material in any e-mail message to anyone outside the school.

All messages passing through the school e-mail system are school property.

Health & Safety Policy Appendix 19: Internet Acceptable Use Policy-Children

Educationalists believe in the benefits of curriculum-based internet use. The purpose of the Internet Acceptable Usage Policy is to ensure that pupils will benefit from learning opportunities offered by the school's internet resources and will be protected from harmful and illegal use of the Internet.

St. Mary's Boys National School will employ a number of strategies to maximise learning opportunities and reduce risks associated with the Internet.

These strategies are as follows:

1. Acceptable Usage Policy (AUP)
2. Education
3. Filtering/Monitoring

Sanctions

If a pupil deliberately misuses the internet or email, this will result in disciplinary action, including the withdrawal of access privileges. Parents/guardians will be notified of misuse by a pupil.

Internet

1. Internet will be used for educational purposes only.
2. Internet sessions will be supervised by a teacher.
3. Filtering software will be used to minimise the risk of exposure to inappropriate material.
4. The school will regularly monitor pupils' internet usage.
5. Pupils will receive training in the area of internet safety.

6. Pupils will be taught to evaluate the content of internet sites.
7. Teachers will be made aware of internet safety issues.
8. Uploading and downloading of non-approved material is banned.
9. Virus protection software will be used and updated on a regular basis
10. The use of personal electronic equipment in school requires a teacher's permission e.g., iPods etc.

Health & Safety Policy Appendix 20: Internet Permission Form - Children

St. Mary's Internet Strategy:
Computer technology and use of the internet is integral to the Primary School Curriculum. St. Mary's is part of the Schools' Broadband Programme which provides an integrated set of services to schools. This service covers Broadband connectivity and hosted services, including content-filtering and security services which include a centralized firewall. These services are managed by the Schools' Broadband team NCTE (National Centre for Technology in Education) and HEAnet who work closely with the Department of Education & Skills. Micropro Solutions manage our ICT systems and provide an additional firewall.

The following safeguards are in place:

1. There is central school filtering by HEAnet which is tailored for each school.
2. Computers for children's use are in open areas such as the computer room or classrooms.
3. The teachers closely monitor use of the Internet, including email if used.
4. Pupils are educated in the correct use of the internet.

WEBSITE: We have a comprehensive and active website at www.marysbns.ie. In developing and maintaining the content for the school website we take the following precautions.

- Children's work is subject to copyright restrictions which prohibit the copying of such work without written permission.
- Photographs and videos are generally in a group setting.
- No home details appear.
- Pupil participation in the website is encouraged under teacher supervision.

Parents Signature: _____ Date: _____

This permission form is attached to the Acceptance Form of a place in St. Mary's (Junior Infants or other class) and is signed by parents/guardians before their child begins his time in the school.

Health & Safety Policy Appendix 21: Automated External Defibrillator Checklist for St. Mary's BNS Rathfarnham.

AED Location: On wall in front corridor of school beside secretary's office **Make & Model: HEARTSTART FRX** **Serial Number: BO8C-00919**

Daily/Weekly and Before Each Use	Check the status indicator is flashing green. If an alarm tone is emitting from the AED and the green indicator light does not flash do not use the AED. In the event of any problem contact: Cardiac Services (01) 830 7499, and/or Dave O'Connor Sales Manager (087) 259 1801
Weekly Check and After EACH Use:	- Ensure the exterior of the AED and the connector sockets are free of cracks & any signs of damage - Ensure the defibrillator pads are connected - Supplemental equipment to be stored with AED: - Two sets of in date defibrillation pads, sealed & undamaged - One infant/child key - Scissors & Razors - 3 pairs of disposable gloves - One large absorbent pad for drying chest - 1 Pocket mask - 2 valves for pocket mask - Bag for clinical waste - Laminated instruction sheet - HEARTSTART FRX Handbook
Technical safety inspection every 4 year with battery replacement	**DATE DUE: 06/2012** **Contact Cardiac Services: (01) 830 7499**

A.E.D. Checklist for St. Mary's BNS Rathfarnham

AED Location: On wall in corridor of school beside secretary's office
Model Make & Number: HEARTSTART FRX BO8C-00919

DATE: Month: _____ Year: _____	Routine Weekly Check or Pre & Post event check?	AED Status flashing green light: Y/N	Supplemental Equipment with AED as listed: Y/N	Comments:	Signature:
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

Health & Safety Policy Appendix 22: Emergency Contact List

Agency	Contact Numbers
GARDA	Rathfarnham 01-666650 Tallaght 01-6666000
HOSPITAL	Tallaght 01-414200
FIRE BRIGADE	999 or 112
HSE/Community Care Team/Family Centre	01-4520666
INSPECTORATE	01-8896400
NEPS PSYCHOLOGIST	N/A
DES	01-8892341
INTO	01-8722533
PARISH PRIEST	Fr. Martin Cosgrove (086-8037534)
N.E.W.B.	01-8738700
Dept. of Health and Children	01-6354000
ChildLine	1800 666 666
Parent Line (Parents under stress)	1890 927 277
B.O.M. (Mr. John Hughes)	(086) 8211114

Useful Contact Numbers

BARNARDOS	450355
THE SAMARITANS	1850 609090
CHILDLINE	1800 666666
PARENTLINE	1890 927277
AWARE	01-6766166/ 1890 303302
NATIONAL SUICIDE BEREA VEMENT SUPPORT	02495561
RAINBOWS	4734175
THE BEREAVEMENT COUNSELLING SERVICE	8391766
BEREAVEMENT COUNSELLING	6767727

Health & Safety Policy Appendix 23: RISK ASSESSMENT PRO FORMA

Company Name: _____Assessment Undertaken by: _____

Company Address:_____

Area/Department/Activity:_____

Signed: _____ Date: _____ Page ____of _____

Assessment Review Date: _____

List Hazards and risks here:	List groups of people who are especially at risk from the significant hazards which you have identified:	List required controls here or note where the information may be found:	Responsible Person

Timeframe, Review and Evaluation

This policy will be implemented from April 2025. It will be reviewed bi-annually and where necessary thereafter to ensure compliance with D.E.S directives.

Ratification and Communication

This policy was ratified by the Board of Management in April 2025.

Signed: _____

John Hughes

Chairperson Board of Management