St. Clare's School

Safety, Health and Welfare Statement

September 2025

ST. CLARE'S SCHOOL

TEACHING, LEARNING
& GROWING TOGETHER

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Safety, Health and Welfare Policy

St. Clare's School

September 2025

In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect students, visitors, contractors and other

persons at the school from injury and ill health arising from any work activity. The successful implementation of this policy requires the full support and active co-operation of all staff, students, contractors and visitors to the school.

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

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

a. promotes standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation, standards and codes of practice;

b. provide information, training, instruction and supervision where necessary, to enable staff to perform their work safely and effectively;

c. maintain a constant and continuing interest in safety, health and welfare matters pertinent to the activities of the school;

d. continually improve the system in place for the management of occupational safety, health and welfare? and review it periodically to ensure it remains relevant, appropriate and effective;

e. consult with staff on matters related to safety, health and welfare at work;

f. provide the necessary resources to ensure the safety, health and welfare of all those to whom it owes a duty of care, including staff, students, contractors and visitors.

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

Signed:

_____ Chairperson, Board of Management

St. Clare's School

Date: __01/09/2025___

School profile

St. Clare's School is a special school established in 1967 and caters for pupils with special educational needs within the range of Mod - Severe - profound general learning disability, from 4- 18 years of age.

It is our aim to provide a safe caring, happy and secure atmosphere where the health and welfare, intellectual, spiritual, physical, moral and cultural needs of our pupils are identified and addressed.

We strive to provide a holistic educational experience for our pupils, to develop all areas including social and personal growth, academic progress and a sense of belonging, both within the school community and the wider community.

The development of self-esteem in our pupils is important, and we celebrate their achievements, individual talents and abilities throughout the school year. While St Clare's is a school with a catholic ethos with Bishop Fintan Monahan as patron, it also has due recognition of other religions.

The school has 107 pupils' and have undergone a dramatic increase in numbers in recent years. We are currently waiting 4 new modular buildings to be added this coming school year.

Website: www.stclaresennis.ie Email: info@stclaresschool.ie

Tel: (065) 6821899

Address: Gort rd, Ennis, Co. Clare, V95 YP83

Roll number. 19233E

Emergency contact details

Hospital:

Ennis Hospital: UL Hospitals

Ennis

Co. Clare

Tel: 065 6863100

Fax: 065 6820476

Email: enquiries.ennisgeneral@hse.ie

Fire Brigade:

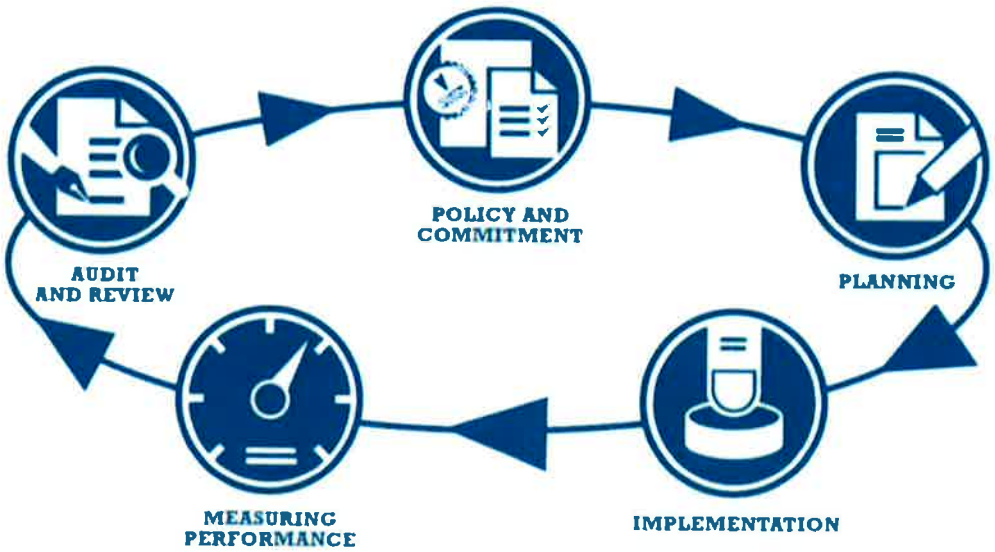
Clare County Council - Central Fire Station

Áras Contae an Chláir New Road Ennis Co. Clare

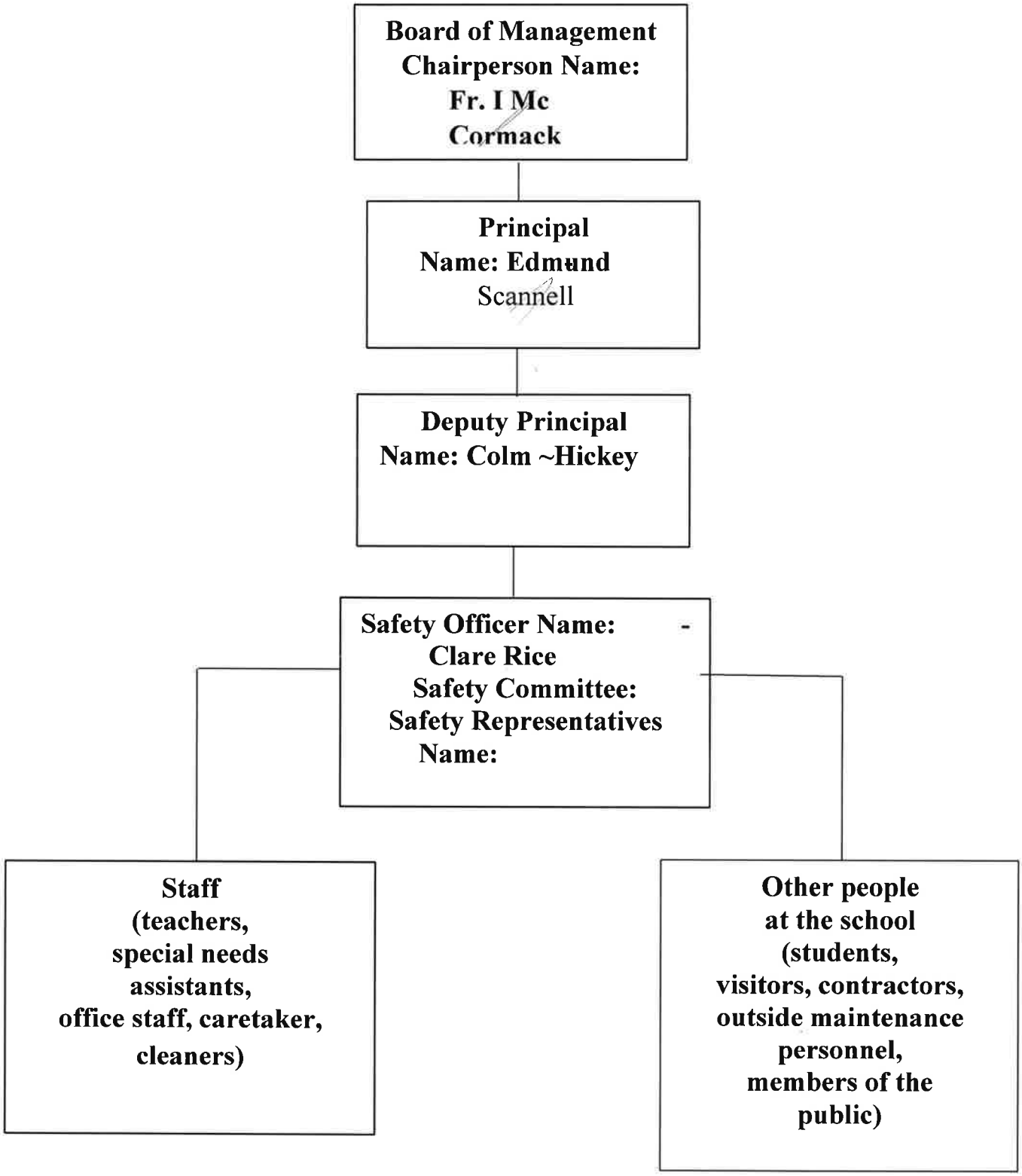
Tel: (065)6846302

Emergency Call:999

The school Safety and Health Management System (SMS) involves an on-going process which aims to promote continuous improvement in the way the school manages safety. It fits into the overall management of the school and includes the school structure, planning activities, practices, procedures, and resources for developing, implementing, reviewing and maintaining safety, health and welfare. The SMS sets out the issues to be addressed and is a tool to develop improvement programmes and self-audits or assessments. This process is undertaken by the safety committee.



Safety Management Structure


Board of Management
Chairperson Name:
Fr. I Mc
Cormack
Principal
Name: Edmund
Scannell
Deputy Principal
Name: Colm ~Hickey
Safety Officer Name: -
Clare Rice
Safety Committee:
Safety Representatives
Name:
Staff
(teachers,
special needs
assistants,
office staff, caretaker,
cleaners)
Other people
at the school
(students,
visitors, contractors,
outside maintenance
personnel,
members of the
public)

Resources for safety, health and welfare in the school

St Clare's School is committed to dedicating the financial and personnel resources necessary to secure the high level of safety and welfare for the staff and others while working in or visiting the college. To this end the safety Committee is committed to:

- Ensuring that an adequate number of suitable staff is available to undertake the work and activities carried out by the school.
- Insofar as is reasonable practicably, ensure resources shall be made available for any upgrading, maintenance, replacement and repair of the facilities and equipment.

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

The safety, health and welfare roles include the following:

Board of Management's Responsibility

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

Principal's Responsibility

- Complies with the requirements of the 2005 Act;

- Reports to the board of management on safety, health and welfare performance;
- Manages safety, health and welfare in the school on a day-to-day basis;
- Communicates regularly with all members of the school community on safety health and welfare matters;
- Ensures all accidents and incidents are investigated and all relevant statutory reports completed;
- Organises fire drills, training, etc.;
- Carries out safety audits.
- Chairs the meetings of the safety committee
- Ensure adequate protective equipment is available.
- Ensure that the services of external consultants are used where special training or assistance is required.
- Ensure that Health and Safety Authority inspectors are provided with any information requested.
- Ensure that Control measures called for in the hazard audit sheets are implemented.
- Record all reportable accidents to staff and dangerous occurrences within the college buildings and grounds.
- The Principal shall send the forms to the Health and Safety Authority.
- Report accidents involving staff which result in absence from work for more than 3 consecutive days directly to the Health and Safety Authority via the online system.
- Keep records of:
  - o Safety Committee Meetings
  - o Details of Employee Training

Deputy Principal's Responsibility

The Deputy Principal responsibilities are as follows:

- In the absence of the Principal, assume the responsibilities of the Principal.
- Ensure that Safety, Health and Welfare is given due consideration for all activities.

Safety Representative Responsibilities

The Safety Representative is elected by staff as their voice in the Safety committee. The responsibilities of the Safety Representative are as follows:

- Represent the staff in consultation with the employer on matters relating to safety, health and welfare.
- Make representations on matters relating to safety, and welfare which affects:

  o Their members o Persons employed at their workplace

- Represent staff in consultation with officers of the Health and Safety Authority.

  □ Receive information from the Health and Safety Authority.

- Accompany a Health and Safety inspector on his/her tour of the school if he/she is requested. As such the employer is obliged to let the Safety Representative know as soon as a Health and Safety inspector comes on site.
- Attend meetings of safety committees
- Investigate potential hazards, accidents and dangerous occurrences at the school.
- Ensure that all staff are aware of their duties under the Safety Policy.
- Cooperate with the Principal in ensuring that adequate personal protective equipment and first aid is available
- Ensure that all staff receives adequate training in Health, Safety and Welfare as necessary.

Teachers (with particular functions in safety, health and welfare):

- A deputy principal, assistant principal, special duties teacher or any teacher with duties related to safety, health and welfare must fulfil the duties assigned;

- Although ultimate responsibility for safety, health and welfare rests with the board of management, the teacher must fulfil those duties to which he/she has agreed.

Teachers / Special Needs Assistants / Non-teaching staff:

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

Other School Users:

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

Contractors:

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

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

Short duration, low risk, single contractor works involving routine maintenance, cleaning, decorating or repair:

From time to time the school will call on the services of a smaller contracting company, such as a plumber, electrician or carpenter, to carry out a variety of construction tasks. Due to the hazards and risks involved in construction work there is specific legislation governing the manner in which it is carried out. There are a number of terms defined in this legislation and the duties placed on people vary depending on the scale and complexity of the job and if there are particular risks present such as working over water etc. Further detail on the legal duties is set out below as the duties are greatest for larger jobs. Where this work involves a single contractor and where there are no particular risks present and task duration will not exceed 30 working days or 500 person days, to comply with safety, health and welfare requirements and to ensure this type of work is carried out safely with minimal disruptions, the following key points should be followed:

- The board of management must ensure that the contractor is competent. This means that the contractor is suitably qualified and experienced and is registered. For instance, an electrician should be registered with the Register of Electrical

Contractors of Ireland (RECI) or the Electrical Contractors Safety and Standards Association (ECSSA). In many cases, the school will have a list of maintenance personnel and this may only need to be reviewed if any changes occur.

The contractor and the principal meet before the project commences to ensure communication links are established before work starts and throughout the contract. The contractor should advise the principal about the likely duration of the work and any possible hazards, and how these will be addressed. The contractor should also provide the principal with a copy of its safety statement including any relevant risk assessments for the project to be undertaken. Likewise, the principal should advise the contractor about necessary precautions which need to be considered, particularly if work is being carried out during school time.

In the above the principal has been identified as the point of contact for the contractor. This is because the principal is responsible for the day to day running of the school and is appropriately placed to deal with this work. However, the school may decide to appoint a safety officer or other person and deem this person the appropriate contact for all work. It is important that proper consultation takes place and that the board of management, principal and all staff know about the work to be carried out and the impact this will have on work activities, including any necessary changes that need to be made.

Substantial building works, (e.g. extension to school building):

Where substantial building work lasting more than 30 days or 500 person days is being considered, the board of management take on the responsibility of "client". The client must:

- Appoint, in writing before design work starts, a Project Supervisor for the Design Process (PSDP) who has adequate training, knowledge, experience and resources;

- Appoint, in writing before construction begins, a Project Supervisor for the Construction Stage (PSCS) who has adequate training, knowledge, experience and resources;

- Co-operate with the project supervisors and supply any necessary inform• notify the HSA of the appointment of the PSDP on Approved Form AF1 "Particulars to be notified by the Client to the Health and Safety Authority before the design process begins";

- Retain and make available the safety file for the completed structure. The safety file contains information on the completed structure that will be required for future maintenance or renovation.

The Project Supervisor for the Construction Stage further develops the safety and health plan for the construction stage of the project. This includes coordinating appropriate safety, health and welfare arrangements on site to prevent accidents occurring, e.g. keeping vehicles and pedestrians apart.

Prior to carrying out any construction work each board of management, as client must familiarise itself with its legal health and safety responsibilities, as detailed in the Safety, Health and Welfare at Work (Construction) Regulations 2006. These Regulations have wide-ranging application covering large projects such as capital builds, small projects such as renovations, erecting pre-fabs and routine maintenance such as replacing light fixtures etc.

The Regulations introduce such terms as client, project supervisor for the design process (PSDP), project supervisor construction stage (PSCS), safety, health and welfare plan, safety file and contractor.

Details can be found in the Guidance publications from the Department of Education and Skills and the Health and Safety Authority listed below and Safety Authority listed below.

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Construction/Summary_of_Key_Duties_under_the_Procurement,_Design_and_Site_Management_Requirements_of_the_Safety_Health_and_Welfare_at_Work_Construction_Regulations,_2006.html
http://www.hsa.ie/eng/Publications_and_Forms/Publications/Construction/Clients_in_Construction_-_Best_Practice_Guidance.html

http://www.education.ie/en/School-Design/Procedures-and-Cost-Plans/

These *guidance* documents also define the terms mentioned above. For example, a client means "a person for whom a project is carried out, in the course or

furtherance of a trade, business or undertaking, or who undertakes a project directly in the course or furtherance of such trade, business or undertaking."

Clients are usually those with control over key aspects of a project such as who is appointed as contractor to carry out the work in question. For example, you are a client if you are a principal or board of management responsible for hiring trades people to paint a block of classrooms or to build new desks or shelving in a classroom.

The importance of appointing competent persons.

Safety, health and welfare functions can be delegated to a senior manager such as the principal. However, the legal responsibility for safety, health and welfare rests with the board of management. The school may wish to appoint a person, such as a safety officer, to act on its behalf but in doing so they must be satisfied that this person is competent.

Competence is defined under the 2005 Act as follows: "a person is deemed to be a competent person where, having regard to the task he or she is required to perform and taking account of the size or hazards (or both of them) of the undertaking or establishment in which he or she undertakes work, the person possesses sufficient training, experience and knowledge appropriate to the nature of the work to be undertaken."

The school is a unique work environment but is not generally high risk. Those on the ground, carrying out the day to day work of managing and co-ordinating school activities know this environment best. The school should have access to sufficient safety, health and welfare knowledge, skills or experience to identify and manage safety, health and welfare risks effectively and to set appropriate objectives.

In many schools a safety officer may not be appointed and the principal in addition to the management of the school takes responsibility for managing safety, health and welfare matters. Furthermore, the principal may decide to delegate certain functions to individual teachers, the caretaker, or other staff, deemed to be competent within their respective work areas. Such responsibilities could include the teacher completing a risk assessment for his/her classroom. This makes sense as a teacher knows his/her own classroom best.

Section 19 of the Safety, Health and Welfare at Work Act 2005 specifies that, "Every employer shall identify the hazards in the place of work under his or her control, assess the risk presented by those hazards and be in possession of a written risk assessment of the risks."

The aim of the Safety Management System is to minimise risks. To evaluate risks, schools must draft written "risk assessments". This helps to determine what the hazards are, the risk involved and the controls to be put in place to minimise the risk. It also enables the school to define priorities and set objectives for eliminating hazards and reducing risks within timescales.

Wherever possible, risks should be eliminated. Where risks cannot be eliminated the general principles of prevention must be used as part of the risk assessment process.

Hazard Identification and Control

Hazard Identification and Risk Assessment.

The School management recognise that its activities and premises may present a health and safety risk and shall identify the areas where control measures are required. The appointed safety officer shall carry out inspections in all areas on a regular basis and report the findings to the school principal.

Identification of hazards shall be undertaken at regular intervals and the school management shall take all practicable control measures to reduce risks to school staff, students, visitors and members of the public. Hazards will be identified, risks assessed and categorised as: high/ medium/ low and rated as major / serious/ minor.

Procedures

It is the policy of this school to:

- Identify hazards in the workplace
- Assess the risk to health and safety
- Control risks as far as is practicable so that they are eliminated or reduced to an acceptable level

A **Hazard** is anything - substance, article, material or practice – which has the potential to cause harm to the safety, health and welfare of staff, students or others at work.

A **Risk** refers to the likelihood of the hazard to cause harm in the circumstance of use.

A **Risk Assessment** links the probability of occurrence i.e. the likelihood together with the severity of loss and or injury. In this case the categories of high/ medium/low are used to assist in prioritizing control measures and allocations of resources.

Likelihood: The likelihood of the hazard occurring is rated as follows:

High: Where it is certain or near certain that harm will occur.

Medium: Where harm will occur frequently.

Low: Where harm will seldom occur.

Risk Rating: the risk is as follows:

Major: Can cause death or major injury

Serious: Injuries where staff may be off work for more than 3 days

Minor: All other injuries, including those periods where people can be off work for up to 3 days.

Risk Control

Measures intended to reduce the risk to an acceptable level.

Fire safety A.

Alarm will be sounded.

I. Emergency services will be telephoned from Principal's Office II.

Class Roll Books will be taken by class teacher from classroom. B.

Evacuation will commence as follows:

I. Pupils will leave their rooms in single file.

II. Teacher will close windows and doors III. Designated person will check toilets.

IV. During evacuation, the following must be observed:

a. Comply with all instructions issued by Teacher and any other person in charge.

b. No running.

c. No talking, laughing or shouting.

d. No overtaking.

e. No picking up coats, bags, etc.

f. No going back.

C.

Assembly will take place as follows.

I. All classes will be grouped in their class groups and should stay together for the duration of evacuation plan.

II. Class groups will line up opposite the appropriate fire assemble point.

D.

Roll call will be as follows:

I. Teachers will have collected Roll Book from classroom.
II. Each teacher will use the Roll Book to check the Class.
III. Only with the permission of the Principal will any Teacher return to find any missing person. These instructions do not preclude an attack on a fire by Staff with the available appliances, where this can be done without personal risk. Firefighting must always be secondary to life saving.

First Aid

A fully stocked first aid kit is available in the main reception area and in open areas throughout the school. The school shall undertake to stock the kit adequately to cover the number of people employed by the school. A person shall be designated as the trained first aid person at specified locations and shall be trained appropriately. The exact location of all first aid boxes shall be known to all staff in each workplace and a specific notice, identifying their whereabouts, will be posted to include the name of the qualified person or appointed person.

The following contents will be provided in the first aid box:

- Sterilised unmediated dressings (small, medium and large) □ Adhesive wound dressings in assorted sizes.
- Adhesive plasters.
- Absorbent sterilised cotton wool in 15g packets.
- Triangular bandages – unbleached calico 1,300 □ 950mm.
- Antiseptic cleaning solution.
- Antiseptic cream.
- Sterilised eye pads in sealed packets.
- Rubber or pressure bandages.
- Scissors (blunt nosed) □ Eye bath o Safety pins □ Small bowl or dish.
- Latex disposable gloves (for use by the first aider) It should also include:

- Names of staff with responsibility for first aid treatment.
- Telephone numbers of nearest doctor, casualty hospital and eye clinic.
- Summary of advice on first aid treatment.
- Ensure that first aid procedures are practised on an annual basis.
- First Aiders (or other staff) are not empowered to dispense analgesics, pills or medication. Supplies of such items will not be kept in the first aid boxes. Individual staffs who believe they might have need of these items must be responsible for their own supplies.

Record Keeping

Details of accidents must be entered in the Accident Book. The book will be kept in a suitable place, preferably alongside first aid equipment.

Accident / Incident Procedures

When a serious accident occurs or where there has been an incident where a serious accident could have occurred, the following procedures should be carried out:

1. Observe the accident location and the status of the injured person.
2. If there is a risk of further injury and the area cannot be made safe, seek appropriate advice and move the injured person to safety.
3. Call for immediate assistance or emergency advice.
4. See that first aid is administered by a competent person.
5. If required ensure that the ambulance has been called- make sure that the exact location has been given.
6. Notify the safety representative.
7. Gather all information immediately about the accident and what led up to it, obtain witness statements, and write down as they are given.
8. Complete accident report form.
9. If the Health and Safety Authority (HSA) are to inspect the location of the accident do not move anything unless further serious risks are to be avoided.
10. Notify the insurance company and seek further guidance on further reports and investigation.

- Time date and location of accident -

How it happened.

Accident and Investigation

All accidents to persons, (whether or not in the employment of the school) resulting in injury, however, slight, shall be recorded by the appropriate member of staff/ safety officer and a copy of the accident report sent to the school principal. Where practicable, all accidents will be investigated and recorded on the accident report form. If an accident causes any person to be absent for more than three days or is prevented from performing his/ her normal duties of employment for this period, written notice must be given to the Health and Safety Authority (HSA). The school principal shall ensure that the relevant accident form has been completed and passed on to the insurance company. Depending on the report received the insurance company may carry out an investigation on the accident or incident. In the event of a serious accident or one which could have resulted in a serious injury the principal may carry out his / her own investigation.

Safety Induction Training

The school principal should ensure that the following induction training is carried out for all new and temporary members of staff:

1. Show new staff members where the Safety Statement is kept, explain its purpose and ensure that the employee is aware of his / her responsibilities.

2. Ascertain if a new staff member has any disability or illness which could prevent him / her carrying out certain operations safely or require additional protective measures.

3. Advise the new staff member of any potentially dangerous areas in the work place.

4. The training and instruction required for each individual must be considered. Where required relevant, specialist training will be given to a member of staff.

5. Show the new members the location of the first aid box and explain the procedure in the event of an accident, in particular, the necessity to record accidents, however trivial they may appear at the time.

6. Outline to the new staff member the fire and evacuation procedures and identify assembly areas.

Training and Consultation

The Safety Officer will oversee the implementation of the Safety Statement. Primary responsibility for implementation, however, remains with the school Principal.

The Safety Statement will be reviewed on an annual basis by the school Principal and Safety Officer. Section 13 of the Safety, Health and Welfare at Work Act 1989, states that employers must consult with their employees in establishing arrangements for securing co-operation on safety, health and welfare. The safety

committee is used as an appropriate mechanism for consultation on all health and safety issues.

Safety Audit

The Safety Health and Welfare at Work Act 1989 places the onus on the employer to identify hazards in the work area and to make an assessment of the risk involved. As the hazards present in the working environment can vary with time it is important that a system or procedure is in place in order to ensure that hazards are identified on a continuing basis.

Objectives:

- To implement a system of regularly reviewing.
- Identification of hazards.
- Assessment of risk.
- Implementation of control measures
- To ensure that information gathered is assessed and dealt with speedily. □ To provide a record to assist in assessing health and safety activities.

Procedures

- The safety representative is responsible for conducting safety inspections of the school premises and activities on a regular basis and ensure that hazards identified are recorded.
- The safety representative will be responsible for reporting hazards identified to the principal following which control measures will be agreed.
- The school principal shall decide on the control measures to be put in place (taking into account advice from the safety representative and other information and guidance provided).
- The safety representative shall monitor the effectiveness of the agreed control measures in future safety inspections.

Safety Inspections

The Safety Officer, together with other teachers, as necessary, shall organise Safety Inspections on regular basis in conjunction with the school principal, and the safety committee.

These inspections will consist of an examination of:

- Housekeeping, including floors, walkways, classrooms, in particular the "practical rooms".
- Records of safety equipment, tests and servicing, e.g. dust extraction. □ Safe places of work above ground level e.g. roof etc.
- Machinery Guarding (safety feature).
- Correct safety procedures/ manual handling/equipment operation.
- Fire exits and equipment (to ensure unimpeded access) □ Suitability of personal protective equipment.
- Use of personal protective equipment.
- Hand tools □ Electrical installations, including testing of residual current devices (RCD's/ ELCB's) □ Storage of gases and chemicals
- Control of contractors
- Any accidents in the area since the previous audit
- Any other hazard
- Action taken on the improvements recommended since the previous audit. See "Guidelines on Managing Safety and Health in Primary School Part 2 Tools and Templates"

Personal Protective Equipment

(P.P.E.) To ensure that all staff use personal protective equipment (P.P.E.) where required. It is the policy of the school to use P.P.E. when further risk reduction is not feasible.

Control Measures.

- All safety equipment purchased by the school will be to approved standards e.g. C.E Mark.
- It is essential that all protective measures are correctly selected, and users are instructed in their correct use. In this respect, training will be provided as found necessary.
- Whenever possible, appropriate manufacturer's guidance will be needed. In cases where this is inadequate, additional information will be provided by the school.
- All personal protective equipment and clothing shall be used in a safe and proper manner and maintained in a clean and serviceable condition.
- All equipment and clothing must only be used for the purpose they were intended.
- All faulty or damaged protective equipment and clothing must not be used and shall be reported and replaced as soon as possible.
- Staff shall not interfere with or alter any item of protective equipment or clothing.
- The school will ensure that adequate supplies of all the necessary protective clothing and equipment are available for issue as required.
- It is the school's policy that all management staff, visitors and staff will wear prescribed safety equipment in parts of the premises, designated in writing by the school as being areas where risk of injury is significant.
- All management and supervisory staff will set a good example in the wearing of eye protection, protective footwear, etc. as required.

Note: The use of personal protective equipment is a last resort i.e. P.P.E. will be used only if it is not practical to eliminate the hazard and risk in the first instance.

Communication at school level

- Staff meetings
- Safety Committee Meetings (where a Safety Committee is in place)
- Consultation between individual members of staff, the school Principal and/ or Safety Officer
- Board of Management meetings

In accordance with Section 20(3) of the Safety, Health and Welfare at Work Act 2005 every employer must bring the safety statement, in a form, manner and, as appropriate, language that is reasonably likely be understood, to the attention of:

- His or her employees, at least annually and, at any other time, following its amendment;
- Newly recruited employees upon commencement of employment;
- Other persons at the place of work who may be exposed to any specific risk to which the safety statement applies, e.g. contractors carrying out work at the school.

All students, parents/guardians and visitors to the school should also have access, as appropriate, to the safety statement.

Communication is integral to the organisation and operation of the safety, health and welfare statement. All staff must be aware of the content of the safety statement, safety policies and procedures, risk assessments, minutes of the meeting of a safety committee, where one is established, results of audits and results of performance reviews.

The communications process must allow for and encourage employees to bring safety, health and welfare matters to the attention of management. A written communications policy should be developed and implemented. The policy must articulate the involvement of staff in the development of the Safety Management System and methods of communicating with staff on safety, health and welfare matters.

The establishment of a Safety Committee and the selection and appointment of a safety representative on behalf of staff can facilitate good communication. It is important to involve special needs assistants, caretakers, cleaners and nonteaching staff in the communication framework, as they are often involved in the highest risk work activity in schools.

It is good practice to ensure names and photographs of first-aiders, fire wardens and responsible persons are posted in various locations around the school on safety, health and welfare notice boards located in central positions. Information pertaining to nearest emergency first-aid kits, fire evacuation points and general emergency procedures can also be posted on safety, health and welfare notice boards.

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

All policies and procedures should be ratified by the board of management and communicated to the school community where relevant, e.g. anti-bullying policy, pregnant employee policy etc. Some schools incorporate each policy into the safety statement while others leave them as stand-alone policies.

Many of the following school policies will be relevant in every school. While some schools may already have such policies in place, others may need to develop them. Resources to support the development of such policies are available on the websites of the Health and Safety Authority, Department of Education and Skills, the management bodies, principal and teacher organisations.

- School trips/outings
- Extra-curricular activities
- Visitors and contractors
- Third party use of school premises
- Induction of new staff
- Dignity in the workplace
- Anti-bullying and anti-harassment
- Pregnant, post-natal and breast feeding employees
- Working at height
- Manual handling
- Display screen equipment
- Lone working and night work
- Personal protective equipment (PPE)
- Promoting safety through the curriculum (see the FAQs No.44)
- Code of Behaviour
- Substance Use
- Child protection
- Special needs
- Equality
- Employment policies
- Road safety protocol
- Internet Safety: Acceptable Use Policy
- Relationships and Sexuality Education

• Administration of Medicines

The Board of Management of St. Clare's School ratified this statement on 01/09/25.

Signed Date__ __

Chairperson BOM

APPENDIX

Appendix 1

Training Record

Reason for Training

_____

_____

_____

_____

_____

_____

_____

Name of Participants: _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ Date of training:

_____

Facilitator:

Name _____

Association/Company: _____

Address: _____ _____

_____ Phone No: _____

Renewal date: _____

Appendix 2

Audit checklist

School Year: _____

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

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

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

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

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

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

7	Communication	Yes	No
7.1	Has the board of management established a formal procedure for internal communication within the school?		
7.2	Has the board of management established a formal procedure for communication with contractors and other visitors to the school?		

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

9	Emergency preparedness and response	Yes	No
9.1	Has the board of management established procedures to identify potential emergency situations? e.g floods, fire, bomb threat, fatalities, serious incidents, suicide etc.		
9.2	Does this procedure establish how the school should respond to such emergency situations?		
9.3	Has the emergency plan taken into account the needs of relevant interested parties? e.g. emergency services, neighbours, etc.		
9.4	Is the procedure subject to periodic review and update and revised where necessary?		
9.5	Is the emergency evacuation plan displayed throughout the school?		
9.6	Has the emergency evacuation procedure been developed to cover all areas, processes and identify those people who may be at greater risk, e.g. visually impaired, individuals with disabilities, or those working in noisy environments and have these procedures been communicated to the school community?		
9.7	Is there an audible fire warning system in your school?		
9.8	Are fire assembly points identified and clearly demarcated?		
9.9	Are directional fire signs displayed? (pictorial only, must not contain text) See Part 1, page 53, FAQ No 39.		
9.10	Does your school have emergency lighting systems in place?		
9.11	Are fire exits kept clear at all times?		
9.12	Are fire drills carried out? (recommended 2 per year)		

9.13	Are the outcomes of fire drills recorded, e.g. time taken, reports of faults or hindrances that require action?		
9.14	Is all first-aid equipment and fire fighting equipment (fire hose reels, emergency lighting, fire extinguishers, fire blankets, etc.) in place?		
9.15	Are all fire installations and equipment inspected and serviced as per requirements?		

10	Performance, measurement and monitoring	Yes	No
10.1	Are written procedures in place for the measurement and monitoring of safety, health and welfare performance – ongoing/periodic review of the school safety, health and welfare plan?		
10.2	Is safety, health and welfare reviewed throughout the school year?		

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

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

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

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

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

Contents of risk assessment templates

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Blank Templates for General Use	111	55

Blank Template - No.55 (List additional hazards, risks and controls particular to your school using this template)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed

If there is one or more **High Risk (H)** actions needed, then the risk of injury could be high and immediate action should be taken.
Medium Risk (M) actions should be dealt with as soon as possible. **Low Risk (L)** actions should be dealt with as soon as practicable.

Risk Assessment carried out by: _____ **Date:** / /

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