

Safety Statement

It is a legal requirement under the Safety, Health and Welfare at Work Act, 2005, for every employer, in conjunction with employees, to prepare a Safety Statement. It represents Rochestown Educate Together National School (ETNS)'s commitment to safety and health, and specifies the manner, the organisation and the resources necessary for maintaining and reviewing safety and health standards. This Safety Statement is based on Guidelines on Managing Safety, Health and Welfare in Primary Schools.

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I. Safety, Health and Welfare Policy

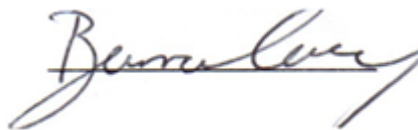
In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect students, visitors, contractors and other persons at the school from injury 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) promote standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation, standards and codes of practice;
- 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
Douglas Rochestown Educate Together National School

Date: 14th October 2015



Chairperson, Board of Management
Douglas Rochestown Educate Together National School

Last Review Date: 27th September 2023

II. School Profile

School Details:

Name: Douglas Rochestown Educate Together National School

Address: Carr's Hill, Douglas, Cork

Telephone: 021 489 0122 / 085 2428753

Email: info@dretns.ie

Roll Number: 20413N

Principal: Dr. Alan Sheehan

The school premises consist of the area within the school boundaries/fence at Carr's Hill. School start/end times are as follows:

Start Time:	End Time:
8.30 am	1.10 pm/2.10 pm

The school doors open at 8.20am. The school provides supervision of pupils within the school grounds only from 8.20am – 1.20pm for Junior and Senior Infants and from 8.20am – 2.20 pm for all other Classes. Please note that no responsibility is accepted for anyone in the areas outside the school fencing. Please also note that no responsibility is accepted for pupils arriving before 8.20am or for supervising pupils after 1.20pm/2.20pm.

General Information:

Douglas Rochestown ETNS is under the patronage of Educate Together. It is based on four key principles: Child-centered, Co-educational, Democratic and Equality-based.

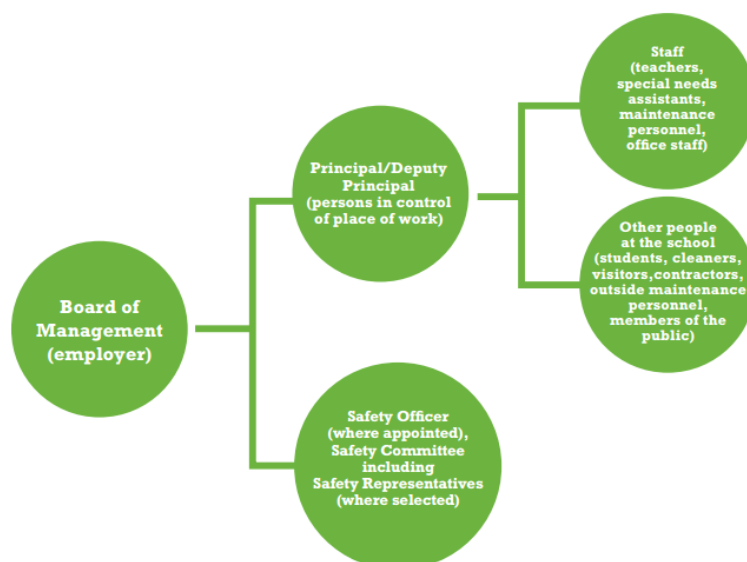
Douglas Rochestown ETNS follows the curricular programmes prescribed by the Department of Education and Science, which may be amended from time to time, in accordance with Sections 9 and 30 of the Education Act (1998).

School size and buildings:

Our school opened in August 2013 and consists of Junior Infants to Sixth Class. We are located at Carr's Hill, Douglas, Cork. The school building consists of one building with twenty-four internal classrooms, 3 autism classes, staff toilets, eight support rooms, a multi-purpose hall, a library, sensory room, a para-education room, a central activities space, a hygiene room, a principal's office, an administration office, autism class office, two circulation areas, 2 store rooms, a caretaker's/cleaner's room, sluice room and a staffroom. The school has a hard surface and soft surface play area and the entire facility is fenced off securely.

Organisational chart:

There is a duty on everyone at work to co-operate effectively in developing and promoting safety, health and welfare. An organisational chart illustrates the hierarchy of duties in the workplace.



Safety, health and welfare is everyone's responsibility. The above chart reflects a whole school approach to the promotion and development of safety, health and welfare in schools.

Planning procedures:

Planning is an important part of the school's safety, health and welfare management system. This system requires schools to act in a variety of ways in a complex and challenging environment. The actions required may:

- be routine and predictable, (e.g. annual risk assessments, planned walk-through inspections, training events, meetings);
- Occur in response to particular significant events or risk assessments. Many of these can be agreed and implemented fairly quickly, (e.g. repairs to equipment, new safety regulations, a change in work practice following the outcome of an accident);

- Be planned to be implemented over a longer period of time or in phases, and may have major resource implications (e.g. replacing sub-standard infrastructure, introducing new equipment, refurbishing key locations).

Safety, health and welfare planning is best seen as an integral part of the School Plan. It draws on many of the same resources and structures as other aspects of the school self-evaluation and planning process. The safety statement should be informed by and reflect wider school planning priorities and decisions.

A Board of Management may nominate a person, perhaps the school principal, deputy principal or another person to co-ordinate the planning, implementation and management of safety, health and welfare on its behalf. There is no mandatory legal requirement for a Board of Management to appoint a safety officer. In some schools, the principal acts as the safety officer. However, the functions of the safety officer may be delegated to another employee. Overall responsibility for safety and health cannot be delegated and remains with the Board of Management

The school may also decide to form a safety, health and welfare committee. Douglas Rochestown ETNS has formed such a committee. A safety committee, though not a legal requirement, is a mechanism which can facilitate the consultation process by assisting in drafting and/or reviewing the safety statement, risk assessments, policies and procedures within the Safety Management System on behalf of the employer

The employees may decide to select a safety representative. The safety representative's role is outlined in the 2005 Act. The functions include:

- representing employees on safety, health and welfare issues;
- conducting safety, health and welfare inspections (after giving reasonable notice to management);
- investigating accidents and dangerous occurrences (without interfering with the scene of any accident);
- liaising with Health and Safety Authority inspectors;
- participating on the safety committee if one is established;
- Making verbal or written representations on employees' behalf.

Provision for persons with special needs:

Provision for pupils with special educational needs is referred to in the school's Admissions and Participation Policy, Teaching and Learning Policy and Special Needs Assistant (SNA) Policy.

III. Resources for safety, health and welfare in the school

Fire:

There is an adequate supply of fire extinguishers/blankets which will deal with any type of fire. All fire equipment is identified. There is a fire alarm system in the building.

First Aid:

There will be a properly equipped First Aid Kit available at all times to staff. This is based on the Recommended Contents of First Aid Boxes and Kits (*Guidelines on managing safety, health and welfare in primary schools*) which will include:

- 40 Adhesive Plasters
- 4 Sterile Eye Patches
- 6 Individually Wrapped Triangular Bandages
- 6 Safety Pins
- 4 Individually Wrapped Sterile Unmedicated Wound Dressings (medium 10x8 cm)
- 8 Individually Wrapped Sterile Unmedicated Wound Dressings (large 13x9 cm)
- 4 Individually Wrapped Sterile Unmedicated Wound Dressings (extra-large 28x17.5 cm)
- 40 Individually wrapped Disinfectant Wipes
- 1 Paramedic shears
- 10 Pairs of Examination Gloves
- 1 Pocket Face Mask
- 3 Crepe Bandage (7cm)

The first aid kit also includes:

- Wasp Eze or alternative such as vinegar and bread soda
- Tape
- Cotton Bandage
- Burn Cream
- First aid blanket
- First Aid Chart to record all actions taken

Snow and Ice:

The school keeps a supply of salt to clear access routes when necessary.

IV. Roles and responsibilities for safety, health and welfare

Responsibility of employer (Board of Management):

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

Designated person for safety, health and welfare acting on behalf of the Board, e.g. the Principal:

- ☐ 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.

Teachers / Special Needs Assistants / Non-teaching staff:

Health and safety is everyone's business. As a worker you have legal duties designed to protect you and those you work with.

Responsibilities include:

- ☐ Not to be under the influence of an intoxicant to the extent that they endanger you're own or other persons' safety. To submit to tests for intoxicants as and when regulations specifying testing procedures are adopted
- ☐ To co-operate with an employer or other people to ensure that the Health and Safety law is implemented
- ☐ Not to engage in improper conduct that will endanger you or anyone else
- ☐ To attend Health and Safety training and correctly use any equipment at work
- ☐ To use protective clothes and equipment provided
- ☐ To report any dangerous practices or situations that you are aware of to an appropriate person

- ☐ Not to interfere or misuse any safety equipment at your workplace
- ☐ If you are suffering from a disease or illness that adds to risks, to tell your employer.
- ☐ 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/guardians, volunteers, visitors and providers of extra-curricular activities 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.

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

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.

V. Risk Assessment

The whole aim of the Safety Management System is to minimise risks. To evaluate risks, schools must draft a 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 schools to define priorities and set objectives for eliminating hazards and reducing risks within timescales.



Hazards:

Hazards may be categorised as:

- Physical hazards, e.g. manual handling; slips, trips and falls; electricity; fire
- Health hazards, e.g. noise; harmful dusts; unsuitable lighting levels; vibration
- Chemical hazards, e.g. glues, solvents, dyes, cleaning agents
- Biological hazards, e.g. viruses, bacteria
- Human-factor hazards, e.g. stress; bullying; violence

The Board of Management, in consultation with the staff has identified the following areas of school life and activity as requiring special care in order to prevent injury or damage to members of the school community:

- I. Activity outside of the classroom
- II. Hazards within the classroom/school
- III. Restricted Areas
- IV. Hygiene
- V. Fire
- VI. First Aid
- VII. Discipline

- 1) *Activity outside of the classroom:* Douglas Rochestown Educate Together National School opens for school business at 8.30am and all teachers will be present to exercise the required supervision over their classes at that time. It is recognised that the first break (10.10 – 10.30 am: Junior Infants to Second Class; 10.40-11.00am: Third-Sixth Class) and the second break (12.00-12.20: Junior Infants to Second Class; 12.30-12.50pm: Third -Sixth Class) require special attention and care. A rota of Supervision for these times will be supplied to the Board of Management and a copy of this is on display in the staff room.

In all pupil activity involving games, P.E. etc., teachers will exercise prudent judgement on the level of safety required and bring to the notice of the Principal any matter requiring corrective action.

Activities which involve pupils travelling from the school, such as School Tours, School Sports, Swimming Classes, etc. will require specific rules to ensure the safety of all participating. In these instances the rules will often be specific to the nature of the places being visited and the activities being engaged in.

When completing the Pupil Information Form parents will be asked to include the names of any persons into whose care their children should be allowed to, in addition to their parents, unless a court order states otherwise.

- 2) *Hazards within the classroom/school:* The teachers take appropriate precautionary measures when dealing with hazards that have the potential for injury within the classroom and school building during normal school business.

Teachers, ancillary staff and/or a nominated risk assessor are requested to conduct a regular risk assessment of their classrooms and workplace and to effect corrective action when necessary. For this purpose it is recommended to keep a written record of the safety checks conducted and the action taken. This record is to be made available on request to the Principal Teacher.

- 3) *Restricted Areas:* The Restricted Areas in our school consist of: The caretaker/cleaner's room; the sluice room

This is restricted to authorised personnel only and such authorisation may only be granted by the Principal Teacher.

- 4) *Hygiene:* Hygiene is the concern of everyone in our school. Good hygiene practice is essential for the health and welfare of all in the school. For this reason any infringement in the Code of Conduct in this regard will be viewed with particular seriousness. Teachers educate their pupils in good hygiene practice as part of the SPHE curriculum. The staff, teaching and ancillary, is requested to be vigilant in this regard and to bring to the notice of the Principal any corrective action which may be deemed necessary. Hand

towels and soap are used whenever necessary. Gloves are readily available for staff, as are plastic bags and vomit bags.

- 5) *Fire*: The policy of Douglas Rochestown Educate Together National School will be developed to include that:
- There is an adequate supply of fire extinguishers/blankets which will deal with any type of fire.
 - All fire equipment is identified.
 - Regular fire drills take place at least once a term.
 - Instruction is given in the use of fire extinguishers/blankets for specific materials/equipment.
 - All electrical equipment to be turned off outside hours.
 - An Assembly Area is designated outside the building (school yard and set down areas).
 - Those leaving the school building, except those specified on a regular time-table, should let the Principal know where they are going by informing the office.
- 6) *First Aid*: In the event of accidents it may be necessary to administer First Aid. First Aid equipment is under the care of an appointed teacher (APII). If a child gets ill during the school day:
- a) A parent is contacted if there is a contact telephone number available.
 - b) In case of a serious accident, an ambulance will be called.

Any administration of medicine is recorded on the administration of medicine log in the classrooms as per the school's Administration of Medicine Policy. These are filed in the office when completed.

Medical information the school would need in the event of a pupil needing urgent medical attention will be sought on the Pupil Information Form.

Accidents are reported and recorded by the member of staff who is present or who is on supervision at the time. These reports are kept on file in the School Office.

1. All required remedies and equipment are made available for First-Aid function.
2. There will be a properly equipped First Aid Kit available at all times to staff. This is based on the Recommended Contents of First Aid Boxes and Kits (*Guidelines on managing safety, health and welfare in primary schools*).

- 7) *Discipline*: The Code of Behaviour of Douglas Rochestown ETNS provide for a level of behaviour to minimise personal risk and stress to all.

When the employees feel at risk from or threatened by a particular person on school property, this must be drawn to the Board of Management's attention. The Board of

Management will undertake to ensure that in such circumstances all appropriate measures will be taken to protect employees.

VI. Emergency procedures, fire safety, first-aid, accidents and dangerous occurrences

Emergency Procedure:

Douglas Rochestown ETNS developed a critical incident management plan to assist in dealing with a major crisis or traumatic situation under the school's Critical Incident Policy.

Fire Safety:

Douglas Rochestown ETNS carries out at least one fire drill every term. Whilst planning fire drills is important, it is not necessary to give advance notice to staff. Employees must be instructed on precautions for emergencies and evacuation procedures.

Escape routes must be kept clear and emergency exits unlocked or free to open by activation of push bar. The electrical system is checked periodically by a competent person. The school is equipped with appropriate fire-fighting and detection equipment.

The school may decide that advance notice of a fire drill is appropriate so as to minimise the risk of an accident during the drill. In every case the efficacy of the fire drill is reviewed and assessed (see Appendix).

In the event of a fire or a fire drill, all staff at Rochestown Educate Together National School will use the same instructions to their classes:

The teacher says: "Fire Drill";

1. "Stop and Look"
2. "Stand up and push your chair in"
3. "Move when called"

Pupils and staff should exit through the nearest safe exit. They should line up at the designated areas outside the school building as follows:

- ☐ Junior and Senior Infants: School Yard
- ☐ First to Sixth Class: Set down area

Teachers must take the class list with them and call attendance once the pupils are assembled outside to ensure that every child is accounted for. Support Teachers must return their children to the class at the designated assembly point directly after exiting the building.

First Aid:

In the event of accidents it may be necessary to administer First Aid. First Aid equipment is under the care of an appointed teacher (APII - Gavin Shanahan). If a child gets ill during the school day:

- a) A parent is contacted if there is a contact telephone number available.
- b) In case of a serious accident, an ambulance will be called.

Any administration of medicine is recorded on the administration of medicine log in the classrooms as per the school's Administration of Medicine Policy. These are filed in the office when completed.

Medical information the school would need in the event of a pupil needing urgent medical attention will be sought on the Pupil Information Form.

Accidents are reported and recorded by the member of staff who is present or who is on supervision at the time (see Appendix). These reports are kept on file in the School Office.

- 1) All required remedies and equipment are made available for First-Aid function.
- 2) There will be a properly equipped First Aid Kit available at all times to staff. This is based on the Recommended Contents of First Aid Boxes and Kits (Guidelines on managing safety, health and welfare in primary schools).

Accidents to be reported to the Health and Safety Authority:

If a pupil is injured as a result of a work-related activity and requires medical treatment by a registered medical practitioner, this is reported to the Health and Safety Authority (HSA) using the Incident Report Form (*IR1 – The HSA only accept the pre-printed forms published by the Authority. Photocopies are not acceptable. Copies of the IR1 form are available from the Publications Section of the HSA by Telephoning 1890 289 389*). For example, if a pupil injures him/herself whilst working with a scissors during class and requires treatment by a registered medical practitioner, this is reportable.

However, if a pupil trips in the school yard and is injured, this is not reportable. If a pupil trips during PE class and requires treatment by a registered medical practitioner, this is reportable to the HSA. School trips/tours are considered to be a work activity of the school.

VII. Instruction, training and supervision

On the implementation of the safety, health and welfare management plan, a training needs analysis should be completed in order to identify and address any deficiencies. Once safety, health and welfare training needs have been identified, they should be incorporated into the school's annual training plan and reviewed regularly to ensure all training needs are met.

Training needs analysis is the identification of safety, health and welfare training needs for the school. A training needs analysis should be carried out regularly and especially when staff members leave, in order to identify and address any gaps in the provision of an effective safety, health and welfare management system in the school. Risk assessments will also be a very good indicator of staff training needs.

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

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

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

VIII. Communication and consultation

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.

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 are communicated to employees.

Emergency procedures and specific hazards and control measures are communicated to employees including substitute, temporary, and new employees and those returning from leave of absence.

All students, parents/guardians and visitors to the school should also have access, as appropriate, to the safety statement. The school community have been notified of the fact that such a policy exists and can access it through the school secretary or on the school website.

The policy has been made available to school personnel via the school website (www.dretns.ie). A copy of this policy will be made available to the Department of Education and Skills and the patron (Educate Together) if requested.

Ratification and Review:

The policy was reviewed by the Board of Management on 14th October 2015.

The policy was reviewed by the Board of Management on 7th June 2016.

The policy was reviewed by the Board of Management on 20th September 2017.

The policy was reviewed by the Board of Management on 29th August 2018.

The policy was reviewed by the Board of Management on 21st November 2018.

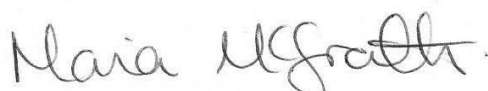
The Behaviour of Concern Policy was ratified by the BOM on 11th February 2022.

The policy was reviewed by the Board of Management on 14th September 2022.

The policy was reviewed by the Board of Management on 25th January 2023.

The policy was reviewed by the Board of Management on 27th September 2023.

Signed:



Maria McGrath
Chairperson of the Board of Management

Safety Statement Appendix 1 Fire Drill Procedure

In the event of a fire or a fire drill, all staff at Rochestown Educate Together National School will use the same instructions to their classes:

The teacher says: "Fire Drill";

1. "Stop and Look"
2. "Stand up and push your chair in"
3. "Move when called"

Pupils and staff should exit through the nearest safe exit. They should line up at the designated areas outside the school building as follows:

- ☒ Junior Infants: School yard
- ☒ Senior Infants: School yard
- ☒ First Class to Sixth Class: Set Down area

Teachers must take the roll book with them and call the roll once the pupils are assembled outside to ensure that every child is accounted for. Learning Support/Resource Teachers must return their children to the class at the designated assembly point directly after exiting the building.

Safety Statement Appendix 2 Accidents and Illness

The class teacher or the teacher on supervision looks after the child who suffers an accident or who becomes ill. In the case of superficial injuries, First Aid is rendered.

In the case of a more serious accident or illness, parents are informed and the pupil is taken home by the parent.

Parents will be asked, when completing the school Pupil Information Form, to include a second contact name, in the event that it was not possible to contact a parent.

- Parents will also be asked to give the name of the family doctor, for the same reason.

No pupil is to be given medicine or a tablet of any kind by a teacher or staff member in school or on a school outing from the school unless this is provided for under special circumstances and following the school's Administration of Medicine Policy (e.g. Insulin).

All serious accidents/ illnesses are to be reported to the Principal Teacher. The details of accidents happening within the school premises are to be entered on an Accident Report Form (see appendix) which is kept in the office room. The following information should be noted:

- Date and time of accident.
- Where the accident happened and who witnessed it.
- Description of the accident.
- What First aid was administered and by whom.
- Any other relevant information, e.g. if the pupil needed to be taken to a doctor or hospital.
- Any follow-up information on the incident

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

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: / /

Safety Statement Appendix 4 Accident Report Template

Report on Accidents in the school environment (For School's Internal Records)

Name: _____ **Class:** _____

Date of Accident: _____ **Time of accident:** _____

Location of Accident: _____

Staff on supervision duties at time of accident:

Information regarding circumstances of accident:

Witness 1 _____

Witness 2

Any further information:

Action Taken:

Signature: _____

Date:

(NOTE: By law, the Health & Safety Authority must be notified when an accident causes death or prevents an employed person from working for more than 3 days. This is explained in detail in the CPSMA Handbook and is accompanied by a standard reporting form. The school's insurance company should also be notified about serious accidents that occur in the school or while on school related activities.)

Tool 6 (C) Safety, health and welfare training record

Training course: _____

Date of course: _____

Course provider: _____

Names of attendees	Signatures of attendees

Append course material

Safety Statement Appendix 6 Annual School Audit - Fire Safety

School Record for School Year _____

Drill		Fire	Fire Equipment		
Observations	Areas identified that need to improve next time	Date Checked	Improvements made & date	Observation	

Appendix 7: Safety Procedures if a child is presenting as a risk to themselves or others

MAPA Integrated Experience: "Ready, Respectful, Safe" – Consistent, Calm Adult Behaviour

Behaviour Levels	Staff Attitudes/Approaches
<ol style="list-style-type: none"> 1. Anxiety 2. Defensive (beginning to lose self-control) 3. Risk Behaviour (imminent or immediate risk to themselves or others) 4. Tension Reduction 	<ol style="list-style-type: none"> 1. Supportive (empathic, non-judgmental) 2. Directive (decelerating escalating behaviour – use of scripts) 3. Physical Intervention (emergency responses aimed at minimising risks and keeping everyone safe – identify whether Low, Medium and High levels of Risk) 4. Therapeutic Rapport (re-establish rational communication, relationships and routine)

<p>Child's Actions: e.g. Climbing on furniture, Picking up furniture, Throwing, Biting, Hitting, Punching, Spitting</p> <p>Aggressive/threatening behavior: Aggressive /threatening language.* (this list is not exhaustive)</p>	
<p>In the case of physical/verbal aggression or dangerous behaviour, the teacher may:</p>	
Classroom	<ol style="list-style-type: none"> 1. Intervene and help to de-escalate if possible (refer to MAPA training) 2. Move away and allow the child to have space 3. Remove the child if possible 4. Remove the class if necessary 5. If other adult (teacher or SNA) is not present, teacher will ask class colleague for assistance (red circle) 6. Teacher notes incident and team collectively debrief.
Eating Time	<ol style="list-style-type: none"> 1. Intervene and help to de-escalate if possible (refer to MAPA training) 2. Move away and allow the child to have space 3. Remove the child if possible 4. Remove the class if necessary 5. SNA gives clear concise instructions. Supervising teacher will send red circle to staff room for assistance from class teacher/support teacher. Responding adult will remain with SNA and child. Class teacher (small break) or supervising teacher (big break) brings classes to yard.
Yard	<ol style="list-style-type: none"> 1. Intervene and help to de-escalate if possible (refer to MAPA training) 2. Move away and allow the child to have space 3. Remove the child if possible 4. Remove the class if necessary 5. If the child refuses to leave the yard, supervising teacher sends for support teacher and SNA gives clear concise instruction to return to class. Support teacher will remain with SNA and child. Class teachers bring classes back to classrooms. 6. Teacher notes incident and team collectively debrief.
Support Room	<ol style="list-style-type: none"> 1. Intervene and help to de-escalate if possible (refer to MAPA training) 2. Move away and allow the child to have space 3. Send red circle to classroom for Class Teacher 4. Class colleague supervises class. 5. Other children in room return to class. 6. Teacher notes incident and team collectively debrief.

Transitioning	<ol style="list-style-type: none"> 1. If a child runs off, SNA will cover the main gates at Garryduff 2. If this is not successful, supervising teacher will phone Gardaí 3. Teacher notes incident and team collectively debrief.
Sports Hall	<ol style="list-style-type: none"> 1. Intervene and help to de-escalate if possible (refer to MAPA training) 2. Move away and allow the child to have space 3. Remove the child if possible 4. Remove the class if necessary 5. There will always be two adults present 6. Teacher notes incident and team collectively debrief.
Forest School / School Outings	<p>(There will always be three adults present for forest school trips)</p> <ol style="list-style-type: none"> 1. Intervene and help to de-escalate if possible (refer to MAPA training) 2. Move away and allow the child to have space 3. Return the child to the classroom/bus if possible (two adults: Class teacher and SNA; one adult stays with the class: Support teacher) 4. Return the class to the classroom/bus if necessary (two adults [class teacher and SNA] stay with child; one adult [support teacher] brings class back to school and contacts Alan) 5. If a child runs off, teacher and SNA will follow and encourage child to return 6. If this is not successful, supervising teacher will phone Gardaí 7. Teacher notes incident and team collectively debrief.
<p>In all instances, if there is aggressive or threatening behaviour, the class teacher will send a message for Alan to call home for the child to be collected. If Alan is not available, Erica or Chloe may make the phone call.</p>	

Appendix 8: Behaviour of Concern Policy

What are Behaviours of Concern?

Behaviours of concern can be defined as “behaviours that indicate a risk to the safety or wellbeing of the people who exhibit them or to others”.

What is a crisis situation?

A crisis situation can occur when behaviours of concern present serious risk of imminent physical harm to the student concerned and/or others within the school environment.

Our Rationale

A number of pupils have such highly complex and challenging behaviour, social or education needs that they need extra help and support. This policy aims to support the pupil exhibiting Behaviours of Concern, other pupils, staff and the relevant parents. This policy is complimentary to the school Child Safeguarding Statement, Code of Behaviour, and Health & Safety Statement.

Code of Behaviour

Our school Code of Behaviour aims to positively support pupils in the first instance but reserves the right to impose sanctions particularly when the health and safety of pupils and staff are a concern.

Child Safeguarding Statement

Our school Child Safeguarding Statement places a statutory responsibility on registered teachers to report child protection concerns that are at or above a threshold of harm. An accompanying Risk Assessment identifies possible situations where pupils may be at risk and the control measures that our school puts in place to address such concerns.

Health & Safety Statement

Our school Health & Safety Statement underpins the entitlement of all pupils and staff to coexist in a safe environment.

Training

1st February - Mason Hayes Curran - Behaviours of Concern

How we react to a Behaviour of Concern Incident?

Make sure everyone is safe

Prevent the situation deteriorating further

Put an immediate plan in place that will link to an effective and sustained behaviour plan

Support Services

Here is a list of State Agencies (not exhaustive) that we consult for advice, assistance and additional supports.

- Túsla
- CAMHS: Children and Adolescent Mental Health Service
- Department of Education
- Education Welfare Officer: (Attached to EWS)
- Education Welfare Service (Now part of Túsla)
- NCSE National Council for Special Education
- National Educational Psychological Service (NEPS)
- National Educational Welfare Board (NEWB now part of Túsla)
- Special Schools National Behaviour Support Service (SESS now part of NCSE) • Special Education Needs Organiser (member of NCSE staff)

We may also contact our relevant Management Body and or Principal's Association for advice and guidance.

POSSIBLE UNDERLYING CAUSES OF BEHAVIOURS OF CONCERN

There is always a reason for, or purpose to behaviours of concern, such

as:

Anxiety and Stress: Pupils may become anxious for a myriad of reasons. Worries about friendships, home situations etc. can be overwhelming for a pupil, leading to stress. While most children are able to identify the cause and put in place strategies to reduce their stress levels, some cannot.

Communication difficulties: These can range from not being able to speak at all, shyness, social inhibition to being very articulate but not understanding the social variations and conventions in a conversation. Behaviours of Concern are often a substitute means of communication for such pupils.

Sensory issues: Some pupils can be over- or under-sensitive to any of their senses. This is often referred to in the literature as hyper (over) or hypo (under) sensitivity.

Social understanding: Not all pupils have the same understanding of social rules. Not all pupils grow up in environments with social rules similar to those in most schools

Inflexible thinking: We all adapt to routines and can find them comforting. Some children struggle with changes in routine.

Recording of Behaviours of Concern

Where behaviours of concern are an issue, we ensure that the parents are aware of the school's policy and procedures on recording such behaviours. Parents should understand that the school seeks to record and analyse these behaviours to understand what the triggers are and to put in place a plan to support the pupil to develop more socially acceptable behaviours. Parents should be assured that they will be fully included in this process. It is important to emphasise that pupils who exhibit behaviours of concern make

life difficult for themselves and inhibit social interaction with their class peers.

See Appendix A

Examples of Behaviours of Concern (not exhaustive):

- Student with a weapon and intent on using violence
- Physically attacking another or about to
- Throwing furniture or breaking glass close to others
- Putting themselves in danger, running onto a road or trying to

self-harm

When will our school use restraint?

We will only use restraint when there is a crisis.

A physical intervention: is the use of a physical act or restraint to prevent, restrict or subdue the movement of a pupil's body or part of a pupil's body.

Examples of physical intervention:

(1) Presence

Standing in front of a pupil

(2) Touching

Lead, guide, usher, block-door handle

Pupil retains a lot of mobility

(3) Holding

Pupil's hand held by one adult but retains a level of mobility

(4) Restraint

Completely restrict mobility -2 adults holding legs & arms

(Am I using minimum force for the shortest time?)

Restraint:

- (1) Cannot be used in schools except in the case of a **crisis** where there is a **serious risk of imminent physical harm** to the pupils concerned/others
- (2) Should not be the first option and if used should be timely, measured and proportionate
- (3) It should be carried out by appropriately trained persons if at all possible
- (4) If used should be documented, reported to the board of management

Appendix A: Behaviour of Concern Incident Report / Risk Review

Pupil: Location: Yard

Date: Time:

What happened?

What triggered the incident?

Whom/what was at risk?

PUPIL WELFARE

List any de-escalation/ positive intervention strategies that you used to diffuse the incident (see over).

Did you need to use a restrictive practice or physical intervention?

Why was this in the best interests of the child? (see over)

How effective was it?

Was the child distressed? Yes / No

How was the child assisted to recover/ repair relationships with staff / other pupils?

How can we reduce the risk of this happening again? (Consult with relevant staff/parents)

STAFF WELFARE

How many staff were needed to manage this incident safely?

Signed:

Date:
Yes / No

Were you or another staff member hurt?

Describe:

Did you or another member of staff find this incident distressing?

Yes / No
If yes, rate this on a scale of 1 to 5:
(1 = little or no distress, 5 = very distressing)

Which other staff were present:

Please review form and ensure all questions are answered before submitting to Principal/DP

Review by Principal / Deputy Principal

Parents notified: Yes / No

Medical intervention needed/sought: Yes / No

Signed by Principal or Deputy Principal:

Dated:

GUIDANCE NOTES on filling in *Behaviour of Concern Incident Report / Risk*

Review There are three main reasons for filling out incident forms following a behavioural incident:

1. To provide a clear, factual account of what happened.
2. To reduce the risk of the incident occurring again.
3. To provide information for Positive Handling Plans and Behavior Support Plans.

An incident form should be filled in following serious behavioural incidents but not during the reflection and recovery process for pupils or staff. If SNAs only are present during an incident it is good practice to fill the incident form out with the class teacher so that s/he is fully aware of the incident. An element of professional judgment may be required to decide whether or not an incident merits the filling in of an incident form. It is better to err on the side of caution and fill out the form. If in doubt consult with the Principal or Deputy Principal.

The following are examples of incidents that require reporting:

- 'Near miss' – the situation had the potential to be a risk to safety.
- Someone received an injury from a kick, bite, thrown item, etc.
- A restraint/force was used.
- Liberty was restricted
- A pupil became significantly emotionally distressed.

A good incident form describes the incident briefly, factually and honestly, identifies triggers (if known), suggests risk reduction measures and takes account of the welfare of both pupils and staff. Judgmental, 'blaming' language should be avoided. Examples are provided in the appendix below.

The information is reviewed by the Principal and/or Deputy who will check on the welfare of all involved and discuss/implement risk reduction measures if applicable.

It is good practice to inform parents of incidents but the incident forms may not be given to parents without the consent of the Principal. This is necessary because the incident report may contain information relating to other pupils or staff and may need to be redacted.

1. **Helpful phrases for 'What happened?'** Asked for assistance - drew towards - eased away - encouraged - guided – used a help hug - led pupil to the support room/yard/sensory room where

s/he could be monitored/observed - moved child away from the area of the incident – (see paragraph 3 below) used physical prompt - used visuals/schedules/timetables - reassured - secured the door - supported - talked pupil down - withdrew other pupils – cleared the area of items that could be thrown – moved other pupils away from danger – asked for help – cleared the area of other pupils – sent for a senior member of staff – asked other staff to withdraw from the area – withdrew myself to a safe distance – kept an eye out for members of the public who might be at risk – prevent emotional/psychological distress to other pupils.

2. **De-escalation techniques to try:** Move away; reduce requests; redirect to schedule; sensory/movement breaks; calm stance/voice; calming scripts; change of staff; 1:1 close to pupil; 1:1 supervision from afar; time out of class; distraction/diversion; facial expression; first/ then; humour; negotiate; offer choice; outline consequences; outline limits/ boundaries, positive reminders; planned ignoring; removal to support room using friendly hold (pupil comes willingly); reassure; short tasks only; time given to process; use of reward; verbal support/prompts; praise.
3. **Helpful phrases for 'How was this in the best interests of the Pupil.** Maintain dignity of the pupil - prevent negative social outcome for pupil - prevent distress - prevent pain – reduce risk of injury - reduce possibility of - unsafe situation for - welfare of pupil(s)/staff - prevent emotional/psychological distress