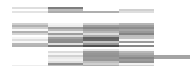
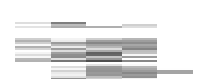


# Health and Safety Policy 22/23

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# **1. DECLARATION OF INTENT**

The safety statement has been prepared in accordance with the provisions of the Safety Health and Welfare at Work Act, 2005. The basic intent of the document is to formally declare the means by which the management of St Mary's Special School, within the Board of Management ensures, and in so far as is reasonably practicable, the safety, health and welfare of staff, pupils and others such visitors, and contractors who may be affected by our activities

The Board of Management recognises and accepts not only its statutory responsibilities but also its obligation as an employer to direct, manage and achieve Safety, Health and Welfare at work of every employee, members of the multidisciplinary team of St. Mary's Special School, students on placement, and visiting members of the public. Board of Management believes each employee accept his or her legal and moral responsibilities for improving and maintaining safety, Health and Welfare in the workplace and for behaviour which does not jeopardise the individual's personal Safety, Health and Welfare or that of others.

**The Safety Statement** contains details of St Mary's Special School, Safety Management Programme and of the general arrangements for occupational safety, health, and welfare within the school.

Safety is everybody's business and the success of our safety policy will depend on staff cooperation. It is important that members of staff are familiar with the arrangements for Health and Safety in the school and incorporate these as an integral part of the tasks performed while at work.

Members of staff and others are invited to contribute to the improvement of safety in the school by making suggestions to their Safety Representative.

Signed \_\_\_\_\_

**Robert Callaghan**  
**Chairperson, Board of Management**  
**St Mary's Special School**



## **2. SAFETY STATEMENT**

Based on “The identification of the hazards and the risk assessment” folder specifying the manner in which the safety, health and welfare at work of the employees shall be secured and managed, St Mary’s Special School shall ensure that the safety statement specifies that

(A) The hazards identified and the risks assessed (please see hazard identification/risk assessment folder).

(B) In the event of an emergency or serious imminent danger St Mary’s Special School will provide the necessary measures to be taken for first aid, fire-fighting and the evacuation of employees and any other individual present in the place of work. Fire drills are carried out twice a term by the Safety Representatives.

Once the fire alarm goes off staff and students exit the building and meet at the fire assembly points. Each class teacher calls the roll for all staff, students and visitors who may be in the class at the time and the Principal calls the roll for all Administrative and Ancillary Staff. This is timed, and all times are written down in the fire safety manual kept in Main Office. Every staff member is certified in basic first aid training and there are also 2 trained First Aid Responders whose names are listed clearly in each room in the school.

(C) All employees have a duty regarding safety, health and welfare at work, including co-operation with the employer and any persons who have responsibility under the relevant statutory provisions in matters relating to safety, health and welfare at work. Staff members working with students who have incidents of challenging behaviour are to be familiar with the procedures that are in place under the Risk Assessment (“aggressive/violent behaviour) and be familiar with the students Behaviour Plan.

Staff are continuously being trained in MAPA\* (Managing Actual and Potential Aggression\*) and Behaviour Management Skills through the School and the SESS.

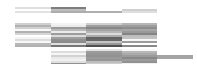
(D) Please see the names and, where applicable the job title or position held of each person responsible for performing tasks assigned to him or her under the section “Organisation and Responsibilities” in this policy.

(E) The names of the Safety Representatives are: Jean Marie Thompson (DP) & Mary Jarrett (AP2). The safety officer is William Priest (BOM Representative)



We shall bring the safety statement, in a form and manner that is likely to be understood, to the attention of all employees, at least annually and at any other time, following its amendment in accordance with this section

- Newly recruited employees upon commencement of employment
- Other persons on the premises which may be exposed to any specific risk to which the safety statement applies
- Where there are specific tasks being performed at the place of work that pose a serious risk to safety, health or welfare, St Mary's Special School shall bring to the attention of those affected by that risk relevant extracts of the safety statement setting out
  - (A) the risk identified,
  - (B) the risk assessment and
  - (C) the protective and preventive measures taken in accordance with the relevant statutory provisions in relation to that risk. (please see risk assessment folder)
- St Mary's Special School shall, taking in account the risk assessment carried out, will review the safety statement where
  - (A) there has been a significant change in the matters to which it refers,
  - (B) there is another reason to believe that the safety statement is no longer valid, or
  - (C) an inspector in the course of an inspection, investigation, examination, inquiry under section 64 or otherwise directs that the safety statement should be amended.
- When contracts are awarded by St Mary's Special School to another employer, they shall require that that employer is in possession of an up to date safety statement as required under this section.



### **3. GENERAL POLICY**

St Mary's Special School recognizes its responsibility to ensure, in so far as is reasonably practicable, the safety, health and welfare at work of its employees, students and of members of the public who may be affected by its operations.

The School fully recognizes its obligations are to provide:-

- A safe place to work
- Safe equipment, fittings and furniture
- Safe systems of work
- Appropriate information, instruction, training and supervision for the prevention of risk to health from any activity or substance
- Welfare and hygiene facilities as appropriate

It is the policy of the school to comply with legal safety, health and welfare requirements as a minimum standard, and with relevant codes of practice and guidelines where appropriate.

The Chairperson, together with the Principal are required to take care of the safety, health and welfare of employees. The management of the school is also required to be conscious of the health and safety of the employees and students within their areas of responsibility and to take all reasonable steps to ensure that working conditions are safe and that proper safe work practices are adhered to. Each employee is expected to exercise their duty of care and is required to account for and report on accidents or dangerous occurrences within their areas of responsibility.

All employees are required to be fully aware of the school's policies. It is the Principal's responsibility to ensure that Safety Policy Statements are reviewed regularly and revised as necessary to take account of changes in work practices. Any such revisions will be brought to the notice of all employees.

## **4. ORGANISATION AND RESPONSIBILITIES**

### ***4.1 Board of Management, St Mary's Special School***

The Board of Management is responsible for the establishment and maintenance of an effective policy for Safety, Health and Welfare at work by:

- Taking a direct interest in the policy and positively supporting any person whose function it is to carry it out.
- Ensuring at all times that competent staff and appropriate materials are available to meet the requirements of all safety legislation.
- Periodically appraising the effectiveness of the policy.
- Periodically reviewing their own responsibility and that of all other persons concerned with the effectiveness of the policy.
- Ensuring that adequate financial resources are available to meet health and safety objectives.

### ***4.2 Safety Officer, St Mary's Special School***

The Safety Officer is responsible for:

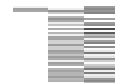
- Carrying out an annual Health & Safety audit in consultation with the Staff Safety Representatives (Mary Jarrett & Jean Marie Thompson ) (please see annual health and safety checklist at front of risk assessment folder)
- Preparing a Health & Safety Statement in consultation with the Staff Safety representatives
- Identifying risks to Health & Safety and planning for the management of those risks.

**The Safety Officer is William Priest**

### ***4.3 Staff Safety Representative, St Mary's Special School***

A Safety Representative may consult with, and make representations to, the employer on safety, health and welfare matters relating to the employees in the place of work. The employer must consider these representations, and act on them if necessary. The intention of these consultations is to prevent accidents and ill health, to highlight problems, and identify means of over-coming them. Consultations would be particularly important when changes are taking place, for example when drawing up a safety plan, or introducing new technology or work processes, including new substances. They also have a part to play in long established work practices and hazards.

**The functions of the safety representative also include:**



- accompanying an inspector carrying out an inspection under Section 64 of the 2005 Act other than the investigation of an accident or a dangerous occurrence (although this may be allowed at the discretion of the inspector)
- at the discretion of the inspector, and where the employee concerned so requests, be present when an employee is being interviewed by an inspector about an accident or dangerous occurrence at a place of work
- make representations to the employer on safety, health and welfare at the place of work
- make verbal or written representations to inspectors including on the investigation of accidents or dangerous occurrences
- receive advice and information from inspectors in relation to safety, health and welfare at the place of work

**The Staff Safety Representatives are Mary Jarrett & Jean Marie Thompson**

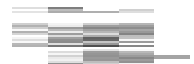
#### ***4.4 Safety Committee***

Employees can make representation of Safety matters through the Safety Team established to allow direct representation to the School on Health and Safety issues. This team will comprise of the Staff Safety Representative, the School Principal, and Class Teachers.

The Safety Committee in the context of the school will help plan, monitor and evaluate safety health and welfare throughout the year.

The Safety Committee members are as follows:

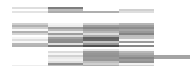
- |                                     |                          |
|-------------------------------------|--------------------------|
| ● School Principal                  | Maria Jose Corredor Saiz |
| ● Safety Officer/ Class teacher     | William Priest           |
| ● Staff Safety Rep/Deputy Principal | Jean Marie Thompson      |
| ● Staff Safety Rep/ Class teacher   | Mary Jarrett             |
| ● Class Teacher                     | William Priest           |
| ● Class Teacher                     | Alana O'Donnell          |
| ● Cass teacher                      | Siobhan McKiernan        |
| ● Class Teacher                     | Emma O'Connell           |
| ● Class Teacher                     | Bernie Muldoon           |
| ● Class teacher                     | Maura O'Sullivan         |
| ● Class Teacher                     | Therese Keely            |
| ● Class Teacher                     | Valerie O'Conner         |
| ● Class teacher                     | James Lowry              |
| ● Class teacher                     | Siobhan Doughty          |
| ● Class teacher                     | Sinead Barrett           |
| ● Class teacher                     | Lorraine Maddock         |





- Class teacher

Anthony Gallagher



## 5. RESOURCES

St Mary's Special School will:

- Liaise with the National Health and Safety Authority and other statutory bodies on matters of accident control and occupational safety and health.
- Liaise with advisory services on occupational safety, health and hygiene matters.
- Provide measurement, evaluation and control service for environmental factors that may be injurious to health.
- Provide and arrange for provision of fire and safety training.
- Investigate all accidents reported.
- Provide all documents including Codes of Practice, EC Directives, International Standards, Irish Standards, and British Standards etc. if these are required.
- Deal with any safety issues as these arise from time to time.

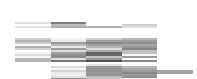
## **Trampoline Use Rules**

1. Only one user allowed on the trampoline at any one time - A staff member may enter the trampoline if it is necessary to assist a child with all safety precautions. No staff member should jump on the trampoline
2. No shoes allowed on the trampoline
3. No sharp objects, be careful or jewellery etc. that may cause injury
4. Appropriate and safe use of trampoline only – If a child is engaging in risky behaviour on the trampoline they should cease using it immediately

When used incorrectly, trampolines can be dangerous and pose a risk of injury to the user.

5. Book a time slot – Time sheet in class A5. (Please be mindful of the needs of the children in the ALC when visiting)
6. Close gate after use

**These rules have been specified by the insurance company and must be strictly enforced at all times**



## **6. CO-OPERATION REQUIRED FROM EMPLOYEES**

All employees have a duty to take reasonable care for their safety, the students in their care, that of their colleagues and anyone else that may be affected by their acts of omissions while at work.

They have a duty to abide by the safe systems of work and School Instructions and to discharge their work in a safe manner so as to avoid injury to themselves or others and to avoid damage to school equipment.

Employees are also required to co-operate with the school in a manner that will ensure that the school operates at all times within the law and to report any defects of which they become aware in plant, equipment, place of work or system of work which might endanger Safety, Health and Welfare at work.

To misuse or ill-treat equipment provided for Safety, Health and Welfare could lead to disciplinary action.

## **7. CONSULTATION & INFORMATION**

The main mechanism for consultation with employees will be via the **Safety Committee**.

The Safety Committee will be afforded the opportunity to make Representation on any topic of concern to the Staff Safety Representative.

Members of the Safety Committee will be given the opportunity to receive appropriate training and will be immediately informed when an Inspector of the National Authority visits the school and will be facilitated in every possible way with the discharge of their functions as defined in the Safety, Health and Welfare at Work Act, 2005 and the Safety, Health and Welfare at Work Regulations, 2007

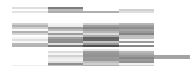
## **8. TRAINING**

All employees will receive training from the Safety Representative annually to ensure that they fully understand the hazards associated with their working environment and are fully aware of the Safety precautions in the event of an emergency.

Training will be given, as appropriate, in First Aid, Personal Safety (MAPA), Safe Manual Handling, Fire Fighting and Prevention.

Training will also be given, as necessary to all employees to ensure that they have the necessary skills and knowledge to organize work procedures safely and without risk to health.

Training shall be adapted to take account of new or changed risks and shall be provided on recruitment of employees or in the event of transfer of employees, a change of job, the introduction of new work equipment, a change in equipment or the introduction of new technology, and shall be repeated periodically where appropriate.



## **9. REVISION**

The Safety Statement will be reviewed at least once a year by the Safety Officer and Staff Safety Representative in consultation with the Safety Committee and will be changed and updated as required.

The revised Safety Statement will be brought to the attention of the Board of Management and once any/all the changes have been ratified by the board, it will be presented to all employees.

## **10. SECURITY**

The Principal, Deputy Principal, Caretaker, SNA R. Sullivan, Secretary L. Kennedy, AP2 Teachers (M Jarrett & W. Priest) and school cleaner have a key to open/lock the school as well as the code for the alarm system to set and unset it on entering and exiting the school.

All fulltime staff members working in St Mary's Special School have access to the school via the Security Code for the Keypads at the main entrances into the school. Each classroom door leading outside into the playgrounds have keypads; the courtyard gate, main door into the school from the courtyard and the glass double doors have keypads. The gates into the main playground have keypads and the front door of the Autism Learning Centre also has a keypad. The code is changed regularly for consistent security. The Code is NOT to be shared with persons who are not employed to the school. There is a buzzer at the courtyard gate which is the main access point for all visitors to the school.

There are sign in books in the Reception area:

1. For all staff members to sign in and out on entering and leaving the school premises. This includes substitute teachers and SNAS
2. For visitors to the school, this would include parents, MDT members or other persons
3. For parents who are dropping off their children at a later time or collecting them earlier in the school day.

There are security cameras externally on the building, at the front parking lot and the main playground in the rear of building.

## 11. HAZARD IDENTIFICATION AND RISK ASSESSMENT

It is the School's Policy to identify hazards in the place of work and to assess the risk to safety and health and to control risks as far as is practicable so that they are reduced to an acceptable level.

Risk assessment is based on the linking of the probability of occurrence with the severity of loss and/or injury. Risks are assessed in order to prioritize the employment of controls and the allocation of resources.

### Characteristic

- Possibility of fatality or serious injury.
- Possibility of minor injury to a small number of people.
- Risk of some material loss.
- The possibility of fatality or serious injury or significant material loss is unlikely, although conceivable.
- The possibility of injury or material loss is unlikely although conceivable

## 12. FIRE

In the event of a fire, death or injury is more likely to be caused by asphyxiation due to inhalation of smoke and hot gases than by direct burning. Out of necessity **large** quantities of paper are used on the premises, these can supply sufficient fuel for the development of a serious fire following ignition. The control of fuels of this nature should form part of the normal day-to-day management of school's buildings and a common-sense approach to storage and use can effectively reduce or eliminate the risk of fire occurring.

All employees must ensure that:

- Stocks of paper, files, drawings, etc. are stored appropriately in each classroom.
- Paper or other combustible solids are not stored on floors, in corridors or escape routes.
- Unwanted stocks of paper, obsolete or damaged furnishings are removed from the building and disposed of safely.
- Fire doors must be kept clear of all clutter.
- Regular cleaning of all areas within the building is carried out and that rubbish is removed for disposal.

- Sockets are not overloaded.
- Cleaning sprays or liquids labeled as “Highly Flammable” are kept to the minimum quantity necessary, and properly stored away.
- Items of clothing or towels are not placed directly on electrical radiators
- Any electrical equipment that is not required to be left on is turned off from the sockets or unplugged
- Water heaters/immersions are switched off after water heats and is always switched off at departure

The **Staff Safety Representative** will assume responsibility for implementing and monitoring fire policy within the building.

**The Staff Safety Representative must ensure that:**

- Fire awareness training as a component of employee induction courses.
- The school's no-smoking policy shall be adhered to by all employees and visitors to the school; including the use of e-cigarettes.
- Fire Marshals are appointed for each classroom (class teachers)
- Fire Marshals are familiar with relevant information on fire safety.
- Arrange for the organization of periodic fire drills.
- All Staff are fully conversant with evacuation procedures and that they can be evacuated as quickly as possible in an emergency.
- A record is kept of all evacuations.
- Arrange for the expeditious removal of all fire hazards.
- Fire evacuation notices (including names and areas of responsibility of Fire Marshals) are up-to-date and posted prominently on notice-boards.

**FIRE MARSHALS**

The School ensures that it has an adequate number of trained Fire Marshals at all times. The Fire Marshals are:

<b>Name</b>	<b>Classroom</b>
Class 1	Teacher Mary Jarrett
Class 2	Teacher Siobhan McKiernan
Class 3	Teacher William Priest
Class 4	Teacher Bernie Muldoon
Class 5	Teacher James Lowry
Class 6	Teacher Emma Connell
Class A1	Teacher Therese Keely
Class A2	Teacher Anthony Gallagher
Class A3	Teacher Maura O’ Sullivan
Class A4	Teacher Valerie O’Connor
Class A5	Teacher Sinead Barrett
Class A6	Teacher Siobhan Doughty

Junior Class SCU	Teacher Alana O'Donnell
Senior Class SCU	Teacher Lorraine Maddock
Reception, Office and Library	Administrator
Staff Toilets, Staffroom and Kitchen	School Principal
Snoozelan, Computer Room, Gym,	Deputy Principal

**In the event of a fire or an emergency evacuation, a Fire Marshal should:**

1. Ensure that the alarm is raised and that the School Principal has been notified (not in the event of a fire drill).
2. Notify the School Principal of the nature of the emergency.
  1. Ensure that all employees and students are evacuated to the appropriate Assembly Area by way of the appropriate emergency exit.
  2. Check that all areas (including toilets) are vacated when the fire alarm is sounded.
  3. Ensure that all windows and doors are closed to minimize the danger of the fire spreading (this should normally be carried out by room occupants).
  4. Ensure that the fire doors are shut at all times to prevent smoke getting into the classrooms and hampering evacuation.
  5. Check that all employees and students of his/her classroom are present at the predetermined assembly area.
  6. Staff Safety Representative will check the Marshall for class call roll and staff attendance at Assembly Area.

**Evacuation Emergency Plan / Fire Drill St Mary's Special School**  
**2022**

**Version 2022 to 2023**

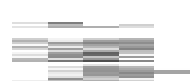
**Discovering a fire**

In the event you discover a fire in the school, press the nearest alarm button to alert others in the building

If there is no risk to personal safety, use the fire extinguisher or blanket to extinguish the fire

If there is a risk to personal safety, exit the building immediately

**When the fire alarm sounds**



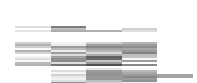


- When alarm sounds, each classroom team calmly organizes the students and proceeds to evacuate everyone from the building in a prompt but careful fashion under the teacher's/ SNA's direction.
- Teacher in each room must appoint a team member to guard any external fire door when alarm sounds, as they open automatically.
- Teacher brings fire roll call sheet which is recorded daily in the morning and kept at the fire point in the classroom.
- Close all doors behind you
- Do not stop to gather bags, coats or personal items.
- Don't take risks
- Do not return to the building until the all clear is given
- We strive to evacuate the building within **two minutes** of the alarm sounding

Whereas it is impossible to plan for every eventuality in an emergency, every effort has been made to accommodate all needs and issues for a general fire emergency. In all emergencies, unexpected situations may occur and may require people following the safest alternative route for everyone's safety to the Assembly Point.

**Here follows the evacuation route plan:**

- **Classes: 1, 2 & A4:**  
Proceed out of fire doors to junior playground and travel around the far side through small gate at side of class A4 to enter pitch assembly area through the school's car park.
- **Class 3:**  
Proceed out to the main school corridor and exit through the double doors beside the photocopier, turn right and walk through the senior playground and proceed to pitch via the gates to ALC.
- **Admin Office/ Principal's office:**  
Exit via the main school door, through the courtyard to main school car park and proceed to enter school pitch through large metal gates to assembly area.
- **Class 4 and any staff in staff room:**  
Exit via class fire door to main school car park and proceed to enter school pitch through large metal gates to assembly area.



- **Any persons in Parents Room (Was<sup>1</sup> room):**  
Exit main front gate and proceed to the school car park and to enter school pitch through large metal gates to assembly area
- **Classes: 5, A2, & A1**  
Exit to senior playground by fire doors in classes and proceed to pitch via the gates to ALC.
- **Any persons in former Woodwork room:**  
Exit to senior playground and proceed to pitch via the gates to ALC.
- **Senior Playground:**  
Proceed to Assembly Area via the ALC.
- **Junior Playground :**  
Proceed to small gate at side of class A4 and then proceed to enter pitch assembly area through the school car park .
- **Classes ALC: A6, A5 and New A3**  
Exit to pitch via small wooden gates and proceed to assembly area in Pitch.
- **Kitchen Staff, snoozelan and changing room:**  
Exit to car park via staff entrance and proceed to pitch assembly area.
- **Gym/Deputy Principal's office :**  
**Option A.**  
Exit via the gym fire door, walk towards the senior playground and proceed to pitch via the gates to the ALC.  
**Option B.**  
Exit to car park via staff entrance and proceed to pitch assembly area.
- **Music and Art Classrooms: (formerly Cookery Room/Computer room)**  
Exit via classroom door and proceed straight out to pitch assembly area.
- **Any staff/ children in toilets/changing rooms:**  
Must find the closest fire exit and proceed to meet their own class at pitch assembly area.

## **CAVEATS:**

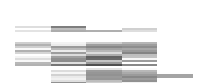
- 1. Staff will bring their Sliding mats for children with wheelchairs for use on pitch as needs arise - located in the main corridor on the wall between class 1 and class 2 , and a second sliding mat is located in class 3 beside the fire exit.**
- 2. It is essential that the fire-roll call sheet is kept attached to classroom wall and filled out daily.**
- 3. When it is established that there is no fire and it is safe to enter the building the fire alarms must be reset. The reset (plastic) key for each classroom's emergency fire alarm button will be kept attached to the side of every First Aid Medical cabinet in each room. Each class team member must be aware of where this key is kept hanging.**
- 4. Wheelchair users may use the closest fire exit or they can proceed to use the same fire route as class 1, 2 or A4.**

**Thank you for your assistance in ensuring everyone's safety.**

## **FIRE DRILLS**

- ◆ Evacuation procedure will be as above.
- ◆ It is the School's policy that:
  - Drills are held once every school term.
  - An evacuation time of less than two minutes should be aimed for.
  - Every fire drill/evacuation should be followed up by a meeting of Fire Marshals to determine what deficiencies arose.

## **FIRE PROTECTION EQUIPMENT**



Fire extinguishing/alarm equipment is provided in each of the designated areas.

The services and maintenance of:

- Fire Extinguishing Equipment (Annually)
- Fire Detection and Alarm Equipment (Quarterly) is provided by appropriately qualified service engineers.

## **DISCOVERY OF A FIRE**

Employees should be familiar with the action they should take on discovery of a fire. They are also responsible for taking full responsibility for the evacuation of the students in their care at the time of the evacuation:

### **IF FIRE OCCURS**

Press the nearest alarm button to alert others in the building

If there is no risk to personal safety, use the fire extinguisher or blanket to extinguish the fire

If there is a risk to personal safety, exit the building immediately

### **WHEN THE FIRE ALARM SOUNDS**

When the alarm sounds, each classroom team calmly organizes the students and proceeds to evacuate everyone from the building in a prompt but careful fashion under the teacher/SNAs direction

Teacher in each room must appoint a team member to guard any external fire door when alarm sounds as they open automatically

Teacher brings fire roll call sheet which is recorded daily in the morning and kept at the fire point in the classroom

Close all doors behind you

Do not stop to gather bags, coats or personal items

Don't take risks

Do not return to the building until the all clear is given

We strive to evacuate the building within two minutes of the alarm sounding

## **CHEMICAL STORAGE**

An inventory of all chemical agents used by St Mary's Special School, together with the safety data sheets for each agent will be found in a red folder in the locked cabinet in the Main Office.

The SDS manages the safe use of chemicals in St Mary's School. It ensures the product is being used as intended by the manufacturer or importer. It is a key tool for risk assessment as it includes detailed hazard information. (Please see risk assessment on using chemical products in the risk assessment folder) It provides options for appropriate controls measures and procedures to be applied. Sufficient information should be provided to select the necessary Personal Protective Equipment (PPE) and to develop necessary emergency procedure

## **13. ELECTRICAL EQUIPMENT**

Electrical equipment that is improperly installed, maintained or used in an unsafe manner constitutes a health and safety hazard. The health and safety risks from electrical hazards are electric shock, fire, trips and falls from loose cables and explosion.

All electrical hazards must be reported immediately to the Staff Safety Representative. These will include:

- ⇒ Loose connections
- ⇒ Defective insulation
- ⇒ Trailing leads
- ⇒ Overloaded circuits
- ⇒ Worn or damaged appliances
- ⇒ Damaged cables
- ⇒ Broken switches

1. The wiring of all equipment will conform to the highest standards.
1. Those who purchase the school equipment will consider the safety features of the equipment.
2. If required, electrical adapters should be used to a minimum.
3. When vacating a classroom, all equipment not in use should be switched off.

4. Unqualified personnel should not tamper with electrical equipment

## **14. VIDEO DISPLAY UNITS (VDU)**

The difficulties experienced by VDU workers include eye problems, headaches, upper limb dysfunction, and repetitive strain injury. These problems have their root cause not in the machine itself but in the position posture and modus operandi of the user. The requirement of employees in the school to use computers is low and will take place sporadically during the school day.

Employees working at VDU's will receive information on their use and will take part in a risk assessment for same.

([http://www.hsa.ie/eng/Workplace\\_Health/Manual\\_Handling/Manual\\_Handling\\_Guidance\\_Documents/DSE\\_Blank.pdf](http://www.hsa.ie/eng/Workplace_Health/Manual_Handling/Manual_Handling_Guidance_Documents/DSE_Blank.pdf)) Please see completed risk assessment for VDUs for the school administrator and school principal in the risk assessment folder.

The Safety and Health information will include elements relating to posture, eyesight, lighting, layout, rest pauses as follows:

***Rest Pauses*** – Should you find that in any day you are required to use a VDU on a more regular basis you should ensure that you take such natural breaks or pauses as required to complete the work in a comfortable manner.

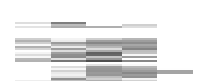
***Work Chairs*** - The chairs provided allow the employee easy freedom of movement and seat height is adjustable. The back rest or lumbar support is adjustable in height and tilt.

***Keyboards*** - The Keyboard should be separate from the screen and it should be at an angle of 10-15 degrees to the worktop. The keyboard should be moveable by the operator to his/her most comfortable position. There should be sufficient space on the desk in front of the keyboard to provide support for the hands and forearms of the operator.

***Viewing Distance*** - A viewing distance of 500-600mm is the preferred (optimal) viewing distance for most operators. Anyone experiencing difficulty in achieving comfortable viewing within this range should seek an eye test.

***Reflections and Glare*** - In order to avoid reflections and glare, operators should position their VDU's at 90 degrees approximately from windows, facing slightly into the room.

***Vision Checks*** – As required frequent VDU users will receive vision screening examinations as outlined by the EEC VDU Directive.



## **15. DRIVING ON SCHOOL BUSINESS**

All persons who drive on public roads are subject to the provision of the Road Traffic Act 1961. They must at all times drive in a manner that is safe both to themselves and other road users and at all times observe the basic “rules of the road”. We expect all those who are requested to drive on school business to fulfil their obligations under the 1961 Act but coupled with the Safety, Health and Welfare at Work Act 1989 to observe the following guidelines:

- Wear a safety belt at all times.
- Do not drink alcohol or take medication that could affect driving ability.
- Check lights, tyres, oil, water, windscreen wipers and washer reservoir etc. at regular intervals.
- Ensure vehicle is serviced regularly.
- Report all accidents or damage, no matter how minor.
- Ensure that you have permission from your board of management to use your car for school business.
- 

All persons driving school buses must be Garda vetted to ensure the safety of each child in school. The *National Vetting Bureau (Children and Vulnerable Persons) Act 2012* states it is mandatory for persons working with children or vulnerable adults to be vetted by the Gardaí. This is information other than criminal convictions where such information leads to a bona-fide belief that a person poses a threat to children or vulnerable persons.

A class teacher must be present on the school bus for all school trips/community outings.

## **16. HOUSEKEEPING**

Poor housekeeping can result in a variety of risks to employees and students. Accumulating waste can give rise to a serious fire risk and can block fire exits. Untidy and cluttered classrooms and office areas can present a risk of tripping, while pointed objects (tacks, scissors, blades, etc.) can inflict cuts.

The housekeeping standards of each classroom and office area are the responsibility of the respective employees occupying those areas.

- General housekeeping standards will be monitored by the Staff Safety Representative.

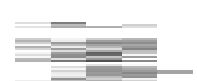


- Travel mugs must be used in classrooms where staff are drinking hot beverages outside of the kitchen
- Cleaning and polishing is carried out each night by the school cleaner
- All rubbish will be removed from work areas nightly around the building to a collection point and removed for disposal once per week.
- All items left unattended in corridors and at doorways will be removed and disposed of.
- All cleaning material and solvents must be stored in the “Cleaning cupboard”.
- Water or other spillages that can be the cause of slipping or falling must be removed immediately.
- Fire points will be kept clear of all waste items.
- All exits and entrances will be kept clear at all times.
- Employees must assist by not leaving items of waste in hallways, corridors, etc.

## **17. FURNITURE AND FITTINGS**

Thoughtless positioning of furniture can cause collisions with sharp corners of desks, and cabinets falling over.

- All furniture should be placed so that walk-ways are unobstructed.
  - Employees should not lean back on chairs because of the risk of overturning.
  - Filing cabinet should be placed so that there is ample room when a drawer is open and should not open into walkways.
  - If a filing cabinet is not fully loaded, the load should be spread over the drawers or preferably, more should be stored in the lower drawers.
  - All drawers must be closed immediately after withdrawing or inserting files.
- Equipment - All equipment in the school must be used only for its intended purpose and as per the guidelines provided with the equipment. Any misuse of equipment is a risk that may result in injury. All safety precautions should be taken when using any equipment, in particular the large trampoline.
  - Trampoline - Side nets must be used, ensure it is secured to the ground, one child at a time, no shoes allowed, staff members should not use



## **18. MANUAL HANDLING**

Employees can be involved in lifting packs of paper or large boxes, if so they should get assistance from another member of staff. The main injuries associated with manual handling area:

- Back strain, slipped disc.
- Lacerations, damage to hands or fingers
- Various sprains, strains etc.

If there is a requirement to lift heavy office furniture, PCs or other heavy equipment in the school building, these will be carried out by nominated persons who have received manual handling training.

Lifting, swinging or carrying students/children is a safety risk.

Employees will attend manual handling courses not more than every 3 years or as required.

New/substitute employees are not to attempt to lift or move, on their own, articles or material which may result in an injury to them. They should seek help from staff who are trained in manual handling.

## **19. WELL BEING**

Courses are offered for wellbeing to staff.

Workplace Wellbeing relates to all aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organization.

Wellbeing is a measure of a person's happiness and psychological, emotional and mental state. ■ Workplace wellness program refers to a workplace strategy being implemented to improve the health and wellbeing of employees.

Healthy behaviours lead to lower health risks, and lower health risks lead to less chronic disease. With less chronic disease employees have fewer health care costs.

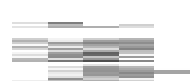
The main goal of implementing the employee wellness program is to encourage employees down the path to a healthier lifestyle. With this as the ultimate purpose for wellness programs, an accompanying bonus is that healthier employees are more likely to have a higher level of energy and increased concentration.

Employee wellbeing is a key issue that we are striving to address to ensure that all employees remain happy and motivated at work

### **MISSION STATEMENT**

To work together to meet the holistic health and wellbeing needs of employees. To enhance the working experience; leading to greater productivity, higher engagement and employees who flourish both in and outside of the working environment. Improve the health and wellbeing of the working population.

To engage the workforce to improve health behaviours. The well-being strategy will be implemented throughout the coming years.



## **20. PREGNANT EMPLOYEES**

The Board of Management is committed to protecting both the pregnant employee and the unborn infant from injury during the course of work.

On receiving notification that a staff member is pregnant, the Principal assesses the specific risks to the staff member, and takes action to ensure that she is not exposed to anything which may damage either her health or the health of her developing child.

A risk assessment will be completed on pregnant employees and this will be carried out on an individual basis by the school principal. (Appendix 2)

Each employee has a responsibility to inform her employer of their pregnancy.

## **21. CHALLENGING BEHAVIOUR**

From time to time there is a potential for challenging behaviour from the students during the school day. The consequences associated with such behaviour may result in physical injuries, stress and trauma to staff members.

Staff members receive information in relation to those students most likely to present with challenging behaviour and are instructed as to how best handle such situations in order to minimize the risk of injury either to themselves or the child (behaviour support plan)

All staff members should be familiar with the behaviour support plan for the children they are working with. If a staff member is in doubt as to how to handle an incident of challenging behaviour they should immediately request the assistance of the class teacher and / or Principal/ MAPA instructor

All staff members are receiving training in the procedures and theory of MAPA. Please see MAPA policy.

All incidences of challenging behavior must be reported immediately to the class teacher and the School Principal who will determine the appropriate action to be taken on a case by case basis.

If a staff member is injured as a result of an incident/accident, the Principal is informed. One of the First Aid Responders is called to attend to the staff member (e.g. ice pack/wipe with antiseptic wipe or to go to their doctor to seek further medical advice)

In the event of an injury to a staff member or a student (Appendix 1) an Incident/accident Report Form will be completed, a copy of the form sent home (in case of a student) and the incident will be filed in the office.

The Board of Management is responsible for determining the appropriate course of action to be taken in relation to medical visits, costs and time off.

### **Quiet room**

- St Mary's Special School is committed to best professional and safe practice in managing the use of seclusion.
- There are two withdrawal rooms in St Mary's School referred to as 'The Quiet Room'.
- The Quiet Room is located in the ALC
- All of the walls and the door of the room are padded with thick foam padding approximately 3 inches thick and approximately 6ft in height.
- The room remains empty of all furniture and furnishings other beanbags and cushions. The door of the room has a small glass viewing panel.
- At times, in accordance with the student's behaviour support plan and depending on circumstances, going to this space may be instigated by the pupils themselves, or there may be times that staff instigates the pupil transitioning to the room.
- The purpose of the room can be outlined as follows:
  - For a break.
  - For required relaxation.
  - Crisis management
  - As a punishment procedure (In exceptional circumstances with prior approval from the BOM and only as part of a multi component BSP)
  - In Emergency/Unforeseen circumstances

**Please refer to the Quiet room policy for more information regarding same.**

## **22. SMOKING**

To comply with the Tobacco Smoking (prohibition) regulations 2003, smoking is not permitted in the school premises or surrounding grounds.

With effect from 26 January 2004 the Regulations prohibit the smoking of tobacco products in a place or premises (other than a dwelling) as specified in the Schedule to the Regulations.

Smoking is not permitted in front of students.

### **ECIGARETTES**

- The vaping of e-cigarettes is not permitted in the school premises or surrounding grounds.
- The vaping of e-cigarette products is not permitted in a place or premises (other than a dwelling) Vaping is prohibited only on a school property, due to lack of FDA approval for e-cigarettes as cessation devices.
- Many e-cigarettes can easily be confused with normal cigarettes, so there is a need to think about the image or first impression this is giving to our clients, service users and any visitors to the workplace.
- E-cigarettes do produce a smell, which other colleagues may find a nuisance to be around and some with respiratory conditions, such as asthma, may find particularly irritating.
- Vaping is not permitted in front of the students

## **23. FIRST AID**

All injuries must be reported as soon as possible to the **Staff Safety Representative**.

The following employees have up to date First Aid Responder certification.

**Name**

Caroline Gaynor

Ciara Sullivan

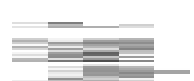
All staff should be trained in First Aid

***First Aid kits are located in the following Locations:***

- Office
- Staffroom
- All 14 Class rooms
- Kitchen
- Cookery Room
- Woodwork Room

The contents of each kit will be as follows:

- Adhesive Plasters
- Triangular Bandages
- Safety Pins
- Medium Dressings
- Large Dressings
- Extra Large
- Antiseptic Wipes
- Pairs of Latex Gloves
- Isolaide Resuscitation Device
- Ice Pack (kept in freezer in kitchen)
- Crepe Bandage 7.5cm
- Conforming Bandage 7.5cm
- Solvaline Dressings
- Zinc Oxide Tape 1.25cm
- Pack of Finger Bobs
- Disposable Foil Blanket



## **24. INCIDENT/ACCIDENT REPORTING**

All dangerous occurrences and accidents (no matter how trivial) must be reported to the Staff Safety Representative immediately.

An Incident/Accident Report Form (appendix 1) depending on persons involved, available from the School Office, should be completed by the staff member involved and/or student's Teacher.

In the event of an injury to a staff member or a student (Appendix 1) an Incident/accident Report Form will be completed, a copy of the form sent home (in case of a student) and the incident will be logged in the Accident/Incident Report Book.

If a student is injured as a result of an incident/accident the students' parents are informed by phone call by the class teacher who will go through what happened. A copy of the incident/accident report form is sent home to the parents and the original is kept in a file in the office.

If a staff member is injured as a result of an incident/accident, the staff safety representative is informed. The staff member will be referred to the First Aid Responder and advised of what action to take (e.g. ice pack/wipe with antiseptic wipe or to go to their doctor to seek further medical advice)

The Staff Safety Representative will report the accident to the Principal, arrange for immediate investigation of the accident/dangerous occurrence with a view to preventing a reoccurrence and record it in the School's Accident Report Book (kept in office)



# ACCIDENT/INCIDENT REPORT FORM

## (Circle as appropriate)

*This is a legal document and needs to be completed immediately once the accident/incident occurs. In accordance with the 2005 Act all employees are required to co-operate fully with the employer so that appropriate safety, health and welfare policies are established, implemented and adhered to.*

Name of injured party: \_\_\_\_\_

Time of accident/injury: \_\_\_\_\_

Day and date of accident/injury: \_\_\_\_\_

Day and date of completion of form: \_\_\_\_\_

Where did the accident/injury take place?

\_\_\_\_\_

Injured party:          Student          Staff          **(circle as appropriate)**

Detail of accident/incident: Aggression/ Self harm/ Manual handling/ Slip/ Trip/ Fall/  
Struck by object/ Absconcion/ Medication/ Environmental (e.g. fire)/Other

Briefly describe the

accident/incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the action taken to deal with the accident/injury: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What part of the body was affected: \_\_\_\_\_

\_\_\_\_\_ (Please mark area on diagram attached)

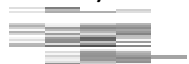
What was the nature of the injury (E.g. bruise, sprain) \_\_\_\_\_

Name of staff member completing form : \_\_\_\_\_ ( Block letters)

Witness/witnesses of accident/incident (if applicable):

\_\_\_\_\_

\_\_\_\_\_ (Block letters)



Witness/witnesses statement(s) (if applicable):

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(please attach additional sheets if necessary)

Reported to staff safety representative/First Aid Responder **(circle as appropriate)**

Staff representative notes: \_\_\_\_\_

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Was first aid administered?                      Yes/No                      **(circle as appropriate)**

First aid details: \_\_\_\_\_

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Was parent contacted?                      Yes/no                      **(circle as appropriate)**

Who contacted the parent? \_\_\_\_\_

Additional notes e.g. (was child comforted/was GP visit advised etc.) \_\_\_\_\_

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Describe corrective measures that need to be taken to address immediate hazards related to the incident (e.g. dry floor if wet, review BSP if necessary etc.)

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Staff signature:

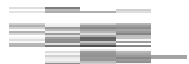
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Date: \_\_\_\_\_

Principal/Health Safety Officer signature:

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Received form on:

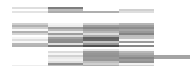


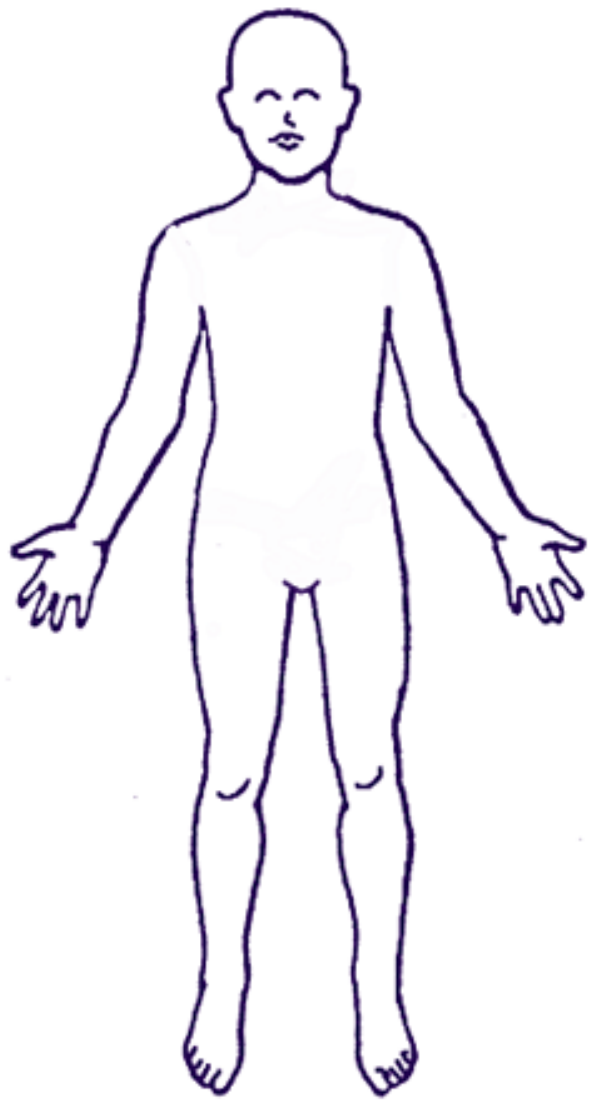
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Other comments:

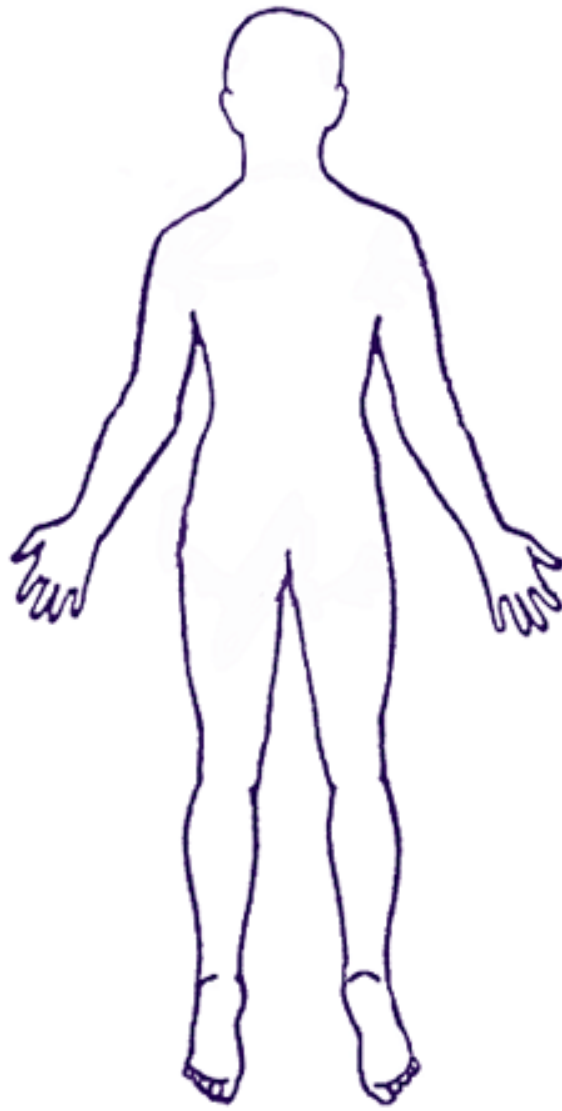
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Front of body



Back of body

(Please mark injured area with an X)



## Checklist and Risk Assessment for new and Expectant Mothers

### Step 1

The checklist should be completed first: this will help you to identify any hazards to the new or expectant worker.

### Step 2

Where you have identified there is a hazard and assessed the risk to the new or expectant worker, enter this onto the risk assessment pro forma.

You will then be able to put any control measures in place to eliminate the risk, or reduce it to an acceptable level for the new or expectant worker.

### Note

This checklist is not exhaustive: other issues with the new or expectant worker's work conditions/place may need to be considered.

The risk assessment should be reviewed on a regular basis throughout the pregnancy and any necessary control measures put in place.

Employee's name:	Date:
Job title:	
Form completed by:	Principal:

1. Visual display unit (VDU)		Yes/No	Further Action Required
1.1	Does the employee use a computer for long periods of time?		
1.2	Is the VDU work equipment and furniture such as the chair, suitable and comfortable for the employee?		
1.3	Has a VDU risk assessment been completed for the employee?		
<b>Risk</b> Inappropriate size, layout, or space in relation to the workstation or work area due to increasing size and reduced mobility, dexterity, balance during pregnancy.		<b>How to Avoid the Risk</b> VDU assessments should be revised for new and expectant mothers to avoid problems caused by stress and anxiety and workstation size and set up.	

2. Manual Handling		Yes/No	Further Action Required
2.1	Is the employee expected to carry or move heavy loads?		
2.2	Is the employee expected to carry or move children?		

2.3	Is the employee aware of safe moving and handling techniques?		
2.4	Does the employee experience backache associated with moving and handling activities and poor work postures?		
<p><b>Risk</b>  New or expectant workers are especially at risk from moving and handling injuries. Hormonal changes can affect the ligaments, increasing susceptibility to injury, and postural problems may increase as the pregnancy progresses.  There can also be risks for those who have recently given birth. For example, after a caesarean section there is likely to be a temporary limitation on moving and handling capability.</p>		<p><b>How to Avoid the Risk</b>  Alter the nature of the task to reduce risks from moving and handling. This could be for all workers including new and expectant mothers, or you may just have to address the needs of the new and expectant mothers, specifically reducing the amount of physical work she undertakes, or providing mechanical aids to reduce the risks.</p>	

3. Physical Agents		Yes/No	Further Action Required
3.1.	Is the employee exposed to excessive noise? <b>(such as noisy machinery)</b>		
3.2	Is the employee expected to work in awkward/confined spaces?		
3.3	Does the employee have to sit or stand for long periods of time?		
<p><b>Risk</b>  <b>Confined Spaces</b> – Working in confined spaces, or at workstations which do not adjust sufficiently to take account of the increased abdominal size, particularly during the later stages of pregnancy. This may lead to sprain or strain injuries. Dexterity, agility, co-ordination, speed of movement, reach and balance may also be impaired and an increased risk of accidents may need to be considered.  <b>Sitting</b> – Constant sitting during pregnancy poses a relatively high risk of thrombosis or embolism. In the later stages of pregnancy, women are likely to experience backache, which can be intensified for remaining in a specific position for a long period of time.  <b>Standing</b> – Standing for a prolonged period of time may cause dizziness, faintness and fatigue.</p>		<p><b>How to Avoid the Risk</b>  <b>Confined spaces</b> – Introduce or adapt work equipment. Redesign the workstation and/or work area. Redesign the job content.  <b>Sitting</b> – Avoid sitting for long periods. Women should have the opportunity to alternate between standing and sitting and to exercise/move to maintain healthy circulation. Regular rest breaks should be provided.  <b>Standing</b> – Avoid standing for long periods of time.</p>	

4. Slips, trips and falls		Yes/No	Further Action Required
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4.1	Is the employees work area free from slips trips and fall hazards? (Such as trailing wires, uneven flooring, spilt substances?)		
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5. Violence and aggression		Yes/No	Further Action Required
5.1	Is the employee exposed to potentially violent situations from: <ul style="list-style-type: none"> <li>• Children?</li> <li>• Adults?</li> </ul>		
<p><b>Risk</b> If a woman is exposed to the risk of violence at work during pregnancy, when she has recently given birth or while she is breastfeeding this may be harmful. It can lead to miscarriage, premature delivery and underweight birth, and it may affect the ability to breastfeed.</p>		<p><b>How to Avoid the Risk</b> All face to face contact with students where there is believed to be a significant risk above that identified by the generic risk assessment must be risk assessed. Change the design of the job – avoid lone working, reduce/remove the face to face student contact, reassign difficult cases.</p>	

6. Welfare		Yes/No	Further Action Required
6.1	Is there a rest room or a suitable area for the employee to rest?		
6.2	Has the employee received any advice from the doctor or midwife that has any bearing on her role?		
6.3	Are there any other specific welfare issues mentioned by employee?		
6.4	Is the employee allowed regular breaks?		
6.5	Is the employee allowed to take a comfort break when needed?		
6.6	Does the employee suffer from morning sickness? This may be relevant where early morning shifts are worked, or where there may be exposure to nauseating smells.		
6.7	The employee's posture is also significant if varicose veins and/or haemorrhoids develop – the latter also being linked with a hot work environment.		
6.8	Can nursing mothers frequently re-hydrate?		
6.9	Do nursing mothers have a facility for privately expressing milk?		

<p><b>Risk</b>  <b>Rest facilities</b> – Tiredness increases during and after pregnancy and may be exacerbated by work related factors.  <b>Hygiene facilities</b> – Because of pressure on the bladder and other changes associated with pregnancy, new or expectant women often have to go to the toilet more frequently and urgently than others. Breastfeeding women may also need to, due the increased fluid intake to promote breast milk production.</p>	<p><b>How to Avoid the Risk</b>  <b>Rest facilities</b> – There must be facilities to sit or lie down in comfort and in privacy. Access to drinking water should also be available.  <b>Hygiene facilities</b> – If necessary measure should be put in place to ensure that new and expectant mothers can leave their workstations at short notice.</p>
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<b>7. Working at Height</b>		<b>Yes/No</b>	<b>Further Action Required</b>
7.1	Does the employee have to carry out any work that requires them to work from height? <b>(Such as putting up displays, ladder use).</b>		
<p><b>Risk</b>  It is hazardous for new or expectant women to work at heights, for example for short duration work off of ladders.</p>		<p><b>How to avoid the Risk</b>  Working at height should be avoided by new and expectant mothers.</p>	

<b>8. Stress at Work</b>		<b>Yes/No</b>	<b>Further Action Required</b>
8.1	Is the employee exposed to undue stress?		
8.2	Has a stress risk assessment been carried out?		
<p><b>Risk</b>  New and expectant mothers can be particularly vulnerable to occupational stressors for a variety of reasons.</p> <ul style="list-style-type: none"> <li>● Hormonal, physiological and psychological changes occur and sometimes change rapidly during and after pregnancy, sometimes affecting susceptibility to stress, or to anxiety or depression in individuals.</li> <li>● Financial, emotional and job insecurity may be issues, due to changes in economic circumstances brought about by pregnancy.</li> <li>● It may be difficult to organise work and private life, especially with long, unpredictable or unsocial working hours or where other family responsibilities are involved.</li> </ul> <p>Stress is associated in some studies with increased incidence of miscarriage and pregnancy loss, and also with impaired ability to breastfeed.  Where women have recently suffered loss through stillbirth, miscarriage, adoption at birth, or neonatal death, they will be especially vulnerable to stress, as will women who have experienced serious illness or trauma associated with pregnancy or childbirth.</p>		<p><b>How to Avoid the Risk</b>  If individuals are experiencing stress than an individual stress risk assessment should be completed.</p> <p>Protective measure may include adjustments to working conditions , and ensuring that the necessary understanding, support and recognition is available when the women returns to work, while her privacy is also respected.</p>	



<b>9. Biological</b>		<b>Yes/No</b>	<b>Further Action Required</b>
9.1	<p>Is the employee exposed to any infectious diseases particularly the following:</p> <ul style="list-style-type: none"> <li>● Rubella (measles)</li> <li>● Chickenpox</li> <li>● Slapped cheek disease</li> <li>● Chlamydia Psittaci (from lambs)</li> <li>Other (specify)</li> </ul> <p>(For more information on diseases refer to the Health Protection Agency Guidance on Communicable Disease and Infection Control in Schools and Nurseries or to the Safety net document on Infectious Control Guidance).</p>		
9.2	<p>Is the employee exposed to any bodily fluids? (Protective gloves should be worn)</p>		
<p><b><u>Risk</u></b>  The level of risk will depend on the type of work carried out, the infectious disease the worker is exposed to and the control measures in place. There will be an increased risk of exposure to staff who have contact with;</p> <ul style="list-style-type: none"> <li>● Human blood and body fluids</li> </ul> <p>Usually during pregnancy, women are no more likely to catch an infection than at other times, however in some cases, the infection may be more severe in pregnancy. It is important to remember that if the mother does become infected, some infections may be dangerous for the baby.</p>		<p><b><u>How to Avoid the Risk</u></b>  When assessing the infection risks to all staff the following should be considered:-</p> <ul style="list-style-type: none"> <li>● The types of infection likely to be transmitted at work</li> <li>● The possible sources of infection</li> <li>● The likelihood that a possible source of infection i.e. student, is actually infected</li> <li>● The number of different sources of infection that staff may come into contact with and how often it may occur</li> <li>● The control measures already in place to protect employees</li> <li>● The medical history of the employee</li> <li>● The history of previous infection or immunisation</li> <li>● The need for suitable information, instruction and training for employees which may help them to prevent or reduce the risk from infection.</li> </ul> <p>Guidance on infections that are known to present a risk to the foetus and new-born baby are detailed in appendix 2 of the HSE publication 'Infection Risks to new and expectant mothers in the workplace'.</p>	

10. Chemical Agents		Yes/No	Further Action Required
10.1	Is the employee exposed to any chemical agents? (Check COSHH risk assessments and chemical datasheets)		
<b>Risk</b> <b>Hazardous Substances</b> – Some substances are classified with the following warnings: - R61 may cause harm to the unborn child, R63 possible risk of harm to the unborn child & R64 may cause harm to breastfed babies. However, the actual risk to health of these substances is determined by how they are used in the workplace.		<b>How to Avoid the Risk</b> <b>Hazardous Substances</b> – All hazardous substances should be placed in appropriate storage facilities.	

11. School environment		Yes/No	Further Action Required
11.1	Is the employee exposed to students who presents with high intensity physical challenging behaviour in the classroom		Classroom teacher will schedule the class timetable so that the pregnant employee is not timetabled to work directly with the students displaying high intensity physical challenging behaviour in the classroom
<b>Risk</b> Students who present with high intensity physical challenging behaviour could come into contact with employee		<b>How to Avoid the Risk</b> Pregnant employee does not work with students on a 1:1 basis who displays high intensity challenging behaviour	
11.2	Is the employee completing playground supervision		
11.3	Is the employee completing Lunch duty supervision		
11.4	Is the employee assigned to morning and afternoon time collections and dispersal of students with high intensity physical challenging behaviour		
11.5	Is the employee expected to administer PCM procedures as per the PCM policy	No	Pregnant employees will not implement PCM procedures.

<b>12. Any other issues</b>		<b>Yes/No</b>	<b>Further Action Required</b>
12.1	Increasing size may present problems: consider personal protective clothing (PPE) and uniforms that may be worn by employees.		
12.2	Dexterity, agility, co-ordination, speed of movement and reach may all be impaired due to increasing size.		

If a risk has been identified, indicate below the action to be taken to remove the hazard or reduce the risk.

SIGNED \_\_\_\_\_ (EMPLOYEE)

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ (PRINCIPAL)

DATE \_\_\_\_\_



APPENDIX 3

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: / /

