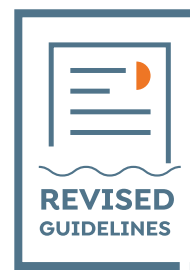
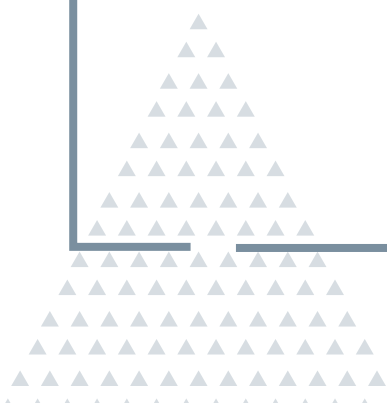
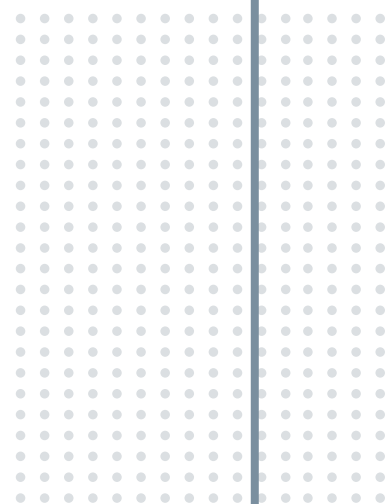


Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools

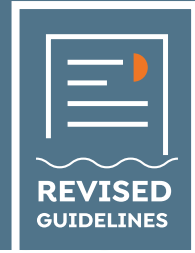




Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools



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Foreword



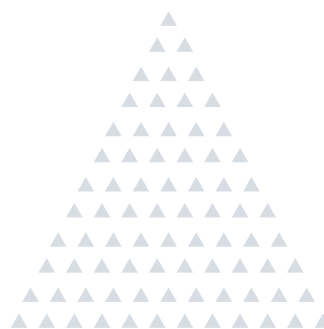
This publication is an updated and streamlined version of the *Guidelines on Managing Safety and Health in Post-Primary Schools* which were published in 2010 by the Health and Safety Authority in collaboration with the Department of Education and Skills, the State Claims Agency and the School Development Planning Initiative.

These revised *Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools* have taken account of feedback from schools and other organisations involved in managing safety in schools. They have been updated, shortened and simplified for ease of use.

Their aim is to assist schools in fulfilling their legal obligation to manage safety, health and welfare of staff, students, visitors and others in the school. The revised *Guidelines* are supported by risk assessment templates which can be found on the Health and Safety Authority's website www.hsa.ie/education.

The revised *Guidelines* offer schools a practical step by step approach to developing and using a safety statement and are designed to be understood and used by school management in the school environment.

We wish to express our gratitude to all who participated in the preparation of the *Guidelines*. We especially wish to thank the representatives of the education partners and a number of schools whose feedback greatly contributed to the success of the collaborative process involved in developing them.



Introduction

The publication of these revised *Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools* (the Guidelines) is the outcome of a joint project undertaken by the Health and Safety Authority (HSA), the Department of Education and Skills (DES) and the State Claims Agency (SCA).

Part A

Part A of the Guidelines describes clearly what a **safety statement** should contain. It also contains a **Safety Statement Checklist** which schools may find useful in two ways: first, to ensure that its safety statement contains everything it should; second, to check whether the school is carrying out each of the commitments made in its safety statement.

Part B

Part B contains an index and links to the **Frequently Asked Questions (FAQs)**. These are available here, and also online at www.hsa.ie/education. The FAQs contain a list of short answers to key questions about issues relating to the management of safety, health and welfare in a school. They aim to help schools to address queries around aspects of managing safety, health and welfare.

Part C

Part C contains an introduction to risk assessment as well as an index and links to the **Risk Assessment Templates** which you will also find online at www.hsa.ie/education. Risk assessment is at the heart of managing safety, health and welfare in any workplace and these templates will help you to complete these tasks in a straightforward and practical way. The templates can be downloaded and are interactive to facilitate easy completion by any person carrying out a risk assessment in any part of the school.

PART A

Managing Safety, Health and Welfare in Post-Primary Schools

In a school the Board of Management or Education and Training Board (ETB) is responsible, as employer, for ensuring, so far as is reasonably practicable, the safety, health and welfare at work of its employees and of those directly affected by the work activities of the school.

Every Board of Management and ETB is required by law to have a safety statement for its school/s. The safety statement is a live written document which contains the detail of how safety, health and welfare is managed in a school. It includes the school structures, planning activities, practices, procedures, and resources for implementing and maintaining safety, health and welfare. A good safety statement is the blueprint for managing safety, health and welfare in your school.

Developing a Safety Statement for Your School

Managing safety, health and welfare in your school involves on-going activity throughout the year. It revolves around the written safety statement which you will develop, review and update as required. The safety statement should be formally reviewed every year or where there has been a significant change relating to workplace hazards.

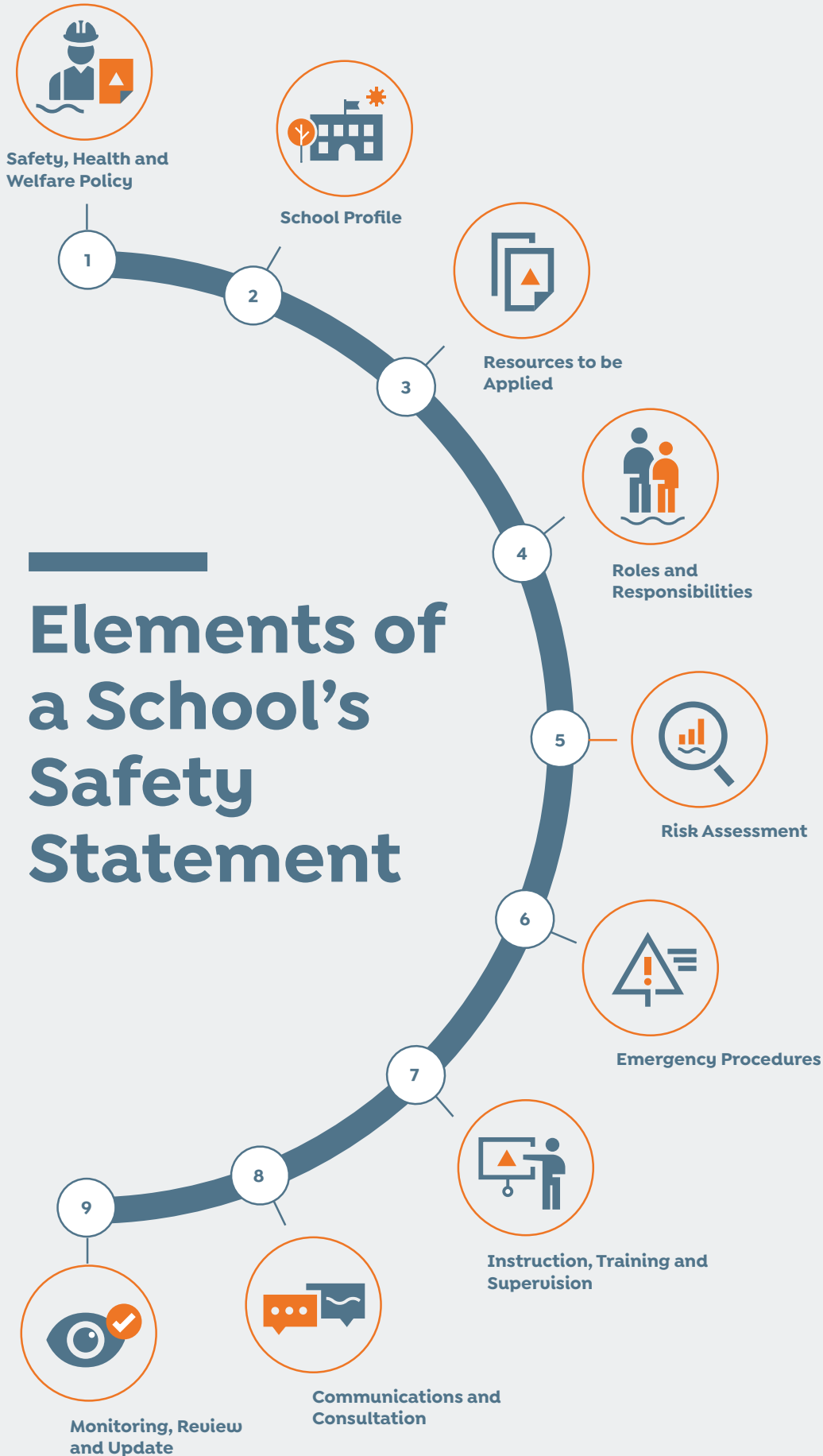
Section 20 of The Safety, Health and Welfare at Work Act 2005, requires that an employer produce a written safety statement to safeguard:

- the safety, health and welfare at work of his or her employees;
- the safety and health of other people who might be at the workplace, including: students, visitors, contractors and members of the public.



Areas to be Addressed in the School's Safety Statement

The following areas should be addressed in your school's safety statement:





Safety, Health and Welfare Policy



At the outset, the Board of Management/ETB should prepare a short **safety, health and welfare policy**, also known as the health and safety policy, as part of the preparation of the safety statement. This policy is a written document containing a declaration of the commitment of the Board of Management/ETB to ensuring safety, health and welfare in the school as far as is reasonably practicable, and that all relevant statutory requirements will be complied with. It should spell out the commitment of the Board of Management/ETB to overall safety and health performance, provide a framework for managing safety, health and welfare, and list relevant school policies.

It may include commitments from the Board of Management/ETB to:

- manage and conduct school activities so as to ensure the safety, health and welfare of staff
- prevent improper conduct or behaviour likely to put staff and others' safety and health at risk¹
- provide safe means of access and egress
- provide safe plant and equipment
- provide safe systems of work
- prevent risk to safety and health from any article or substance
- provide appropriate information, instruction, training and supervision
- provide appropriate personal protective equipment (PPE) and clothing where hazards cannot be eliminated
- prepare, review and revise emergency plans
- designate staff for emergency duties
- provide and maintain welfare facilities
- appoint a competent person to advise and assist in securing the safety, health and welfare of staff.

Below is a sample **safety, health and welfare policy** which can be used or amended for your school and incorporated into your school's safety statement. You can download this from www.hsa.ie/education.

¹ "Horseplay" and bullying at work would come within these categories.



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/ETB 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, contractors and students of the school.

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

The Board of Management/ETB, 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/ETB 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, equipment, experience and other relevant developments.

Signed:

Chairperson, Board of Management/ETB

School: Date:

2 School Profile



This section of the school's safety statement should contain a brief description of the significant features of the school with particular reference to safety, health and welfare including:

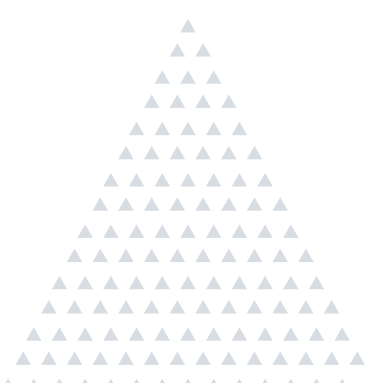
- school size
- planning procedures
- provision for persons with special needs
- school buildings and facilities
- organisational structures /chart
- list of regular visitors providing services to school, e.g. external tutors, contractors or educational service providers
- adult education

3 Resources to be Applied



Safety, health and welfare planning is best seen as an integral part of the school's existing planning and self-evaluation processes. The safety statement should be informed by and reflect wider school planning priorities and decisions.

List and describe what resources are allocated to support safety, health and welfare in the school, e.g. human, financial, equipment, training.



4 Roles and Responsibilities



Decide and document the specific **roles and responsibilities** of those who will coordinate safety, health and welfare on behalf of the Board of Management/ETB. Principals or deputy principals are best-placed to co-ordinate safety, health and welfare, but remember that overall responsibility remains with the Board of Management/ETB. These roles and their associated responsibilities should be documented clearly in the safety statement.

Other individuals with specific responsibilities around safety, health and welfare should be identified in the safety statement, e.g., trained first-aiders, individuals responsible for organising fire drills, teachers conducting risk assessments in their classrooms, and those responsible for maintaining grounds or equipment.

You will find further information on the **duties** and typical responsibilities of Boards of Management/ETBs, principals, teaching and other staff, as well as contractors and visitors listed below:

Board of Management/ETB

- complies with its legal obligations as employer under the 2005 Act
- provides a safe place of work and safe systems of work
- ensures that the school has written risk-assessments and an up to date safety statement
- receives regular reports on safety and health matters
- reviews the safety statement at least annually and when changes occur that might affect safety, health and welfare
- reviews the school's performance in relation to safety, health and welfare
- allocates adequate resources to deal with safety, health and welfare issues
- can appoint competent persons as necessary to advise and assist the Board of Management/ETB on safety, health and welfare matters at the school.

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

- complies with the requirements of the 2005 Act
- reports to the Board of Management/ETB on the school's performance in relation to safety, health and welfare
- 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
- manages the development and regular practice of emergency procedures
- organises relevant training
- ensures that risk assessments and corrective actions are carried out
- ensures that regular reviews of the school's performance in relation to safety, health and welfare are carried out



Teaching and other staff

- comply with all statutory obligations on employees as required by 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
- ensure that students follow safe procedures, e.g. use personal protective equipment (PPE) and adhere to laboratory rules
- conduct risk assessments of their immediate work environment
- 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, e.g. new machine, system or chemical product
- select and appoint a safety representative(s)
- co-operate with the school safety committee
- report accidents, near misses, and dangerous occurrences to relevant persons as outlined in the safety statement



Other School Users

Students, parents, volunteers and visitors have a duty to comply with school regulations and instructions relating to safety, health and welfare.

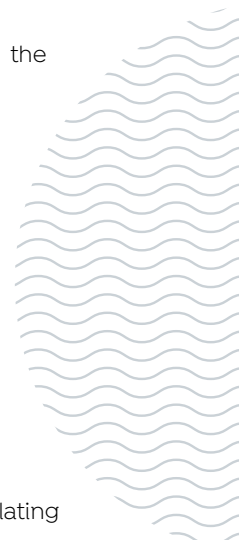


Contractors

Any contractor working in or on behalf of the school has a duty to 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 2007-2016, and any other relevant legislation such as the Safety, Health and Welfare at Work (Construction) Regulations 2013.

For the purposes of the safety statement the school will:

- make available the relevant parts of its safety statement and safety file (where one exists) to any contractors working in the school on behalf of the school
- provide to contractors the school's regulations and instructions relating to safety, health and welfare
- be aware of the contractors duty to make available to the school the relevant parts of the contractor's safety statement and risk assessments in relation to the work being carried out
- co-operate and coordinate their activities in order to prevent risks to safety, health and welfare where it is sharing a workplace with a contractor.



The school has a duty as a Client if they engage a contractor to carry out construction work, e.g. where a school is getting construction work carried out, they will have **duties as a Client** under the Safety, Health and Welfare at Work (Construction) Regulations, 2013.

These duties include:

- appointing competent designers and contractors
- appointing competent Project Supervisors for the Design Process (PSDP)
- appointing competent Project Supervisors for the Construction Stage (PSCS) where:
 - there is more than one contractor involved in the work
 - the work is scheduled to last more than 30 days (or 500 person days), or
 - there is a particular risk involved
- notifying the Health and Safety Authority if the work is scheduled to last more than 30 days (or 500 person days) using the **AF1 Form** available on www.hsa.ie.

The safety statement may make reference to further statutory obligations on the school and contractors under the Safety, Health and Welfare at Work Act 2005, the Safety, Health and Welfare at Work (General Application) Regulations 2007-2016, and any other relevant legislation such as the Safety, Health and Welfare at Work (Construction) Regulations 2013.

Further details are available on www.hsa.ie

Safety Representative

Staff have a right to select a safety representative – or more than one if the Board of Management/ETB agrees. The method of selection and the role of the school's safety representative should be outlined here.

The role or function of the safety representative is to consult and make representations to the principal or the Board of Management/ETB on safety, health and welfare matters relating to colleagues (including non-teaching staff) in the school.

The safety representative, having given reasonable notice to the Board of Management/ETB management, has the right to inspect all or part of the school and immediately if there is an accident or dangerous occurrence or imminent danger or risk to safety and to investigate accidents and dangerous occurrences. Safety representatives may also:

- after giving notice to the Board of Management/ETB, investigate complaints relating to health and safety
 - make representations to Health and Safety Authority Inspectors
 - accompany Health and Safety Authority Inspectors carrying out inspections (except following an accident, although this may be allowed at the discretion of the Inspector)
- If a Health and Safety Authority Inspector is carrying out an inspection, the Board of Management/ETB must inform the safety representative. This can be done by the principal, acting on behalf of the Board of Management.

Safety representatives are entitled to time-off work, without loss of remuneration, to discharge their functions and to be trained for their role.

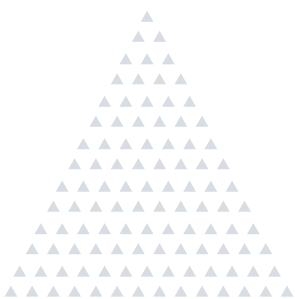
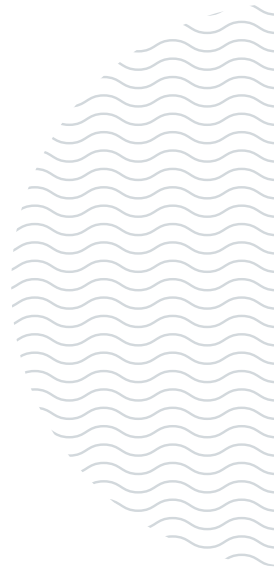
There are no duties associated with the safety representative but there are rights and functions. These are listed in the 2005 Act and outlined in *The Safety Representatives Resource Book* and *Guidelines on Safety Representatives* on www.hsa.ie. A short awareness-raising course is available online free of charge for safety representatives on <https://hsalearning.ie>.



Safety Committee

A safety committee facilitates the consultation process on safety, health and welfare matters in a school, for example, by reviewing risk assessments or school policy and procedures. The decision to establish a safety committee is a matter for agreement between the Board of Management/ETB and staff.

If a school has decided to form a safety committee, its role and functions in managing safety, health and welfare, should be outlined. Members of a safety committee may include representatives from the Board of Management/ETB, the Principal or Deputy Principal, a Safety officer (if the Board of Management/ETB has appointed one) or a Safety Representative (if staff has elected one). Members of staff may also sit on the safety committee, and the school may also decide to include a student representative or parent/guardian representative on the committee. Further information on the safety committee can be found on the Health and Safety Authority's website www.hsa.ie.



5 Risk Assessment



Risk assessment is at the heart of managing safety, health and welfare effectively in any workplace. Before addressing risk assessment there are a few essential health and safety terms that should be read in conjunction with this section of the Guidelines. All members of the school community should be familiar with these terms.

Hazard:

A hazard is anything that has the potential to cause harm to people, property or the environment. It can be a work material, work equipment, or a work method or practice.

Risk:

Risk is the likelihood that someone will be harmed by the hazard together with the severity of harm suffered. Risk also depends on the number of people exposed to the hazard.

Control measures/controls:

Control measures/controls are the precautions taken to ensure that the risk is eliminated or reduced. Following risk assessment, implementing control measures is a critical element of managing safety effectively. Control measures ensure, for instance, that equipment is safe and work activities are conducted in a safe manner. It is not enough to be aware of risk. Control measures must be put in place to eliminate or significantly reduce it.

Risk assessment:

A risk assessment is concerned with **identifying the hazard**, then estimating the **severity and likelihood of harm** arising from such a hazard. The employer can then put in place **control measures** to minimise the risk or weigh up whether he or she has taken enough precautions to prevent harm.

All activities at the school that could cause an accident or ill-health must be risk-assessed, in particular the most hazardous ones. The process of risk assessment is straightforward and it allows schools to identify hazards and to deal with them effectively so that they do not pose unnecessary danger to anybody. For example, in Ireland, manual handling is the highest cause of workplace injuries, and slips, trips and falls (STF) are the second highest cause. Slips, trips and falls account for one quarter of all reported accidents in the education sector. These hazards are present in all schools and must be risk assessed along with other common hazards.

All risk assessments must be written and included in the school's safety statement. The risk assessment templates developed as part of these Guidelines (see Part C) may be used to complete the process.

The school should use the following 3-step process when carrying out risk assessments:

- Step 1** Identify the hazard
- Step 2** Assess the risk in proportion to the hazard
- Step 3** Identify and implement the appropriate control measures to eliminate the hazard or reduce the risk



Include the details of the person responsible for carrying out the risk assessments in each area of activity, for example, in many cases the most appropriate person to carry out a risk assessment of a classroom is the individual teacher using the classroom as he/she is most familiar with the environment and activities being undertaken.

Include details of the school's provision for information on risk assessment for all staff and the appropriate resources to support risk assessment. As part of these Guidelines, risk assessment templates have been produced for a whole range of hazards common to schools. These can be downloaded individually and completed online or offline and should be added to the documentation for your safety statement. (See Part C for a list of schools' risk assessment templates which can be found at www.hsa.ie/education)

Completed risk assessments must be included in the safety statement. They should be reviewed and revised at least annually or as new equipment, systems, personnel or other significant changes occur. The safety statement must be brought to the attention of all staff and they should be able to access it when required.





Emergency Procedures



This section of the safety statement will contain the school's plans and procedures to be followed and measures to be taken in the case of an emergency or serious and imminent danger.

A detailed account of the school's plan for responding to an emergency or critical incident should include:

- a list of persons responsible for coordinating and implementing the plan and details of their specific duties
- a list of the steps in the school's procedures for dealing with a variety of emergency and critical incident situations including fire, flood, bomb scare and other incidents such as serious injury or death by accident or suicide
- procedures for liaison with families of those affected by the incident
- details of local and national emergency and support services such as Gardaí, Fire Service, Ambulance, NEPS (National Educational Psychological Service), local GPs and hospitals
- a list of the resources used by the school in drawing up its critical incident management plan, such as:
 - *Responding to Critical Incidents, Guidelines for Schools*, Department of Education and Skills and National Educational Psychological Service
 - *Contingency Planning in the Context of a National Emergency*, www.education.ie

Fire Safety

This section of the school's safety statement should contain an account of the school's procedures for managing fire safety. This should include details of the regular practice of the school's evacuation plans or fire drills including:

- the persons responsible for conducting the fire drills and their duties
- timing and frequency of fire drills. (This is to be determined by the school in the light of its own circumstances). Two drills per year are recommended and the details should be documented
- procedures for providing for the evacuation of persons with disabilities or other additional needs
- lists of fire assembly points and how they are identified
- location of directional fire signs
- a description of the school's emergency lighting system
- a map identifying the school's emergency exits
- a map identifying the locations of fire-fighting equipment
- procedures and persons responsible for maintaining a record of fire drills undertaken, outcomes reviewed and actions taken as a result
- a description of how the evacuation procedures will be communicated to all parties.

Any staff with particular responsibilities in respect of fire safety (e.g. Fire Marshals) should receive detailed instructions in their own duties and the necessary refresher training. Nominated staff should receive training at least once per year and preferably twice per year.

This section should also contain a statement of how the school provides and maintains appropriate fire-fighting and detection equipment including:

- frequent testing of fire-fighting equipment (Further information and up to date advice may be obtained from the Fire Services Section of the Local Authority or City Council)
- renewal and maintenance of equipment
- training of staff in the use of fire-fighting equipment
- procedures for checking of the school's electrical systems by a competent person/s
- a fire register may be kept to record all appropriate records of maintenance, inspection and testing of fire safety and emergency equipment. These records are an important element in the control of fire safety risks and are evaluated as part of a fire risk assessment.

Guidance on maintenance timelines for equipment and relating to infrastructure, is available from your Local Authority.

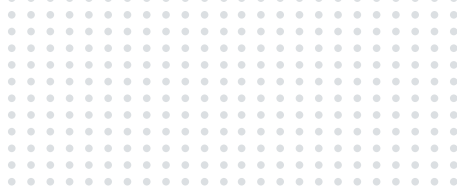
First-aid

This section of the safety statement should clearly outline how the school provides and maintains first-aid equipment and supplies, and how staff are trained in the use of these.

The description should include reference to the following:

- the locations of first-aid equipment and supplies throughout the school
 - procedures for ensuring that first-aid kits are compliant with current legislation and guidance (See First-Aid – Template No. 21)
 - agreed procedures concerning when first-aid may be administered and by whom
 - name/s of person/s responsible for maintenance of first-aid kits
 - procedure for ensuring that an appropriate number of trained **occupational first-aiders** are available to the school (as a guideline 1 for up to 99 employees if a risk assessment shows it necessary; 1 for between 100 and 399 staff).
- This number is based on the maximum number of employees (staff) at any one time. The Regulations apply to employers and employees, and the requirements around occupational first-aid training are quite specific to this. You may wish to have a number of people training in general first-aid (as opposed to occupational first-aid) to take account of students in the school.
- names and duties of occupational first-aiders

You will find further information on first-aid and occupational first-aid requirements on www.hsa.ie

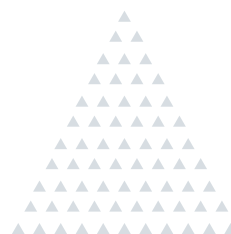
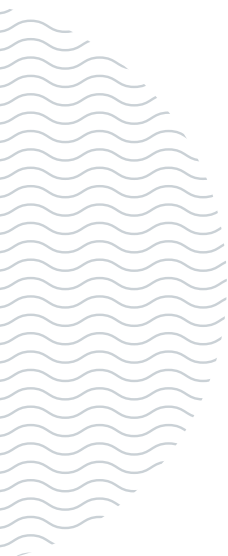


Accidents and dangerous occurrences

This section should set out clearly how the school responds, investigates and reports on accidents and dangerous occurrences, including near misses, arising from the work activities of the school and should include the following:

- the procedure to be followed by the school in the event of an accident or dangerous occurrence including the administration of first-aid, calling of doctor, emergency services, contact with parent/guardian/family of injured parties
- the procedure for recording and retaining information on all accidents and dangerous occurrences
- the procedure for reporting of accidents and dangerous occurrences internally to the Board of Management/ETB
- the procedure for reporting of accidents and dangerous occurrences externally to bodies such as the Health and Safety Authority, the State Claims Agency, the school's insurers or other bodies as appropriate. (More details on the school's reporting obligations to the Health and Safety Authority are available on www.hsa.ie)

Further information on accidents and dangerous occurrences, including carrying out investigations, can be found in the FAQs on pages 48–51 in Part B of the Guidelines.





Instruction, training and supervision



This section of the school safety statement should include an account of how the school provides training for staff in relation to safety, health and welfare at work. This can range from instruction for all staff on how to conduct risk assessments to training for smaller groups/individuals in first-aid, or the safe use of specialised equipment.

It can also include the following:

- how the school plans to provide for such training
- how the school records and maintains training records undertaken by staff in relation to safety, health and welfare
- refresher training where required.

On-going instruction and awareness-raising in schools around safety, health and welfare, helps to foster a safety mind-set amongst members of the Board of Management/ETB, staff, contractors, visitors and students. In addition to formal training, there is a range of free on-line awareness-raising short courses for schools available on the Health and Safety Authority's elearning portal <https://hsalearning.ie>. Courses are aimed at employers and employees and those with a safety role in the school environment. Teachers may also access courses for students preparing for the workplace. Detailed guidance and publications can also be downloaded on a wide range of topics from www.hsa.ie.

Schools assemblies, induction briefings and pre-class instruction and demonstrations in practical areas, are just some of the many on the ground (in-house) instruction, training and supervision arrangements that are already being undertaken by school staff, and do not require external involvement.





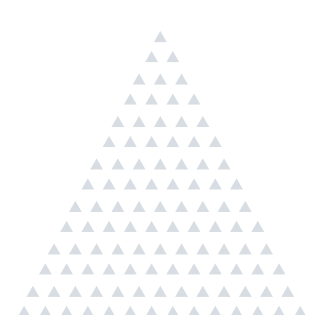
8 Communication and Consultation



This section should contain an account of how the school community is made aware of the contents of the safety statement and is consulted on safety, health and welfare matters.

It may include the following:

- the school's procedures for inviting staff to contribute to the risk assessment process and any review of the safety statement that takes place (usually once per year or when changes occur) *In some schools this could be done through meetings of a safety committee composed of representatives of school management and teaching and non-teaching staff.*
- the school's procedures for making all staff aware of the contents of the safety statement. *This could consist of an annual presentation on the safety statement at a full staff meeting and the provision of an electronic copy of the safety statement to each staff member when he/she joins the staff.*
- the school's procedures for facilitating the input of staff into improvements on the way safety, health and welfare is managed. This could include:
 - the selection of a safety representative by staff
 - the establishment of a safety committee
 - the appointment of a post of responsibility for safety, health and welfare matters (a safety officer)
 - an agreed system for alerting school management to urgent safety, health and welfare matters
- an account of how the school communicates information on safety, health and welfare to all members of the school community. This could include:
 - the location of posters/displays/notices on safety, health and welfare matters
 - the location of notices regarding emergency procedures, fire exits, evacuation assembly points, first-aid stations
 - the location of notices to visitors to the school.



9 Monitoring, Review and Update



The management of safety, health and welfare is an ongoing process. The safety statement should include a description of how the school ensures that its safety management system is being implemented. This is an account of the various measures taken throughout the school year to monitor or check that aspects of safety, health and welfare management are being carried out effectively. These could include:

- health and safety objectives have been agreed and targets set
- health and safety objectives are monitored for progress and continuous improvement
- safety, health and welfare matters discussed as an agenda item at Board of Management/ETB meetings
- a review of fire drills and evacuation exercises, regular checking of safety features of potentially dangerous equipment in laboratories and workshops etc.
- periodic inspections of fire safety equipment
- risk assessment of new hazards as they arise and a record of new control measures identified and implemented
- regular meetings of the safety committee where one exists
- a review of accidents and dangerous occurrences for lessons learned, corrective actions and after care of those involved
- monitoring instruction, training and supervision arrangements in accordance with training needs identified.

Schools are familiar with the process of policy review as part of school self-evaluation and planning. A review of the safety statement should be approached in a similar manner. Remember it is **a live working document**. Therefore, it is important to review the safety statement periodically. For schools it is recommended to take place at least annually.

It should also be reviewed where changes occur, such as staff changes, equipment replacement, or where new systems are put in place. The final section of the safety statement may also include a description of how the school conducts a periodic wholesale review of its management of safety, health and welfare.

The **Safety Statement Checklist** which follows is a useful aid for assisting your school wherever it is in this process.



Safety Statement Checklist



A school acts on its commitment to safety, health and welfare by implementing its safety statement. To review how effectively it is managing safety, health and welfare, a school should ensure that (i) **its safety statement** has documented all relevant areas for consideration and action and (ii) **agreed actions** have been implemented. The items in the **checklist** below are based on the suggested sections of a school's safety statement. The checklist can be downloaded from www.hsa.ie/education. It can be used by a school wherever it is in the process, e.g. reviewing the safety statement at the beginning of the school year, throughout the year, or drafting a new safety statement.

The checklist contains two 'check' columns to be used as appropriate. Placing a **Y (yes)** or **N (no)** under the first column heading '**Y/N**' confirms whether or not, the school's safety statement contains that item.

Ticking below the second column heading '**Implemented**' confirms that where an action has been described in the safety statement, that action has been carried out **in the current school year**. Writing '**No**' in that column means that the action described in the safety statement has not yet been carried out during the current school year.

Once the checklist has been completed, the list of items marked **N** will form the basis for the school's action plan to either amend its safety statement or take action described in the safety statement.

School Year:



Safety Statement Checklist



	Y/N	Implemented
Does your school have a safety statement?		
Is it current? (i.e. reviewed in the last year)		
Is it authorised/signed/ratified by the Board of Management/ETB?		
Is the safety statement available to all staff, including those carrying out non-teaching work activities at the school?		

1 - Safety, Health and Welfare Policy



	Y/N	Implemented
Does the safety statement contain a clearly defined safety, health and welfare policy?		
Does the safety, health and welfare policy include a declaration of the commitment of the Board of Management/ETB, to ensuring the safety, health and welfare of all staff (teaching and non-teaching) and non-workers who may be affected by a work activity in the school, so far as is reasonably practicable?		
Does it include a commitment by the Board of Management/ETB to comply with all relevant statutory requirements that relate to occupational safety, health and welfare, including a commitment to manage school activities in line with school policies and procedures?		
Does it include a commitment by the Board of Management/ETB to consult with staff on matters related to safety, health and welfare at work?		

2 - School Profile



	Y/N	Implemented
Does the safety statement contain a brief description of the significant features of the school with particular reference to safety, health and welfare, including:		
• school size		
• planning procedure		
• provision for persons with special needs		
• school buildings and facilities		
• organisational structures /chart		
• list of regular visitors providing services to school, e.g. external tutors, contractors or educational service providers		
• adult education		

3 – Resources to be applied to Safety, Health and Welfare in the School



Y/N Implemented

Does the safety statement list the current resources in place to support safety, health and welfare in the school?

4 – Roles and Responsibilities for Safety, Health and Welfare



Y/N Implemented

Does the safety statement include a list of the names, positions and duties of all persons with responsibilities for safety, health and welfare (e.g. fire drills, first-aid, maintenance of equipment, etc.) in the school including:

- Board of Management/ETB
- Principal/Deputy principal(s)/Teaching staff
- Non-teaching staff
- Other school users including students, parents, volunteers and visitors
- Contractors
- Safety Representative
- Safety Committee

(A detailed description of each role is included in Part A, Section 4 of these Guidelines)

5 – Risk Assessment



Y/N Implemented

Does the safety statement include a description of the school's procedures for carrying out risk assessments in all areas of school activity?

Does the safety statement include:

- details of persons responsible for carrying out the risk assessments in each area of activity
- an outline of the school's information and resources to support risk assessment
- a description of the school's procedures for following up on reports of risk assessments

Does the safety statement include copies of all current risk assessments?

Are these brought to the attention of all staff (teaching and non-teaching)?

6 – Emergency Procedures, Fire Safety, First-Aid, Accidents and Dangerous Occurrences



Y/N Implemented

6.1 Emergency Procedures		Y/N	Implemented
Does the safety statement include a detailed account of the school's plan for responding to an emergency or critical incident including:			
<ul style="list-style-type: none"> a list of persons responsible for coordinating and implementing the plan and details of their specific duties 			
<ul style="list-style-type: none"> a list of the steps in the school's procedures for dealing with a variety of emergency and critical incident situations including fire, flood, bomb scare and other incidents such as serious injury or death 			
<ul style="list-style-type: none"> procedures for liaison with families of those affected by the incident 			
<ul style="list-style-type: none"> details of local and national emergency and support services such as Gardaí, Fire Service, Ambulance, NEPS (National Educational Psychological Service), local doctors and hospitals 			
<ul style="list-style-type: none"> a list of the resources used by the school in drawing up its critical incident management plan 			

6.2 Fire Safety		Y/N	Implemented
Does the safety statement contain an account of the school's procedures for managing fire safety? This should include details of the regular practice of the school's evacuation plans or fire drills including:			
<ul style="list-style-type: none"> the persons responsible for conducting the fire drills and their duties 			
<ul style="list-style-type: none"> timing and frequency of fire drills. <i>(This is to be determined by the school in the light of its own circumstances)</i>. Two drills per year are recommended 			
<ul style="list-style-type: none"> procedures for providing for the evacuation of persons with disabilities or other additional needs 			
<ul style="list-style-type: none"> lists of fire assembly points and how they are identified 			
<ul style="list-style-type: none"> location of directional fire signs 			
<ul style="list-style-type: none"> a description of the school's emergency lighting system 			
<ul style="list-style-type: none"> a map identifying the school's emergency exits 			
<ul style="list-style-type: none"> a map identifying the locations of fire-fighting equipment 			
<ul style="list-style-type: none"> procedures and persons responsible for maintaining a record of fire drills undertaken, outcomes reviewed and actions taken as a result 			
<ul style="list-style-type: none"> a description of how the evacuation procedures will be communicated to all parties 			
<ul style="list-style-type: none"> a record of training undertaken by staff in relation to fire safety 			

Does the safety statement contain a statement of how the school provides and maintains appropriate fire-fighting and detection equipment including:			
<ul style="list-style-type: none"> frequent testing of fire-fighting equipment 			
<ul style="list-style-type: none"> renewal and maintenance of equipment 			
<ul style="list-style-type: none"> training of staff in the use of fire-fighting equipment 			
<ul style="list-style-type: none"> procedures for checking of the school's electrical systems by a competent person/s 			
<ul style="list-style-type: none"> a copy of the school's Fire Register, containing a record of all appropriate records of maintenance, inspection and testing of fire safety and emergency equipment 			

		Y/N	Implemented
6.3	First-aid		
	Does the safety statement outline:		
	<ul style="list-style-type: none"> the locations of first-aid equipment and supplies in the school 		
	<ul style="list-style-type: none"> procedures for ensuring that first-aid kits are compliant with current legislation and guidance 		
	<ul style="list-style-type: none"> agreed procedures concerning when first-aid may be administered and by whom 		
	<ul style="list-style-type: none"> name/s of person/s responsible for maintenance of first-aid kits 		
	<ul style="list-style-type: none"> procedure for ensuring that an appropriate number of trained occupational first-aiders are available to the school (as a guideline 1 for up to 99 employees if a risk assessment shows it necessary; 1 for between 100 and 399 staff) 		
	<ul style="list-style-type: none"> names and duties of occupational first-aiders 		
	<ul style="list-style-type: none"> names and duties of general first-aiders (if risk assessment shows it necessary) 		

		Y/N	Implemented
6.4	Accidents and dangerous occurrences		
	Does the safety statement set out clearly how the school responds, investigates and reports on accidents and dangerous occurrences, including near misses arising from the work activities of the school:		
	This section should include the following:		
	<ul style="list-style-type: none"> the procedure to be followed by the school in the event of an accident or dangerous occurrence including the administration of first-aid, calling of doctor, emergency services, contact with parent/ guardian/family of injured parties 		
	<ul style="list-style-type: none"> the procedure for recording and retaining information relating to accidents and dangerous occurrences 		
	<ul style="list-style-type: none"> the procedure for reporting of accidents and dangerous occurrences internally to the Board of Management/ETB 		
	<ul style="list-style-type: none"> the procedure for reporting of accidents and dangerous occurrences externally to bodies such as the Health and Safety Authority, the State Claims Agency, the school's insurers or other bodies as appropriate 		

7 - Instruction, Training and Supervision



Y/N Implemented

	Y/N	Implemented
Does the safety statement include:		
<ul style="list-style-type: none"> an account of how the school provides information, instruction, and training for staff in relation to safety, health and welfare at work 		
<ul style="list-style-type: none"> a procedure for assessing training needs in relation to safety, health and welfare issues 		
<ul style="list-style-type: none"> a procedure whereby if a risk assessment identifies that training is necessary, it is provided 		
<ul style="list-style-type: none"> a record of all training undertaken by staff in relation to safety, health and welfare 		

8 - Communication and Consultation



Y/N Implemented

	Y/N	Implemented
Does the safety statement contain an account of how the school community is made aware of the contents of the safety statement and is consulted on safety, health and welfare matters:		
Does it include:		
<ul style="list-style-type: none"> the school's procedures for inviting staff to contribute to the risk assessment process and any review of the safety statement that takes place 		
<ul style="list-style-type: none"> the school's procedures for facilitating the input of staff into improvements on the way safety, health and welfare is managed 		
<ul style="list-style-type: none"> an account of how the school communicates information on safety, health and welfare to all members of the school community (for example, location of notices, posters, first-aid station points, assembly points, notices to visitors) 		

9 – Monitoring, Review and Update



Y/N Implemented

Does the safety statement include a description of how the school ensures that its safety management system is being implemented? This is an account of the various measures taken throughout the school year to monitor or check that aspects of safety, health and welfare management are being carried out effectively.

For example, does it include:

- agreed health and safety objectives and targets set
- how health and safety objectives are monitored for progress and continuous improvement
- agreement that safety, health and welfare matters are discussed as an agenda item at Board of Management/ETB meetings
- a review of fire drills and evacuation exercises, regular checking of safety features of potentially dangerous equipment in laboratories and workshops etc.
- periodic inspections of fire safety equipment
- risk assessment of new hazards as they arise and a record of new control measures identified and implemented
- regular meetings of the safety committee where one exists
- a review of accidents and dangerous occurrences for lessons learned, corrective actions and after-care of those involved
- monitoring instruction, training and supervision arrangements in accordance with training needs identified?

Does the safety statement include a description of how the school conducts a periodic wholesale review of its management of safety, health and welfare?



PART B

Index to Frequently Asked Questions (FAQs)



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Index to Frequently Asked Questions (FAQs)

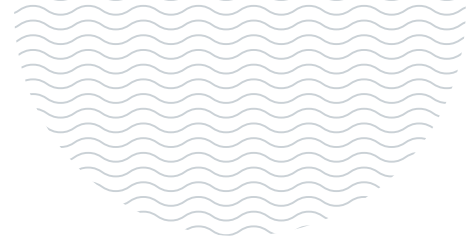
The following is a current list of frequently asked questions that you will find answers to online at the Guidelines area on www.hsa.ie/education. These will be updated and added to over time.

Legislation and Guidance

- Q 1. What is the Safety, Health and Welfare at Work Act 2005?**
- Q 2. What are the Safety, Health and Welfare at Work (General Application) Regulations 2007 to 2016?**
- Q 3. Are welfare requirements covered under health and safety legislation?**
- Q 4. What is a competent person?**
- Q 5. What are the Fire Services Acts, 1981 and 2003?**
- Q 6. Do these Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools have a legal standing?**
- Q 7. Are the Guidelines relevant to all employees within the school?**
- Q 8. Is safety, health and welfare planning part of school self-evaluation and planning?**

Duties under the Legislation

- Q 9. What is meant by the term 'employer'?**
- Q 10. What is meant by the terms 'employee'?**
- Q 11. Who is responsible for managing safety, health and welfare in schools?**
- Q 12. What are the duties of the Board of Management/ETB as employer under The Safety, Health and Welfare at Work Act 2005?**
- Q 13. What are the duties of employees/staff while at work?**
- Q 14. What is the Board of Management/ETB's duty of care as an employer?**
- Q 15. What is 'negligence'?**
- Q 16. What is vicarious liability?**
- Q 17. What are the duties of the Board of Management/ETB under The Occupiers' Liability Act 1995?**
- Q 18. There seems to be a lot of law applying to safety, health and welfare. Must a school be expert in all of it?**

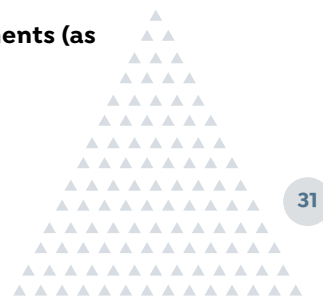


Roles, Duties and Responsibilities

- Q 19. What are the responsibilities of directors and senior managers for workplace safety, health and welfare?
- Q 20. Must a school appoint a safety officer or designate (for example the Principal) to manage safety on the Board of Management/ETB's behalf?
- Q 21. Is a safety committee mandatory?
- Q 22. What is the role of a safety representative in the workplace?
- Q 23. Who selects the safety representative?
- Q 24. Can a safety representative be held legally accountable for putting any safety proposals into effect?
- Q 25. Does a safety representative carry out workplace inspections?

Safety Statement and Risk Assessment

- Q 26. What is a safety statement?
- Q 27. Whose responsibility is it to prepare a safety statement?
- Q 28. What should be addressed in a school's safety statement?
- Q 29. What is a safety, health and welfare policy?
- Q 30. What is meant by the term 'hazard'?
- Q 31. Are there different types of hazards?
- Q 32. What happens if I identify a hazard and do not act on it?
- Q 33. What is meant by the term 'risk'?
- Q 34. What is risk assessment?
- Q 35. What is meant by the terms 'controls/control measures'?
- Q 36. What are the general principles of prevention and how may these be applied in the school?
- Q 37. Who needs to be considered in the risk assessments?
- Q 38. How often should a school write or revise its safety statement?
- Q 39. As a teacher, can I complete a risk assessment for my classroom?
- Q 40. How often should the safety statement be brought to the attention of staff?
- Q 41. Should risk assessments (as part of the safety statement) cover off-site school activities and events, e.g. school tours, field trips, trips abroad?
- Q 42. Some groups use our premises at night or on weekends. Should risk assessments (as part of the safety statement) include their activities?





Q 43. Should the Board of Management/ETB consult staff on the content and implementation of the safety statement?

Q 44. Should the Board of Management/ETB consult with parents/guardians and students before drafting the safety statement?

Contractors (Construction)

Q 45. Do I need a safety statement from each contractor coming into the school?

Q 46. What is a school's duty if it engages a contractor to carry out construction work?

Accident Reporting and Investigation

Q 47. What are the main causes of accidents in schools?

Q 48. What is the Health and Safety Authority and what does it do?

Q 49. Who is responsible for reporting accidents to the Health and Safety Authority?

Q 50. What types of accidents must be reported to the Health and Safety Authority?

Q 51. How should accidents be reported?

Q 52. Must a school keep a record of all accidents and dangerous occurrences?

Q 53. Which accidents involving non-workers (e.g. students, visitors, employees of another enterprise) are reportable to the Health and Safety Authority?

Q 54. What is the State Claims Agency and what does it do?

Q 55. Which incidents should be reported to the State Claims Agency?

Q 56. If I am reporting an accident what should I record?

Q 57. Why do I need to investigate accidents?

Further Information and Support

Q 58. What considerations should the school make for employees with disabilities?

Q 59. The safety signs in our school contain text. Is this correct?

Q 60. What happens if a Health and Safety Authority Inspector finds something wrong in my school?

Q 61. What training/induction should a school provide for new teachers, including substitute teachers, who may be contracted in for a few days?

Q 62. Where can I get further information, advice and resources?

Q 63. Does our school need a transportation policy?

Q 64. Is there a relationship between the taught curriculum and the safety statement?



FREQUENTLY ASKED QUESTIONS (FAQS)

You will find also find these online at www.hsa.ie/education

Legislation and Guidance

Q1. What is the Safety, Health and Welfare at Work Act 2005?

- A.** *The Safety, Health and Welfare at Work Act 2005* details how safety, health and welfare should be managed and it clarifies the responsibilities of employers, the self-employed, employees and various other parties in relation to safety, health and welfare at work. The Act also details the role and functions of the Health and Safety Authority, provides for a range of enforcement measures and specifies penalties that may be applied for breaches of occupational safety, health and welfare rules. As the Act is an enabling Act, new regulations can be added from time to time.

The 2005 Act is available on www.hsa.ie under 'Legislation'

Q2. What are the Safety, Health and Welfare at Work (General Application) Regulations 2007 to 2016?

- A.** These regulations replace, simplify and update many older regulations that apply to all places of work. The term "general application" means the various parts and sections apply to all employments including schools. The regulations set out requirements concerning manual handling of loads, electricity, noise, vibration, first-aid, etc.

The Safety, Health and Welfare at Work (General Application) Regulations apply to the following:

Workplace	Electricity	Night work and shift work
Use of work equipment	Work at height	Safety signs at places of work
Personal protective equipment (PPE) Protection of children and young persons	Protection of pregnant, post-natal and breastfeeding employees Manual handling	Manual handling
Control of noise at work	First-aid	Display screen equipment
Control of vibration at work	Explosive atmosphere at places of work	

The full set of Regulations are available on www.hsa.ie under 'Legislation'. The Guidelines to the Regulations are available on www.hsa.ie/publications under the category 'General Application Regulations'.



Q3. Are welfare requirements covered under health and safety legislation?

A. General welfare requirements in the workplace are covered under the Safety, Health and Welfare at Work (General Application) Regulations 2007 – Chapter 1 of Part 2: Workplace. The Board of Management/ETB, as the employer, must ensure that the relevant requirements outlined under these Regulations are met, including those relating to:

- maintaining a clean, hygienic place of work
- suitable facilities for sitting (depending on the type of work activity)
- suitable facilities for taking meals
- supply of drinking water
- rest rooms and rest areas
- sanitary and washing facilities
- changing rooms and lockers (depending on the type of work activity)
- pregnant, postnatal and breastfeeding employees
- employees with disabilities

These provisions specifically apply to employers and employees at a place of work. This includes all staff working in an educational establishment. General guidance on Chapter 1 of Part 2: Workplace can be found on www.hsa.ie

Technical Guidelines and Standards applicable to post-primary schools, for example on Sanitary Facilities, are available from the Department of Education and Skills www.education.ie

Q4. What is a competent person?

A. According to the Safety, Health and Welfare at Work Act 2005, 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.

Q5. What are the Fire Services Acts, 1981 and 2003*?

A. The Fire Services Act 1981 makes provision for the establishment of fire authorities and the organisation of fire services and for fire safety, fire fighting, the protection and rescue of persons and property and related matters.

The fire authorities have various powers of inspection and enforcement for fire prevention/safety measures in existing buildings including schools. The 'duty of care' in respect to fire safety in buildings rests with the owner/ occupier under the Fire Services Act 1981.

The Fire Services Act 2003 provides for the licensing of indoor events and amends the Fire Services Act 1981.

*The Fire Services Acts can be accessed on www.irishstatutebook.ie

Q6. Do these Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools have a legal standing?

- A.** This is not a legal document but these Guidelines do provide schools with assistance to meet their legal obligations under the 2005 Act. The aim of these Guidelines is to provide practical assistance to Boards of Management/ETBs in managing safety, health and welfare. The Guidelines also assist Boards of Management/ETBs in their understanding and interpretation of the 2005 Act and international best practice as well as helping employees to meet their legal obligations under the Act.

Q7. Are the Guidelines relevant to all employees within the school?

- A.** Yes. Safety is relevant to everyone. Employers, employees and persons in control of places of work, designers, manufacturers, importers and suppliers of articles and substances all have duties under the Safety, Health and Welfare at Work Act 2005. The Board of Management/ETB has overall responsibility for the safety statement. Employees are required by law to co-operate with the Board of Management/ETB in the safety and health management process. Teachers are in control of their work activity within the classroom, laboratory, workshop, etc. in which they teach and are therefore obliged to play an active part in the management of safety, health and welfare in these areas.

Q8. Is safety, health and welfare planning part of school self-evaluation and planning?

- A.** Planning for the efficient management of safety, health and welfare is an integral part of school self-evaluation and planning. Planning for safety, health and welfare as outlined in these Guidelines conforms to the model of school self-evaluation and planning used in most schools.

Duties under the Legislation

Q9. What is meant by the term 'employer'?

- A.** For the purposes of these guidelines, the term 'employer' has been replaced with 'Board of Management/ETB'. Where 'employer' is mentioned the reader can interpret this to mean 'Board of Management/ETB'. The definition of employer is outlined in Section 2(1) of the Safety, Health and Welfare at Work Act 2005 as follows:

"employer", in relation to an employee—

- (a) means the person with whom the employee has entered into or for whom the employee works under (or, where the employment has ceased, entered into or worked under) a contract of employment,
- (b) includes a person (other than an employee of that person) under whose control and direction an employee works, and
- (c) includes where appropriate, the successor of the employer or an associated employer of the employer;



Q10. What is meant by the term ‘employee’?

- A.** For the purposes of these Guidelines the term ‘employee(s)’ has been replaced with the word ‘staff’ in many instances. Where ‘employee(s)’ is mentioned the reader can interpret this to mean ‘staff’. The definition of employee is outlined in Section 2(1) of the Safety Health and Welfare at Work Act 2005 as follows:

‘employee’ means a person who has entered into or works under (or, where the employment has ceased, entered into or worked under) a contract of employment and includes a fixed-term employee and a temporary employee and references, in relation to an employer, to an employee shall be construed as references to an employee employed by that employer;

Q.11 Who is responsible for managing safety, health and welfare in schools?

- A.** In Ireland, the Board of Management of a school and in the case of an ETB school, the Education and Training Board, being the employer, is responsible for ensuring as far as reasonably practicable, the safety, health and welfare at work of its employees and the safety, health and welfare of those who are in any way affected by the work activities of the school.

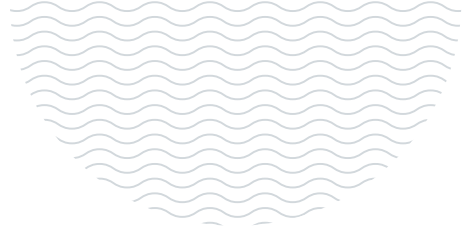
The Board of Management/ETB may delegate duties to employees to act on its behalf. Principals, deputy principals and others may assume general and specific roles for managing day-to-day safety, health and welfare in the school as the Board of Management/ETB sees fit. However ultimate responsibility for safety, health and welfare lies with the Board of Management/ETB.

Everybody in the school has a role to play in ensuring good safety, health and welfare within the school; this includes students, visitors and contractors. Established safety, health and welfare legislation and common law duties of care set down specific requirements for employers and employees.

Q12. What are the duties of the Board of Management/ETB as employer under The Safety, Health and Welfare at Work Act 2005?

- A.** The Board of Management/ETB, as employer, has a number of duties under the 2005 Act. These are referred to as the *General Duties of Employer* and are outlined under Section 8 of the Act.

In addition, see FAQ No. 14



Q13. What are the duties of employees/staff while at work?

- A.** In accordance with the 2005 Act all employees (including full or part-time, permanent or temporary, regardless of any employment or contractual arrangements they may have) are required to co-operate fully with the employer so that appropriate safety, health and welfare policies are established, implemented and adhered to.

An employee's duties while at work include:

- to take reasonable care to protect his or her safety, health and welfare and the safety, health and welfare of any other person who may be affected by his/her acts and omissions at work
- to co-operate with his or her employer or any other person so far as is necessary to enable his or her employer or the other person to comply with the relevant statutory provisions (namely the 2005 Act)
- to attend training and take instruction on the correct use of articles or equipment
- to use personal protective equipment (PPE) or clothing provided for his or her safety
- to report to his or her employer as soon as practicable:
 - any work being carried out which might endanger him/herself or others
 - any defects in the place of work, the system of work, any article or substance which might endanger him/herself or others
 - any contravention of the relevant statutory provisions of which he/she is aware
 - not to engage in any improper conduct or dangerous behaviour.

Q14. What is the Board of Management/ETB's duty of care as an employer?

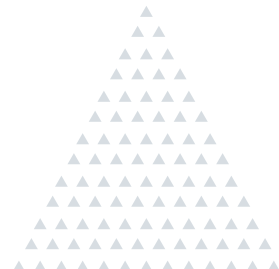
- A.** A basic common law principle has been developed by the courts over the years that all employers in the state, whether in the public or private sector, have a legal duty to provide a safe working environment for employees. The duty is to ensure in so far as is reasonably practicable the safety at work of all employees. It is not an absolute duty to prevent accidents and if it can be shown that all reasonable care has been taken, then the liability will be avoided. This is known as the employer's duty of care or employer's liability.

The employer's duty of care has, usually, been broken down into four components:

- to ensure a reasonably safe place of work
- to ensure reasonably safe plant and equipment
- to ensure reasonably safe systems of work
- to ensure reasonably safety-conscious (competent*) staff

In addition to requiring employers to take reasonable care for employees, the courts developed a similar principle to protect persons other than employees, whether they are visiting members of the public, contractors, students and/or parents/guardians. This area of law is known as public liability.

*See definition of *competence* under Legislation and Guidance FAQ, No.4: What is a competent person?.





Q15. What is 'negligence'?

- A.** The general definition of negligence is that it is either an omission to do something which a reasonable person would do, or an act which a prudent or reasonable person would not do. Negligence consists of four elements.

These are:

- a duty of care
- the breach of this duty: where the actions/omissions fall below a certain 'standard of care'
- damage: the person suing must have suffered actual loss or injury
- causation: there must be a connection between the breach of the duty (the way the person acted) and the damage suffered by the person suing.

Q16. What is vicarious liability?

- A.** This is where the employer is responsible for the acts or omissions of an employee during the course of their employment, whether that employee is at their place of employment or elsewhere. The essential element is one of control, and that at the time of the act or omission, the employee must have been working within the scope of his/her duties. In effect this means that in civil cases the Board of Management/ETB is the party liable for the actions/omissions of its teachers, caretakers etc. when an injury or illness is caused by their actions or omissions while at work. Generally, where an employee while at work acts outside the scope of his/her employment, for example in a criminal manner, the employer is not vicariously liable.

Q17. What are the duties of the Board of Management/ETB under The Occupiers' Liability Act 1995*?

- A.** The Occupiers' Liability Act 1995 sets out the responsibilities of the occupier of a premises. A lot of civil litigation involving third-party injuries are based on this legislation. An occupier is defined as a person/body who is in control of the premises and in the case of schools, the Board of Management/ETB is responsible for accidents or ill-health arising from the state or condition of the school premises. The Occupiers' Liability Act 1995 imposes duties on occupiers in relation to three categories of entrants: visitors (which includes parents/guardians, students etc.), recreational users and trespassers.

- Visitor – an entrant, other than a recreational user, who is present on the premises at the invitation or with the permission of the occupier. In the case of schools, students present on school premises during normal school hours, teachers or other employees or paid contractors or parents/guardians would fall within the category of visitor.
- Recreational user – an entrant with or without the occupier's permission, present on the premises for the purpose of engaging in recreational activity, who has paid no charge other than in respect of car parking facilities.
- Trespasser – an entrant other than a recreational user or visitor.

Visitor

The duty, in relation to visitors, is to take such care as is reasonable in all the circumstances to ensure a visitor and their property does not suffer injury or damage by reason of any danger existing on the school premises. However a visitor must have regard for his or her own safety and supervise and control any persons under his or her care. Any agreements or notices that are displayed by the occupier must be reasonable in all the circumstances and be brought to the attention of the visitor.

Recreational user and trespasser

The duty owed to both recreational users and trespassers is not to injure the person or damage the property of the person intentionally and not to act with reckless disregard for the person or the property of the person.

*The Occupiers' Liability Act 1995 can be accessed on www.irishstatutebook.ie

Q18. There seems to be a lot of law applying to safety, health and welfare. Must a school be expert in all of it?

- A.** In practical terms there is a convergence of statutory and common law. The thrust of the development is based on the philosophy that the duty of the employer is to take all reasonable care, having regard to all foreseeable risks for the safety and well-being of employees or for other persons under the employer's direction or control. If schools are compliant with the more easily accessible statute law (*Safety, Health and Welfare at Work Act 2005*) then, in the main, this reduces incidents which will ultimately reduce risk and possible litigation.



Roles, Duties and Responsibilities

Q19. What are the responsibilities of directors and senior managers for workplace safety, health and welfare?

- A.** Employers now have greater responsibilities under section 80 of the 2005 Act on "Liability of Directors and Officers of Undertakings" which requires them to be in a position to prove they have proactively managed the safety, health and welfare of their workers.

The liabilities of directors and officers of undertakings under the 2005 Act are dependent on the role that both the Board and senior management team play in the undertaking. Boards of Management/ETBs, principals and in some cases, teachers or other staff may be considered to be directors or officers of undertakings. The regular day to day management, control and direction of the school is usually set by the principal. The principal, supported by deputy principal/s and in some instances by a senior management team, must follow the broad strategic directions on safety, health and welfare management set by the Board of Management/ETB. The principal must also determine how the management of workplace safety, health and welfare should happen at the school and is responsible for ensuring that good practices are followed.

More information can be found in 'Guidance for Directors and Senior Managers on their Responsibilities for Workplace Safety and Health', available on www.hsa.ie/publications.



Q20. Must a school appoint a safety officer or designate (for example the Principal) to manage safety on the Board of Management/ETB's behalf?

- A.** There is no mandatory requirement whereby schools must appoint a safety officer. In most schools, the Principal undertakes this role on its behalf.

However, where the school decides to appoint a safety officer to manage safety on behalf of the Board of Management/ETB, it must be satisfied that this person is competent* to do this.

A safety officer's tasks may be delegated or performed by another member of staff where necessary. However, overall responsibility for managing safety, health and welfare cannot be delegated. This rests with the Board of Management/ETB. For example a teacher with a particular responsibility may carry out some functions of the safety officer but the responsibility remains with the officer and overall responsibility for safety, health and welfare at the school rests with the Board of Management/ETB.

*See definition of competence under Legislation and Guidance FAQ, No 4: What is a competent person?

Q21. Is a safety committee mandatory?

- A.** No. These Guidelines advise that it may be appropriate for the school to establish a safety committee to oversee the planning, operation and management of the school's safety statement. This is not a legal requirement however.

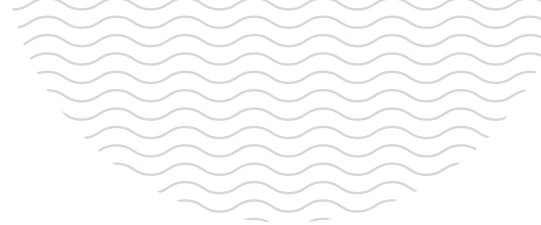
Q22. What is the role of a safety representative in the workplace?

- A.** The role of a safety representative is to represent colleagues (including non-teaching staff) in consultation with the employer on matters relating to safety, health and welfare. The safety representative may consult with and make representations to the principal or the Board of Management/ETB on safety, health and welfare matters relating to employees in the school. This consultation may take the form of involvement with the safety committee.

There are no duties associated with a safety representative but there are several functions. The main function is consultation. A safety representative may consult with, and make representations to the Board of Management/ETB on safety, health and welfare matters relating to all staff in the school. A safety representative, having given reasonable notice to management, has the right to inspect all or part of the school. This should be carried out to an agreed schedule and be based on the nature and extent of the hazards in the school. A safety representative also has the right to inspect immediately where an accident or dangerous occurrence has taken place or where there is an imminent risk.

These guidelines promote the practice of full participation of the safety representative in the school's safety committee.

A *Safety Representatives Resource book* is available on www.hsa.ie/publications.



Q23. Who selects the safety representative?

- A.** All the staff of the school (i.e. teaching and non-teaching, permanent and temporary) are entitled to select and appoint a safety representative to represent them in consultations with the employer on matters of safety, health and welfare in their workplace.

Q24. Can a safety representative be held legally accountable for putting any safety proposals into effect?

- A.** No. A safety representative does not have any duties (as opposed to functions) under the 2005 Act other than those that apply to teachers and staff generally. Therefore, a safety representative who accepts a management proposal for dealing with a safety or health issue can not be held legally accountable for putting the proposal into effect.

Q25. Does a safety representative carry out workplace inspections?

- A.** A safety representative, having given reasonable notice to the Board of Management/ETB/principal, may inspect the whole or part of the school at a frequency or to a schedule agreed with management in advance, and may also inspect immediately, in the event of an accident, dangerous occurrence or imminent danger or risk to the safety, health and welfare of any person. He/she may also investigate accidents or dangerous occurrences provided that he or she does not interfere with or obstruct the performance of any statutory obligation required to be performed by any person under any of the relevant statutory provisions.

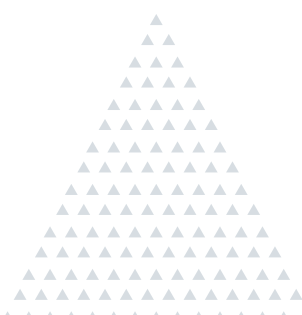


Safety Statement and Risk Assessment

Q26. What is a safety statement?

- A.** A safety statement is a live written document of the school's commitment to safeguard the safety, health and welfare of staff (teaching and non-teaching) while they work and the safety and health of other people who might be affected by work activities in the school including visitors, parents/guardians and students. The safety statement includes the school's safety, health and welfare policy and a comprehensive risk assessment. The safety statement outlines how safety is managed in the school and forms part of the overall management system of the school. It includes the school structures, planning activities, practices, procedures, and resources for implementing and maintaining safety, health and welfare.

Planning is the key to ensuring that the safety and health efforts really work. It involves setting objectives, assessing the risks, implementing controls and developing a safety culture.



Q27. Whose responsibility is it to prepare a safety statement?

- A.** It is the responsibility of the Board of Management/ETB to ensure that an accurate safety statement is prepared for the school. The Board of Management/ETB, as the employer, must have a written statement which specifies how it is going to manage and secure the safety, health and welfare of all staff and users of the school. These Guidelines provide schools with the information templates to prepare, draft and implement their safety statement.

Q28. What should be addressed in a school's safety statement?

- A.** The legal basis for the areas that should be covered by the safety statement are specific and are set out under Sections 19 and 20 of the Safety, Health and Welfare at Work Act 2005. They are listed below. They also form the section headings of the Safety Statement Checklist on page 22 of Part A of these Guidelines.

The following areas should be addressed:

1. Safety, health and welfare policy
2. School profile
3. Resources to be applied
4. Roles and Responsibilities
5. Risk Assessment
6. Emergency Procedures
7. Instruction, Training and supervision
8. Communications and Consultation
9. Monitoring, Review and Update

Further information can be found in 'A Guide to Risk Assessments and Safety Statements' available on www.hsa.ie/publications.

Q29. What is a safety, health and welfare policy?

- A.** Every safety statement begins with a declaration, signed at senior management level on the behalf of the Board of Management/ETB. This is often referred to as the health and safety policy. The declaration gives a commitment to ensuring that a workplace is as safe and healthy as reasonably practicable, and that all statutory requirements will be complied with. This declaration provides a framework for managing safety, health and welfare and lists relevant objectives. A copy of the safety, health and welfare policy can be displayed in a public area of the school where it is visible to all. A sample safety, health and welfare policy is on page 8 of Part A of the Guidelines and is available online at www.hsa.ie/education.

Q30. What is meant by the term 'hazard'?

- A.** A hazard is anything that has the potential to cause harm to people, property or the environment. It can be a work material, a piece of equipment or a work method or practice.



Q31. Are there different types of hazards?

- A.** Yes. 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. work related stress, bullying, violence

Q32. What happens if I identify a hazard and do not act on it?

- A.** It is a duty of an employee under the 2005 Act to report to his/her employer any defect in the place of work, the systems of work, any article or substance which might endanger the safety, health or welfare at work of the employee or that of any other person.

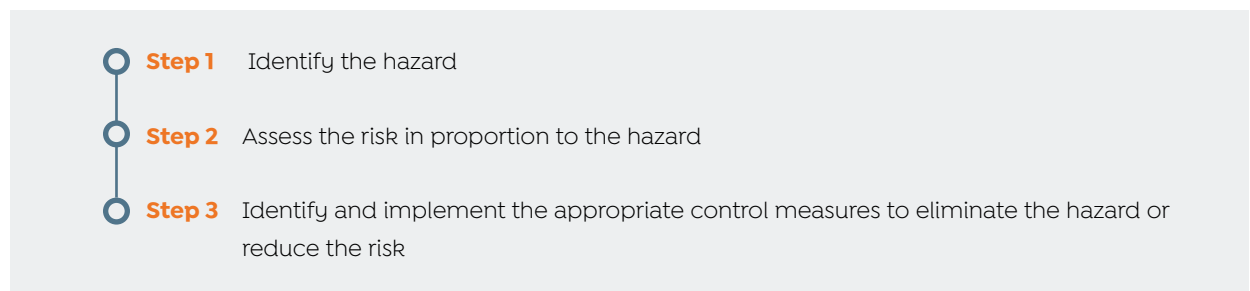
Boards of Management/ETBs must do all that is 'reasonably practicable' to control risk in the workplace. If they are aware of a risk and do nothing, they may be in breach of the 2005 Act.

Q33. What is meant by the term 'risk?'

- A.** Risk means the likelihood, great or small, that someone will be harmed by the hazard, together with the severity of the harm suffered. Risk also depends on the number of people who might be exposed to the hazard.

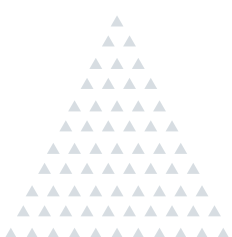
Q34. What is risk assessment?

- A.** Risk assessment is a 3-step process:



Following this, an employer, must prepare a written safety statement and review and update this at regular intervals or when there are any significant changes, such as new plant and equipment, staff changes, or new building layouts and safety procedures.

Further information can be found in 'A Guide to Risk Assessments and Safety Statements' available on www.hsa.ie/publications.





Q35. What is meant by the terms ‘controls/control measures?’

- A.** Controls/control measures are the precautions taken to ensure that the risk is removed completely, or reduced significantly. Identifying and implementing control measures is an essential part of the risk assessment process.

Q36. What are the general principles of prevention and how may these be applied in the school?

- A.** The General Principles of Prevention (outlined in Schedule 3 to the Safety, Health and Welfare at Work Act 2005) provide a methodology for approaching accident prevention. The Board of Management/ETB must take account of these principles when implementing necessary safety, health and welfare measures in the school.


The nine principles include:

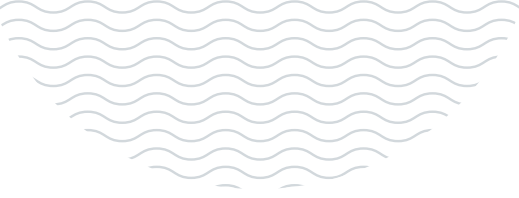
1. The avoidance of risks
2. The evaluation of unavoidable risks
3. The combating of risks at source
4. The adaptation of work to the individual
5. The adaptation of the place of work to technical progress
6. The replacement of dangerous articles, substances or systems of work by safe or less dangerous articles, substances or systems of work
7. The giving of priority to collective protective measures over individual protective measures
8. The development of an adequate prevention policy in relation to safety, health and welfare at work, which takes account of technology, organisation of work, working conditions, social factors and the influence of factors related to the working environment
9. The giving of appropriate training and instructions to employees.

Q37. Who needs to be considered in the risk assessments?

- A.** All users of the school facilities must be considered when carrying out your risk assessment. This includes the following:
- teaching staff - permanent and temporary, substitute and trainee staff
 - non-teaching staff - administration, caretaking, cleaning and catering staff
 - contract workers such as cleaners
 - students including visiting students
 - parents/guardians
 - visiting speakers
 - visiting sales people, delivery people and maintenance workers
 - members of the public

Q38. How often should a school write or revise its safety statement?

- A.** A safety statement must always be relevant to the current circumstances of your school. It is recommended that the safety statement be revised at least annually or whenever significant changes take place, such as the introduction of new equipment or systems.
- 



Q39. As a teacher, can I complete a risk assessment for my classroom?

- A.** Yes – of course. The Principal may ask you to complete a risk assessment for your classroom. This is likely to happen because you are best placed to do this – you are doing the work and are most familiar with your classroom and the activities carried out there. You are more likely to be aware of and dealing with the hazards on a daily basis. The risk assessment templates provided with these Guidelines can be used to help with this process.

Remember it is the Board of Management/ETB who has overall responsibility for ensuring that an up-to-date safety statement (this includes the risk assessments) is in place and active.

Q40. How often should the safety statement be brought to the attention of staff?

- A.** The safety statement should be available to staff at all times. It should be brought to the attention of all staff on an annual basis and they should be notified of important revisions to it. Relevant extracts of the safety statement should also be brought to the attention of others who may be affected by work activities at the school. A system should be in place to ensure easy and regular access to the statement by all parties. Changes to the statement should be readily and widely communicated. New staff should read the statement upon commencement of employment.

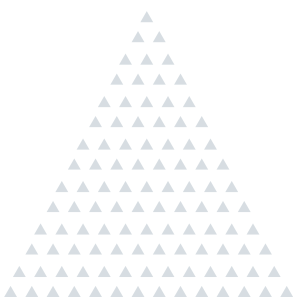
Substitute, temporary staff and contractors should have all relevant sections of the safety statement brought to their attention.

Q41. Should risk assessments (as part of the safety statement) cover off-site school activities and events, e.g. school excursions, day trips, trips abroad?

- A.** Yes. Risk assessments should be carried out for all school activities that occur both in the school and off-campus. These include sports events, field trips and school tours.

Schools should draw up a written risk assessment in relation to 'school trips'. This should be contained in the safety statement. It is considered good practice to have a school tours policy based on the risk assessment which should take account of details of the practices and procedures in the planning and execution of school trips. This can be included in the safety statement.

When conducting the risk assessment, particular care should also be given to the nature and variety of school trips. Furthermore, the safety statement should take into account the competence of teachers and/or other staff in the planning and execution of school trips. It is recommended practice for the teacher in charge of school trips to review the risk assessment and update where necessary. Schools should ensure that an adequate process is in place to competently assess new or emerging risks as they arise during the course of activities.





Q42. Some groups use our premises at night or on weekends. Should risk assessments (as part of the safety statement) include their activities?

- A.** Yes, all activities carried out on school property or on behalf of the school must be carried out safely and any hazards must be identified and dealt with in the safety statement. The Board of Management/ETB should be informed of and approve the use of the school by third parties. A simple formal agreement, should be put in place, clearly setting out the responsibilities of both parties in terms of estate management. As a property owner, the school owes a duty of care to those entering its premises/facilities.

The Board of Management/ETB must have procedures and controls in place to ensure that each activity is conducted in a safe manner and complies with appropriate safety statutory provisions.

Q43. Should the Board of Management/ETB consult staff on the content and implementation of the safety statement?

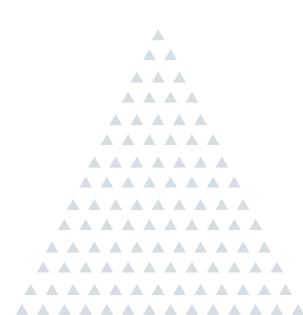
- A.** School management must consult in advance and in good time on anything carried out in the workplace which can have a substantial effect on safety, health and welfare. Consultation must cover:

- the preparation of or the impact on the school's safety statement;
- any risk protections and prevention measures;
- the appointment and duties of staff with safety and health responsibilities;
- the outcome of risk assessments;
- notifiable accidents or dangerous occurrences;
- safety and health planning, organisation and training;
- the introduction of new technologies or equipment.

Note: Where a safety committee is formed in the school, it can be used for such consultation

Q44. Should the Board of Management/ETB consult with parents/guardians and students before drafting the safety statement?

- A.** Safety in schools is a matter for all users of the school and a collective and consultative approach is preferred. A school may decide to consult parent representatives and students on the content and implementation of the safety statement. This may take the form of the safety committee meeting with the representatives of Parents/Guardians Association and/or the student council. However, this is not a mandatory requirement under safety, health and welfare legislation.





Q45. Do I need a safety statement from each contractor coming into the school?

- A.** It is a legal requirement set out in the Safety, Health and Welfare at Work Act 2005 that an employer who contracts another employer to provide services to him/her shall require that employer to have an up-to-date safety statement.

Therefore, in a school, the Board of Management/ETB, as employer who contracts another employer or self-employed person to provide services, must ensure that employer/self-employed person has an up-to-date safety statement.

Note: a construction contractor with 3 or less employees can opt to use the HSA Code of Practice (COP) for Construction Contractors with three or less employees. Using this COP allows them to meet their legal requirements to have a safety statement. Currently there is only a Construction COP in existence. All other contractors must have a safety statement as per normal guidance requirements.

Q46. What is a school's duty if it engages a contractor to carry out construction work?

- A.** Where a school is getting construction work carried out they will have duties as a Client under the Safety, Health and Welfare at Work (Construction) Regulations. These duties include:
- appointing competent designers and contractors
 - appointing competent Project Supervisors for the Design Process (PSDP) and for the Construction Stage (PSCS) where:
 - there is more than one contractor involved in the project
 - the work is scheduled to last more than 30 days (or 500 person days), or
 - there is a particular risk involved
 - notify the Health and Safety Authority if the work is scheduled to last greater than 30 days (or 500 person days) – see Form AFI (available on www.hsa.ie under 'Publications and Forms').

Further information and guidance on the duties of Contractors and Clients is available at www.hsa.ie

Q47. What are the main causes of accidents in schools?

- A.** Evidence suggests that the main causes of accidents in schools are slips, trips and falls, manual handling and contact with machinery and equipment.

Q48. What is the Health and Safety Authority and what does it do?

- A.** The Health and Safety Authority (HSA) is the national body in Ireland with responsibility for securing safety, health and welfare at work. It is an independent body operating under the Safety, Health and Welfare at Work Act 2005 and it reports to the Minister for Business, Enterprise, and Innovation.

The Health and Safety Authority has overall responsibility for the administration and enforcement of occupational safety and health and dangerous chemicals legislation in Irish workplaces. The Authority monitors compliance with the relevant legislation and can take enforcement action (up to and including prosecutions) where appropriate. The primary functions of the Health and Safety Authority are to promote workplace safety, health and welfare, to provide information and expert advice to employers, employees and the self-employed, to propose new regulations, guidelines and policies and to monitor and enforce compliance with occupational safety and health and chemical legislation.

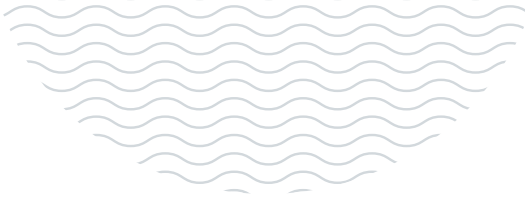
Q49. Who is responsible for reporting accidents to the Health and Safety Authority?

- A.** In a school, the Board of Management/ETB (employer) is responsible for reporting accidents to the Health and Safety Authority.

In the case of staff (employees) this includes:

- the death of a staff member (employee) if this is as the result of an accident at work. The accident may have taken place either at your place of work or at another employer's place of work, or in a location other than the normal place of work.
- the injury of any staff member (employee) as a result of an accident while at work where the injury results in the person being unable to carry out their normal work for more than three consecutive days, excluding the day of the accident. (In calculating the days, weekends and other non-working days should be included.)

The Board of Management/ETB must also report where a staff member dies as a result of an accident at work within one year of that accident, even if it has already been reported.



Q50. What types of accidents must be reported to the Health and Safety Authority?

- A.** Only fatal and non-fatal injuries are reportable. Diseases, occupational illnesses or any impairments of mental condition are not reportable.
- Directly caused mental injuries such as shock or fright as the result of an assault, continue to be reportable. Fatal accidents must be reported immediately to the Health and Safety Authority or Gardaí. Subsequently, the formal report should be submitted to the Authority within five working days of the death.
 - Non-fatal accidents or dangerous occurrences should be reported to the Health and Safety Authority within ten working days of the event.
 - Injuries to any employee as a result of an accident while at work where the injury results in the employee being unable to carry out their normal work duties for more than three consecutive days, excluding the day of the accident, must be reported to the Health and Safety Authority.

Q51. How should accidents be reported?

- A.** Accidents and Dangerous occurrences should be reported using the online reporting system on the Health and Safety Authority's website www.hsa.ie. For hard copies of the Accident Report Form contact the Authority's Workplace Contact Unit, Lo-call 1890 289 389 or email wcu@hsa.ie

Q52. Must a school keep a record of all accidents and dangerous occurrences?

- A.** The school must keep records of all accidents and dangerous occurrences which occur for a period of ten years from the date of the incident. The records can be kept in the same format as the report made – that is, a copy of the report submitted to the Health and Safety Authority will suffice to meet the obligation.

When keeping or processing records, in particular personal data relating to individuals, the requirements under the General Data Protection Regulation (GDPR) are required to be met.

See <https://www.dataprotection.ie> and <http://gdprandyou.ie/>

Q53. Which accidents involving non-workers (e.g. students, visitors, employees of another enterprise) are reportable to the Health and Safety Authority?

- A.** The following accidents involving non-workers are reportable:
- the death of a person who is not an employee of the school, and who is not at work, but who dies from an accident caused by a work activity at the place of work.
 - the injury of a person who is not an employee of the school, and who is not at work but who is injured from a work activity if the injured person has had to be taken from the location of the accident to receive treatment in respect of that injury in a hospital or medical facility.

For the purposes of the Regulations, a medical facility can include a primary care facility, a medical care clinic, or a medical facility at a work site that is staffed by a registered medical practitioner.





For example, the following accidents **are** reportable:

- a visitor to the school slips and falls on a wet floor where the caretaker is mopping up a spillage, and if the extent of the injury requires that they must be brought by ambulance or other vehicle to a hospital or medical facility for treatment by a registered medical practitioner.
- a student at the school is overcome by fumes that escape accidentally during a science laboratory experiment. The person is removed to hospital and treated by a registered medical practitioner.

However, if a pupil trips in the school yard and is injured, this is **not** reportable to the Health and Safety Authority. If a pupil trips during PE class and has to be taken from the location of the accident to receive treatment in respect of that injury in a hospital or medical facility, this is reportable to the Health and Safety Authority. School trips/tours are considered to be a work activity of the school.

Q54. What is the State Claims Agency and what does it do?

- A.** Under the National Treasury Management Agency (Amendment) Act 2000, the management of personal injury and property damage claims against the State and of the underlying risks was delegated to the National Treasury Management Agency (NTMA). When performing these functions, the NTMA is known as the State Claims Agency (SCA).

The Act sets out two objectives for the State Claims Agency:

- to manage claims so as to ensure that the State's liability and associated legal and other expenses are contained at the lowest achievable level; and
- to provide risk advisory services to State authorities with the aim of reducing over time the frequency and severity of claims. In the context of these Guidelines the State Claims Agency's remit extends to community and comprehensive schools. www.stateclaims.ie.

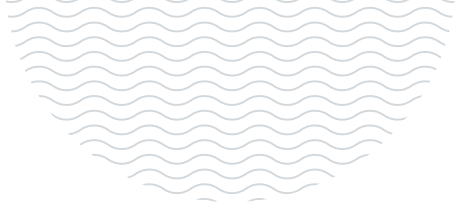
The State Claims Agency provide a risk management service to Community and Comprehensive Schools. If a Community and Comprehensive School is uncertain as to whether State indemnity applies or risk management guidance is required, please contact the Enterprise Risk Management Section by email: stateclaims@ntma.ie

Q55. Which incidents should be reported to the State Claims Agency?

- A.** Under the National Treasury Management Agency (Amendment) Act 2000, community and comprehensive schools are obliged to report all incidents promptly to the State Claims Agency and to facilitate any subsequent investigation.

For further guidance on what incidents should be reported to the State Claims Agency please refer to the Association Community and Comprehensive Schools (ACCS) website at the following link: www.accs.ie.

For assistance on incident reporting to the State Claims Agency, please contact the Enterprise Risk Management Section by email: stateclaims@ntma.ie



Q56. If I am reporting an accident what should I record?

- A.** It is important and good practice to record all accidents that occur in the school or during any school-related activity. The school must ensure that the information gleaned in the accident report is reviewed and control measures are put in place to ensure a similar accident is avoided in the future.

In addition, the school's accident reporting system must recognise the requirement to report certain accidents to the school's insurer, to the Health and Safety Authority and in the case of community and comprehensive schools to the State Claims Agency.

In addition, if there are civil proceedings, it is important to have recorded all the factual information in order to assist with the investigation of the case. The list below can be used as a guide to ensure that the required information is being collected. The information gathered should include:

- date of incident
- time of incident
- person injured or involved and relevant contact details recorded
- witnesses and relevant contact details recorded
- detail of the activity being undertaken at the time of the incident
- exact location of the incident and photographic evidence or plans of area if appropriate
- circumstances of the incident - detailed description and cause of the accident
- injuries sustained
- medical treatment administered, e.g. first-aid
- emergency services involved or called to scene of accident
- details of equipment and service records for same if equipment was involved in the accident
- details of notifier of accident, time, date

Q57. Why do I need to investigate accidents?

- A.** An investigation is an important step to ensure that lessons are learned from an accident and that corrective action/s are taken to make an area safe and in so doing, reduce the potential for the accident reoccurring.

The Board of Management/ETB should appoint a competent person, usually the principal or safety officer where one has been appointed, to conduct an investigation into all incidents and accidents. The level of investigation should be proportionate to the severity of the incident or accident. Information in relation to investigations should be documented and retained on file. The list below can be used as a guide to how to investigate and what to record:

- review paperwork
- visit the location of the incident and document its condition etc.
- isolate the scene/equipment
- photograph area
- interviews and discussions with persons/parties involved
- input from subject matter experts may also be of assistance.

The conclusion of investigations should inform any action that may be required such as updating risk assessments, repairing equipment, training/awareness etc.



Q58. What considerations should the school make for employees with disabilities?

- A.** The Safety, Health and Welfare at Work Act 2005 states that employers must “ensure, as far as is reasonably practicable, the safety, health and welfare at work of all employees”.

Regulation 25 of the General Application Regulations - Employees with disabilities - states that “An employer shall ensure that places of work, where necessary, are organised to take account of persons at work with disabilities, in particular as regards doors, passageways, staircases, showers, washbasins, lavatories and workstations used or occupied directly by those persons”. Access is covered by ‘Part M – Access and Use’ of the Building Regulations published by the Department of Housing, Planning and Local Government. The revised Part M regulations require that: “Adequate provision shall be made for people to access and use a building, its facilities and its environs”.

The publication ‘Employees with Disabilities - An employer’s guide to implementing inclusive safety and health practices for employees with disabilities’, is available from www.hsa.ie under ‘Publications’. Further information on disability issues is available from The National Disability Authority www.nda.ie

This process will lend itself to the needs of students and any other visitors with disabilities to the school. The evaluation of the disability needs for students can be done with the aid of the students care plan in consultation with the parents and GP.

Q59. The safety signs in our school contain text. Is this correct?

- A.** The Safety, Health and Welfare at Work (General Application) Regulations 2007-2016 set out the requirements in relation to safety signs at places of work.

Text should not be used if the meaning is clear by use of a pictogram or symbol alone. If a text explanation is necessary (e.g. where doubt could exist as to the meaning of a symbol) a supplementary signboard containing appropriate text should be provided. This supplementary signboard can be on the same “carrier”. Employees must be provided with information and instruction on measures to be taken and the meaning of signs.



Q60. What happens if a Health and Safety Authority Inspector finds something wrong in my school?

- A.** Depending on the seriousness of the breach of legislation, an Inspector from the Health and Safety Authority may take a number of different actions, at his or her discretion. These include verbal or written actions. An Inspector may:
- give a Report of Inspection letter to the person in charge during the inspection which sets out breaches of the relevant laws and areas where improvements can be made. The employer must take remedial actions based on the contraventions highlighted by the Inspector.
 - serve an Improvement Notice on the employer stating the Inspector's opinion that the employer has contravened a provision of an Act or Regulation, and requiring that the contravention be addressed within a certain time period of not less than 14 days.
 - serve a Prohibition Notice where an Inspector is of the opinion that an activity is likely to involve a risk of serious personal injury to any person. This notice takes effect immediately and has the effect to stop the dangerous work activity until remedial actions are taken to remove the risks
 - apply 'ex-parte' to the High Court to seek an interlocutory Order under Section 71 of the Safety, Health and Welfare at Work Act 2005 to restrict or prohibit work activities at part or all of a workplace.

Q61. What training/induction should a school provide for new teachers, including substitute teachers, who may be contracted in for a few days?

- A.** Substitute and temporary teachers and other temporary staff should be given information regarding safety, health and welfare procedures in the school. This includes evacuation and reporting procedures and specific safety matters relating to the teacher's subject area and place of work, e.g. risk assessments relevant to their work area/classroom.

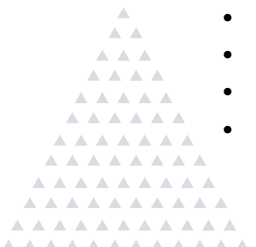
Q62. Where can I get further information, advice and resources?

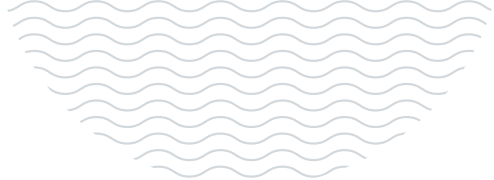
- A.** The Health and Safety Authority's website www.hsa.ie or www.hsa.ie/education, contains a vast amount of resources, including downloadable publications, information on accidents and accident reporting, and guidance and information on key health and safety topics. The Health and Safety Authority's Workplace Contact Unit (WCU) is a helpdesk resource for employers, employees and the public. Contact the WCU at: Lo-call: 1890 289 389 or email: wcu@hsa.ie

The Health and Safety Authority's Education Unit has developed a range of elearning courses for schools. The following short courses are available, free of charge on <https://hsalearning.ie>.

Boards of Management/ETBs can organise for groups of employees and/or students to take a range of safety and health-related courses. Check out the range of courses here.

- An Introduction to Managing Safety in Schools
- Safety in the Technology Classroom for teachers
- Safety in the Science Laboratory for teachers
- 'Get Safe, Work Safe' for transition year/senior cycle students



- 
- Slips, Trips and Falls in the Workplace
 - Managing Bullying Complaints in the Workplace (for Managers)
 - Chemical Safety in the Workplace (Introductory and Level 2)
 - A Short Course for Safety Representatives

The Health and Safety Authority's Choose Safety programme is aimed at senior cycle students and students in further education. It is designed to introduce students to the concepts of safety, health and welfare at work and is a preparation for work experience and the world of work. It is available to all post-primary schools free of charge. See www.hsa.ie/education for further information or email educationunit@hsa.ie.

Community and comprehensive schools can also contact the State Claims Agency's Risk Management Unit for safety and health risk management advice and guidance on 01-664 0900.

Relevant information may also be found on the following website: www.stateclaims.ie. The Department of Education and Skills website: www.education.ie is a further source of information.



Q63. Does our school need a transportation policy?

- A.** The school may develop a specific policy relating to road and transport safety. A traffic management plan may be developed to ensure greater safety for students, staff and other users of the school.

A road safety protocol can be put in place for the school addressing the following issues (where applicable):

- exposure of all students to a road safety programme as part of the curriculum
- provision of safe pick-up and set-down points for cars and buses bringing students to and from school
- designated pedestrian routes clearly separated from vehicles
- provision of a secure and safe place for bicycles
- encouraging parents/guardians' initiatives on the promotion of students walking/cycling to school
- encouraging the wearing of safety belts
- promotion of good behaviour on school buses
- encouraging the wearing of reflective gear and helmets when cycling

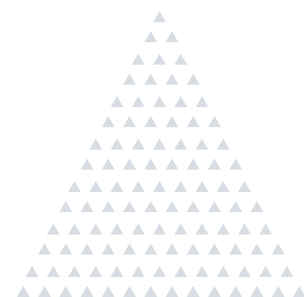
Q64. Is there a relationship between the taught curriculum and the safety statement?

- A.** You may attach information relating to the school's current subject provision where there is clear relevance to safety, health and welfare matters. This may include references to curriculum content, methodology, usage of equipment, use and storage of resources.



Subjects and curriculum areas may include:

- Social, Personal and Health Education
- Technology
- Materials Technology (Wood)
- Metalwork
- Engineering
- Construction Studies
- Science
- Physical Education
- Art, Craft and Design
- Home Economics
- Field trips and educational visits in e.g. Geography, History, Civic, Social and Political Education
- Transition Year, Leaving Certificate Applied, Leaving Certificate Vocational Programme modules
- Post Leaving Certificate Courses
- Agricultural Science
- Design and Communication Graphics
- Agriculture/Horticulture
- Craft and Design
- Active Leisure Studies
- Hotel Catering and Tourism



Introduction to Risk Assessment Templates

What is risk assessment?

Risk assessment is something that we do in all aspects of our lives. In the workplace, risk assessment is at the heart of managing safety, health and welfare successfully.

It is a 3-step process:

- **Step 1** Identify the hazard
- **Step 2** Assess the risk in proportion to the hazard
- **Step 3** Identify and implement the appropriate control measures to eliminate the hazard or reduce the risk

How the risk assessment template works

Under safety, health and welfare legislation, employers must complete (in writing) a risk assessment of their workplace. Risk assessment is a key component of the Safety Statement and is carried out using the three steps identified above. A further step 'to review and update' is also necessary - this is an ongoing activity and forms part of the overall review of the safety statement which should take place annually or whenever changes occur, such as the purchase of new machinery or equipment for use in the school.

Part C contains a series of risk assessment templates for many of the routine and non-routine activities in schools. The templates list some of the most common hazards identified in the school environment and their associated risks. It also lists a range of control measures that could be put in place to eliminate hazards or reduce their risks.

- These templates can be used directly by any person carrying out a risk assessment in any part of the school.
- The templates are interactive and can be downloaded from www.hsa.ie/education
- Staff can select the risk assessment templates for the activities they are involved in. Two or more staff members may work together to complete risk assessment templates where they share the use of a classroom or share a similar job.
- The Board of Management/ETB will designate appropriate timescales for the completion of the risk assessments.

Note: the following risk assessment templates contain a non-exhaustive list of all the hazards and risks present in your school. It may therefore be necessary to use the blank template (No. 74) provided at the back of Part C for those hazards not specifically dealt with. These templates should form a good foundation for identifying hazards, assessing risks, and implementing control measures. However, you must also pay close attention to your own school environment and identify and write down other hazards that may be present, and control measures that you have in place or are required to be implemented. It is recommended that every year each teacher carries out a risk assessment of their own classroom taking into account the age and other relevant characteristics of the students using that room during that year.



Getting started

The person carrying out the risk assessment identifies the templates relevant to their particular activities. The 'Index to Online Risk Assessment Templates' is used for this task - see page no. 62. For example, a teacher may decide to use the following templates to carry out a risk assessment for a general classroom. Other templates may be required depending on the hazards identified. All of the templates can be downloaded from www.hsa.ie/education, and can be completed manually or electronically.

- Template No. 12 Slips, Trips and Falls
- Template No. 13 Manual Handling
- Template No. 19 Fire (General Classrooms and Offices)
- Template No. 21 First-Aid
- Template No. 48 Student Considerations



Step 1

A walk-through of the area to be risk assessed should be completed, for example, the classroom, office, staff room, school grounds, etc. The purpose of this walk-through is to identify any hazards that may be present. The relevant risk assessment templates should be used to assist with the identification of hazards.

Where a risk assessment template does not address a specific hazard **Template No. 74** can be used to enter this new information. This blank template can also be reproduced for any additional hazards. Remember **the risk assessment templates contain a non-exhaustive list of hazards**. On pages 60-61 you will see a sample risk assessment template completed for manual handling activities in a school.

Step 2

Complete the risk assessment by working through the relevant template, from left to right, taking note of each column heading. Include all relevant information.

- The risk assessment template should be signed and dated by the person who completed the assessment. It should also include all outstanding actions that require attention.
- The risk assessments should then be passed to the principal/designated person/safety committee to be collated so that a school wide plan can be developed for all hazards that are not controlled.

See Diagram 1 on next page for column headings and how to interpret them.

1	2	3	4	5	6	7	8	9
Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Control measures	Is this control in place? Y/N	If no, what actions are required to implement the control?	Person responsible	Date 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.

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Risk Assessment carried out by: _____

Date: / /

- Hazards:** A common hazard is listed for this environment
- Is the hazard present?** Indicate Yes or No on the form
- What is the risk?** This tells you what could happen as a result of the hazard
- Risk rating - High, Medium, Low:** This is a suggested rating system for the hazard. It gives a general indication of the severity of the risk (from the hazard) if the control is not in place, and assists you in establishing priorities in applying control measures.

You need to take account of the situation relevant to your own school, for example, does this hazard pose a greater risk if it is combined with other hazards you have identified in a particular work area/classroom? If a particular control measure is not in place in your school you will see the risk rating applied to it. This will help you assess the risk and create a priority action list.

The risk rating is HIGH, MEDIUM or LOW

A High Risk Rating = High priority action

If there are a number of control measures not in place and they have been given a risk rating of, for example, 'High' then the Priority action required is also 'High'. Once the appropriate control measures are in place the risk rating may change to Medium or Low. This signifies that the original hazard has been eliminated or the risks associated with it are significantly reduced.

- Control Measures:** These tell you the types of measures that must be implemented to eliminate or reduce the risk.
- Is this control in place?** Indicate Yes or No on the form as appropriate.
- Actions:** If you answered Yes to the previous question then no further action is required. If you answered No to the previous question, then you must write in what actions are required or proposed.
- Person responsible:** Write in the names of the persons responsible for taking the actions. If you have already indicated that control measures are in place that are ongoing throughout the school year, you may still wish to write the name of the person responsible here. For example, a principal may be the person responsible for bringing a specific health and safety policy/procedure to the attention of teachers and students at the start of each school year.
- Date action completed:** Completion dates must be inserted by the person carrying out the risk assessment once the action is taken and the control measure is in place.



Step 3

Step 3 is about the control measures. What can be done to improve safety? Can the hazard be eliminated? If not, can the risk be significantly reduced? These are the types of questions that must be asked at this stage of the process. The following points will also help with Step 3.

- Where it is found that a control is not in place, the “**what actions are required to implement the control?**” column must be completed indicating the necessary actions which are required to control the hazard. In the “**Person responsible**” column a person is assigned responsibility for ensuring the control is in place.
- When actions are completed and controls put in place, the “**Date Action Completed**” column should be filled in by the person carrying out the risk assessment or a designated other.
- Where an action cannot be completed (control cannot be implemented) by the person carrying out the risk assessment, it must be brought to the attention of the appropriate person/s, for example, the principal, caretaker, Board of Management etc.
- Some actions may be ongoing. This information can also be included in the “**Date Action Completed**” column.
- If the Board of Management/ETB has designated somebody to manage safety, health and welfare on their behalf, for example the principal, that person manages the risk assessment process. The Board of Management/ETB still has overall responsibility for managing safety and health in schools, and must sign off on the safety statement including the risk assessments. It is also good practice that any action plan arising out of the risk assessment process be presented to the Board of Management/ETB for their information, approval and action, where required.

Sample Risk Assessment Template for Manual Handling (General)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Control measures	Is this control in place? Y/N	If no, what actions are required to implement the control?	Person responsible	Date action completed
<p>Transporting heavy loads, e.g. caretaker transporting a heavy load to stores</p> <p>Ask: Is the load secure? Is the weight too heavy? Is the load too big? Is the shape unwieldy or difficult to grasp?</p>	Y	<p>Back or upper limb injury</p> <p>Over frequent or over prolonged physical effort involving in particular the spine</p>	H	<p>When purchasing stock such as clay, ingredients, wood for woodwork, the guidelines weights are taken into account and small weight items are purchased where possible, e.g. 5 kg bag of clay instead of 12.5 kg bag</p> <p>An appropriate trolley is used to transfer heavy loads and a team lift is used to transfer load to trolley</p> <p>Appropriate instruction is provided to staff on how to lift loads safely on to and off the trolley</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>No action required</p> <p>No action required</p> <p>No action required</p>	<p><i>Catherine Jones (Principal)</i></p> <p><i>All relevant staff</i></p> <p><i>Catherine Jones (Principal)</i></p>	
<p>Lifting a heavy load above shoulder height, e.g. lifting cooking utensils from shelves in canteen or Home-Economics room</p>	N	<p>Back or upper limb injury</p>	H	<p>Storage of regularly accessed utensils is arranged so that heavier items are stored on middle shelves not on the floor or above shoulder height</p> <p>No lifting of loads which are too heavy is ensured (Refer to Guideline weights for this - See Template No. 13)</p>	Y	No action required	<i>All relevant staff</i>	
<p>Injury sustained due to lack of knowledge, instruction or training to complete manual handling tasks appropriately</p>	N	<p>Back or upper limb injury</p>	H	<p>Risk assessment of tasks prior to manual handling is carried out. Staff receive training from a competent instructor where necessary</p> <p>Appropriate measures are in place to reduce risk factors that contribute to the risk of back injury. These risk factors include excessive force or load weight, awkward posture and poor housekeeping or a work environment with limited space or access</p>	Y	No action required	<i>Catherine Jones (Principal)</i>	

Sample Risk Assessment Template for Manual Handling (General)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Control measures	Is this control in place? Y/N	If no, what actions are required to implement the control?	Person responsible	Date action completed
Poor housekeeping, e.g. cleaner using floor cleaning equipment	Y	Awkward and repetitive bending posture leading to injury	H	The vacuum hose is extended to the appropriate length to eliminate the need for unnecessary awkward bending posture	Y	No action required	<i>All relevant staff</i>	
				Cleaning equipment is appropriate for the job it is intended for	Y	No action required	<i>Catherine Jones (Principal)</i>	
		Poor suction in the vacuum leading to over frequent physical effort	H	Cleaning equipment is in good working order and repaired or replaced when necessary	Y	No action required	<i>Cleaners/ Cleaning staff</i>	
Carrying loads over distances, e.g. storage of classroom supplies such as Art room materials	Y	Back strain, slipped disc, hernia	H	Work areas are organised to ensure materials are stored close to point of use or a handling aid is sourced	Y	No action required	<i>All staff</i>	
Pushing/pulling heavy or awkward items	Y	Back strain, slipped disc, hernia	H	An appropriate trolley is provided for moving items	Y	No action required	<i>Catherine Jones (Principal) All staff</i>	
				Items are made lighter or less bulky, where possible		No action required		
				Individuals ask for help when moving heavy items		No action required		
				All potential obstructions are removed		No action required		
				The safest route for moving items is chosen, particularly where there may be variations in the level of the floor, requiring the load to be manipulated on different levels, e.g. use of ramp		No action required		

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.

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Risk Assessment carried out by: *Catherine Jones, Principal*

Date: *05/09/18*

Index to Online Risk Assessment Templates

www.hsa.ie/education



Art Room

No. 1 Art Room (General)

No. 2 Art (Ceramics)

No. 3 Art (Use of Knives and Cutters)

Canteen

No. 4 Canteen (General)

No. 5 Canteen (Working with Chemical Products)

Cleaning

No. 6 Cleaning (General)

No. 7 Cleaning (Hazardous Chemicals and Biological Agents)

No. 8 Cleaning (Waste Compactor and Baler)

No. 9 Cleaning (Work at Height – Ladders)

No. 10 Cleaning (Welfare Provisions – Rest Rooms, Wash Basins, Showers)

Computers (VDU Workstations)

No. 11 VDU Workstations (General)

General (Whole School)

No. 12 Slips, Trips and Falls

No. 13 Manual Handling

No. 14 General Access/Egress

No. 15 Work at Height (General)

No. 16 Platform Lifts

No. 17 Passenger/Services Lifts

No. 18 Fire (Specialist Rooms)

No. 19 Fire (General Classrooms and Offices)

No. 20 Fire – School Onsite Events (Plays, Musicals, Concerts, Meetings)

No. 21 First-Aid

No. 22 Portable Electrical Appliances

No. 23 Workplace Bullying

No. 24 Workplace Stress

No. 25 Car Park and External Areas

No. 26 Staff Room

No. 27 Pregnant, Post-Natal and Breastfeeding Women

No. 28 Noise

No. 29 Radon

No. 30 Mould

No. 31 Asbestos

No. 32 Legionella

No. 33 Lone Workers (e.g. caretakers)

Home Economics Room

No. 34 Home Economics Room (General)

No. 35 Home Economics (Use of Safety Cutters/Knives)

No. 36 Home Economics (Portable Electrical Appliances)



Index to Online Risk Assessment Templates cont'd.

Maintenance (Caretaking/Facilities Management, Contractors, etc.)

- No. 37 Maintenance (General)
- No. 38 Construction Contractors
- No. 39 Maintenance (Tractors)
- No. 40 Boiler House and Fuel Tanks
- No. 41 Grass Cutting/Ride-on Mower
- No. 42 Pressure Washers
- No. 43 Strimmers
- No. 44 Waste Compacter and/or Baler
- No. 45 Maintenance (Work at Height - Ladders)

P.E.

- No. 46 Exercise Equipment/Gym Equipment
- No. 47 Goal Posts

Student Considerations

- No. 48 Student Considerations

Science Room/Laboratory

- No. 49 Science (Bunsen burners)
- No. 50 Science (Chemicals)
- No. 51 Science (Glassware)

Technologies

- No. 52 Technologies (Powered Hand Tools)
- No. 53 Technologies (Non-Powered Hand Tools)
- No. 54 Technologies (Hand Fed Table Band Saw)
- No. 55 Technologies (Electric Ovens)
- No. 56 Technologies (Metal Working Centre Lathe (manually operated))
- No. 57 Technologies (Woodworking Bench Circular Saw)
- No. 58 Technologies (Bench/Pedestal Grinder)
- No. 59 Technologies (Hazardous Chemicals - Metal Work, Wood work, etc.)
- No. 60 Technologies (Milling Machine)
- No. 61 Technologies (Morticer)
- No. 62 Technologies (Pedestal Drill (Metal Work))
- No. 63 Technologies (Surface Planing and Thicknessing Machine)
- No. 64 Technologies (Portable Router)
- No. 65 Technologies (Hand Held Portable Circular Power Saw)
- No. 66 Technologies (Bench Mounted Scroll Saw)
- No. 67 Technologies (Vacuum Former)
- No. 68 Technologies (Wood Lathe)
- No. 69 Technologies (Powered Guillotines)
- No. 70 Technologies (Manual Treadle Operated Metal Cutting Guillotines)

School Offsite Activities

- No. 71 School Offsite Activity (School Excursions - Day Trips, Matches)
- No. 72 School Offsite Activity (Outdoor Adventure Activity)
- No. 73 School Offsite Activity (Work Placements)
- No. 74 Blank Risk Assessment Template



To help you to use these Guidelines, sections 1-12 on the following pages outlines **suggested risk assessment templates** that can be completed for each subject area or work activity. For example, Section 1 shows some templates applicable to an Art room/class. Section 6 shows the suggested templates a person could use when carrying out maintenance activities in a school, e.g. a caretaker.

It is important to note that the 12 sections listed, along with the suggested templates, are non-exhaustive. Further sections and/or templates may apply to your school.

1. Art

- Art room (General) - Template No. 1
- Art (Ceramics) - Template No. 2
- Art (Use of Knives and Cutters) - Template No. 3
- School Offsite Activity (School Excursions - Day Trips, Matches) - Template No. 71
- Manual Handling - Template No. 13
- Portable Electrical Appliances - Template No. 22
- Slips, Trips and Falls - Template No. 12
- Fire (Specialist Rooms) - Template No. 18
- First-Aid - Template No. 21
- Student Considerations - Template No. 48

1

2. Canteen

- Canteen (General) - Template No. 4
- Canteen (Working with Chemical Products) - Template No. 5
- First-Aid - Template No. 21
- Manual Handling - Template No. 13
- Portable Electrical Appliances - Template No. 22
- Slips, Trips and Falls - Template No. 12
- Fire (General Classroom and Offices) - Template No. 19

2

3. Cleaning

- Cleaning (General) - Template No. 6
- Cleaning (Hazardous Chemicals and Biological Agents) - Template No. 7
- Cleaning (Waste Compactor and Baler) - Template No. 8
- Cleaning (Work at Height - Ladders) - Template No. 9
- Cleaning (Welfare Provisions - Rest Rooms, Wash Basins, Showers) - Template No. 10
- Slips, Trips and Falls - Template No. 12
- First-Aid - Template No. 21
- Portable Electrical Appliances - Template No. 22

3

4. Computers (Workstations)

- Student Considerations - Template No. 48
- Workstations (General) - Template No. 11
- Portable Electrical Appliances - Template No. 22
- Fire (General Classrooms and Offices) - Template No. 19

4

5. Home Economics

- Home Economics Room (General) –Template No. 34
- Home Economics (Use of Safety Cutters/Knives) – Template No. 35
- Home Economics (Portable Electrical Appliances) – Template No. 36
- Fire (Specialist Rooms) – Template No. 18
- Manual Handling – Template No. 13
- Slips, Trips and Falls – Template No. 12
- First-Aid – Template No. 21
- Student Considerations – Template No. 48

5

6. Maintenance

(Caretaking/Facilities Management, Contractors, etc.)

- Maintenance (General) –Template No. 37
- Construction Contractors –Template No. 38
- Maintenance (Tractors) – Template No. 39
- Boiler House and Fuel Tanks – Template No. 40
- Grass Cutting/Ride-on Mower – Template No. 41
- Pressure Washers – Template No. 42
- Strimmers – Template No. 43
- Waste Compactor and/or Baler – Template No. 44
- Maintenance (Work at Height – Ladders) –Template No. 45
- Car Park and External Areas – Template No. 25
- Fire – Templates No. 19 and 20
- First-Aid – Template No. 21
- Technologies (Powered Hand Tools) – Template No. 52
- Technologies (Non-powered Hand Tools) – Template No. 53
- Cleaning (Hazardous Chemicals and Biological Agents) – Template No. 7
- Legionella – Template No. 32
- Manual Handling – Template No. 13
- Portable Electrical Appliances – Template No. 22
- Lone Workers (e.g. caretakers) – Template No. 33
- Passenger/Services Lifts – Template No. 17

6

7. Physical Education

- Exercise Equipment/Gym Equipment – Template No. 46
- Goal Posts – Template No. 47
- First-Aid – Template No. 21
- Slips, Trips and Falls – Template No. 12
- Manual Handling – Template No. 13
- School Offsite Activity (School Excursions – Day Trips, Matches) – Template No. 71
- School Offsite Activity (Outdoor Adventure Activity) – Template No. 72
- Student Considerations – Template No. 48

7

8. Science

- Science (Bunsen burners) – Template No. 49
- Science (Chemicals) – Template No. 50
- Science (Glassware) – Template No. 51
- Fire (Specialist Rooms) – Template No. 18
- First-Aid – Template No. 21
- Manual Handling – Template No. 13
- Portable Electrical Appliances – Template No. 22
- Slips, Trips and Falls – Template No. 12
- Pregnant, Post-Natal and Breastfeeding Women – Template No. 27
- Student Considerations – Template No. 48

8

9. Technologies

- Technologies (Powered Hand Tools) – Template No. 52
- Technologies (Non-Powered Hand Tools) – Template No. 53
- Technologies (Hand Fed Table Band Saw) – Template No. 54
- Technologies (Electric Ovens) – Template No. 55
- Technologies (Metal Working Centre Lathe) – Template No. 56
- Technologies (Woodworking Bench Circular Saw) – Template No. 57
- Technologies (Bench/Pedestal Grinder) – Template No. 58
- Technologies (Hazardous Chemicals – Metal Work, Wood work, etc.) – Template No. 59
- Technologies (Milling Machine) – Template No. 60
- Technologies (Morticer) – Template No. 61
- Technologies (Pedestal Drill (Metal Work)) – Template No. 62
- Technologies (Surface Planing and Thicknessing Machine) – Template No. 63
- Technologies (Portable Router) – Template No. 64
- Technologies (Hand Held Portable Circular Power Saw) – Template No. 65
- Technologies (Bench Mounted Scroll Saw) – Template No. 66
- Technologies (Vacuum Former) – Template No. 67
- Technologies (Wood Lathe) – Template No. 68
- Technologies (Powered Guillotines) – Template No. 69
- Technologies (Manual Treadle Operated Metal Cutting Guillotines) – Template No. 70
- Fire (Specialist Rooms) – Template No. 18
- Student Considerations – Template No. 48

9

10. Transition Year

- School Offsite Activity (School Excursions – Day Trips, Matches) – Template No. 71
- School Offsite Activity (Outdoor Adventure Activity) – Template No. 72
- School Offsite Activity (Work Placements) – Template No. 73
- Student Considerations – Template No. 48

10

11. Principal

- Maintenance (General) – Template No. 37
- Construction Contractors – Template No. 38
- Fire (General Classrooms and Offices) – Template No. 19
- Slips, Trips and Falls – Template No. 12
- General Access/Egress – Template No. 14
- Manual Handling – Template No. 13
- Workplace Bullying – Template No. 23
- Workplace Stress – Template No. 24
- First-Aid – Template No. 21
- Legionella – Template No. 32
- School Offsite Activity (School Excursions – Day Trips, Matches) – Template No. 71
- Staff Room – Template No. 26
- School Offsite Activity (Work Placements) – Template No. 73
- Student Considerations – Template No. 48
- Lone Workers (e.g. caretakers) – Template No. 33

11

12. Teachers

- Slips, Trips and Falls – Template No. 12
- Manual Handling – Template No. 13
- General Access/Egress – Template No. 14
- Fire (General Classrooms and Offices) – Template No. 19
- Student Considerations – Template No. 48

12

Online Risk Assessment Templates



The contents of the online risk assessment templates are non-exhaustive. The information provided is for guidance purposes and is not intended to be a substitute for the law.

Please note that:

- only the Courts can interpret statutory legislation with any authority
- the information provided is subject to revision, and
- any advice given is not intended to be a definitive guide to, or substitute for, the relevant law.

Independent legal advice should be sought where appropriate.

To access the online risk assessment templates go to

www.hsa.ie/education





Health and Safety Authority

Workplace Contact Unit
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www.hsa.ie/education
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State Claims Agency

State Claims Agency

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