

St Patrick's Infants National School Safety Management System

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Introduction

This safety statement outlines the health and safety policy of St Patrick's Infants National School and in doing so aims to fulfil the requirements of all relevant legislation, in particular the:

- Safety, Health and Welfare at Work Act, 2005,
- Safety, Health and Welfare at Work (General Application) Regulations, 2007,
- Relevant European Legislation
- The Children's Act 2001
- Education for Persons with Special Needs Act 2004
- Disability Act 2005

This statement also takes into account codes of practice as written and will be amended as required to quote relevant legislation.

St Patrick's Infants National School is located on Gardiner's Hill, Cork City. It is situated directly alongside St Patrick's Girls' Primary School and St Patrick's Boys' Primary School on the same grounds. Currently we employ 11 teachers, special needs assistants, 1 part time caretaker and one office administrator.

There is a lollipop lady positioned outside the school gate to facilitate safe crossing of pupils and others arriving into and leaving the school.

The school caters for junior and senior infants. There are play areas at the front and rear of the school. There is a no smoking policy throughout the premises, and a healthy eating policy is encouraged and supported by all staff and parents.

Glass bottles are strictly forbidden. There is a car parking area for staff just inside the main barrier on school property. The playground is supervised at the relevant break times and access to the school is strictly monitored.

As with most places of work, there are risks and hazards. This safety statement defines those risks and hazards associated with the activities throughout the school. It also specifies the systems in place to secure the Health, Safety and Welfare of all employees and pupils.

This safety statement has been prepared following consultation with employees, both staff and management, current Board of Management members and is based on Safety audits, and guidance from the Department of Education and Skills and the Health and Safety Authority in formulating the safety documentation.



Safety Is A Journey Not A Destination

Health and Safety Policy

In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management St Patrick's Infants National School to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect pupils, 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 pupils of the school.

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

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

- a. promote standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation, standards and codes of practice;
- b. provide information, training, instruction and supervision where necessary, to enable staff to perform their work safely and effectively;
- c. maintain a constant and continuing interest in safety and health matters pertinent to the activities of the school;
- d. continually improve the system in place for the management of occupational safety and health 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, pupils, contractors and visitors.

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

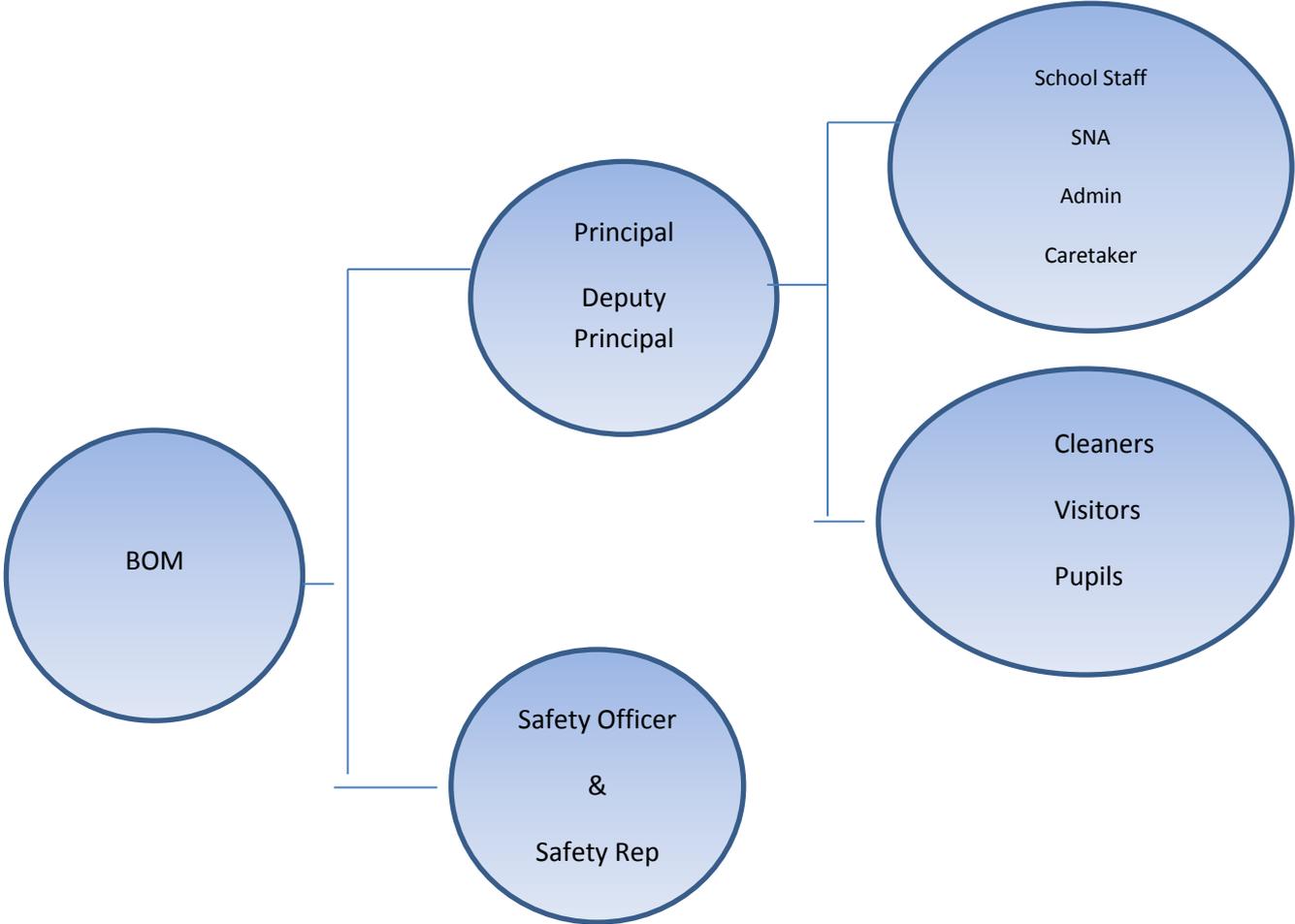
Signed: _____

Chairperson, Board of Management

St Patrick's Infants National School

Date: _____

St Patrick’s Infants National School Safety Management Organisation Chart



Current Management structure

Chairperson Board of Management	Stephen Moroney
Principal	Anne O’ Connell
Safety Officer	Gerard Pentony
Staff safety representative	Carthach Keane

Safety and health is everyone’s responsibility. The above chart reflects a whole school approach to the promotion and development of safety and health in St Patrick’s Infants School.

Role of the Board of Management

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

Role of the Principal/Deputy Principal

- Complies with the requirements of the 2005 Act;
- Reports to the Board of Management on safety and health performance;
- Manages safety and health in the school on a day-to-day basis, i.e. Acts as the Safety Officer responsible for health and safety during working hours when present.
- Communicates regularly with all members of the school community on safety and health matters;
- Ensures all accidents and incidents are investigated and all relevant statutory reports are completed;
- Organises fire drills, training, etc.
- In conjunction with the safety Officer and Safety Representative, carries out safety audits.

Post-Holders (with particular functions in safety and health) if applicable:

In this case the Safety officer who can assist and advise the Principal/Deputy Principal

- Although ultimate responsibility for safety and health rests with the employer, the post-holder must fulfil those duties to which he/she agreed.
- A competent person engaged in duties related to safety and health must fulfil the duties as assigned;
 - Advise and assist the Principal as to the observance of the legal requirements of the safety health and welfare at work act 2005, General Application Regulations 2007 and any other relevant legislation, codes of practice etc.
 - Make such representations to the board of management as deemed necessary in his/her function as the designated person with responsibility in all matters relating to health and welfare, specifically, policy, risk assessments, legal obligations of the school to its staff, public, contractors etc.

Teaching/Non-Teaching Staff

- 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 machines or chemical products
- 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.
- Comply with all statutory obligations on employees as designated under the 2005 Act;
- Co-operate with school management in the implementation of the safety statement;
- Ensure that pupils follow safe procedures
- Conduct basic risk assessments of their immediate work environment;
 - Attend training in relation to health and safety and apply what they have learnt in this training.

St Patrick's Infants National School through the Board of Management, would like to remind all employees that the success of our policy depends on co-operation between all.

Management would like to take this opportunity to encourage the participation of all staff in the fulfilment of our objectives to achieve a safe working environment for us all and welcome your continuing support.

Other School Users:

Other school users, e.g. pupils and visitors should comply with school regulations and instructions relating to safety and health.

Contractors

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

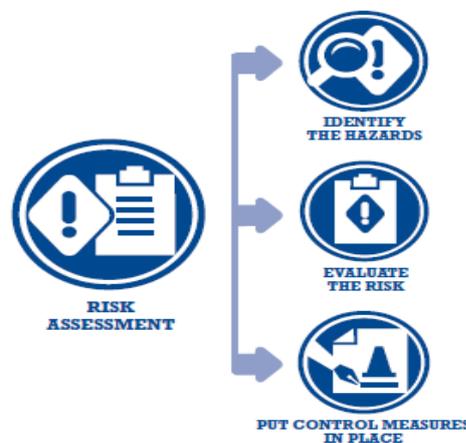
- Schools must make available the relevant parts of the safety statement and safety file (where one exists) to any contractors working in the school on behalf of the school.
- Schools must provide the school regulations and instructions relating to safety and health.
- Contractors must make available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

Risk Assessment

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

The whole aim of a Safety Management System is to minimise risks. To evaluate risks, St Patrick’s Infants National School will draft written “**risk assessments**”. This helps to determine what the hazards are, the risk involved and the controls to be put in place to minimise the risk. It also enables the school to define priorities and set objectives for eliminating hazards and reducing risks within timescales.

The 3 stages of Risk Assessment



The Risk assessment format for St Patrick’s Infants National School is in the form of the guidance template compiled by the Department of Education and Skills with assistance from the Health and Safety authority. Blank templates are included for those hazards which may fall outside of the routine day to day working of the school as required.

A routine check list of the activities carried out on a day to day basis will be recorded as standard, this can then be used as a guide by staff when carrying out risk assessments in their own particular classroom, play area etc.

For a detailed view of the current risk assessments for the school, click on the appropriate document below;

[risk assessment section\General School Risk Assessments - Bullying.pdf](#)

[General School Risk Assessments - Fire - Events plays, musicals, large meetings .pdf](#)

[General School Risk Assessments - Fire General Classrooms and Offices .pdf](#)

[General School Risk Assessments - General Access and Egress.pdf](#)

[General School Risk Assessments - Lone Workers .pdf](#)

[General School Risk Assessments - Manual Handling.pdf](#)

[General School Risk Assessments - Portable Electrical Appliances.pdf](#)

[General School Risk Assessments - Portable Electrical Appliances \(1\).pdf](#)

[General School Risk Assessments - Slips, Trips and Falls.pdf](#)

[General School Risk Assessments - Staff Room.pdf](#)

[General School Risk Assessments - Stress.pdf](#)

Blank Template - No.69 (List additional hazards, risks and controls particular to your school using this blank template)

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

A blank risk assessment template form that can be used to document a risk assessment

Health & Safety Statement

Title

Health and Safety Statement of Saint Patrick's Infants National School

Introductory Statement:

The Board of Management of Saint Patrick's Infants N.S. undertakes to ensure the adherence to the Safety, Health and Welfare at Work Act, 2005 for every employer, in conjunction with employees to ensure, so far as is reasonably practicable, the prevention of accidents and ill health at the place of work.

The Board of Management of St. Patrick's Infants National School is charged with the direct government of the school, has prepared this safety statement in accordance with the requirements of the Safety, Health and Welfare at Work Act, 2005. In doing so, it is mindful of the unique place the school occupies as an extension of the home life of the child and of the responsibilities entrusted to the personnel of the school by the parents/guardians of the pupils.

Safety, Health and welfare within the school is, and has always been a most important duty incumbent on all members of the school community and one which calls for constant vigilance.

Rationale

Safety, Health and Welfare at Work Act, 2005

It is a legal requirement under the Safety, Health and Welfare at Work Act, 2005, for every employer, in conjunction with employees, to prepare a Health and Safety Statement. It represents the Board of Management's commitment to safety and health, and specifies the manner, the organisation and the resources necessary for maintaining and reviewing safety and health standards.

The Board of Management is required to document their health and safety programme and make it available to all employees, outside services providers and Inspectors of the Health and Safety Authority. The Board of Management must also consider its 'duty of care' role in the school and this must be an integral part of any Health and Safety Statement.

The Act also confers responsibility on the employees in so far as they are required to take care to avoid injury, to co-operate with the employer (Board of Management via Principal) in matters of safety, to use any means provided for their protection and to report to the employer any dangerous work situation they may encounter.

- This statement represents the Board of Management commitment to the health and safety for employees, pupils and any person legitimately conducting school business and for the public. It specifies the manner, organisation of resources necessary for maintaining and revising health and safety standards.
- A safety committee will be appointed to establish and monitor the implementation of the health and safety policies of the school and the requirements under the Safety, Health and Welfare at Work Act, 2005.
- The Board of Management of Saint Patrick's Infants National School will set up arrangements to have candidates come forward from which a person will be selected by the employees to act as *Safety Representative*, who will have certain *rights* under the act including the right to appropriate training, to make reports and to investigate accidents. The Safety Representative will have the right to represent all employees on Occupational Health and Safety matters.

Statement on General Policy

The Board of Management of Saint Patrick's Infants National School recognises the importance of the Legislation enacted in the Safety, Health and Welfare at Work Act, 2005.

This Safety Statement sets out the Safety Policy of the Board of Management of Saint Patrick's Infants National School and sets out the means to achieve that policy. The Board of Management's objective is to endeavour to provide a safe and healthy work environment for all our employees and pupils and to meet our duties to members of the public with whom we come in contact.

This policy requires the co-operation of all employees.

It is our intention to undertake regular reviews of the statement in light of experience, changes in legal requirements and operational changes.

The Board of Management will undertake to carry out a safety audit annually and report to staff. This inspection/safety audit will be carried out more frequently if requested by either staff or the Board of Management.

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

Relationship to characteristic spirit of the school

We aim to create a safe and healthy working environment for all members of the school community. The characteristic spirit of the school has been developed and agreed with the partners in education. The Health and Safety statement reflects the school ethos:

“We aim to educate our children in a **caring** catholic environment allowing each individual child to develop to his/her unique potential.”

Aims

This statement aims to:

- create a safe and healthy school environment by identifying hazards, and ensuring adequate controls are in place or put in place to prevent any associated risks from these hazards.
- ensure understanding of the school’s duty of care towards pupils
- protect the school community from workplace accidents and ill health at work
- outline procedures and practices in place to ensure safe systems of work
- comply with all relevant health and safety legislation (so far as is reasonably practicable) to include the following areas
 - ✓ *Provision of a safe workplace for all employees – teachers, SNAs, secretary, caretaker, etc.*
 - ✓ *To ensure competent employees, who will carry out safe work practices*
 - ✓ *Safe access and egress routes*
 - ✓ *Safe handling and use of hazardous substances and equipment*
 - ✓ *Safe equipment including maintenance and use of appropriate guards*
 - ✓ *Provision of appropriate personal protective equipment.*

Roles and Responsibility

To minimize dangers the following safety measures must be adhered to by:

- Board of Management
- Principal
- Safety Officer (competent person appointed by the Board of Management) – Ger Pentony

- Safety Representative (elected by the staff) – Carthach Keane
- Each member of staff

Safety is a line management responsibility. Teachers are responsible for safety in their own areas and for the implementation of relevant safety procedures. The Safety Officer will monitor safety generally and the operation of safety procedures. The Principal will ensure that each employee will obtain a copy of the Safety Statement and will be familiar with its contents.

Responsibilities of employer - Board of Management:

Specifically, the Board of Management wishes to ensure so far as is reasonably practicable:

- (a) The design, provision and maintenance of all places in a condition that is safe and without risk to health
- (b) The design, provision and maintenance of safe means of access to and egress from places of work
- (c) The design, provision and maintenance of plant and machinery
- (d) The provision of systems of work that are planned, organised, performed and maintained so as to be safe and without risk to health
- (e) The provision of instruction to staff on proper lifting techniques of pupils and dealing with pupil challenging behaviour
- (f) The provision of such information, instruction, training and supervision as is necessary to ensure the safety and health at work of its employees
- (g) The provision and maintenance of suitable protective clothing or equivalent as necessary to ensure the safety and health at work of its employees
- (h) The preparation and revision as necessary of adequate plans to be followed in emergencies e.g. fire drill, injuries etc.
- (i) The safety and prevention of risk to health at work in connection with use of any article or substance
- (j) The provision and maintenance of facilities and arrangements for the welfare of employees at work
- (k) Obtaining where necessary, the services of a competent person for the purpose of ensuring the safety and health at work of its employees
- (l) The continuing updating of the *Safety Statement*

(m) The provision of arrangements for consultation with employees on matters of Health and Safety

(n) The provision of arrangements for the selection from amongst its employees of a representative

- ❖ The Board of Management recognises that its statutory obligations under legislation extend to employees, students, any person legitimately conducting school business and to the public.

- ❖ The Board of Management of Saint Patrick's Infants School undertakes to ensure that the provisions of the Safety, Health and welfare at Work Act 1989 are adhered to.

- ❖ A Safety Committee may be established to monitor the implementation of the Safety and Health Policies of Saint Patrick's Infants National School and the requirements under the Safety, Health and Welfare at Work Act, 2005.

Responsibilities of Safety Officer:

Shall be responsible for overseeing the safety provisions on behalf of the Board of Management.

The main duties and responsibilities are as follows:

- (a) To assist the principal and BOM in minimizing dangers by ensuring that the safety measures outlined are adhered to.

- (b) To guide and advise on all health, safety and welfare matters.

- (c) To assist the principal in ensuring that the school fulfils all statutory requirements in respect of the Factories Act 1955, safety in Industry Act 1980, the Health and Safety at work Act, 1989 and the Safety, Health and Welfare at Work Act, 2005.

- (d) To assist the principal/BOM to ensure that appropriate safety education and training are co-ordinated and carried out using both in-house and external resources.

- (e) To undertake regular and appropriate revision and auditing of the school safety procedures and methods of operation. To ensure that they are kept up to date.

- (f) To assist the principal ensuring that adequate fire protection and prevention measures are provided.

- (g) The safety officer shall, where appropriate, assist the principal/BOM when investigate all accidents and dangerous occurrences to ensure that appropriate statutory notifications are

properly completed. Causes of accidents shall be determined as far as practical and where appropriate, remedial action shall be specified.

- (h) To monitor records of any accident or incident in an accident report file to ensure correct procedure and proper medical attention is given when required.

Staff Safety Representative:

The staff Safety Representative is elected under the provision of the Safety, Health and Welfare Act 2005.

Entitlements of safety representative (*Section 25 Safety, Health & Welfare at Work Act 2005*):

The safety representative has the right to:

- Represent the employees at the place of work in consultation with the employer on matters in relation to health and safety
- Inspect the place of work on a schedule agreed with the employer or immediately in the event of an accident, dangerous occurrence or imminent danger or risk to the safety, health and welfare of any person
- Receive appropriate training
- Investigate accidents and dangerous occurrences
- Investigate complaints made by employees
- Accompany an inspector carrying out an inspection at the workplace
- Make representations to the employer on matters relating to safety, health and welfare
- Make representations to and receive information from, an inspector
- Consult and liaise with other safety representatives in the same undertaking.

The Staff Safety Representative should be consulted if any of the employees have queries regarding any of the safety provisions mentioned in this statement. The Staff Safety Representative will then consult with the Safety Officer.

Responsibilities of employees:

Health and safety is everyone's business. As a worker you have legal duties designed to protect you and those you work with (*Solas, December 2005*).

Responsibilities include:

- To take reasonable care for his/her own safety, health and welfare, and that of any person who may be effected by his/her acts of omissions while at work
- Not to be under the influence of an intoxicant to the extent that they endanger your own or other persons' safety. To submit to tests for intoxicants as and when regulations specifying testing procedures are adopted
- To co-operate with an employer or other people to ensure that the Health and Safety law is implemented
- Not to engage in improper conduct that will endanger you or anyone else
- To attend Health and Safety training and correctly use any equipment at work
- To use protective clothes and equipment provided
- To report any dangerous practices or situations that you are aware of to an appropriate person (Principal or delegated person)
- Not to interfere or misuse any safety equipment at your workplace
- If you are suffering from a disease or illness that adds to risks, to tell your employer.

Duties of the Caretaker:

It is the duty of the caretaker to ensure that:

- a) The school is cleaned satisfactorily
- b) To inform the class teacher/principal of any problems with the safety of the premises, repair/replacement of equipment.

Hazards:

All staff and the BOM will complete Hazard Control Forms. Some hazards can be rectified but others remain constant. The hazards have been divided into two categories.

Hazards that can be rectified or minimized will be dealt with as a matter of urgency. Those that cannot will be clearly indicated and appropriate procedure listed beside them.

The BOM in consultation with the employees will review and make recommendations on the elimination of hazards.

(A hazard is anything that can potentially cause harm).

Specific Hazards:

Fire:

It is the policy of the Board of Management of Saint Patrick's Infants National School that:

- (i) There is an adequate supply of fire extinguishers which will deal with any type of fire
- (ii) All fire equipment is identified and regularly serviced
- (iii) Regular Fire drills take place at least twice a year/term and records to be kept
- (iv) Instruction is given in the use of Fire Extinguishers for specific materials/equipment
- (v) Fire alarms are clearly marked
- (vi) Signs will be clearly visible to ensure visitors are aware of exit doors
- (vii) All electrical equipment be unplugged or turned off outside office hours and when offices are vacated for lengthy periods
- (viii) An assembly area is designated outside each building (Refer to Evacuation Plan)
- (ix) Those leaving buildings/classrooms should let someone know (School Principal)
- (x) Exit signs are clearly marked
- (xi) The Principal is the named person in our school unit responsible for the evacuation procedures
- (xii) The school and equipment have been checked by a Fire Officer and all recommendations made by him/her have been implemented.
- (xiii) The Principal/deputy principal/safety representative is responsible for fire drills.

Other hazards specified:

Smoking:

It is the policy of the Board of Management of St. Patrick's that the school shall be a non-smoking area to avoid hazard to staff and pupils of passive smoking.

Broken Glass:

The Board of Management shall minimise the danger arising from broken glass. Staff is asked to report broken glass to the caretaker/Principal so that it may be immediately removed.

Hygiene:

It is the policy of the Board of Management of St. Patrick's that all infectious diseases shall be notified and steps taken to ensure the safety of staff and students against all such diseases. The Board of Management will endeavour to minimise the risk by adherence to sound principals of cleanliness, hygiene and disinfection and have provided disposable gloves for use in all First Aid applications, cleaning tasks, etc. Toilets and washrooms shall be provided at all times with adequate supply of water, soap, towels and a facility for safe disposal of waste.

Welfare

To ensure the continued welfare of the staff and children, toilet areas are provided. A Staff room separate from the work area is provided, where tea and lunch breaks may be taken. Staff must co-operate in maintaining a high standard of hygiene in this area. A rota system applies where the teachers on supervision duty are responsible for upkeep of the staffroom on that particular day.

A high standard of hygiene must be achieved at all times. Adequate facilities for waste disposal must be available. An adequate supply of hot and cold water, towels, soap and sanitary disposal facilities must be available.

Members of staff and students are reminded:

1. Smoking is not permitted in the school.
2. A person who is under medical supervision or on prescribed medication and who has been certified fit for work, should notify the school of any known side effect or temporary physical disabilities which could hinder their work performance and which may be a danger to either themselves or their fellow workers. The school will arrange or assign appropriate tasks for the person to carry out in the interim.
3. Staff and students are not allowed to attend the premises or carry out duties whilst under the influence of illicit drugs or alcohol. Any persons found breaking this rule will be liable to disciplinary action.

❖ The following hazards (in as much as can be identified) are considered by the school to be a source of potential danger and are brought to the attention of all concerned:

Main Fuse Boards

Power Distribution Board

Kitchen Area: cooker, oven, microwave, water boiler

Photocopier

Floors when wet

Electronic equipment i.e. Computers

T.V. Lead

School Yard:

Staff will take into account dangers such as traffic, weather conditions, supervision, stray animals, specific behavioural problems, etc.

Constant Hazards:

Machinery, kitchen equipment and electrical appliances:

It is the policy of the Board of Management of St. Patrick's that machinery, kitchen equipment and electrical appliances are to be used only by competent and authorised persons. Such appliances and equipment will be subject to regular maintenance checks.

Electrical Appliances

Arrangements will be made for all appliances to be checked on a regular basis at least annually by a competent person i.e. maintenance person, the supplier or his agent. Before using any appliance the user should check that:

- All safety guards which are a normal part of the appliance are in working order
- Power supply cables/leads are intact and free of cuts or abrasions
- Unplug leads of appliances when not in use
- Suitable undamaged fused plug tops are used and fitted with the correct fuse
- Follow official guidelines issued by the Health and Safety Authority

Chemicals

It is the policy of the Board of Management of St. Patrick's that all chemicals, photocopier toner, detergents etc. be stored in clearly identifiable containers bearing instructions and precaution from their use and shall be kept in a locked area, and protection provided to be used when handling them.

Drugs and Medication

It is the policy of the Board of Management of St. Patrick's that all drugs, medications, etc. be kept in a secure cabinet, locked at all times and the key kept in a separate and secure place and used only by trained and authorised personnel.

Highly polished Floors

It is the policy of the Board of Management of St. Patrick's that every attempt will be made to avoid the creation of slippery surfaces. The washing of floors shall be conducted, as far as is possible, after school hours to eliminate as far as possible, the danger of slipping. Where floors are wet, warning signs regarding wet floors shall be used. Attention is drawn to the possibility of outside floors and surfaces being affected by frost in cold weather, and staff and pupils shall be told to use handrails when going up or down stairs. Step edges shall be fitted with clearly marked edges of non-slip nature wherever practical.

Code of Behaviour

The Code of Behaviour in our school provides for a level of behaviour to minimise personal risk or stress to any employees.

Access to employees is by consent

When the employee feels at risk from or threatened by a particular person on school property, this must be drawn to the Board of Management's attention. The BOM will undertake to ensure that in such circumstances all appropriate measures will be taken to protect employees.

First Aid:

It is the policy of the Board of Management of St. Patrick's that a member of staff shall be trained to provide First Aid to staff and pupils.

1. Notices are posted in office detailing:
 - arrangements for giving first aid,
 - location of first aid boxes,
 - procedure of calling ambulances etc.,
 - telephone numbers of local Doctor, Gardaí, Hospital.

The Staff Safety Representative will see that there will be maintained in the school a properly equipped First Aid Box available to staff at all times containing:

- sticking plasters
- Anti-histamine for stings, etc.

- Tape
- Disinfectant e.g. Savlon
- Eye lotion e.g. Optrex
- Antiseptic cream
- Cotton Bandage

- Cream for First Aid treatment of Burns
- Antiseptic Wipes
- Scissors
- First Aid Chart

Disposable gloves must be used at all times in administering First Aid. Hot water and soap will be available and should be used before and after administering First Aid.

All incidents, no matter how trivial and whether to employees or to students or to members of the public must be reported immediately to the principal/staff safety representative. In the event that the accident/incident occurs in any other place to which that paragraph dealing with hazards does not relate the matter must be reported immediately to the Safety Officer. This is necessary to monitor the progress of safety standards and to ensure that the proper medical attention is given where required. An Accident Report File is to be maintained for the recording of all accidents and incidents by the Principal/Safety representative.

Procedures to deal with emergencies

- Emergency contact procedures
 - Contact details are updated annually. New parents must complete a registration form which is stored in each class file in the reception area. All teachers have access to these files. Senior Infant children are given a form to update contact details and emergency contact numbers in September. These are attached to the child's registration form in the class file.
 - Arrangements to contact parents/guardians in case of an emergency are made by the class teacher under the guidance of the principal.

- Fire-drill and school evacuation procedures (See p. 45-49 A Guide to Insurance, Safety and Security in the School, Church and General)
 - Fire-drills are held on a regular basis.
 - Teachers and pupils aware of the designated assembly points following evacuation of the building. These assembly points are clearly marked in the school yard and are displayed on the inside of each classroom door.
 - The procedures for evacuation are also displayed on the inside of each room door.
 - The school revises these procedures on an annual basis.
 - New staff and pupils are notified of these procedures by Principal.

- Serious Accident Procedure & Accident Report Form (See Appendix 38 p. 159-160 CPSMA Management Board Members' Handbook):

A report must be made to the HSA by the Principal/ in respect of the following types of incident:

- An accident causing loss of life to any employed or self-employed person if sustained in the course of their employment
- An accident sustained in the course of their employment which prevents any employed or self-employed person from performing the normal duties of their employment for more than 3 calendar days not including the date of the accident

- An accident to any person not at work caused by a work activity which causes loss of life or requires medical treatment.
- Critical incident policy – Refer to Responding to Critical Incidents, NEPS Advice and Information pack for schools
 - The following procedures are in place to deal with a critical incident:

Procedures to be followed in the Event of Critical Incidents:

Short Term Actions:

1. Gather the facts – Who? What? When? Where?
2. Contact appropriate agencies
 - Emergency services
 - Medical services
 - NEPS
 - BOM
 - School Inspector
 - Health Service Executive
3. Convene the Critical Incident Management Team

Statement of facts for staff, student, parents and the media

Delegate responsibilities

Decide on and organise for an outside professional to be involved

4. Hold staff meeting to inform all staff including auxiliary staff
5. Agree on a statement of facts
6. Identify high risk children
7. Appoint someone to deal with phone enquiries
8. Organise timetable for the day

Maintain normal school routine where possible

9. Inform parents/ guardians

10. Inform children

All information should be age appropriate and be told by teachers to their individual classes.

Give facts and allow children to ask questions, tell their story and express their feelings.

11. Make contact with the bereaved family

12. Organise support with the appropriate agencies.

13. Respond to the media

Medium Term Actions:

1. Review the events of the first 24 hours

- How are staff, parents, children coping
- Is there need for extra support and support meetings

2. Arrange support for individual students, groups of students and parents if necessary.

3. Plan for the re- integration of students and staff

4. Plan visits to injured

5. Liaise with family regarding funeral arrangements, memorial service.

6. School closure.

Long Term Actions:

1. Monitor students for signs of continuing distress

2. Evaluate response to incident and amend the Critical Incident Management Plan where appropriate.

3. Formalise the Critical Incident Plan for the future

4. Inform new staff / new school pupils affected by critical incidents where appropriate.

5. Decide an appropriate ways to deal with anniversaries.

- Emergency closures
 - Procedures are in place to deal with an emergency closure:

All parents/guardians are contacted by phone by the secretary under the guidance of the Principal.

General Health Issues

- **Enrolment Form**
 - There is a section allowing parents to identify any allergies/illnesses of the applicant.
 - The school explains annually how accidents/illnesses are dealt with and the first-aid that may be administered. Each September an information note will be sent home with each child. This will outline the emergency/accident procedures to be followed by the school. It will also request parents/guardians to update the emergency contact details for each child.

- **Managing specific health issues**
 - Staff will be made aware of the health issues in relation to certain pupils on a need to know basis. A photo of a child who has a serious medical condition which may require urgent attention may be displayed in the staff room.

- **Administration of Medication** – Saint Patrick’s Infants National School will follow the guidelines as laid down in the INTO Guidelines / See Appendix 45 and 46 p. 172-175 CPSMA Management Board Members’ Handbook. See attached procedures from Administration of Medication policy.

No teacher can be required to administer medicine or drugs to a pupil. In the event of necessary medication the Board and Parents/Guardians of those pupils involved will agree an appropriate procedure. The Principal and Staff deal with any minor injuries. The emergency services are to be contacted immediately as the need arises. The school First Aid Kits are to be regularly checked and filled.

- **Sickness or Injury**

If a child is ill a parent will be contacted immediately at the teacher’s discretion. All incidents must be recorded in the class incident book and reported immediately to the Principal/ Deputy Principal. In the case of minor injuries: the wound is cleaned with water and pressure is applied by the teacher who is wearing gloves. The use of medication is not permitted. Parents/ Guardians are contacted if

a child receives a knock or bump to the head. A parent will be contacted immediately at the teacher's discretion. A plaster or simple dressing may be applied to a wound unless a child has an allergy to it.

- Contacting Parent in the event of an emergency

Home / Emergency contact numbers are listed on registration forms. Class lists are compiled, kept in the office/ reception and individual classes can be accessed by school personnel as required.

- In the event of an accident/ emergency

Render immediate aid

Contact Next of Kin

Contact Emergency Service – 999

Knight's Hill Medical Centre, Old Youghal Road, Mayfield (021) 4503890

Dillon's Cross Medical Centre, (021) 4503623

- Illnesses and contagious infections rubella, chicken pox etc.: See 'Infectious diseases in the Primary School: Health Service executive (H.S.E.)
- **Head-lice**
 - A letter/notice is sent home to all children in the class.
- **School hygiene**
 - Wash facilities are available outside each set of toilets. Hot water, soap, paper towels are available in each classroom.
- **General cleanliness of school environment**
 - The caretaker will carry out daily checks to ensure the school environment is kept clean i.e. classrooms, toilets, playground, collection of refuse is carried out.

Safety and welfare issues

- **First Aid**

It is the policy of the Board of Management of St. Patrick's that a member of staff shall be trained to provide First Aid to staff and pupils. It is proposed to hold a First Aid Training day for all staff in the school year.

- The school has a Healthy Eating policy.
- Water
 - There is an adequate supply of drinking water in the school for staff and pupils.
- Clothing/protection
 - Children are expected to wear full school uniform or school tracksuit.
 - Wearing coats/jackets in cold or wet weather is advised.

Pupils

- **Assembly and Dismissal of Pupils**

The school opens at 8.30am for the assembly of pupils. Assembly is between 8.35am and 8.55am. Children are collected by parents/caregivers at 1.15pm at the allocated exits. If a child is not collected on time, the teacher reassures the child that they will be collected soon. Contact is made with the contacts listed on the registration form.

- To ensure pupil safety on the grounds all staff are requested to be mindful of safety when parking or entering/exiting school grounds
- Pupils leaving the school premises during the school day e.g. dentist or doctor appointment
 - The parent/guardian collects the pupil from the classroom having signed a release book in the secretary's office. The class teacher must be given a docket (supplied by the secretary upon signing of book) by the parent to show the teacher that the release book has been signed in the office.

Day Trips

- Portable First Aid Kit to be taken on all Day Trips. It should include Day Trips Incidents Diary and plastic bags for children feeling sick while travelling.
- The Parent Contact List should be taken on all away trips. This is available in the office and to staff and next of kin.
- Ensure that any child with a medical condition has their medication and give it to you e.g. asthma inhalers, diabetic box, anaphylactic shock. This medication should be with the teacher at all times (do not leave on bus).
- Child should be treated by a qualified First Aider if possible.
- If being attended to by an SNA she should notify another SNA of her charge.
- Cuts and grazes – run under cold water and apply plaster if still bleeding.
- Anything more serious should be treated in accordance to First Aid training.
- All incidents are recorded in the Day Trips Incidents Diary very simply by the teacher. (Name of child, date, incident, treatment) for Minor incidents.
- Serious incidents should be recorded by filling out an Accident Report form by the teacher on their return to school. A note referring to the Accident Report Form should be put in the Day Trips Incidents Diary.
- First Aid Kit to be updated by the Staff Safety Representative
- Teacher on day trip to send School Yard Diary to class teacher to write into journal or inform parent on collection.
- Infant teacher may need to bring a change of clothes in case of toileting accidents.

CLASSROOM AUDIT

- Aisles

- clear of school bags, slippers, coats, etc. "
- doorway and fire exit kept clear at all times "

Shelves

- Items stacked not too high that they may topple "

Coat Hangers

- Broken hangers reported to be replaced "

Wet Area

- Rota organised to keep dry after each break "

Electrical Equipment

- Only operated by adult and leads clear of cuts or abrasions "

Chemicals/Detergents

- Stored under lock and key located in staff room where no child has access"

Fire Exits

- Clearly signed and kept clear.

- Fire Drill Class List visible beside Fire Exit

Inspection Check sheet

Classroom	Control in place		Comment/safety action required	responsibility	Date closed
	Y	N			
Assessed by :					
Housekeeping					
Floor free from trip/slip hazards?					
Emergency exits/routes & passageways clear?					
Items stored appropriately not in danger of falling?					
Items at height out of reach of children?					
All waste cleared?					
Fire safety					
Fire equipment pins and seals in place?					
All fire equipment gauges reading correctly (i.e. in green)?					
Equipment mounted, serviced, accessible and undamaged?					
Emergency exits indicated, illuminated & easily opened?					
Classrooms					
All sockets, switches, plugs & cables free from damage?					
Any sockets overloaded?					
Switch/fuse boards locked?					
All furniture & fittings in good repair?					
All light fittings working functioning?					
First-aid kit accessible and appropriately stocked?					

Access to School

In as much as is compatible with practical layout of the school premises, anyone entering the school premises must identify themselves to the Principal or the Secretary as relevant before gaining admittance to the school. Any contractor must make direct contact with the Principal before initiating any work on the premises and shall be shown a copy of the safety statement applying to the school and shall agree to its provisions.

While work is in progress, any noise shall be avoided wherever possible during schools hours and shall at all times be reduced to the minimum necessary. The contractor and his workmen shall not create any hazard, permanent or temporary, without informing the principal or his/her nominated agent and shall mark such hazard with warning signs or other suitable protection.

Collecting Children

1. All parent/guardians/carers in the interest of safety must obey all signs upon entering the school grounds.
 2. Only staff cars are allowed in the school grounds exceptions are made for those with disabilities and persons making deliveries.
 3. Those parking outside the school grounds are advised to accompany children to and from the school premises.
- Supervision of Pupils: See Appendix 146(A) p.176-180, p. 36-42 Church and General Guidelines
 - In the event of a teacher being absent the Assistant Principal will arrange alternative arrangements for supervision at lunch time.
 - The supervision roster for playground duty is clearly displayed in the staff room.
 - This roster is kept as part of the school records. These will be held for 7 years.
 - Incident / accident book
 - The teacher(s) or staff member(s) who are primary involved will write the report in the event of a serious incident or accident in consultation with the Safety Officer.
 - These reports will be passed onto the Principal for storage in the Health and Safety file.

- Code of Behaviour and Anti Bullying Policy: School's policy for dealing with behaviour which causes a risk to others:

When a behaviour problem arises the following should happen:

1. The class teacher on duty deals with it and may impose a sanction.
 2. If the problem is not solved, the class teacher shall consult the principal and/or the parents/guardians of the child with a view to helping the child overcome the difficulty.
 3. If the problem persists or in the case of serious and gross misbehaviour it may be necessary to have on-going discussions between the parents/guardians teacher and principal to monitor the situation always with the objective of helping the child.
 4. Where there are repeated incidents of serious misbehaviour or in the case of gross misbehaviour, the board of management will be requested in writing to attend at the school to meet with the chairperson and principal who may then suspend the pupil.
 5. All incidents of misbehaviour should be recorded in class behaviour record book. Inform child and parents that this is being recorded. Details should include advice and/or warnings given, consequences of its repetition.
 6. Teacher may need to complete an incident form.
-
- Allegations or Suspicions of Child Abuse: See Appendix 56 p. 195-203 of CPSMA Management Board Members' Handbook. Also refer to Child Protection Guidelines.
 - The school's Child Protection Policy, in line with Child Protection Guidelines, must be followed in the case of an allegation or suspicion of child abuse
 - School tours / outings: Refer to school's policy on school tours
 - Mobile phones: Refer to school's policy on mobile phones.

Private telephone use (including mobile phones) is not allowed during class time.

Staff

- Garda clearance
 - The board of management observes the legal requirement in relation to garda clearance.

- Positive Staff Relations: See Working Together. Procedures and Policies for Positive Staff Relations. INTO 2000. Also refer to Appendix 20 p.116-121, Appendix 21 Bullying and harassment pg.122-125, Appendix 22 Grievance Procedure p.126-128 CPSMA Management Board Members' Handbook
 - The following practices support positive staff relations in the school:

Social Committee

All In School Management team members have a pastoral care element in their duties

Staff is made aware of the procedures to address cases of adult bullying/ harassment or to initiate a grievance procedure. See INTO guidelines Procedure to Address Staff Relations Difficulties

- Assaults on Teachers/School Employees: See Appendix 23 p. 128-130 CPSMA Management Board Members' Handbook
 - Acts of violence are not tolerated throughout the school. Refer to Code of Behaviour.

If an incident occurs parents/guardians will be called immediately to the school by the principal or deputy principal or senior staff member on site.

- No member of staff taking into account their physical position/condition should knowingly place themselves in a hazardous position.
- Training is given for lifting heavy equipment and for using fire extinguishers.
- The caretaker is provided with appropriate safety gear i.e. trolley, gloves.
- Procedures are followed by cleaners/staff e.g.

- Vacuum cleaner leads not trailing on the floor
- Safety signs clearly visible – wet floors.

Equipment and materials

- Lawnmowers, drills, ladder and any other equipment associated with school maintenance are stored in a safe area, not accessible to children. The storage area is locked during the school day. The caretaker has access to these.
- Solvents, chemicals, cleaning agents etc. are stored in a locked cupboard under the stairs in the reception area. The caretaker has access.
- Computers, televisions, other technologies are stored safely.
- Plugs, leads etc. are checked on a regular basis

Success criteria

We will evaluate the success of this policy using the following criteria:

- Participation by staff members in maintaining safety measures.
- Participation by Board of Management and their involvement in provision of necessary funding and necessary personnel to repair and maintain safety standards.
- Feedback from Safety Officer
- Assess hazard identification throughout the year and how effective the response was.

Implementation Date

These procedures apply immediately following review by the Board of Management.

Timetable for Review

The Health and Safety Statement will be reviewed annually or in light of experience, changes in legal requirements and operational changes.

Ratification & Communication

The Health and Safety Statement will be communicated to the school community by the following means:

This policy will be distributed to all BOM members at meeting level. A copy will be given to Parents' Association representatives. It will be available to parents on the school website. It will be communicated to teachers via the school intranet and to SNAs via a hard copy in reception.

Ratified by Board of Management on _____

Date

Signed _____

Chairperson, Board of Management

Reference Section

- Guidelines on Preparing your Safety Statement, HSA
- www.safework.ie
- A short guide to The Safety, Health and Welfare at Work Act 2005 (www.hsa.ie)
- Report of the Advisory Committee on Health & Safety Statement for Schools. HSA. This report contains a format for a Safety Statement.
- INTO Guidelines for compiling a Safety Statement
- INTO Safety Representatives Checklist for School Inspections (Under H & S Background information on www.sdps.ie)
- CPSMA Management Board Members' Handbook. Appendix 36, 37, 38
- A Supplementary Handbook for Primary Schools under Protestant Management. Second Edition. p.22 - 27 Compiling a Safety Statement
- A Guide to Insurance, Safety and Security in the School. (2002). Church & General p. 24-32
- Safety, Health and Welfare at Work Act, 2005 (www.hsa.ie)
- "The Report of the Advisory Committee on Health and Safety in Schools." Health and Safety Authority, 10 Hogan Place, Dublin 2. Tel.: 01 - 6147000
- A Short Guide to Health and Safety Law. HSA
- Round Hall's Primary Education Management Manual CD – ROM
- Glendenning D. (1999) Education and the Law. Ch. 9 The Teacher's Duty of Care: Negligence
- Mahon O. (2002) The Principal's Legal Handbook.IVEA.Ch.3 Safety, Health & Welfare in School
- Guidelines on Countering Bullying Behaviour in Primary and Post Primary Schools (DES1993)
- Working Together. Procedures and Policies for Positive Staff Relations. INTO 2000
- Code of Practice on the Prevention of Workplace Bullying. HSA 2002
- Guidelines for developing a School Substance Use Policy. DES Oct. 2002
- Child Protection. Guidelines and Procedures. DES 2001
- Children First. National Guidelines for the Protection and Welfare of Children. Department of Health and Children 1999

- Guidelines on First Aid (Index chart) from the regional Health Promotion Units
- “Infection in School”. A manual for school personnel, available from regional Health promotion units on www.healthpromotion.ie
- Responding to Critical Incidents - Advice and Information Pack for Schools from The National Educational Psychological Service, Frederick Court, 24-27 North Frederick Street, Dublin 1

(NOTE: By law, the Health & Safety Authority must be notified when an accident causes death or prevents an employed person from working for more than 3 days. This is explained in detail in the CPSMA Handbook (p.159) and is accompanied by a standard reporting form. The school's insurance company should also be notified about serious accidents that occur in the school or while on school related activities.)

Report on Accidents in the school environment

(For School's Internal Records)

Name: _____ Class: _____

Date of Accident: _____

Time of accident: _____

Location of Accident:

Staff on supervision duties at time of accident:

Information regarding circumstances of accident:

Witness 1 _____

Witness 2 _____

Any further information:

Action Taken:

Signature: _____

Date: _____

Training and Instruction

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

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

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

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

Training chart

The following chart outlines safety and health training applicable to staff working in a school environment.

This chart is not exhaustive but gives examples of training which may be obtained to fulfil competency requirements.

Training requirements are determined following a risk assessment.

Training	Applicable legislation/standard	Details	To be received by	Refresher training required
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Training for Staff	Safety, Health and Welfare at Work Act 2005	All staff should be provided with an overview of the safety and health management system (SMS). This will ensure that all staff are familiar with the school's safety statement and risk assessments	All staff	Annually in conjunction with Induction Training. It is recommended that all staff receive refresher training annually or where the need arises
Induction Training	Safety, Health and Welfare at Work Act 2005	All new staff should receive induction training on safety and health matters on appointment to the school	All staff including principals, heads of department, part-time staff, full-time staff, contractors etc. should receive Safety and Health induction on commencement of work in the school. This induction training will outline safety procedures e.g. emergency evacuation policy	Induction training should commence on employment or appointment to the school as soon as possible to ensure staff are familiar with emergency evacuation policy, first-aiders etc.
Manual Handling	Safety, Health and Welfare at Work, (General Application) Regulations 2007	Should be specific to the tasks a staff member will be involved in and aims to ensure that the staff member understands the reasons for doing the job with least risk, can recognise the risks, and decide the best way to go about performing a manual handling task. The training should	Staff who may potentially be involved in manual handling of loads - priority to be given to those who spend a significant amount of time involved in this	Not more than every three years and when there is any major change in the work a member of staff is involved in or in the equipment

		include instruction and practical training	task, e.g. caretaker	used
Safety Representative	Safety, Health and Welfare at Work Act 2005	Should be completed upon appointment and provide an overview of the role of a safety representative and current safety and health legislation	Nominated safety representative	Annually
Fire Safety Training	BSI 9999:2008	Fire safety training should be continuous, commencing with induction training on the first day of appointment of new staff and continuing in the form of regular refresher training	All staff	At least once a year
Manual Handling Instructor	Safety, Health and Welfare at Work (General Application) Regulations 2007	See 'Guidance on the New Manual Handling Training System' at www.hsa.ie/publications	A school may decide to have a member of staff trained as a Manual Handling Instructor.	Instructors must undergo refresher training at intervals of not more than every five years
First-Aid	Safety, Health and Welfare at Work (General Application) Regulations 2007	Occupational First-Aid training should be provided by an approved organisation (See First-Aid Guidelines at www.hsa.ie/publications)	See note below	Re-certification required every 2 years

The Regulations place requirements on employers in respect of their own employees while they are at work and employees in this context include persons undergoing training for employment or receiving work experience on the employer's premises. Account will also need to be taken of non-employees on the employer's premises (e.g. pupils in schools and other places of public assembly). Where first aid provision is made for both employees and visitors, care should be taken that the level of first aid provision available to employees is not less than the standard required by the Regulations and these guidelines." For further information; please refer to the Application section of the Health and Safety Authority Guidelines on First Aid at Places of Work 2008

Type of workplace	Maximum number of employees present at any one time	Number of Occupational First Aiders required
School	Up to 99	1 if Safety Statement Risk Assessment shows its necessary

SAFETY AND HEALTH TRAINING RECORD

Training course _____

Date of course _____

Course provider _____

Name of Attendees	Signature of Attendees	Remarks

Emergency procedures

Section 8 of the Safety, Health and Welfare at Work Act 2005 requires that every employer shall “prepare and revise as appropriate, adequate plans and procedures to be followed and measures to be taken in the case of an emergency or serious and imminent danger.”

The following procedures are in place in relation to the evacuation of the school in the event of fire, flooding or any other event as described as a “critical incident”.

Procedures to be followed in the Event of Critical Incidents

Short Term Actions

1. Gather the facts – Who? What? When? Where?
2. Contact appropriate agencies
 - a. Emergency services
 - b. Medical services
 - c. NEPS

- d. BOM
 - e. School Inspector
 - f. Health Service Executive
3. Convene the Critical Incident Management Team
- i. Statement of facts for staff, student, parents and the media
 - ii. Delegate responsibilities
 - iii. Decide on and organise for an outside professional to be involved
4. Hold staff meeting to inform all staff including auxiliary staff
5. Agree on a statement of facts
6. Identify high risk children
7. Appoint someone to deal with phone enquiries
8. Organise timetable for the day
9. Maintain normal school routine where possible
10. Inform parents/ guardians
11. Inform children
12. All information should be age appropriate and be told by teachers to their individual classes.
13. Give facts and allow children to ask questions, tell their story and express their feelings.
14. Make contact with the bereaved family
15. Organise support with the appropriate agencies.
16. Respond to the media

Medium Term Actions

1. Review the events of the first 24 hours
2. How are staff, parents, children coping
3. Is there need for extra support and support meetings
4. Arrange support for individual students, groups of students and parents if necessary.
5. Plan for the re- integration of students and staff
6. Plan visits to injured

7. Liaise with family regarding funeral arrangements, memorial service.
8. School closure.

Long Term Actions

1. Monitor students for signs of continuing distress
2. Evaluate response to incident and amend the Critical Incident Management Plan where appropriate.
3. Formalise the Critical Incident Plan for the future
4. Inform new staff / new school pupils affected by critical incidents where appropriate.
5. Decide an appropriate ways to deal with anniversaries.

■ Success Criteria

We will evaluate the success of this policy using the following criteria:

1. Feedback from Critical Incident Management Team.
2. Feedback from whole staff.

■ Roles and Responsibility

The following people have particular responsibilities for aspects of the statement

- *Principal*
- *Class teachers*
- *Board of Management*
- *Staff Safety Representative*
- *Critical Incident Management Team*

Our critical incident management team currently consists of Anne O' Connell (Principal), Mary-Claire Hogan (Assistant Principal) and Carthach Keane.

It is the overall responsibility of the principal to ensure that staff is reminded of the decisions agreed upon as laid out in this policy.

■ **Timeframe for Implementation**

The decisions as laid out in this policy take effect immediately.

■ **Timeframe for Review**

This policy will be reviewed annually or in light of experience, changes in legal requirements and operational changes.

■ **Responsibility for Review**

The Principal and Deputy Principal are responsible for the review of this policy.

This policy was reviewed by the policy subcommittee in May 2017.

■ **Ratification and Communication**

Parents were notified of its existence and were invited to look and comment on the policy, which was displayed in the school's Reception and on the school's website.

This policy will be distributed to all BOM members at meeting level. A copy will be given to Parents' Association representatives. It will be available to parents on the school website and as a hard copy in reception. It will be communicated to teachers via the school's Intranet and to Special Needs Assistants via a hard copy in reception and in the Principal's Office.

- **Ratification:**

Reviewed by the Board of Management on the _____ of May 2017.

Signed _____

Chairperson, Board of Management

- **Review:**

This policy will be reviewed by the Board of Management in May 2018.

EVACUATION PLAN – ST. PATRICK’S INFANTS’ SCHOOL

SEQUENCE

- A) Alarm will be sounded
- B) Emergency services will be telephoned by Principal/Secretary
- C) Evacuation will commence as follows:

1. Pupils will leave their room in single file
2. Teacher will check class toilets and leave with Roll Book
3. Doors should be closed on leaving
4. Communal toilets checked by teacher in Room 1.
5. During evacuation, the following should be observed by pupils:

- a) No running;
- b) No talking/laughing/shouting
- c) No overtaking
- d) No picking up of coats, bags, etc.
- e) No Going Back

6. Rooms 1, 2 and 3 must exit on the left hand side for senior school girls to exit on right.

Classroom	Exit	Assembly Point
Classroom 2	Will leave by Exit A -go to	39
Classroom 3	Will leave by Exit A- go to	38
Classroom 4	Will leave by Exit A- go to	37
Classroom 5	Will leave by Exit A- go to	36
Staff Room 6	Will leave by Exit A- go to	35
Classroom 7	Will leave by Exit B- go to	34
Classroom 8	Will leave by Exit B- go to	33
Classroom 9	Will leave by Exit B- go to	32
Classroom 10	Will leave by Exit B- go to	31

Classroom 16 LS	Will leave by Exit B- go to	30
Classroom 19	Will leave by Exit D- go to	29
Classroom 20	Will leave by Exit D- go to	28
Classroom 18 LS	Will leave by Exit A –go to	26
Old Computer Room	Will leave by Exit A –go to	25
Halla	Will leave by Exit A –go to	24

- Secretary/ teacher in Room 1 will open back the double doors.

- Classes using old “**Computer Room**” or “**Halla**” will evacuate by Exit A to allocated space.

- The Principal/ Caretaker and Secretary will evacuate to Assembly Point 27.

Evacuation Coordinator Anne O’Connell

Deputy Evacuation Coordinator Margaret McCarthy

D) Assembly:

1. All classes will line up in their places in yard.
2. Teachers will make careful check of their numbers and report to principal.

Teachers only may re-enter the building

School policies

Administration of Medication

Background

- Appendix 45 Teachers and Administration of Medicines in School p.172 CPSMA Management Board Members' Handbook 2004 (*see below*)
- Guidelines from INTO
- Appendix 46 p.174 Administration of Medicines in Schools Indemnity form

Appendix 45 p.172 CPSMA Management Board Members' Handbook 2004

1. No teacher can be required to administer medicine or drugs to a pupil.

2. Any teacher who is willing to administer medicines should only do so under strictly controlled guidelines, fully confident that the administration will be safe. It is wise to limit this willingness to emergency situations only. A teacher who does take responsibility for administering medicines takes on a heavy legal duty of care to discharge the responsibility correctly. Every reasonable precaution must be taken. Clear instructions about medicines requiring regular administration must be obtained and strictly followed. The INTO/CPSMA advise that:

- (a) the parent(s) of the pupil concerned should write to the Board of Management requesting the Board to authorise a member of the teaching staff to administer the medication;
- (b) the request should also contain written instructions of the procedure to be followed in administering the medication;
- (c) The Board of Management, having considered the matter, may authorise a teacher to administer medication to a pupil. If the teacher is so authorised she/he should be properly instructed by the Board of Management;
- (d) a teacher should not administer medication without the specific authorisation of the Board;
- (e) in administering medication to pupils, teachers should exercise the standard of care of a reasonable and prudent parent;
- (f) the Board of Management should inform the school's insurers accordingly;
- (g) The Board of Management should seek an indemnity from the parent(s) in respect of any liability that may arise regarding the administration of the medication.

Arrangements should also be made by the Board of Management for the safe storage of medication and procedures for the administration of medication in the event of the authorised teacher's absence. It is the parent's responsibility to check each morning whether or not the authorised teacher is in school unless an alternative arrangement is made locally.

3. In emergencies teachers should do no more than is obviously necessary and appropriate to relieve extreme distress or prevent further and otherwise irreparable harm. Qualified medical treatment should be secured in emergencies at the earliest opportunity.

Where possible schools should request that medical practitioners would arrange times for medication so that they don't coincide with school time.

It is important that Boards of Management request parents to ensure that teachers be made aware **in writing** of any medical condition suffered by any children in their class. Children who are epileptics or diabetics or who are prone to anaphylactic shock syndrome may have an attack at any time and it is vital, therefore, to identify the symptoms in order that treatment can be given by an appropriate person if necessary.

If the class teacher is absent, it is the responsibility of the parent(s) to inform the substitute teacher of their child's medical condition/serious allergy.

Board of Management

- Procedures, in line with the INTO/CPSMA guidelines, are followed when parents make a request to the Board of Management that a teacher administer medicines.

Teachers

- Procedures, in line with the INTO/CPSMA guidelines, are followed when parents make a request to the Board of Management that a teacher administer medicines.
- In emergency situations medicine may be administered by teachers under the above conditions.
- Where a pupil has a specific medical condition, staff is made aware of the likely symptoms of an attack/illness for that pupil. Where it might be required, training in the administration of medicines will be provided to deal with such circumstances. (follow written guidelines provided by parents)
- It is the daily responsibility of the parents/guardians to ensure that the teacher designated to administer the medicine is present in school. It is the duty of the parents to organise alternative arrangements should this teacher be absent.
- The teacher/s receive clear instructions from the parents and other more qualified person as to exactly how and when the medication is to be administered.
- The Board of Management should seek an indemnity from the parent(s) in respect of any liability that may arise regarding the administration of the medication.
- Teachers are informed of arrangements from year to year once all enrolment forms have been checked by the Deputy Principal.

- The secretary compiles a list of children in each class who has an allergy. This list is attached to the front of the class folder.
- Safe storage and access to medication is ensured. A locked cabinet is used for storage. This is held in the reception.
- Up to date contact details of parents/guardians are available in reception.
- Emergency numbers are available and updated annually.

This policy will be reviewed annually.

School policy on Responding to Critical Incidents

Vision

In implementing this policy which was drawn up in consultation with staff, parents and management of St. Patrick's Infants School we wish to reinforce our mission statement ensuring a coping, and caring ethos in our school to provide effective support to pupils, parents and staff in the occurrence of a critical incident.

Aims

1. To create a physically, psychologically safe school through the development of areas such as anti- bullying policy, fire drills, equipment and safety checks.
2. Inclusion of SPHE programmes in the curriculum covering such areas as communication skills, self-esteem, decision making, bereavement (as in Rainbow Programme) and coping skills.
3. To create and develop pastoral care structures and reviews their effectiveness.
4. To access training for staff to deal with critical incidents.
5. To develop links with outside agencies and procedures for referral.
6. To draw up a Critical Incident Management Plan.

Definition of a critical incident in our school is any incident or sequence of events which overwhelms the normal coping mechanisms of the school and disrupts the running of the school.

Such crises would include:

- Serious damage to the school building as a result of fire, flood, vandalism etc.
- The death of a member of the school community
- A physical attack or serious verbal assault on staff members or students or intrusion into the school
- An accident involving pupils/ staff on or off the premises
- An accident / tragedy in the wider community

The school critical incident management team will consist of the following:

- Principal
- Deputy Principal
- Assistant Principal
- Staff Safety representative
- Another staff member
- Those who act up in these roles from time to time

Our current critical incident management team formed consists of Anne O'Connell (Principal), Mary-Claire Hogan (Assistant Principal) and Carthach Keane.

Their duties include

- Maintaining an up to date list of contact numbers of
 - A. Pupils, parents, guardians.
 - B. Staff
 - C. Emergency support services

Lists A and B will be kept in the Principals office and the reception office. List C will be displayed in the staff room, Principals office and reception.

- The compiling of emergency numbers for school trips

e.g. list of all pupils and staff members on trip, mobile phone numbers for accompanying teachers and up to date medical information on pupils with allergies, epilepsy etc.

- Liaising with outside support agencies, parents, distressed visitors, and the media.
- Communicating and supporting staff, pupils in general, pupils more immediately involved or affected.
- Maintaining administration and services such as:
 - A telephone line free for outgoing and important calls
 - Providing a room for debriefing parents, counselling etc.
 - Logging events, letters to parents, telephone calls made and received
 - Dealing with normal school business

School evacuation Plan

An evacuation plan is already in place in our school is in practice at regular intervals through the school year.

A copy of school building with exits highlighted and our evacuation plan is displayed in each classroom and other key areas in the school, c.f. Health and Safety Plan.

Accidents & Injuries To Pupils

Title: Accidents and Injuries to Pupils policy of Saint Patrick's Infants N.S.

Background

- Appendix 47 Accident Report Form - See page 181 CPSMA Management Board Members' Handbook

■ Guidelines (*content of policy*)

Accidents/Injuries

- A minor accident or injury is constituted by a fall or bump (except to the head) which causes slight grazing or a superficial wound which is not deep.
- A serious accident or injury is when a child has a bump to the head, a deep wound or a badly injured

limb (suspected break, fracture or sprain).

- The following arrangements are in place for dealing with each of these situations:

All incidents must be recorded in the class incident book and reported immediately to the Principal/ Deputy Principal.

Serious accidents or injuries must be recorded on an accident report form and stored in the relevant file which is stored in the secretary's office.

- ❖ **In the case of minor injuries the wound is cleaned with water and pressure is applied by the teacher /SNA. Gloves must be worn at all times. The use of medication is not permitted. A parent will be contacted immediately at the teacher's discretion. A plaster or simple dressing may be applied to a wound unless a child has an allergy to it. Parents/ Guardians are contacted if a child receives a knock or bump to the head.**
- ❖ **In the case of a serious accident Parents/ Guardians are contacted immediately. The local doctor/emergency services shall be contacted if required urgently.**

- Contacting Parent in the event of an emergency

Home / Emergency contact numbers are listed on registration forms. Class lists are compiled, kept in the filing cabinet in reception and individual classes can be accessed by school personnel as required.

- In the event of an accident/ emergency

Render immediate aid

Contact Next of Kin

Contact Emergency Service – 999

Knight's Hill Medical Centre (021) 4503890/4552024

Dillon's Cross Medical Centre (021) 4503623

- The designated person on the staff who is consulted when dealing with accidents or injuries is the Principal or Deputy Principal.
- The Principal/ Deputy Principal decide if competent medical advice or treatment is required.
- The following procedures are followed in the event of such advice or treatment being required:
- Parents/guardians contacted by the secretary immediately by telephone in the event of a serious accident or if a child receives a bump or cut to the head. Child is immediately transported to hospital or if appropriate the emergency services are contacted.
- Where parents cannot be contacted the next point of contact is the person (emergency contact) named

by the parent/guardian on the child's registration form. The emergency contact numbers are stored in the child's class file in the filing cabinet in reception. These are updated on an annual basis upon registration and during the first month of Senior Infants.

- Where a child has a minor accident that does not require the parents' presence in the school, the parents are notified by the class teacher at home time. All incidents are recorded in the class incident book and reported to the Principal/Deputy Principal.
- Temporary/substitute teachers are informed of these procedures in the *Information for Temporary/Substitute Teachers* leaflet and advice may be sought from permanent staff.
- The First Aid kit is stored in the school reception. Ice packs are stored in the reception. There is also a first aid kit in each classroom and in the staffroom. Each kit contains Mediskin gloves, alcohol free antiseptic wipes and plasters. The school secretary under the guidance of the Safety Officer has responsibility for restocking the kits.
 - It is the policy of the Board of Management of St. Patrick's that a member of staff shall be trained to provide First Aid to staff and pupils.

In the case of minor injuries such as cuts/grazes, the wound is cleaned with water and pressure is applied by the teacher/SNA who is wearing gloves. No teacher can be required to administer medicine or drugs to a pupil unless a prior arrangement has been made with the Board of Management.

- The use of medication is not permitted unless it has been sanctioned by the Board of Management in consultation with the parents, teacher and Principal.
- In the case of suspected strains/breaks:
 - ✓ Try to minimise movement
 - ✓ Reassure the child
 - ✓ Contact parents
 - ✓ Seek competent medical aid/treatment
- Those treating injuries wear gloves and discard of them safely after each injury. There is a box of disposable gloves in reception, in the staffroom and also in each classroom.
- If parents/guardians cannot be contacted, the Principal/Deputy Principal and class teacher accompanies the pupil in the event that he/she needs medical treatment.

Records

- All incidents must be recorded in the class incident book. Refer to attached Report on Accidents in the school environment. Records will be recorded in the following formats:
 - An accident report form (Appendix 47 p. 181 CPSMA Handbook)
 - An accident report folder - one for the whole school to be monitored by the Safety Officer
- Records are kept in the Health and Safety file in the locked filing cabinet in reception. The Principal is responsible for these records. These records are submitted to the Chairperson of the Board of

Management in line with Appendix 47.

- The school maintains its records of accidents for 17 years or until the pupil reaches the age of 23 years.
- Serious injuries are reported to the school insurance company and, where appropriate, to the Health & Safety Authority in line with requirements of that body. This has been detailed in the school's Health and Safety Statement.

Enrolment

- Information regarding pupil health/allergies is sourced at time of enrolment. All children must have a completed registration form upon enrolment in the school. This form contains a section on medical information.
 - Information regarding pupil health/allergies and emergency contact details are updated annually. Children are given a form to update contact details and emergency contact numbers in September of Senior Infants. These are attached to the child's registration form in the class file.
- This information is on the registration form which is stored in the child's class file in the filing cabinet in reception. This information is communicated to the class teacher by the principal upon enrolment in their class.

■ Success Criteria

We will evaluate the success of this policy using the following criteria:

1. Participation by the staff members in maintaining safety measures and procedures.
2. Feedback from Safety Officer and Staff Safety Representative.
3. Feedback from whole staff.

■ Roles and Responsibility

The following people have particular responsibilities for aspects of the statement

- *Principal*
- *Class teachers*
- *Board of Management*
- *Staff Safety Representative*
- *Safety Officer*

It is the overall responsibility of the principal to ensure that staff is reminded of the decisions agreed upon as laid out in this policy.

■ **Timeframe for Implementation**

The decisions as laid out in this policy take effect immediately.

■ **Timeframe for Review**

This policy will be reviewed annually (in September of each year) or in light of experience, changes in legal requirements and operational changes.

■ **Responsibility for Review**

The Principal who has responsibility for Health and Safety will be responsible for the review of this policy.

■ **Ratification and Communication**

Parents were notified of its existence and were invited to look and comment on the policy, which was displayed in the school's Reception.

This policy will be distributed to all BOM members at meeting level. A copy will be given to Parents' Association representatives. It will be available to parents on the school website. It will be communicated to teachers via the school's server and to Special Needs Assistants via a hard copy in reception and in the Principal's Office.

Ratified by Board of Management on _____

Date

Signed _____

Chairperson, Board of Management

Consequences	Result	Anticipated absence
<input type="checkbox"/> Fatal	<input type="checkbox"/> Sick Leave	<input type="checkbox"/> 1-4 days ^o
<input type="checkbox"/> Non-fatal	<input type="checkbox"/> Excused	<input type="checkbox"/> 4-7days
	<input type="checkbox"/> Light Duty	<input type="checkbox"/> 8-14 days
	<input type="checkbox"/> Medicine	<input type="checkbox"/> More than 14 days
		<input type="checkbox"/> NONE, i.e. no anticipated absence on resulting from the accident or incident.

Has the accident been reported to the Health and Safety Authority? (See note below) Yes No Not applicable

Community and Comprehensive Schools should report all incidents to the State Claims Agency. Yes No Not applicable

Have you informed your insurance company? Yes No Not applicable

DETAILED DESCRIPTION OF ACCIDENT/INCIDENT

Give a full description of:

- the work/activity being carried out when the accident occurred;
- the equipment in use (if any).

Detail how the accident occurred.

- Attach:
- (A) Injured party's report.
 - (B) Witness list (level of detail required will vary depending on the severity of the accident).
 - (C) Witness statements (level of detail required will vary depending on the severity of the accident).
 - (D) Sketch or photograph of the scene, equipment etc. where appropriate.

Investigating staff member: _____

Name (Use capital letters): _____

Signature: _____

Date: _____

Note 1: Certain accidents must be reported to the Health and Safety Authority. Reportable accidents are all workplace fatalities and those accidents where a person is injured in the course of their employment and cannot perform their normal work for more than 3 calendar days, not including the day of the accident. A death, or an injury that requires treatment by a registered medical practitioner, which does not occur while a person is at work, but is related to either a work activity or their place of work is also reportable. Accidents may be reported on the Health and Safety Authority's Incident Report Form (IR1) or online at www.hsa.ie Further information can be found in Part 1 of the Guidelines in the FAQ's on Accident Investigating and Reporting.

Note 2: Please ensure all information gathered is in accordance with data protection principals outlined by the Data Protection Commissioner. For further information please log onto www.dataprotection.ie

Anti-Bullying Policy in relation to Pupils of Saint Patrick's Infants School

1. In accordance with the requirements of the Education (Welfare) Act 2000 and the code of behaviour guidelines issued by the NEWB (National Educational Welfare Board), the Board of Management of Saint Patrick's Infants School, Gardiner's Hill has adopted the following anti-bullying policy in relation to pupils within the framework of the school's overall code of behaviour. This policy fully complies with the requirements of the *Anti-Bullying Procedures for Primary and Post-Primary Schools* which were published in September 2013.

2. The Board of Management recognises the very serious nature of bullying in relation to pupils and the negative impact that it can have on the lives of pupils. Saint Patrick's Infants School recognizes the need to deal with incidents of bullying behaviour among our very young pupil population with particular sensitivity and thoughtfulness. We recognize that incidents must be managed positively and we must work towards preventing bullying behaviour. We will place a strong emphasis on social skills and behavior management. Our school is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

(a) A Positive School Culture and Climate which:

- acknowledges the right of each member of the school community to enjoy school in a secure environment
- is welcoming of difference and diversity and is based on inclusivity;
- recognises the need to work in partnership with and keep parents/guardians informed on procedures to improve relationships on a school-wide basis;
- promotes respectful relationships across the school community;
- promotes positive habits of self-respect, self-discipline and responsibility among all its members; and
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment;

(b) Effective Leadership:

The Board of Management and Principal are committed to ensuring that proper supervisory and monitoring measures are in place to prevent bullying and to deal with incidents appropriately as they arise.

Staff members

- share a collegiate responsibility under the direction of the Principal, to act in preventing bullying and aggressive behaviour by any member of the school community;
- actively promote the right of every member of the school community to be safe and secure in school;
- foster an atmosphere of friendship, respect and tolerance;
- develop children's self-esteem (SPHE curriculum)
- actively watch out for signs of bullying behaviour;
- model respectful behavior at all times;
- explicitly teach pupils school rules and also what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school;
- catch pupils being good, notice and acknowledge desired respectful behavior by providing positive attention;
- Consistently tackle the use of discriminatory or derogatory language in the school;
- Give constructive feedback to pupils when respectful behavior and respectful language are absent (THINK kind hands, kind feet, kind words); and
- Positively encourage pupils to comply with the school's code of behaviour and follow up and follow through with pupils who ignore the rules;

(c) A School-Wide Approach:

In Saint Patrick's Infants School we wish to nurture each child to develop his/her potential in a caring environment. We acknowledge the right of each member of the school community to enjoy learning in a secure and supportive environment. Countering bullying behaviour in all its forms is a necessary prerequisite to ensuring this right. This policy on countering bullying behaviour will support the vision of the school to encourage the holistic development of each child.

A positive school wide holistic approach involving management, staff, pupils and parents is key to the successful implementation of procedures.

Parents have a role and responsibility in helping the school to prevent and address school-based bullying behaviour. The school recognises the need to work in partnership with parents and to keep them informed on procedures to improve relationships on a school wide basis.

(d) A Shared Understanding of what Bullying is and its Impact.

All staff is aware that bullying is defined as unwanted negative behaviour, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

(e) Implementation of Education and Prevention Strategies (including awareness raising measures) that

- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, sexist, racist, homophobic and transphobic bullying and bullying based on a person's membership of a group and those with disabilities or special educational needs.
- effective supervision and monitoring of pupils;

When dealing with incidents of identity-based bullying that are deemed to be outside of the infant curriculum we will refer back to parents/guardians in handling the matter.

(f) Effective Supervision and Monitoring of Pupils:

The school takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary. It responds to the needs, fears or anxieties of individual members in a sensitive way.

(g) Supports for Staff:

The Board of Management ensures that all school staff has sufficient familiarity with the school's anti-bullying policy and this enables all staff members to effectively and consistently apply the policy when required.

(h) Consistent Recording, Investigation and Follow up of Bullying Behaviour. (including use of established intervention strategies)

- In our school we define the relevant teacher as being the class teacher(s). The relevant teacher must record the bullying behaviour in the standardised recording template (*Appendix 3 Anti Bullying Procedures for Primary and Post-Primary Schools*) and a copy must be provided to the Principal or Deputy Principal in the following circumstances:
 - In cases where he/she considers that bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and
 - Where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable.
- Records of bullying behaviour are filed separately from pupils' general files
- In the case of very serious incidents records of bullying behaviour are retained indefinitely

(i) On-Going Evaluation of the Effectiveness of the Anti-Bullying Policy

The Board of Management will undertake an annual review of this policy and its implementation by the school. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. The standardised notification (*Appendix 4 Anti-Bullying Procedures for Primary and Post-Primary Schools*) will be used.

3. Definition and Background

In accordance with the *Anti-Bullying Procedures for Primary and Post-Primary Schools* bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person or (persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- Deliberate exclusion, malicious gossip and other forms of relational bullying;
- Cyber –bullying; and
- Identity-based bullying such as sexist, racist, homophobic and transphobic bullying, bullying based on a person’s membership of a group and those with disabilities or special educational needs.
- Behaviour which can reasonably be perceived as dehumanizing, intimidating, hostile, humiliating, threatening or otherwise likely to evoke fear of emotional stress or physical harm;
- Name calling which extends to very personal remarks, aimed again and again at the one individual about appearance, clothing, personal hygiene, socio-economic background or involves references of an uncomplimentary nature to members of one's family. It may take the form of suggestive remarks about a pupil's sexual orientation;
- Taking of or damage to property;
- False reporting of bullying behaviour as a bullying behaviour in itself;

Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and are dealt with, as appropriate, in accordance with the school’s code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Examples of bullying behaviours	<ul style="list-style-type: none">• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.
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	<ul style="list-style-type: none"> • Physical aggression • Damage to property • Name calling • “Slagging” • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Inappropriate tone and/or gesture • Insulting or offensive gestures • The “look” • Invasion of personal space • A combination of any of the types listed.
Cyber	<ul style="list-style-type: none"> • Denigration: Spreading rumors, lies or gossip to hurt a person’s reputation • Harassment: Continually sending vicious, mean or disturbing messages to an individual • Impersonation: Posting offensive or aggressive messages under another person’s name • Flaming: Using inflammatory or vulgar words to provoke an online fight • Trickery: Fooling someone into sharing personal information which you then post online • Outing: Posting or sharing confidential or compromising information or images • Exclusion: Purposefully excluding someone from an online group • Cyber stalking: Ongoing harassment and denigration that causes a person considerable fear for his/her safety

	<ul style="list-style-type: none"> • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
<p>Identity Based Behaviours</p> <p>Including any of the nine discriminatory grounds mentioned in Equality Legislation (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p>Homophobic and Transgender</p>	<ul style="list-style-type: none"> • Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
<p>Race, nationality, ethnic background and membership of the Traveller community</p>	<ul style="list-style-type: none"> • Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above
<p>Relational</p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group

	<ul style="list-style-type: none"> • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	<ul style="list-style-type: none"> • Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues. • Mimicking a person's disability • Setting others up for ridicule

- Physical Aggression:

This behaviour includes but is not limited to pushing, hitting, shoving, punching, kicking, pinching, poking, tripping others. It may also take the form of severe physical assault. While pupils often engage in 'mess fights' they can sometimes be used as a disguise for physical harassment or inflicting pain. The school does not allow this behaviour (see Code of Behaviour).

- Verbal Behaviours and Intimidation:

Persistent name calling directed at the same individual(s) which hurts, insults or humiliates. Some bullying behaviour takes the form of intimidation: it may be based on the use of very aggressive

body language with the voice being used as a weapon. Particularly upsetting can be a facial expression which conveys aggression and/or dislike.

- Emotional Behaviours

Threats of persistent hurtful remarks regarding sensitive areas e.g. appearance, dress, progress, colour, culture and disability. Isolating or shunning a child. Teasing, taunting, threatening, exclusion or extortion. Bullying behaviour thrives in an atmosphere of uncertainty and secrecy in which the victim often feels a sense of hopelessness.

- Damage to Property

Personal property can be the focus of attention for bullying behaviour. This may result in damage to clothing, school books and other learning material or interference with a pupil's bag or lunch. The contents may be scattered on the floor, items of personal property be defaced, broken, stolen or hidden.

While every possible anti-bullying measure will be availed of by the school in terms of prevention and creating awareness, it is hoped that this will equip pupils with the skills to recognise bullying behaviour and to report on a related matter to a teacher, parent, visiting teacher or other responsible adult. Pupils are encouraged to tell. Working together, the school will investigate, where appropriate, offer advice, support and provide direction, as necessary.

Negative behaviour that does not meet the definition of bullying will be dealt with in accordance with the school's Code of Behaviour.

Isolated instances of aggressive behaviour, which would be dealt with under the Code of Behaviour, would not be described as bullying. However when the behaviour is systematic and ongoing, it is bullying.

4. The relevant teacher(s) for investigating and dealing with bullying is (are) as follows: the class teachers, Principal
 - The responsibility of the relevant teachers is to determine whether bullying has occurred.
 - This may be done in consultation with the Principal.
 - Learning Support/Resource teachers will report incidents observed or reported to the relevant teachers i.e. class teachers

5. The education and prevention strategies (including strategies specifically aimed at cyber-bullying, homophobic and transphobic bullying) that will be used by the school are as follows (see Section 6.5 of the *Anti-Bullying Procedures for Primary and Post-Primary Schools*):

School-wide approach

- A school-wide approach to the fostering of respect for all members of the school community.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of bullying behaviour.
- Fostering a school culture which is respectful of all differences, including children with special educational needs (SEN), will incorporate social inclusion measures to prevent isolation and encourage integration, developing social skills of SEN pupils and reinforce and reward good behaviour in all pupils.
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions. Anti-bullying issues may be raised through the school's religion programme Grow in Love; the Social Personal and Health Education Programme incorporating the Stay Safe, Walk Tall and RSE programmes, the Schools Completion Programme; Visual Arts, Drama and Circle Time. These are intended to develop self-esteem in our pupils and to heighten the awareness among pupils of respecting themselves and others.

Examples of lessons from these programmes are:

Grow in Love:

- Human dignity
- Social teaching of the Church
- RSE in a Christian context

Walk Tall:

- Junior Infants – Belonging and Co-operating Me and Others, Feelings
- Senior Infants – Developing Self-Esteem, Belonging, Feelings

Stay Safe

The following areas are dealt with in all classes over a 12 week period:

- Feeling Safe and Unsafe
- Bullying/Cyberbullying

- Touches
- Secrets and Telling
- Strangers

Through this programme of positive action the school promotes an atmosphere of friendship, respect and tolerance. It emphasises that bullying is unacceptable while also helping pupils to adopt strategies on how best to deal with bullying if it should occur.

RSE

- Junior Infants: I can be Safe, We have Feelings, Making Choices, We are Friends
- Senior Infants: Making Decisions, Others have Feelings too, These are my Friends.
- Whole staff professional development on bullying to ensure that all staff develops an awareness of what bullying is, how it impacts on pupils' lives and the need to respond to it- prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources
- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of bullying, to include pupils, parent(s)/guardian(s) and the wider school community.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extra-curricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Development and promotion of an Anti-Bullying code for the school-to be displayed publicly in classrooms and in common areas of the school.
- The school's anti-bullying policy is discussed with pupils and all parent(s)/guardian(s) are given a copy as part of the Code of Behaviour of the school (every year).
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and bullying prevention; regular school assemblies.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of bullying they are not

considered to be telling tales but are behaving responsibly.

- Ensuring that pupils know who to tell and how to tell, e.g.:
 - Direct approach to teacher at an appropriate time, for example after class.
 - Get a parent(s)/guardian(s) or friend to tell on your behalf.
 - Ensure bystanders understand the importance of telling if they witness or know that bullying is taking place.
- Identify clear protocols to encourage parent(s)/guardian(s) to approach the school if they suspect that their child is being bullied. The protocol should be developed in consultation with parents.
- The review of the school's Acceptable Use Policy to include the necessary steps to ensure that the access to technology within the school is strictly monitored, as is the pupils' use of mobile phones.
- The listing of supports currently being used in the school and the identification of other supports available to the school e.g. Schools Completion Programme

Implementation of curricula

- The full implementation of the SPHE curriculum and the RSE and Stay Safe Programmes.
- Continuous Professional Development for staff in delivering these programmes.
- School wide delivery of lessons on bullying from evidence based programmes, e.g. Stay Safe Programme, The Walk Tall Programme
- The school will specifically consider the additional needs of SEN pupils with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.
- The school will implement the advice in "Sexual Orientation advice for schools" (RSE Primary, see booklet).

Links to other policies

- The following school policies, practices and activities are particularly relevant to bullying, e.g. Code of Behaviour, Child Protections policy, Supervision of pupils, Acceptable Use policy, Attendance,

Prevention Strategies for Cyber Bullying

The Acceptable Use Policy (AUP) ensures the following:

- Supervision is always in place when students are online.
- Websites are previewed and evaluated.
- Firewalls and filters are installed through the school's Broadband scheme and these are regularly updated.
- Students' internet usage can be monitored by checking user files, temporary files and history files.
- Students do not have access to social networking sites such as Facebook and Twitter.
- All members of the school community are fully aware of the sanctions that will be imposed for the misuse of school computers to cause hurt and distress to other members. Our school encourages a 'telling' atmosphere, including the reporting of cyber bullying.

The following advice is offered for children to help prevent cyber bullying

- Don't reply to messages that harass or annoy you.
- Keep the message – you don't have to read it, but keep it.
- Tell someone you trust
- Block the Sender.
- Report Problems to the people who can do something about it i.e. Teacher or Parent.

Prevention of Cyber Bullying at Home

- Parents/Guardians must take full responsibility for their children's inappropriate use of the Internet or mobile phone outside school.
- Know your child's internet and phone use. Encourage children to show you websites they like visiting and what they do there.
- Register as a contact on your child's phone. Mobile operators in Ireland provide a 'Dual Access' service. This service allows both parent and child to have access to the account records held by the mobile phone company including account balances, numbers called and the services available on the mobile phone.
- Encourage respect for others. Talk to your child about the harm that can be caused by cyber bullying and ensure that they understand what the consequences might be for everyone involved.
- All incidents of cyber bullying that have their origins in school will be fully investigated, recorded and dealt with under the procedures laid down in the Anti-Bullying Policy.
- Incidents of cyber bullying that take place outside and affect a student in school will be

brought to the attention of parents/guardians.

6. The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as follows (see Section 6.8 of the Anti-Bullying Procedures for Primary and Post-Primary Schools):

Pupils will be made aware that reporting an incident of bullying is responsible behaviour.

Procedures for Investigating and Dealing with Bullying

The primary aim in investigating and dealing with bullying is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved (rather than to apportion blame);

The school's procedures must be consistent with the following approach.

Every effort will be made to ensure that all involved (including pupils, parent(s)/guardian(s)) understand this approach from the outset.

Reporting bullying behaviour

- Any pupil or parent(s)/guardian(s) may bring a bullying incident which has been reported directly to them or witnessed by them to any staff member in the school. This will then be reported to the relevant teacher.
- All reports, including anonymous reports of bullying, will be investigated and dealt with by the relevant teacher.
- Teaching and non-teaching staff such as secretaries, special needs assistants (SNAs), bus escorts, caretakers, cleaners must report any incidents of bullying behaviour witnessed by them, or mentioned to them, to the relevant teacher;

Investigating and dealing with incidents: Style of approach

- In investigating and dealing with bullying, the (relevant)teacher will exercise his/her professional judgement to determine whether bullying has occurred and how best the situation might be resolved;
- The school will work to ensure that there is no lack of clarity and that judgements are in line with school policy and not subjective;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of

the parties involved as quickly as possible;

- Teachers should take a calm, unemotional problem-solving approach.
- Where possible incidents should be investigated outside the classroom situation to ensure the privacy of all involved;
- All interviews should be conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way;
- When analysing incidents of bullying behaviour, the relevant teacher should seek answers to questions of what, where, when, who and why. This should be done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner;
- If a group is involved, each member should be interviewed individually at first. Thereafter, all those involved should be met as a group. At the group meeting, each member should be asked for his/her account of what happened to ensure that everyone in the group is clear about each other's statements;
- Each member of a group should be supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- In cases where it has been determined by the relevant teacher that bullying behaviour has occurred, the parent(s)/guardian(s) of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school should give parent(s)/guardian(s) an opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils;
- Where the relevant teacher has determined that a pupil has been engaged in bullying behaviour, it should be made clear to him/her how he/she is in breach of the school's anti-bullying policy. Efforts should be made to try to get him/her to see the situation from the perspective of the pupil being bullied;
- It must also be made clear to all involved (each set of pupils and parent(s)/guardian(s)) that in any situation where disciplinary sanctions are required, this is a private matter between the pupil being disciplined, his or her parent(s)/guardian(s) and the school;

Follow up and recording

- In determining whether a bullying case has been adequately and appropriately addressed the relevant teacher must, as part of his/her professional judgement, take the following factors into account:

- Whether the bullying behaviour has ceased;

- Whether any issues between the parties have been resolved as far as is practicable;
- Whether the relationships between the parties have been restored as far as is practicable;
- Any feedback received from the parties involved, their parent(s)/guardian(s) or the school Principal or Deputy Principal

- Follow-up meetings with the relevant parties involved should be arranged separately with a view to possibly bringing them together at a later date if the pupil who has been bullied is ready and agreeable.
- Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a bullying case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures.
- In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of bullying behaviour

It is imperative that all recording of bullying incidents must be done in an objective and factual manner.

The school's procedures for noting and reporting bullying behaviour are as follows:

Informal- pre-determination that bullying has occurred

- All staff must keep a written record of any incidents witnessed by them or notified to them. All incidents must be reported to the relevant teacher
- While all reports, including anonymous reports of bullying must be investigated and dealt with by the relevant teacher, the relevant teacher must keep a written record in the class incident book of the reports, the actions taken and any discussions with those involved regarding same. The class incident book is stored securely in the classroom.
- The relevant teacher must inform the principal of all incidents being investigated.

Formal Stage 1-determination that bullying has occurred

- If it is established by the relevant teacher that bullying has occurred, the relevant teacher must keep appropriate written records in the class incident book which will assist his/her efforts to resolve the issues and restore, as far as is practicable, the relationships of the

parties involved.

- In the case of more serious incidents of bullying behaviour the records will be stored securely in a file in the Principal's office.

Formal Stage 2 - Appendix 3 (From DES Procedures)

The relevant teacher must use the recording template at Appendix 3 to record the bullying behaviour in the following circumstances:

a) in cases where he/she considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he/she has determined that bullying behaviour occurred; and

b) In certain circumstances of extreme or exceptional bullying behaviour incidents must be recorded and reported immediately to the Principal or Deputy Principal as applicable.

When the recording template is used, it must be retained by the relevant teacher in question and a copy maintained by the principal. Incidents will be recorded in the class incident book. From Formal Stage 2 records will be stored securely in the Principal's office until the timeframe for the storage of records has passed (see Records and Recordkeeping policy).

Established intervention strategies

- Teacher interviews with all pupils
- Negotiating agreements between pupils and following these up by monitoring progress. This can be on an informal basis or implemented through a more structured mediation process
- Working with parent(s)/guardian(s) to support school interventions
- No Blame Approach
- Circle Time
- Restorative interviews such as framing behaviour as a failed attempt to solve a problem or to reach a goal, to assist the person who has misbehaved to find a better way to resolve problems or meet goals.
- Restorative conferencing
- Implementing sociogram questionnaires
- Peer mediation where suitable training has been given

7. The school's programme of support for working with pupils affected by bullying is as follows (see Section 6.8.16 of the Anti-Bullying Procedures for Primary and Post-Primary Schools) :

- All in-school supports and opportunities will be provided for the pupils affected by bullying to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g. Group work such as circle time, SPHE and STAY SAFE programme
- If pupils require counselling or further supports the school will endeavour to liaise with the appropriate agencies to organise same. This may be for the pupil affected by bullying or involved in the bullying behaviour.
- In cases where a school has serious concerns in relation to managing the behaviour of a pupil, the advice of the National Education Psychological Service (NEPS) should be sought.
- In relation to bullying in schools, Children First National Guidance for the Protection and Welfare of Children 2011 (Children First) and the Child Protection Procedures for Primary and Post-Primary Schools provide that in situations where “the incident is serious and where the behaviour is regarded as potentially abusive, the school must consult the HSE Children and Family Social Services with a view to drawing up an appropriate response, such as a management plan.”
- Any such referrals or consultations with NEPS or the HSE, in the context of this anti-bullying policy will be reported to the Board of Management by the Principal as part of the regular reporting on Child Protection issues, which is on the agenda of each Board of Management meeting.
- For cases of adult bullying the procedures as outlined in the INTO / Management Bodies publication “Working Together. Procedures and Policies for Positive Staff Relations” should be followed.
- Pupils should understand that there are no innocent bystanders and that all incidents of bullying behaviour must be reported to a teacher.

8. Supervision and Monitoring of Pupils

The Board of Management confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible. All staff is made aware of the following indicators of bullying behaviour:

Indicators of Bullying Behaviour

The following signs and symptoms may suggest that a pupil is being bullied:

- (i) Anxiety about travelling to and from school
- (ii) Unwillingness to go to school, refusal to attend,

(iii) Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school;

(iv) Pattern of physical illnesses e.g. headaches, stomach aches;

(v) Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays;

(vi) Visible signs of anxiety or distress e.g. stammering, withdrawing, nightmares, difficulty in sleeping, crying, not eating, vomiting, bedwetting;

(vii) Spontaneous out-of-character comments about either pupils or teachers;

(viii) Possessions missing or damaged;

(ix) Increased requests for money or stealing money;

(x) Unexplained bruising or cuts or damaged clothing; and

(xi) Reluctance and/or refusal to say what is troubling him/her.

There may be other signs depending on the individual and his/her circumstances. The above signs do not necessarily mean that a pupil is being bullied but if repeated or occurring in combination, these signs do warrant investigation in order to establish what is affecting the pupil.

The school acknowledges that there are three parties involved in bullying – those who bully, those who are bullied and those who witness the bullying. All staff keeps this in mind when dealing with bullying incidents and tries to support and work with all parties involved.

Supports for Pupils Affected by Bullying

- A programme of support for pupils who have been bullied must be put in place. Such pupils may need opportunities to participate in activities designed to raise their self-esteem, to develop their friendship and social skills and thereby build resilience whenever this is needed. The support that is required will depend upon the circumstances of the case. Teachers emotionally support victims, reassuring them that it was right to report the incident. They will be advised on how to prevent re-occurrence. Class lessons will be taught, mainly in SPHE dealing with respect, self-esteem and the issues of bullying.
- A programme of support for those pupils involved in bullying behaviour must also be part of the school's intervention process.

- Pupils involved in bullying behaviour need assistance on an ongoing basis. For those with low self-esteem, opportunities should be developed to increase feelings of self-worth.
- Pupils who engage in bullying behaviour will need support from their teacher to help them learn other ways of meeting their needs without violating the rights of others.
- Bystanders will also be supported and will be reassured that reporting an incident of bullying behaviour is responsible behaviour.
- Teachers must ensure the bully recognises the harm caused and does not repeat the behaviour. They must be helped to recognise the consequences of their actions and facilitating change in their attitude and behaviour. Class lessons will be taught, mainly in SPHE, dealing with respect, self-esteem and the issues of bullying.

Supports for parents/guardians

Parents/guardians who wish to discuss their child's difficulties in relation to bullying will be facilitated to meet on a one to one basis with the child's teacher, or with a relevant staff member/s. Any parental suggestions for appropriate supports for their child in the school setting will be considered and implemented, as far as practicable, within the school. Any parent who considers that their child's mental health is being affected by bullying, and is having a seriously detrimental effect on their child, should also contact their own GP for referral, if necessary, to the HSE's Child and Adolescent Mental Health Service (CAMHS). Support and advice for parents and their child may also be available through local professional, accredited counsellors and psychotherapists, specialist organisations and support services. Many websites also provide information for parents to help their child in relation to bullying.

Supports for staff

The Board of Management will ensure that members of the school staff have sufficient familiarity with the school's anti-bullying policy to enable them to effectively and consistently apply the policy when required. Supports for staff will be appropriate to the individual's role and will enable staff to recognise bullying, implement effective strategies for preventing bullying and, where appropriate, intervene effectively in bullying cases. Staff will be facilitated by the Board of Management to update skills on a regular basis in relation to bullying and its impact on pupils, and where approved in advance by the Board, funding will be made available for members of staff to attend training in specific areas at various centres or as part of whole school training.

9. Prevention of Harassment

The Board of Management confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the nine grounds specified i.e. gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

10. This policy was adopted by the Board of Management on _____ .

11. This policy has been made available to school personnel, published on the school website and is readily available to parents/guardians on request and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

12. This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Evaluation of Policy

The level and type of bullying behaviour, if any, that may be happening in the school is assessed regularly and action taken as a result of these findings. The school will make provision for periodic review of the prevention and intervention strategies in place. Surveys of pupils, staff and parents/guardians may be used to provide information and feedback on the effectiveness of the anti-bullying measures in place and to identify any significant behavioural trends that may benefit from early intervention and explicit targeted teaching.

The implementation and effectiveness of the anti-bullying policy will be regularly included as an item on staff meeting and management meeting agendas so as to ensure that concerns about the policy and/or the welfare of individual pupils can be addressed.

Furthermore, at least once in every school term, the Principal will provide a report to the Board of Management setting out:

- the overall number of bullying cases reported (by means of the bullying recording template) since the previous report to the Board and
- confirmation that all cases referred to above have been or are being dealt with in accordance with the school's anti-bullying policy and the *Anti-Bullying Procedures for Primary and Post-Primary Schools*.

The minutes of the Board of Management meeting will record the above but in doing so will not include any personal details of the pupils involved.

Some of the more practical indicators of the success of the policy will be positive feedback from staff, parents/guardians and pupils and observation of behaviour both within the school and out in the yard.

This policy was adopted by the Board of Management on _____ of May 2017.

Signed: _____

(Chairperson of Board of Management)

Date: _____

Date of next review: _____

Signed: _____

(Principal)

Date: _____

Anti-Adult Bullying policy

of

Saint Patrick's Infants N.S.

The Board of Management of Saint Patrick's Infants N.S. seeks to provide a supportive work place where all staff is free from all forms of harassment/bullying.

All complaints relating to bullying/harassment will be taken seriously and investigated thoroughly and promptly. All parties involved will be treated with respect.

Victimisation as a result of a member of staff raising a complaint will be treated as harassment/bullying and subject to disciplinary action. Similarly, staff will be protected from victimisation or discrimination for assisting in an investigation.

The Employment Equality Act (1998) explicitly states that any kind of harassment on legally defined discriminatory grounds is unlawful and constitutes discrimination contrary to the Employment Act 1998. In keeping with this and in line with our mission statement we along with our partners in Education endeavour to create a school climate and atmosphere where respect for each and every person is promoted.

Who is involved?

Individuals or groups of people can be responsible for or be the victims of harassment/bullying. It can occur at any level in the school.

There are three types of harassment:

- Adult bullying
- Sexual harassment on specified discriminatory grounds
- Other harassment on specified discriminatory grounds

1. Adult Bullying

We in St. Patrick's see bullying as "repeated aggressive behaviour of a verbal, physical or psychological nature"

Adult bullying can take many forms which usually include:

- Intimidation or harassment
- Aggression
- Verbal abuse
- Humiliation
- Undermining
- Dominance or abuse of power
- Different or unfavourable treatment
- Exclusion or isolation

Key features of adult bullying are that the behaviour is generally

- Persistent and / or systematic
- Unwanted
- Subtle
- Non- physical

The following is a definition of bullying set out by the Health and Safety Authority

"Bullying in the workplace is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another person or persons. Bullying is where aggression or cruelty, viciousness, intimidation or a need to humiliate, dominate the relationships. Isolated incidents of aggressive behaviour, while to be condemned, and should not be described as bullying. In the workplace environment there can be conflicts and interpersonal difficulties. Many of these are legitimate industrial relations difficulties, which should be dealt with through the appropriate industrial relations channels. Only aggressive behaviour which is systematic and on-going should be regarded as bullying."

Harassment/bullying may take subtle or insidious forms, which gradually wears a person down over a period of time. Harassment may take place where there are no witnesses and victims may be afraid to make a complaint because they fear that they may not be believed or that the harassment/bullying may themselves be afraid to come forward because they fear that they too may become victims.

Bullying /harassment is to be understood not necessarily by its intention but by the impact of the behaviour on the recipient.

Forms of Bullying

Harassment/bullying can be verbal, gesture or physical bullying, exclusion or extortion. It can be sexual, ageist, sectarian or racial in form or in undertone, or it can offend because of a person's disability. Some examples could be:-

- Using terror tactics, open aggression, threats or staring, shouting abuse or obscenities towards a colleague.
- Subjecting a colleague to unreasonable scrutiny, and being excessively critical about minor things.
- Regularly taking the credit for another person's work but never taking the blame when things go wrong.
- Undermining a person's authority, public humiliation in any form.
- Maliciously removing whole areas of work responsibility from an individual or reducing her/his job to routine tasks which are below her/his skills capabilities.
- Setting individuals impossible objectives, or constantly changing the work requirements and then criticising or reprimanding the individual for not meeting those requirements or objectives.
- Ignoring or cutting out an individual at meetings.
- Deliberately withholding information which an individual requires in order to do her/his job effectively.
- Ostracising and /or marginalising an individual, dealing with an individual only through a third party, excluding the individual from discussions, decisions, etc.
- Spreading malicious rumours about an individual.
- Blocking another staff member's development.
- Inflicting menial tasks.

- Refusing reasonable requests for leave.
 - Deliberately interfering with post and other communications.
2. **The Employment Equality Act (1998)** defines sexual harassment as any unwelcome act, request or conduct, which could reasonably be regarded as sexually or otherwise on the grounds of gender, to be offensive, humiliating or intimidating to the employee in question, such as
- any act of physical intimacy
 - any request for sexual favours
 - any other production, display or circulation of written words, pictures or other materials

The following is a definition of a code of practice issued in accordance with the European Commission's Code of Practice.

"Sexual harassment is unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men at work"

3. **Other harassment on Specified discriminatory grounds.**

The Employment Equality Act (1998) states that other harassment whether in the workplace or otherwise in the course of employment may constitute discrimination contrary to the legislation in circumstances where:

- ❖ The harassment arises from an employee's
 - Marital status
 - Family status
 - Sexual beliefs
 - Age
 - Disability

- Race or membership of the traveller community and
 - ❖ The harassment is unwelcome and could reasonably be regarded as offensive, humiliating or intimidating to the employee concerned.

Effects of harassment and bullying

(a) Effects on the victim

It is generally accepted that individuals who are constantly bullied lose their self-confidence, their self-esteem and are at an increased risk of suffering stress. Stress is associated with a wide range of ill-health effects. The long term exposure to harassment/bullying can have serious effects on an individual's health. This could include resignation in order to avoid contact with the bully, or absenteeism, which in turn can have a detrimental effect on the person's career. In severe cases it can include nervous breakdown, heart attack or even suicide.

(b) Effects on the School

Individuals working in a climate of fear and resentment do not perform to their capabilities. The adverse effects of harassment and bullying may result in increased absenteeism, staff turnover, low morale or poor performance levels.

What can you do if you think you are being harassed or bullied?

If you think you are being harassed/bullied at work, you should seek advice from any of the following "Contact people".

Contact People

Principal, Deputy Principal, Teachers' Representative of the Board of Management,

INTO Staff Representative, Chairperson of the Board of Management, Nominated Board of Management member.

Other specific actions you may take

- Log all incidents of bullying/harassment. Record dates, times and full details of the incident.

- Write down your feelings at the time and what your own response was.
- Speak to the alleged bully and make it clear that his/her behaviour is unacceptable and ask him/her to stop. If you cannot do this verbally, then do so in writing. Keep copies of any correspondence.
- Ascertain if there were any witnesses to the harassment/bullying.
- If possible avoid being alone with the alleged bully.

The purpose of the policy is to deter unacceptable behaviour and to create an environment where staff can work together free from harassment/bullying.

Procedures

There are two procedures for dealing with cases of alleged harassment/bullying, one *informal* the other *formal*. Individuals should familiarise themselves with the procedures below. Any of the people who are listed as 'contact people' can advise on both procedures. If the Informal Procedure is followed and the problem persists, the complaint can then be dealt with under the Formal Procedure.

(a) Informal Procedure

If an incident occurs which offends you, it may be sufficient to explain clearly to the person engaging in such behaviour that it is unacceptable. In circumstances where this is too difficult or too embarrassing to do on your own, you should seek support from one of the 'contact people'.

If you are in any doubt as to whether a type of behaviour is harassment/bullying, do not hesitate to approach one of the "Contact People" for advice, on an informal and confidential basis.

Many incidents of harassment/bullying can be dealt with effectively in an informal way, as often the harasser/bully may be unaware of the affect her/his behaviour is having on others.

(b) Formal Procedure

Your complaint should be made in writing to the Chairperson of the Board of Management and should detail the nature of the complaint. Your chosen contact person may help you to do so. However, you have the right to initiate a formal complaint without reference to a Contact Person.

The Board of Management will make every effort to ensure confidentiality will be observed by everyone involved while the complaint is being investigated.

There will be an independent investigation carried out by the Board of Management.

The Board will set down a timetable for the completion of the investigation.

The Board may engage personnel outside the school to assist in the fact finding investigation.

The victim will be interviewed as will the alleged harasser.

Separate interviews will be conducted.

Your Contact Person or Staff Representative will provide help and support during this process if you wish.

The investigation will be thorough, impartial and objective. It will be carried out with sensitivity and with due respect for the rights of the complainant and the alleged bully/harasser.

The complaint and the alleged Harasser/bully will have the right to be accompanied at all interviews. The alleged harasser/bully will be given full details of the nature of the complaint and will be given the opportunity to respond. Every effort will be made to ensure that meetings are conducted sensitively.

Strict confidentiality will be maintained throughout the investigation into the allegation. Where it is necessary to interview witnesses, the importance of confidentiality will be emphasised.

At the completion of the investigation, a report will be prepared, which will include the nature and details of the complaint, the response of the alleged harasser, the result of the investigation and the conclusion. A copy will be sent to both the complainant and the alleged harasser.

If the report concludes that harassment/bullying did take place, the harasser will be subject to a formal interview and the complaint will be treated as a disciplinary matter using the Board of Management's Disciplinary Procedure.

However, in some circumstances the use of the Disciplinary Procedure may not be appropriate. In such cases the outcome could result in training, counselling and a period of monitoring and appraisal.

If the period of appraisal is not satisfactory, then the Disciplinary Procedure may then be invoked.

There will be a right to appeal a decision using the agreed Appeals Procedure.

Nothing in the Formal or Informal procedure can override an employee's statutory rights.

Implementing and Monitoring the Code

All staff in Saint Patrick's Infants N.S. has a duty to ensure that their working environment is free from harassment/bullying.

See also Working Together (INTO) www.into.ie

Success Criteria

Practical indicators of the success of the policy

- *Positive feedback from teachers, parents, pupils*
- *Observation of behaviour in classrooms, corridors, yard*

Roles and Responsibility

- *The SPHE/PE post holder will coordinate and monitor the implementation of this policy.*
- *The principal has particular responsibilities for noting, recording and responding to incidents.*

- *The principal plays a managerial and supportive role by ensuring that the policy is communicated to all staff and implemented in the school. If there are serious incidents of bullying the principal will become involved in dealing with the parties involved.*

Implementation Date

This policy will take effect immediately.

Timetable for Review

The operation of this policy will be reviewed and, if necessary, amended on a yearly basis (in May of each school year).

Ratification & Communication

Parents were notified of its existence and were invited to look and comment on the policy, which was displayed in the school's Reception and on the school's website.

This policy will be distributed to all BOM members at meeting level. A copy will be given to Parents' Association representatives. It will be available to parents on the school website and as a hard copy in reception. It will be communicated to teachers via the school's Intranet and to Special Needs Assistants via a hard copy in reception and in the Principal's Office.

Communication and Consultation

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

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

Communication is integral to the organisation and operation of the safety management system, therefore the following arrangements for communication of safety information is;

- All staff of St Patrick's Infants National School will be made aware of the content of the safety statement, and the associated safety policies/procedures, risk assessments, minutes of safety committee meetings, results of audits and results of performance reviews where required.
- Electronic and hard copies of the safety statement and the associated policies will be made available to Parents, their Association Representatives, members of the public, contractors, visitors, when visiting the school.

Contractor Procedures

A control system will be in place to manage the activities of all contractors and visitors. All contractors and visitors will co-operate with the provisions of this system.

All contractors who wish to work for St Patrick's Infants National School must be registered on an Approved Contractor Register. In order to have their name added to the register, the following items must be produced:

- Copy of all employers and public liability insurance certificates.
- Copy of the Contractor Company Safety Statement
- Copy of any specific Method Statements applicable to the more hazardous work to be carried out.
- Copy of any applicable statutory test or examination certificates for equipment brought or used on the premises.
- All contractors must work in compliance with the contractor control procedure as specified.
- Copy of the signed off Contractor Control Procedure

A visitor is defined as any person who comes inside the premises for the purpose of sales, meetings, tour, visiting staff members or management. The visitor will not carry out any work and will be accompanied by a member of staff at all times during the visit.

CONTRACTOR SAFETY AGREEMENT

I _____, representing _____, having read, understood and accepted all the conditions laid out in this contractor control policy will ensure my staff carry out all operations in a safe manner in compliance with the conditions stated. I accept that any deviation from this policy may affect our company status on your contractor register.

Signed on behalf of Contractor: _____

Signed on behalf of School: _____

date: _____

Safety statement record of receipt

The Board of Management is obliged, under the Safety, Health and Welfare at Work Act 2005 to provide a safe and healthy school environment for staff, pupils and visitors to the school. In this regard, the Board of Management in co-operation with the school community has drawn up a safety statement, which is a written statement specifying how safety and health is managed in this school.

The safety statement will be reviewed and updated annually or more frequently if necessary.

Staff are reminded of their responsibilities under the Safety, Health and Welfare at Work Act 2005 which include:

- Complying with safety and health legislation, (both) in the 2005 Act and other relevant legislation;
- Taking reasonable care to protect his or her own safety, health and welfare and that of any other person who may be affected by his or her acts or omissions at work;
- Co-operating with his or her employer or any other person as necessary to assist that person in complying with safety and health legislation as appropriate;
- Taking account of the training and instructions given by the Board of Management, correctly using

Any article or substance and protective clothing and equipment provided for use at work or for his/her

Protection;

- Reporting a breach of safety and health legislation or any defect in the place of work, the systems of

Work or in any article or substance likely to endanger him or her or another person, which comes to his/her attention.

Each staff member is requested to sign the form overleaf below and return it to

_____ Safety officer (principal)

Performance measurement

The Board of Management of St Patricks Infants National School will ensure a proper system is in place to measure and monitor its performance of its safety and health management system

This will be done by measuring performance against agreed standards such as:

- ✓ legislative requirements;
- ✓ the school safety and health policy and the written risk assessments contained in the safety statement;
- ✓ safety and health objectives, as part of the school plan.
- ✓ Periodic review meetings (sub policy) involving principal, Health and Safety officer, etc.

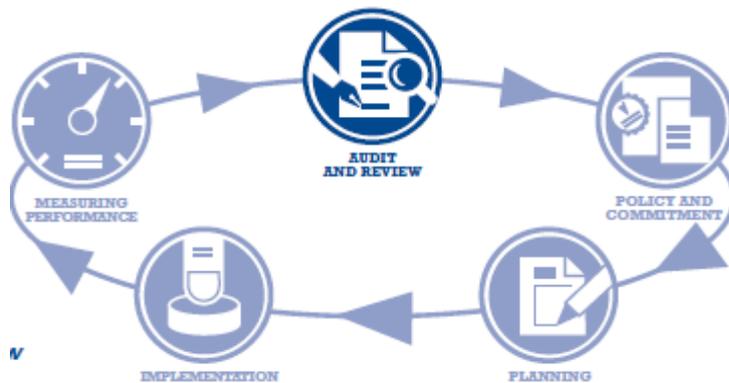
This will reveal when and where improvement is needed and how effectively the SMS is functioning.

School management, (the BOM) working with the safety committee, should establish monitoring structures and procedures to monitor the school's safety and health performance. This is to ensure that planned actions contained within the school's safety and health plan have actually taken place or where they have not that they are scheduled to be addressed.

Monitoring will be achieved in a number of ways, e.g. periodic review meetings (Board of Management), to ensure the safety management system is in operation and the safety statement incorporating risk assessments are in place. The safety personnel may conduct formal inspections and checks of all school areas at pre-defined timeframes to establish items arising. Monitoring can be completed by carrying out inspections and equipment checks on items such as fire detection installations and emergency doors. Periodic reviews of accidents, near misses, and dangerous occurrences are also required to establish corrective action to be taken.

The safety Officer will also check that the safety statement is being implemented and will note any issues arising. Active self-monitoring ensures that any changes in operating conditions, equipment or legislation are taken into account.

Audit and Review



Auditing and reviewing the SMS by the Board of Management are the final steps in the management cycle. This step enables the school to maintain and develop its ability to reduce risks and ensure the effectiveness of the system.

The school will evaluate the impact of the safety System annually, (e.g. per term,), taking into account feedback from the school community, significant incidents and/or accidents, dangerous occurrences, new regulatory and legislative requirements and other relevant developments.

Information produced from on-going monitoring can be used to review current policies and procedures and so help improve performance.

An annual safety and health audit will be carried out by the Health and Safety Officer with the School Principal. This is a comprehensive review and report on all aspects of safety and health management in the school. The Audit form comprised of a non-exhaustive list of items to be checked is enclosed.

The safety statement will be revised at least annually and as necessary in light of any new developments.

All members of the school community will be informed of the full contents of any revisions to the statement.

Annual School Audit

A. Fire Safety. School Record for School Year _____

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

Annual School Audit

A. School Environment. School Record for School Year

Date	Identified Damage/Hazard	Location in school	Reported to... Date	Action taken	Cost/Observations etc in maintaining safety