REPLACEMENT OF ACM SLATES PROJECT AT HERBERTSTOWN NATIONAL SCHOOL

PRELIMINARY HEALTH AND SAFETY PLAN



TEN

25FPC027-PHSP-01
Preliminary Safety and Health Plan
T1
07/10/2025

Document Revisions

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TENDER

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INTRODUCTION

This plan has been prepared in accordance with the Safety, Health and Welfare at Work (Construction) Regulations 2013 (SI No. 291 of 2013) and subsequent amendments thereof.

This document has been prepared for the purpose of providing information for the Project Supervisor Construction Stage (PSCS).

All relevant documentation must be passed on to the Client (Herbertstown National School) upon completion of the project.

The Client requires full implementation of all relevant Safety and Health Regulations by the design team and contractor to ensure the safe replacement of specific windows within the existing national school and associated works.

This Preliminary Health & Safety Plan was developed for tender stage of design & build. The PSDP role for the construction will be part of the Design & Build tender scope of works.

1. The Client must appoint in writing a competent PSDP.

2. The PSDP must notify the HSA and has prepared a Preliminary Safety and Health Plan.

3. The PSCS must prepare Site Specific Risk Assessments and the Developed or Final Construction Stage Safety and Health Plan.

4. The PSCS must hold a site induction meeting, to bring to the attention of all relevant personnel, the contents of any Safety & Health Plan method statements & site-specific risk assessments.

5. The PSDP will ensure compliance of all temporary works designers and specialist designers with their duties under the Regulations.

6. The PSCS must assemble and collate the relevant records for inclusion in the Safety File.

7. The PSDP will compile the Safety File and deliver it to the Client upon completion of the Works.

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OVERVIEW

This Preliminary Safety and health Plan has been prepared for the Herbertstown National School Board of Management, through Emergency Works Scheme funding provided by the Department of Education, requires the following roof replacement works to be undertaken.

The proposed works relate to the existing school building, specifically the pitched roof section located over the original part of the school constructed circa 1943. The affected roof area covers approximately 180 m² and is currently finished with asbestos-containing material (ACM) slates. The works are restricted to the highlighted sections of the existing roof only — refer to the relevant drawing(s) for the exact location of works.

The works are strictly limited to the replacement of the existing slates, battens, and breathable membrane within the defined areas. The project involves the removal and safe disposal of the existing ACM slates in accordance with current asbestos regulations and best practice

guidelines. Following removal, the affected roof section will be recovered with suitable modern roofing materials, including the replacement of all associated battens and installation of a new breathable membrane.

While the new roof will be designed to facilitate the future installation of photovoltaic (PV) solar panels, the installation of the PV system itself does not form part of these works.

The works are confined exclusively to the roof structure. No alterations or interventions to internal rooms are proposed. The spaces located directly beneath the affected roof—comprising the 3rd & 4th Year Classrooms, SET 1, and SET 2—will remain operational throughout the works. Appropriate health, safety, and access control measures will be implemented to ensure the protection of building occupants and to minimise disruption to school activities.

The replacement of the existing roof covering is required to ensure compliance with current health and safety standards and to provide a suitable structural base for the future safe installation of a PV system, which cannot be mounted on asbestos-containing roofing materials.

This project will therefore both eliminate a hazardous material and prepare the structure for the integration of renewable energy infrastructure, contributing to the school's long-term sustainability and compliance with modern building and environmental standards.

The proposed works associated with the replacement of ACM Slates is within the existing national school at Herbertstown National School, Herbertstown National School, Herbertstown, Kilmallock, Co. Limerick, V35 KX63.

Contractor to co-ordinate and co-operate with the PSDP, PSCS and other designers in accordance with the Safety Health and Welfare at Work (Construction) Regulations 2013.

The purpose of this plan is to identify features of design and construction affecting Safety and Health to the Project Supervisor for the Construction Stage (PSCS) for the development of the Construction Stage Safety and Health plan.

This plan has been prepared in accordance with the requirements of the Regulation 12(1) (a) of S.I. No. 291 of 2013, of the Safety, Health and Welfare at Work (Construction) Regulations 2013. This revision of the preliminary plan has been prepared based on information provided by the designers, Client and by reference to the attached appendices of this document.

The information contained in this plan has been prepared prior to the commencement of work onsite and prior to the completion of the design process by all designers due to the emergency nature of the works. It does not take account of any matters or information which may come to light after that time.

A copy of this Safety and Health Plan is to be made available to all identified project personnel and any subsequent revisions to the plan will be circulated to all parties.

On appointment, the contractor for the execution of the works shall be appointed as Project Supervisor Construction Stage (PSCS) in accordance with the requirements of the Health, Safety and Welfare at Work (construction) Regulations 2013.

This document was prepared in accordance with the requirements of the Safety Health and Welfare at Work Act, 2005, Safety Health and Welfare at Work (General Application) Regulations, 2007 and Safety, Health and Welfare at Work (Construction) Regulations 2013, otherwise known as the "Construction Regulations".

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It explains how the implementation of the Construction Regulations will be executed for this project. It is to be modified and revised as needed to keep it up to date with the progress of the work and any significant changes that occur as the design and construction work progresses.

GENERAL STATEMENT OF POLICY

The greatest importance to the health and safety of all persons employed on the project should be the main concern for all Contractors and Sub-Contractors. Therefore, every effort will be made for the duration of the project to provide safe and healthy working conditions and to prevent fire, accidents and other hazards. Safety is an integral part of the overall management strategy and an effective safety regime is to be established which would aim to intervene before accidents or incidents occur. All Clients, Consultants, Contractors and Sub-Contractors are obliged to co-operate with and abide by the provisions of this Safety and Health Plan.

APPLICABLE REGULATORY REQUIREMENTS

Client/End User and Fortress Planning expects all construction work to be carried out in compliance with current applicable safety laws and regulations in Ireland including, but not limited to, the following:

- Safety, Health and Welfare at Work Act, 2005
- Safety Health and Welfare at Work (General Application) Regulations, 2007
- Safety Health and Welfare at Work (Construction) Regulations 2013 (SI 291)
- Safety Health and Welfare at Work (General Application) (Amendment) Regulations 2012 (S.I. No.445 of 2012)
- Safety, Health and Welfare at Work (Control of Noise at Work) Regulations 2006 (S.I. No. 371 of 2006)
- Safety, Health and Welfare at Work (Control of Vibration at Work) Regulations 2006 (S.I. No. 370 of 2006)
- Safety, Health and Welfare at Work (Work at Height) Regulations 2006 (S.I. No. 318 of 2006)

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1.0 GENERAL DESCRIPTION OF PROJECT

Herbertstown National School has need to replace specific ACM (Asbestos Containing Materials) slates in existing building which was built in the late 1940s. The works will be located within the footprint of the existing school building.

The works are anticipated to be undertaken in a 4 week period from Monday 12/01/2026 to Friday 06/02/2026.



Fig 1-1 Site Plan

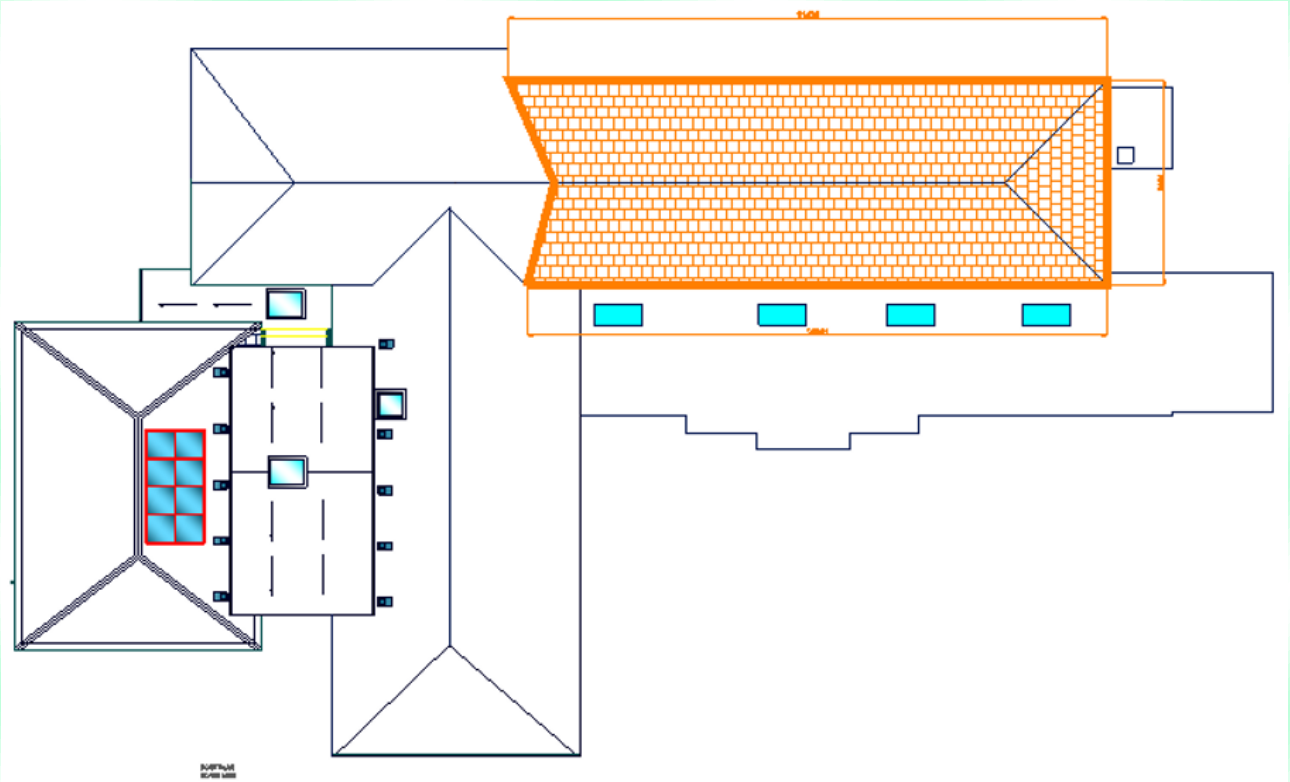


Fig. 1-2 Relevant School Plan



Fig. 1-3 Photo of relevant roof section from Asbestos Survey Report (Front & Side)



Fig. 1-4 Photo of relevant roof section from Asbestos Survey Report (Rear)



Fig. 1-5 Photo of the difference of the asbestos and non-asbestos slates can be seen in the weathering of the slates

2.0 PROJECT DETAILS

Client	
Name	HERBERTSTOWN NATIONAL SCHOOL
Address	Herbertstown National School, Herbertstown, Kilmallock, Co. Limerick, V35 KX63
Telephone Number	061-385340
Project Supervisor for the Design Process (PSDP) for the Purposes of D+B Tender	
Name	Fortress Planning
Address	Canopy Street, Cashel, Co. Tipperary, E25 AW80
Telephone Number	062-65566
Contact Name for PSDP for the Purposes of Tender	
Name of Person	Mike Ryan
Names of (Exemplar) Designers Involved in Project – Building Surveyor	
Name	Fortress Planning
Address	Canopy Street, Cashel, Co. Tipperary, E25 AW80
Telephone Number	062-65566
Names of (Exemplar) Designers Involved in Project – Mechanical and Electrical	
Name	N/A
Address	N/A
Telephone Number	N/A
Names of (Exemplar) Designers Involved in Project – Civil and Structural	
Name	N/A
Address	N/A
Telephone Number	N/A
Names of Specialist Equipment Designers Involved in Project	
Name	N/A
Address	N/A
Telephone Number	N/A
Project Supervisor for the Construction Stage (if known)	
Name	T.B.C.
Address	T.B.C.
Telephone Number	T.B.C.

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2.1 Appointment of Project Supervisor for the Construction Stage (PSCS)

It is anticipated that the successful Contractor will be appointed as PSCS for the works. It is a requirement of the procurement process that the nominated PSCS demonstrates that they are competent to carry out the role for these particular construction activities.

2.2 Estimated Timescale of Project

2.2.1 Estimated Timescale of Work on the Construction Site

The estimated timescale for the project on site is: **4 weeks** commencing the 12th January of 2026

Note: The proposed duration of works advised above is provisional, pending confirmation by the Project Supervisor (Construction Stage) that they are practicable.

2.2.2 Basis this Timescale was Estimated on

This timescale is based using knowledge from previous project and a provisional programme and is dependent on all materials being delivered to site on time and on the assumption that works will be carried out in accordance with the proposed design and strict programme schedule outlined in the Works Requirements Volume A of the Instructions to Tender.

The PSDP must be notified before the issue of any change orders / contract variations (e.g.: additional works) in order that their impact on time related aspects of the project may be assessed taking into account the general principles of prevention.

The appointed Contractor shall provide written confirmation that the Contract Period is adequate for the safe construction of the works taking into consideration the implications arising from the nature of the works.

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2.3 Project Safety Objectives

2.3.1 The safety aims of this project are to:

- Avoid Unsafe Work Practices and to safeguard the health and safety of contractors and other persons affected by the project.
- Prevent disruption to School services.

2.3.2 Particular objectives to achieve this are as follows:

- Regular Inspections/Audits.
- Reporting of Near Misses.
- Client Involvement in Monitoring and Auditing.

3.0 DRAWINGS / SPECIFICATIONS

A full set of Performance Drawings and Specifications must be prepared for the work. These are to be read in conjunction with the Preliminary Safety and Health Plan.

4.0 EXISTING SAFETY FILE / EXISTING RECORDS

There is no relevant safety file / information available for this part of the existing school.

The Contractor/PSCS is advised to review the tender documentation available and take into account all relevant information.

5.0 INFORMATION REGARDING THE PROPOSED SITE

5.1 Relevant Adjoining Land Uses

The Herbertstown National School Campus located in a rural area. The school is bounded by

1. residential dwellings to the north and west
2. agricultural field to the east
3. Playschool and sport complex access road to the south.

Emergency Department services are located adjacent to the proposed works to the north and south of proposed works and are accessed via the existing paediatric unit entrance. This list is a live document and will be updated during the course of the Works. It is SCHOOL intention to divert all deliveries via other access points, where feasible and in order to facilitate a full or partial handover of the services courtyard to the Contractor.

5.2 Site Restrictions

5.2.1 Restrictions on Working Hours

All construction activities shall be restricted to between 7a.m. to 9p.m. Monday to Friday and 8a.m. and 4p.m. Saturday with prior agreement from school.

Construction activities likely to generate excessive noise are not permitted to take place outside the hours of 9a.m. to 7:30p.m. Monday to Friday. Non noise generating works can proceed outside of these hours.

Works may take place on Sundays, Bank Holidays or Public Holidays with prior agreement from school. In addition, the Contractor shall obtain prior approval from the Employer if it is proposed to undertake work outside of the above listed hours.

The Employer operates a stringent Risk Assessment / Method Statement protocol that the Contractor must adhere to at all times while working on the school Campus.

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5.2.2 Site Restrictions and Restrictions on Access

Operatives must take precautions as follows:

Contractors are to observe the Employer's rules and procedures when working in School areas along with the measures contained in the Works Requirements document.

Restrictions on access are outlined below:

- Contractors must submit a copy of their Safepass card prior to attending work on site
- For all works to be undertaken inside the School building and any works impacting on School services, access, etc, must be executed outside of normal school hours when school is vacant.
- Task and Site Specific RAMS will be required for all works impacting on School services, access routes, internal works etc.

Access to existing School areas – all access will be via the front access gate on the west of the site and access doors to the front (west) and rear (north), no tools, equipment and materials shall be allowed to enter the existing School areas unless cleaned and agreed with school, clean clothes and blue shoe covers shall be worn in the existing School areas. Access to interior of school not envisaged but if necessary should be covered in RAMS and school given advanced notice and route agreed.

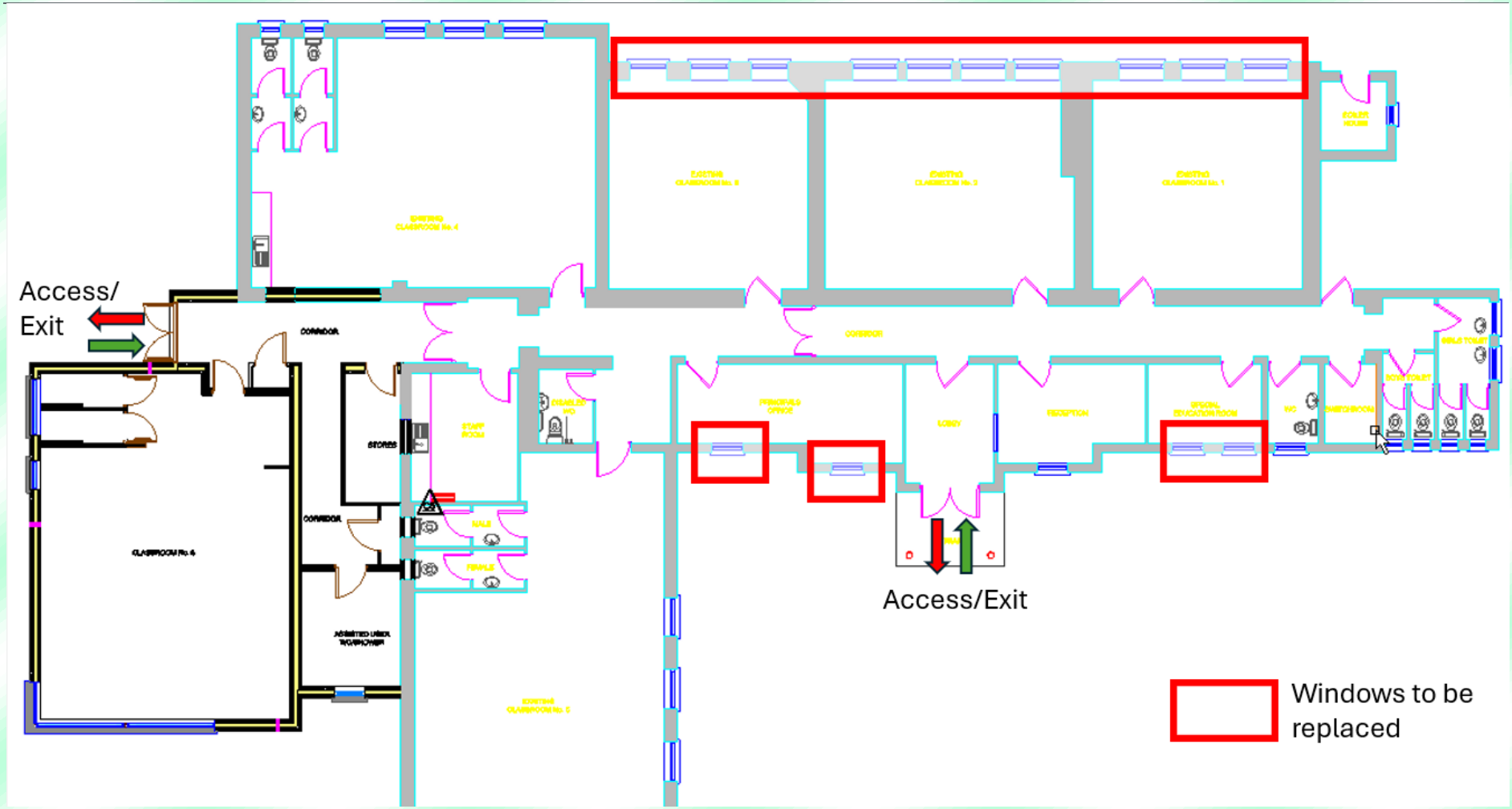


Figure 1-6

5.2.3 Restrictions on Dust, Noise and Vibration

As the works are within school, consideration will need to be given to minimising disruption in the form of dust, noise and vibration.

Dust: Duty to minimise the amount of dust generated on site.

The Contractor shall carry out the works in accordance with the National Guidelines for the Prevention of Nosocomial Invasive Aspergillosis During Construction / Renovation Activities published by the National Disease Surveillance Centre.

The Contractor should make himself familiar with the following documentation:

- The Aspergillus Risk Assessment and the prevention control measures therein Factsheet - Health Protection Surveillance Centre (hpsc.ie)
- Adult respiratory hygiene poster 2020 Respiratory Hygiene Posters - Health Protection Surveillance Centre (hpsc.ie)
- The HSPC Adult respiratory Hygiene Poster Respiratory Hygiene Posters - Health Protection Surveillance Centre (hpsc.ie)

Under the National Guidelines for the Prevention of Nosocomial Invasive Aspergillosis During Construction / Renovation Activities, these works shall be classed as "Type D – Major External Non-Containable Activities" under Construction/Renovation Activity and "Group 4 – High Risk" under population Risk Groups with all associated preventative measures to be implemented during construction.

In addition to the requirements described above, the control measures outlined in the National Guidelines for the Prevention of Nosocomial Aspergillosis under Class III for both internal and external operations are listed respectively in **Table 1-1** and **Table 1-2** below.

In addition to implementing all of the control measures described in **Table 1-1** and **Table 1-2**, the contractor will also be required to submit a pre-commencement method statement to include all dust suppression controls.

The "Infection Control Construction Permit" will be used for all Internal works in the existing School.

The "Nosocomial invasive aspergillosis preventive measures compliance checklist" will be used by the Client to undertake random infection control inspections of the external site works and issue comments with regard to how the works are being completed from an infection control perspective.

It is expected that the controls listed in **Table 1-1** and **Table 1-2** below will be used as a guide to inform the contractor's method statement. The tables below should be extracted from this document and the contractor will be expected to show compliance with each measure before works can commence.

Class III infection prevention and control measures as outlined in the National Guidelines for the Prevention of Nosocomial Aspergillosis.

Table 1-1: Class III infection Prevention and Control Measures for External Operations

Class III infection prevention and control measures as outlined in the National Guidelines for the Prevention of Nosocomial Aspergillosis.

Contractor responsibilities with respect to the control of Aspergillus during External Operations on School Construction Projects where CLASS III Control Measures are required		
Item No.:	**Control Measures**	**Required Y/N**
Dust Control		
1.	Execute work by methods to minimise dust generation from construction or renovation activities	Y
2.	Provide active means to minimise dust generation and migration into the atmosphere.	Y

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Contractor responsibilities with respect to the control of Aspergillus during External Operations on School Construction Projects where CLASS III Control Measures are required		
Item No.:	**Control Measures**	**Required Y/N**
3.	During dry weather soil must be regularly dampened for periods involving any ground works.	Y
4.	In the interests of infection control, pupil privacy and speedy completion of the contract, the Contractor must liaise on an ongoing basis with the Employer's representative.	Y
5.	The Contractor shall ensure that all containers, skips or vehicles entering or leaving the site and containing soil, debris or any material which may generate dust, are enclosed on all sides and sprayed down with water or are covered with dampened dust proof sheets.	Y
6.	Spray excavation works, demolished works or other dust generating works during dry weather or where dust is likely to be generated, during the works. The Contractor shall provide cold water, at regular intervals throughout the site for local watering of the site to control dust transmission.	Y
7.	The Contractor shall maintain the site in a clean condition at all times and shall not allow situations to arise in which cleaning will result in higher dust concentration than required for the proper execution of the works.	Y
8.	Organic refuse and spoil shall be removed from the site where not required – and all topsoil to be moved shall be damped if necessary, to minimise resulting dust generation.	Y
9.	All demolition areas should be thoroughly dampened before and during the work, by means of water spraying	Y
10.	For any concrete or masonry cutting work, wet cutting concrete saws only should be used.	Y
11.	Wind conditions should be monitored, with additional damping down arranged as necessary to suppress dust. Skip, truck, fill material and rubble/spoil coverings should also be appropriately secured against expected winds.	Y
Debris removal and cleaning		
12.	The contractor should liaise with School management in order to gain approval for the construction activity. Ensure that the permission has been issued in collaboration with the Employer in order to ensure that dust is minimised from the construction site and that the construction site measures are being adhered to.	Y
13.	The Contractor shall generally provide fungicidal shoe cleaning tack mats on a walk over access basis at all site exits (within the school) to be maintained to a proper saturation level with an approved fungicide at all times.	Y
14.	All stockpiles of rubble, spoil, pile shaft arisings and other waste materials should be covered and thoroughly dampened down by means of water spraying before and during disturbance or removal.	Y
15.	All trucks used for the delivery of fill materials and/or the removal of rubble/spoil/waste should be securely covered.	Y
16.	Arrangements made to isolate ventilation inlets, heating and waste shafts, as required.	Y
17.	Ensure that site staff do not use School facilities, unless by prior arrangement.	Y
18.	Ensure that through Safety Statements, instruction and general notices that all persons on site are fully informed in relation to Aspergillus risk and are obliged to take all reasonably practicable measures to avoid such risk.	Y
19.	Establish cooperation between the nominated School contact on an on-going basis in respect of the same.	Y

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Contractor responsibilities with respect to the control of Aspergillus during External Operations on School Construction Projects where CLASS III Control Measures are required		
Item No.:	**Control Measures**	**Required Y/N**
Traffic Control		
20.	A traffic path should be designated in the contractors traffic management plan for the removal of rubble from the construction site	Y
21.	Ensure that site traffic and School traffic remain separated as much as possible throughout the period of risk	Y
22.	Cover all vehicles carrying friable or granulated material, in order to contain dust.	Y
23.	Ensure that measures are in place so that vehicular traffic exiting the site is clean on leaving the site and ensure that the roadway outside the site is maintained in a clean condition	Y

Table 1-2: Class III infection Prevention and Control Measures for Internal Operations

Class III infection prevention and control measures as outlined in the National Guidelines for the Prevention of Nosocomial Aspergillosis

Contractor responsibilities with respect to the control of Aspergillus during Internal Operations on School Construction Projects where CLASS III Control Measures are required		
Item No.:	**Control Measures**	**Required Y/N**
Dust Control		
1.	Execute work by methods to minimise dust generation from construction or renovation activities	Y
2.	Provide active means to minimise dust generation and migration into the atmosphere. All demolition areas should be thoroughly dampened before and during the work, by means of water spraying.	Y
3.	Disturbance of ceiling / tiles carries a significant risk of generating a lot of dust that is difficult to control. If ceiling tiles must be disturbed in an area (for visual inspection, feeding through cables or clipping cables) the room/area should if at all possible be vacated for the duration of the work and pupils should not return to the area until the ceiling tiles are replaced and the area is cleaned.	Y
4.	Internal works in existing School buildings under this contract shall be completed under permission from the school. This shall assist in ensuring that the contractor is fully prepared to carry out daily schedules of work and provide for alternative arrangements as necessary to progress the contract in conjunction with scheduled activity. Staff at local level shall also cooperate with the Contractor to progress works in conjunction with activity. In the interests of infection control, pupil privacy and speedy completion of the contract, the Contractor must liaise on an ongoing basis with staff locally.	Y
5.	Immediately replace ceiling / tiles displaced for visual inspection.	Y
6.	Cutting of items such as ceiling / tiles must be done outside the areas wherever possible, inside the site compound or in a location agreed with the school .	Y
7.	Cutting small openings i.e. <50mm in plasterboards, ceilings, or walls shall where possible be done from the least risk, side e.g. corridor.	Y
8.	Debris leaving the works area must be completely enclosed and the outside of the bag/container must be free from dust.	Y
9.	Debris must be removed from the building area without exposing staff or pupils.	Y

TENDER ISSUE

Contractor responsibilities with respect to the control of Aspergillus during Internal Operations on School Construction Projects where CLASS III Control Measures are required		
Item No.:	**Control Measures**	**Required Y/N**
10.	Contain debris in covered containers or cover with an impermeable or moistened sheet before transporting for disposal	Y
11.	Vacuum cleaners must have a filter. The filter should be changed regularly.	Y
12.	Vacuum dry floors and wet mop as needed promptly when work is completed	Y
13.	Wipe dust from adjacent horizontal ledges and vertical edges promptly with soapy water and dry-off.	Y
14.	Change mop-head daily and before working in a new area.	Y
15.	Do not leave the mop in water, wring out after each use.	Y
16.	The vacuum cleaner and mops must not be used as these are segregated for use in or infectious areas.	Y
17.	Ensure no increased dust within School, increased cleaning may be necessary	Y
18.	The Contractor shall maintain the site in a clean condition at all times and shall not allow situations to arise in which cleaning will result in higher dust concentration than required for the proper execution of the works.	Y
19.	All stockpiles of rubble, spoil, pile shaft arisings and other waste materials should be covered and thoroughly dampened down by means of water spraying before and during disturbance or removal. All trucks used for the delivery of fill materials and/or the removal of rubble/spoil/waste should be securely covered.	Y
20.	All skips used for rubble/spoil/waste storage and removal should be securely covered.	Y
21.	Wind conditions should be monitored, with additional damping down arranged as necessary to suppress dust. Skip, truck, fill material and rubble/spoil coverings should also be appropriately secured against expected winds.	Y
22.	All deliveries of fill materials are should be dampened down on arrival, by means of water spraying.	Y
23.	All fill stockpiles should be covered while stored and thoroughly dampened by means of water spraying before they are disturbed.	Y
Debris removal and cleaning		
24.	Hoarding to be provided in order to seal off all areas from the active construction site. Hoarding should be cut off site, so that only minor adjustments are required to fit within the school.	Y
25.	Pedestrian entry and exit to and from the site shall be separated. The foregoing provision is not deemed necessary in the case of contractors' dedicated routes which do not cross lands outside the Contract Zone at any particular stage of the works.	Y
26.	Ensure that cleaning is adequate to minimise dust within the school	Y
27.	Ensure that site staff do not use School facilities, unless by prior arrangement.	Y
28.	Ensure that through Safety Statements, instruction and general notices that all persons on site are fully informed in relation to Aspergillus risk and are obliged to take all reasonably practicable measures to avoid such risk.	Y
29.	Establish cooperation between the nominated School contact on an on-going basis in respect of the same.	Y
Pedestrian Traffic Control		

TENDER ISSUE

Contractor responsibilities with respect to the control of Aspergillus during Internal Operations on School Construction Projects where CLASS III Control Measures are required		
Item No.:	**Control Measures**	**Required Y/N**
30.	In collaboration with the Employer and the Employer's Representatives, designate a traffic pattern for construction workers, that avoids pupil areas and a traffic pattern for clean or sterile supplies, equipment, pupils, staff, pupils and visitors that avoids the construction zone.	Y
31.	Ensure that site traffic and School traffic remain separated throughout the period of risk	Y
32.	Pedestrian traffic from the construction area should be directed away from pupil areas, with workmen having a separate entrance to the construction site as outlined in the construction permit. When possible, pupils and visitors should avoid entering the school adjacent to major construction/demolition sites, where debris or dust is being removed from the works area.	Y
33.	Alternative routes, which avoid the construction site, through which inanimate items are transported throughout the school, may need to be identified during construction. Clean or sterile supplies or equipment should be transported to storage areas by a route that minimises contamination risks from the construction site.	Y
34.	In some critical areas and in some instances where it may not be possible to alter traffic patterns, consideration will have to be given to scheduling construction to off-hour periods and weekends. Some areas may need to be relocated or closed temporarily.	Y

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The Contractor shall be obliged to conduct the Works to minimise the risk of spread of Aspergillus, on the basis that this is a dust and airborne spore which occurs naturally in/on inorganic materials and soils and adheres to inorganic dust, which can also adhere to clothing, shoes and vehicles, and he shall do everything necessary to reduce the risk of its spread insofar as practicable throughout the period of the Works, and especially for the works with the potential to generate dust on site. Measures shall be based on dust control in this context and as otherwise required and on tactile barriers in general and on special procedures where direct intervention in School areas is required.

The Contractor shall ensure that site staff do not use School facilities, unless by prior arrangement, and shall ensure that through Safety Statements, instruction and general notices that all persons on site are fully informed in relation to Aspergillus risk and are obliged to take all reasonably practicable measures to avoid such risk, and shall cooperate with the nominated School contact on an on-going basis in respect of the same.

Silica Dust

Where there is a risk of exposure to Respirable Crystalline Silica (RCS), the Contractor must conduct a risk assessment as outlined in the HSA Chemical Agents Code of Practice under the Safety, Health and Welfare at Work (Chemical Agents) Regulations 2001. The respirable fraction of the dust is invisibly fine and the OELV for Respirable Crystalline Silica (RCS) is 0.1mg/m3 averaged over 8 hours.

Noise: Duty to prevent excessive noise.

Noise limits for the duration of the project are presented in Table 1-3 below.

The HTM 08-01 standard of 45dB LAeq applies to areas within the school.

Table 1-3: noise limits specified for the duration of the works

Day	Time	Noise limit dB(A) LAeq 30 minutes	Peak noise limits dB(C) LCPeak
Monday to Friday	7am to 9am	65dB(A)	65dB(C)
	9am to 7:30 pm	70dB(A)	75dB(C)
	7:30pm to 9pm	65dB(A)	65dB(C)
Saturday	8am to 9am	65dB(A)	65dB(C)
	9am to 4pm	70dB(A)	75dB(C)

If the maximum permissible levels are breached at any location on any given day, the contractor must stop work and inform the Employer immediately. A meeting with school will be necessary to assess noise reduction proposals and agree a way forward. The contractor will have to demonstrate that additional controls have been implemented, and noise levels have been reduced before works can recommence.

Note - Depending on requirements, school reserves the right to instruct an immediate reduction or cessation of operations generating noise.

The Contractor must comply with the provisions of the Safety Health and Welfare at Work (General Application) Regulations, the controls set out in the preliminary's specification, the Employer's rules and regulations and the conditions of the planning permission.

Vibration: Duty to prevent excessive vibration

Vibration is not envisaged to be a concern on this project due to the fit-out nature of the works expect where breaking through existing building fabric.

The Contractor is expected to deliver a Method Statement for all works likely to generate vibration as per the Method Statement protocol list**.** It is essential that the Employer's Representative has adequate time to inform all relevant stakeholders of the potential to impact the delivery of critical School services.

If the maximum permissible levels are breached at any location on any given day, the Contractor must stop work and inform the Employer immediately. A meeting with school will be necessary to assess vibration reduction proposals and agree a way forward. The Contractor will have to demonstrate that additional controls have been implemented and vibration levels have been reduced before works can recommence.

The Contractor shall comply with the Employer's requirements in this regard as follows:

- The Contractor shall review proposed construction methodologies for potential vibration impacts on the School and shall, where appropriate, test construction activities outside of hours to assess vibration impacts on sensitive receptors. In particular demolition, excavation, piling works and the erection of structures (scaffolding, crash decks etc.) shall be reviewed as part of this assessment.

The Contractor shall produce a detailed method statement, including trigger levels and reporting mechanisms for agreement with the Employer and the Employer's Representatives.

There is potential to generate vibration from:

- Removal/Demolition of existing structures,

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- Hammering and dropping of heavy materials adjacent to the main School building,
- Hammer drilling and use of percussion tools for steel erection and fastening,
- The use of large diesel-powered plant and equipment.

5.2.4 Compound

The Contractor must ensure that connections for water, electricity and sewer are available at the compound set-up location if required.

5.2.5 Scaffolding

The Contractor should refer to the scaffold manufacturer's manual and verify that any scaffolding is installed as per these recommendations. In some instances. If the scaffold cannot be installed as per the manufacturer's instructions, a temporary works design will be required, and a temporary works coordinator should be appointed as per the Code of Practice for Access and Working Scaffolds as per Scaffolding Code of Practice.

This is not envisaged for this project.

5.2.6 Privacy

Non-Applicable.

5.3 Other Work Activities nearby

5.3.1 Existing Site Activities

The proposed Works will take place on a live School campus during normal school year / activities. The Contractor is required to ensure the Safety and Health of the staff, pupils and visitors to school at all times when in proximity to the Works. This includes security fencing around the proposed work area.

The proposed works will take place within a live School and school maintenance may require access to the school, **school maintenance will have to be facilitated by The Contractor during works to allow them to maintain and run systems associated with operations and activities.**

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5.3.2 Other Works on Site, If Applicable

The Contractor is expected to coordinate its operation with other Contractors on the school campus, including traffic management, deliveries, sub-contractors' parking etc.

It is also likely that during the contract period other building, maintenance and minor works will be ongoing at the School campus and the Employer will notify the Contractor in advance should it become aware of any additional construction or other projects on the School campus/building that may affect the Works.

5.4 Known Existing Services

The Contractor should be aware that these works will take place within a live School campus / building and the Contractor must make himself aware of any site survey information and any as built information provided in the information pack as well as the information available in the appendices of this document.

The verification of the location of underground and aboveground services is the sole responsibility of the Contractor where applicable. The Contractor must locate all necessary services and carry out the subsurface investigation safely without damaging underground or above ground services. While all efforts have been made to accurately locate the services in the works area, the Contractor is responsible for verifying the location of any such services before commencing the works.

The Employer's Representative must be notified immediately of any damage to existing services.

5.4.1 Protection of existing services to School

Prior to the commencement of demolition works on site, the existing services to school must be protected or possibly relocated. These services may include:

- Incoming water main
- Hot water supply
- IT network
- Telephone
- Fire alarm
- Electricity supply

Other services

The Contractor shall undertake surveys of all other incidental School services in the area in order to inform possible impacts or risks present and to determine measures to protect or mitigate from any adverse outcomes of works in the vicinity.

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5.4.2 Decommissioning of existing services

Any disconnection or intervention of any live services by the Contractor shall be undertaken strictly in accordance with the requirements of Minimum Health & Safety Requirements for Construction Activities at school and submission of RAMS to the school. The Contractor is not permitted to undertake works to any live services without prior agreement from school.

5.4.3 Known Existing Underground Services

The following existing underground services have been identified on site and contractor to confirm if located within the construction site and location of each before construction works commence :

- Surface water
- Foul sewers
- Watermains
- HV/MV/LV ESB cables
- Data/Communications cables

The Contractor shall consider methods to reduce the impacts of demolitions and undertake a dilapidation survey of all structures that will be impacted by the demolition Works.

All new and existing services to be recorded on as-built drawings and service valves or other controls to be located so as to be readily accessible for maintenance.

The Contractor is advised to consult with all relevant authorities to ascertain the most up to date details prior to start of construction works.

5.4.4 Known Existing Overground Services

The Contractor is advised to consult with all relevant authorities to ascertain the most up to date details prior to start of construction works.

The following existing overhead and above ground services have been identified on site:

- Eircom lines
- Lighting / Electricity

This list is not exhaustive and due to the nature of the area and the likelihood of changes occurring the Contractor shall undertake a site survey to validate existing known overhead surveys and identify any further overhead surveys.

5.4.5 Additional Services

In addition to encountering the above listed services at the proposed site location, the contractor will also encounter and may have to make connections/diversions/alterations to the services as listed below:

- Main electrical supply
- Cold water storage
- Hot water
- Cold water
- Disabled toilet alarm
- Access control
- CCTV
- LV
- Fire detection and alarm
- Comms including Fibre optic/ICT

TENDER ISSUE

5.5 Local Emergency Procedures

Prior to the commencement of works, the Contractor must liaise with the Employer and Employer's Representatives regarding local procedures and establish a works area emergency procedure to compliment campus plan. School Procedures will take precedence in the case of a site emergency.

The following table is to be completed by the PSCS in conjunction which the design team, the PSDP and the Client prior to commencement of works.

	Likely impacts	Action Required	Inform/notify	Details of any spare equipment/fittings required
Disruption of gas main				
Disruption of telecommunication cables				
Disruption of water main				
Disruption of electrical cables				
Incident with resident/s e.g. trespass onto construction site				
High-level dust alarm				
Fire				
Noise				
Vibration				
Other				

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The Contractor's emergency procedure should state that in the case of an emergency with potential to affect SCHOOL activities the Contractor should immediately notify SCHOOL Main Reception, who in turn will notify the relevant School departments.

Emergency Service	Contact Number
School Emergency Number	061-385340(external),
Ambulance	112 or 999
Coast Guard	112 or 999
ESB Fault and Emergency	1850 372999
ESB Networks	1850 372757
Fire Brigade	112 or 999

Gardai	112 or 999
Gas Networks Ireland (GNI) – Emergency Line (Leaks/Explosions)	1850 205050
H.S.A.	1890 289389
Traffic Watch	112 or 999

5.6 Local Security Arrangements

The Contractor must liaise with the Employer and Employer's Representatives regarding local procedures but is responsible for the security of the works area including plant and equipment.

The Contractor must:

- Adapt the hoarding as necessary to suit the various stages of the Works.
- Safeguard the site, the Works, products, materials, and any existing buildings affected by the Works from damage and theft.
- Safeguard the boundaries of the various areas of the Works
- Take all reasonable precautions to prevent unauthorised access to the site, the Works and adjoining property.
- Provide temporary wayfinding signs when established routes or existing signs have been blocked or are otherwise inaccessible.
- Comply with any pass system that the School may have in operation.

The Contractor's staff and sub-Contractors must adhere to the following security requirements:

- All Contractors/sub-contractors must register on site daily.
- Vehicles entering the site may require to be registered with Security personnel.
- All Contractors must wear visible identification upon entering SCHOOL grounds.

The Contractor shall note that access will be required to the site for out of hours in the event of an emergency situation or for unplanned maintenance access. Access arrangements shall be agreed with SCHOOL as part of overall local security arrangements.

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5.7 Location of Welfare Facilities – Connections for Water, Electricity, Sewer

The Contractor must provide welfare facilities at the compound location. All project welfare facilities must comply with Part 14 of the Safety, Health and Welfare at Work (Construction) Regulations 2013 to 2020. The Contractor shall also note the Construction Safety Partnership Advisory Committee 'Requirements for Site Welfare Facilities' Guidance document's in this regard.

5.8 Requirements for Contractors Working on School Campus

Full approval must be granted by the school prior to the commencement of any works.

Collections and deliveries to the works area must be planned to avoid endangering other campus users by obstructions and hazards.

To avoid the risks associated with exposure to chemical and biological substances, workers are to have appropriate PPE and welfare facilities available.

Parking management systems at the school must be adhered to at all times by construction workers involved in the project.

Contractors shall advise the school Principal as soon as possible after the event of any accident, injury, loss or damage to any workman or third party or any property of the third party or to property of the Employer.

5.9 Site Inductions

Contractors shall ensure, by means of induction meetings and toolbox talks, that all operatives are aware of the sensitivities of carrying out works within a live School campus and the associated safety, security and members of the public concerns.

The Contractor must carry out staff inductions and toolbox talks for all operatives and repeat as necessary to take account of the circumstances arising in different areas of the works and at stages appropriate to the progress of the works.

In addition to topics considered by the Contractor to be appropriate to the scale and nature of the Works, include reference to the issues of particular importance arising in a School environment including but not limited to;

- Infection control – to include control of the spread of COVID-19
- Fire safety including alcohol-based hand sanitisers
- Services continuity
- School confidentiality
- Dust – to include information on Aspergillus and all required dust suppression measures
- Noise and Vibration
- Provide training on the use of Fire extinguishers to all staff before they can be named on a hot works permit
- Dealing with members of the Public.

Include information provided by the Employer in this regard. Repeat for all changes of personnel and for all trades/sub-contractors.

The Contractor shall maintain full records of all site inductions and other specified information for inspection by school for the full Contract duration.

TENDER ISSUE

6.0 INFORMATION ON THE PRESENCE OF PARTICULAR SAFETY RISKS TO SAFETY AND HEALTH

The construction work referred to in this Preliminary Safety and Health Plan has been reviewed by the designers. In their review, the designers have assumed that all construction work will be done in accordance with the Construction Regulations. The designers have also assumed that the Contractor's Safety Statement deals with the normal hazards arising from their particular type of construction work.

The "Particular Risks" identified for this project are listed below.

The minimum controls required demand a Safe System of Work.

6.1 "Work which puts Persons at Work at Risk of, Falling from a Height, Burial under Earthfalls, or Engulfment in Swampland, where the Risk is Particularly Aggravated by the Nature of the Work or Processes used or By the Environment at the Place of Work or Construction Site"

Falling from a height:

Working at heights may be required during the contract at a number of locations:

- The removal of asbestos materials from buildings identified for demolition.
- The construction of scaffolding and access around buildings identified for works.
- The demolition of identified sections of buildings.
- Cleaning of windows, ventilation and other mechanical and electrical equipment.
- Working on scaffolding and access to heights.

Burial under earthfalls:

This risk of burial under earthfalls is not envisaged for these works.

There will be a risk of objects falling from a height under the following circumstances:

- The dismantling and removal of existing ACM Slates, battens and breathable membrane
- The loading and unloading of materials and equipment using crane and other means.

Engulfment in Swampland

- This risk of engulfment in open cut trenches or foundation digs due to sudden movement of perched groundwater and waterlogged soils or other ground matter/silt deposits into unsupported excavations is not envisaged for these works.

6.2 Work which Puts Persons at Work at Risk from Chemical or Biological Substance Constituting a Particular Danger to the Safety and Health of Such Persons or Involving a Legal Requirement for Health Monitoring"

Weil's Disease may be an issue for Contractors. Weil's disease is possible due to the potential presence of rodents during works.

The Contractor must ensure that all construction workers food waste is removed daily and that an adequate level of pest and rodent control is maintained on and around the site and at the Contractor's compound for the duration of the works.

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Histoplasmosis may be an issue for Contractors. Histoplasmosis is possible due to the potential presence of pigeon and other bird droppings during removal / demolition works on identified buildings in courtyard and when working on roof top of existing School campus buildings.

Asbestos containing materials is an issue for Contractors on site and contractor to allow for removal and disposal by an approved EHS contractor.

Hydrocarbon Fuel Oils may be an issue for Contractors. Diesel fuel deliveries will take place periodically . A Material Safety Data Sheet (MSDS) to the particular fuel oil is to be included in Site Safety File.

Evidence of **hydrocarbon contamination** (poly–cyclic aromatic hydrocarbons, PAH 7.9mg/kg and 8.1mg/kg) were noted. Measured concentrations of mineral oil @ 430mg/kg identifying hydrocarbon contamination are to be noted by the Contractor. The Contractor is to note that this may pose a chemical risk to persons engaged in any piling, dewatering, groundworks and must take all necessary precautions and undertake all necessary measures.

6.3 "Working with Ionizing Radiation Requiring the Designation of Controlled or Supervised Areas such as Defined in Article 20 of Directive 80.836/Euratom"

This risk is not envisaged for these works.

6.4 "Work Near High Voltage Power Lines" (1KV and Upwards)

This risk is not envisaged for these works.

6.5 "Works Exposing Persons at Work to the Risk of Drowning"

This risk is not envisaged for these works.

6.6 "Work Involving the Assembly or Dismantling of Heavy Prefabricated Components"

The works will involve the installation of prefabricated window units. Specialist lift planning is anticipated during all phases of construction and dependent on the Contractors construction methodologies.

Precautions: Contractor to operate as follows:

- Carry out risk assessments and prepare a lifting plan for all lifts
- Do not lift over unprotected roofs
- Do not lift over footpaths or other areas where the public are present or areas of the School where people are present in the open without first ensuring that the area is clear and under the control of a banksman on the ground.
- Final weights of all plant items to be communicated to operator and method statements should be produced prior to commencement/lifting.

6.7 Other Examples of Non-Exhaustive Risks that may Constitute Particular Risks in a Specific Environment

6.7.1 Work in or adjacent to a live area where contact and interaction with users, staff and the public is possible

Work is to take place on a live School campus during normal school year / activities where the numbers of staff members, pupils and public present will be high. A detailed construction risk assessment is required to be carried out by the Contractor to ascertain the extent of impact and how best to mitigate it.

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The Contractor is to ensure all site boundaries in which construction activity will take place are secure from trespass without compromising access and egress requirements for the safe operation of the existing School. Detailed method statements are to be submitted by the contractor.

The Contractor is to ensure all temporary pedestrian routes resulting from the works (either in the grounds of the School or within the buildings) are maintained clear, safe and suitably illuminated for the duration of the works. The Contractor shall install the necessary lighting and signage for the duration of the works to ensure safe passage of pedestrians via routes created as a result of the works.

There are a number of emergency/fire routes that exit onto the school yards. The Contractor shall maintain these routes

Emergency fire access is required by school throughout the duration of the project. This requirement means that school staff, students and the public may require emergency access through the site area.

6.7.2 "Work Involving Asbestos"

Asbestos must be removed as part of the proposed works by a specialist contractor and disposed of by a licensed contractor. At the locations, asbestos is identified and removed, an air clearance certificate is required in order to demonstrate that there is no risk of exposure to asbestos prior to the main works commencing.

6.7.3 Work in proximity to live existing services (e.g. live gas, pressure mains, etc.) which could harm workers or of which the continuity of Service is Critical to the Operation of the facility

The project is to take place on a site of a major School campus. All services are critical to the ongoing operations of the School. Existing and proposed services include but are not limited to:

- Mains water hot & cold
- Disabled toilet alarm
- Access control
- Security and CCTV systems
- Low Voltage systems
- Fire detection and alarm
- Fibre optic/ICT

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6.7.4 Work involving the significant risk of fire

It should be noted that this project involves minor building works alongside a live School and that fire on site could be damaging therefore it is expected that the contractor will use all reasonable means to prevent an outbreak of fire and shall render immediate assistance in case of fire. Any outbreak of fire should result in contacting the emergency services.

Access to the site must be kept clear for fire service use at all times.

The works will involve risks associated with connections to existing services. Method statements and hot works permits are required prior to commencement. Design and Build Contractor / Project Supervisor Construction Stage to liaise with all sub- contractors.

Particular Control Measures - Competent Fire Watch, Hot work permit.

School and surrounding areas is a strictly no smoking campus

Work involving interaction with live traffic

There will be risk of accidents due to the potential for conflict between road vehicles/users and site vehicles/personnel and members of the public.

A suitable traffic management plan and associated safety measures must be implemented to prevent such accidents. This traffic management plan should consider the various locations, phases and elements of the Works and will involve the direct co-ordination with school Principal and other construction works running concurrently on Campus.

Refer to further details on traffic management in Section 12.

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6.7.5 Work involving the creation of dust which could lead to Nosocomial Invasive Aspergillosis.

The works will involve minor demolition operations.

Aspergillus is an environmental mould fungus that survives in soil and dust. Disturbance of these during School building, renovation or demolition work can generate airborne spores of the fungus which if inhaled by susceptible construction workers/staff/students can lead to an often-fatal lung infection called invasive aspergillosis.

There is now an acceptance that Invasive Aspergillosis (IA) can be linked to demolition, excavation, construction and refurbishment activities within or adjacent to the School site.

The Contractor should refer to the Control measures as described in the Aspergillus Risk Assessment included in Section 5.2.3 for a full list of control measure relation to dust control require for these works.

6.7.6 Risk of exposure of workers and the general public to dust from cutting either natural or artificial materials

There is a risk of exposure to excessive dust when cutting and grinding materials , particularly in an enclosed classroom. Contractors are expected to mitigate the risks associated with the dust generation by implementing the following measures;

- The Contractors must conduct a risk assessment prior to the completion of works that have the potential to create dust, the contractors risk assessment must list controls for dust suppression

6.7.7 Work in proximity to live existing services which could harm workers or of which the Continuity of Service is Critical to the Operation of the School

This risk is not envisaged for these works.

6.7.8 Work involving significant manual lifting

The works will require a number of elements where manual lifting will be required. These elements include but are not limited to:

- The fitting of slates, battens and breathable membrane;

6.7.9 Works which put members of the public or others at significant risk from construction activities

This risk is not envisaged for these works. The contractor must ensure that the work does not jeopardise the safety of any members of the public throughout the works.

6.7.10 Work in High Winds

The contractors lift plan to consider the risks associated with working in high winds as well as a maximum permitted windspeed.

6.7.11 Diesel Exhaust Fumes

The contractor is expected to minimise the level of diesel exhaust fumes being generated on site as much as possible. The contractor must ensure that exhaust emissions from plant and equipment being used on site is not excessive. All plant and equipment must be in good working order and all exhaust system must be working as per manufacturer's design. Diesel powered equipment must be powered off when not in use.

6.7.12 Bird Droppings

Accumulations of pigeon and other birds' droppings will be evident on the roof works. Accumulations of birds' droppings presents the risk of Histoplasmosis and will be an issue for the Contractor. The Contractor must conduct a risk assessment and present a method statement that will ensure that the health and safety of those involved in the remediation of the accumulations or that of the general public in the vicinity of the Works is adequately addressed. The method statement must include a means for monitoring the health of those involved in the remediation and detail all precautions, included the necessary Personal Protective Equipment requirements associated. Where prescribed, occupational exposure limits must be monitored, and Contractor contingency measures implemented upon warning or action levels being reached.

The above list of particular risks is non-exhaustive and other risks may present during construction that could not be reasonably foreseen by the PSDP / Designers.

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7.0 OTHER HAZARDS / RISKS

7.1.1 Risks associated with the infection from and spread of COVID-19

COVID-19 (C-19) is an illness that can affect the lungs and airways. It is caused by a new (novel) Coronavirus virus called Coronavirus SARS-CoV-2. Current evidence suggests that the virus is significantly more infectious than the flu that circulates every winter. Viruses can be easily spread to other people and pupils are normally infectious until all the symptoms have gone. The virus may survive on surfaces for up to 72 hours.

COVID-19 is spread in sneeze or cough droplets. In order to get infected, the virus must get from an infected person's nose or mouth into your eyes, nose or mouth. This can be direct or indirect (on hands, objects, surfaces).

Although not considered a particular risk in relation to this project, COVID-19 has however become a common hazard in society, therefore it is listed as a hazard on this project. The spread of COVID-19 and risks associated with becoming infected from COVID-19 will need to be considered and managed by the Contractor on this

project. Suggested Measures and Mitigants for controlling the spread of COVID-19 are presented in Section 9.0.

7.1.2 Structural Integrity of Buildings and other existing structures

There is a risk to the structural integrity of buildings and other existing structures resulting from demolition works. The risk may be compounded by vibrations during demolition works. The Contractor shall consider methods to reduce the impacts of demolitions and undertake a dilapidation survey of all structures that will be impacted by the Works. Areas identified in particular include the main building. The Contractor is guided to review all available information to ensure any further locations are identified during construction. The Contractor is guided to review all structures on site and to identify buildings requiring possible protection.

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8.0 RECOMMENDATIONS / SPECIFIC MEASURES FOR REDUCING PARTICULAR RISKS

8.1 Features of the design and sequences of assembly or disassembly that are crucial to safe working

Control Measures in place to mitigate risks.

Protection of School staff / students / visitors and general public from construction activities

8.1.1 Safety Induction

Prior to commencement of any work inside the School, all personnel are to complete an School site induction, which will outline the site rules and regulations and respective requirements.

All Contractors working on the project, both on site and inside the School must have completed the CIF COVID-19 online induction.

8.1.2 Method Statements and Risk Assessment

Method Statements are required in advance of carrying out any work that, in the opinion of the contractor, or the PSCS, or the PSDP, or the Employer or the Employer's Representative, is likely to directly impact, be disruptive to, or present a risk to the operations of the School.

8.1.3 Suggested Measures and Mitigants for Working at Height

Where Contractors are involved in work at heights, where an employee could fall and suffer personal injury either relevant Safe Operating Procedures or a Work at Height Permit must be obtained and complied with. The Contractor must comply with Part 4 of the Safety, Health and Welfare at Work (General Application) Regulations concerning Working at Heights.

To avoid the risk of falling from a height the Contractor must have measures in place to protect workers from falling into any open excavations.

- All Work at Height must be planned, and only suitable competent individuals assigned to the work.
- All Contractors involved in Work at Heights must submit a Method Statement describing a step-by-step approach as to how they are going to complete their work as per current legislation.
- All areas where there is a risk of falling must be safely cordoned off.
- If ladders must be used, the Contractor must comply with the Work at Height Regulations:
    - Work must be planned and organised
    - A Risk Assessment must be completed
    - Ladders must only be used where a risk assessment shows the use of other work equipment is not practical
    - Select and use the most appropriate work equipment
    - People working at height must be competent
    - Ensure that equipment used for work at height is inspected and maintained.
- If Individuals have to work in proximity to an edge, e.g. roof - then there must be suitable guardrails surrounding the perimeter in place to prevent people from falling.
- A safe system of work will need to be in place when working on or near open Manholes to ensure there is no risk of workers or the general public falling into the manholes.

TENDER ISSUE

8.1.4 Suggested Measures and Mitigants Working In/Around Excavations

This risk is not envisaged for these works.

8.1.5 Suggested Measures and Mitigants for working near High Voltage Electric Cables

This risk is not envisaged for these works.

8.1.6 Suggested Measures and Mitigants for Vibration

- Scaffolding to be worked on in such a manner that does not cause vibration or noise problems;
- If sawing through concrete during tie-ins has to take place, then it must be planned in advance and out of hours work must be considered;
- It is preferable that Jack Hammers are not used at all
- Rubber tyre vehicles in lieu of steel tracked;
- Other methods proposed by the Contractors to reduce or eliminate vibration will be considered.

8.1.7 Suggested Measures and Mitigants for Dealing with the Risk of Drowning

This risk is not envisaged for these works.

8.1.8 Suggested Measures and Mitigants for Noise

Suggested mitigants include the following:

- Pneumatic and similar percussion drills and other noisy appliances: Do not use without consent in any area. Form openings in the structure and fabric using core drilling methods. Concrete sawing methods may be used to cut out structure and fabric subject to prior testing and approval. Use core drills for forming holes for bolt fixings, holding down bolts and similar.
- Scaffolding: Use methods of erection and removal that cause the least noise.
- Radios or other audio equipment: Do not use or permit employees to use in ways or at times that may cause nuisance.
- Separation: Provide temporary partitions to separate areas of the works from adjoining occupied areas and use methods of construction to meet the required sound levels in occupied areas.

TENDER ISSUE

8.1.9 Suggested Measures and Mitigants for dealing with Dust

Preventative Measures: The Contractor shall carry out the works in accordance with the National Guidelines for the Prevention of Nosocomial Invasive Aspergillosis During Construction / Renovation Activities published by the National Disease Surveillance Centre. The Contractor should make himself familiar with the Aspergillus Risk Assessment and the prevention and control measures. This document also includes the Nosocomial invasive aspergillosis preventive measures compliance checklist from the National guidelines.

Under this guideline these works shall be classed as “Type D – Major External Non-Containable Activities” under Construction/Renovation Activity and “Group 3 – High Risk” under population Risk Groups with all associated preventative measures to be implemented during construction.

The Contractor is expected to adhere to the full list of controls specified in the Aspergillus RA as well as the dust monitoring requirements set out in Section 5.2.3.

When carrying out builders work, all internal works where only minor works are required, e.g. lifting or removal of windows, the contractor must use temporary dust protection like an Alupod or similar.

8.1.10 Measures to Deal with Asbestos

Asbestos (ACM) is present in the form of ACM (Asbestos Containing Materials) Slates and have been identified all asbestos encountered during the works will be removed during the removal / demolition works carried out prior to the commencement of building demolition.

Further, at various stages during the preparations and tie ins of access to existing School buildings internal asbestos removal works may be required.

Any additional asbestos surveys and risk assessments that are required to enable The Contractor to determine the type and volume of asbestos containing materials that may exist on Site will be carried out by the Contractor. Any additional surveys shall be undertaken prior to any construction works commencing on Site. The Contractor shall undertake the surveys in accordance with HSG264 Asbestos: The survey guide, published by the UK Health & Safety Executive. Also:

- The Contractor shall not permit any person to work with asbestos containing materials unless they have received appropriate training and have taken all reasonable steps to prevent exposure to asbestos. The requirement for training is detailed in Regulation 17 of the Safety, Health and Welfare at Work (Exposure to Asbestos) (Amendment) Regulation 2010 (S.I. No. 589/2010)
- The Contractor shall be responsible for all necessary removal of asbestos and associated remediation.
- Report immediately any suspected materials discovered during execution of the works not identified in the asbestos survey report.
- Do not disturb.
- Agree methods for safe removal or encapsulation.
- Notification: To the HSA in accordance with the Safety, Health and Welfare at Work (Exposure to Asbestos) Regulations 2006.
- The Contractor shall specifically address asbestos containing materials in the Construction Stage Safety Plan.

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8.1.11 Measures to Deal with Fire Detection and Prevention

The Contractor shall comply with the Joint Code of Practice 'Fire Prevention on Construction Sites', published by the Construction Industry Publications Limited. UK. The Contractor must produce a construction fire strategy detailing their overall approach to fire safety during the construction process.

The construction fire safety strategy must be based on a fire risk assessment undertaken by the contractor which must be specific to the phases and areas of site and all associated works including tie-ins and all proposed service connections and diversions. The construction fire safety strategy should be reviewed and updated periodically as circumstances change and as the overall construction project progress through different phases. Minimum requirements for the fire strategy are set out below;

- The Contractor’s assessment of the location of the compound, considering fire risks and specifying the fire requirements needed
- The organisation of, and responsibilities for, fire safety and arrangements for recording all fire safety training given to site operatives;
- The general site precautions to include fire detection and alarm systems during construction
- Details on any required temporary emergency lighting;
- The fire extinguishers and fire points;
- A detailed fire safety drawing highlighting all of the fire safety requirements;
- The need for clear access to the site to be maintained at all times;
- The need for escape routes inside the building (where applicable), including corridors and stairwells, to be clearly signed and kept clear of obstructions as far as is reasonably practicable;
- The requirements for a hot work permit regime where hot work cannot be avoided by other means;

- Where applicable, temporary buildings and temporary accommodation, including location, fire protection, construction and maintenance;
- The fire escape and communications (including an effective evacuation plan and procedures for calling the fire service);
- The fire service access, facilities and co-ordination;

Special Provision: When carrying out builders work, the Contractor must provide partitions and barriers (dust sealed) sufficient to maintain 60minute fire separation between areas of the works and the adjoining areas of the School. The Contractor shall ensure that the protection is maintained, and that fire stopping is replaced immediately if breached. Use fire pillows or similar to maintain fire protection on a temporary basis to facilitate the installation of services and the other elements. Fire pillows should be adequately approved and tested. Proof of testing to be provided per BS 476. The Contractor shall observe the agreed procedures for carrying out hot works set out above. The Contractor shall obtain hot works permits before carrying out hot works and ensure that the works are carried out strictly in accordance with the provisions of the permit.

Smoke Detection and Fire Alarm: The Contractor shall provide temporary fire detection and alarm in areas where the permanent system has not been installed.

The Contractor shall put a fire watch in place during and for one hour after completion of the work, for all works of relatively short duration (i.e. no longer than one day). For longer duration work, the Contractor shall cordon off the area using temporary screening and temporarily replace any smoke heads with heat detectors for the duration of the work. All isolation/temporary replacements etc. shall be arranged by the Contractor using the in-house Fire Alarm Maintenance Contractor.

Fire Watch: The Contractor shall observe hot works permit conditions. In areas of the works where it is not possible to fit temporary smoke detection and alarms, or pending installation, maintain a permanent manned fire watch.

Audits: Fire audits may be carried out regularly by the school fire officer (if any). Provide access and lighting for the school fire officer and rectify any identified defects immediately and arrange for repairs to be re-inspected.

The storage and use of Oxygen / Acetylene gas cylinders shall be in accordance with the recommendations of the The Joint Code of Practice on the Protection from Fire of Construction Sites and Buildings Undergoing Renovation" Tenth edition dated August 2022 Incorporating Amendment 1: January 2023. In particular it is noted that:

- The storage of Oxygen / Acetylene gas cylinders shall be stored outside the School in suitable cages;
- The use and storage of the cylinders in the School shall be based on a permit system with only the smallest size required used;
- Purpose designed trolleys shall be used for transporting the cylinders;
- They shall contain multi-stage regulating devices and anti-flash back devices;
- The maximum hose length shall be 15m with no joints or warm dried worm drive couplings used (Jubilee clips).
- Where works are completed, these cylinders must be removed from the place of work as soon as their use is complete.
- Additionally, these cylinders must be removed off the SCHOOL site each day and must not be stored over any overnight or weekend period where the contractor will resume work the following working day or week.
- The storage of additional spare cylinders is subject to risk assessment undertaken by the contractor

TENDER ISSUE

All site staff to have received job specific induction training with particular emphasis on the fire safety risks to pupils in the live School in the event of a fire on the site. Training on the use of Fire extinguishers shall be provided to all staff.

Works with the Potential to Increase the Risk of Fire: The Contractor will require fire-fighting equipment within the construction site. Where work of the Contractor introduces additional fire load / hazards into an area (such as during hot work), the Contractor is responsible for providing additional firefighting equipment.

The Contractor must inform the Employer in advance of any temporary safety measures that school may have to undertake with regards to the nature of the proposed works, and the effect on the following: - Fire Exits, Fire Fighting Equipment, Fire Alarms, Utilities, Adjacent Areas

Contractors or their employees/sub-Contractors on arriving at the work site must check:

1. The nearest means of escape in case of fire.
2. The location, type and method of operating fire-fighting equipment.
3. The location of the nearest fire alarm.
4. The procedure to be taken in case of fire or on the sounding of the fire alarm.

Fire Alarm Systems and Automatic Detection

Any work which has the capacity to create flame, give off fumes and dust or which is likely to cause interference with fire detection equipment requires a Hot Work Permit to Work. In addition, builders work for tie-ins, internal service connections and diversions may necessitate the covering of detector heads to protect against dust and false alarms and for the heads in the immediate vicinity of the work to be temporarily, isolated from the system until the work is complete. Covering of a detector head is subject to a risk assessment each time it may be required. Where and if approved, robust fire safety management must be implemented, and the cover must be removed once the works are complete

The Fire Brigade is contacted in the event of fire alarm activation. Such an occurrence may create unnecessary difficulties and cause delays and expense that the Contractor may become liable for. Do not interfere with the fire alarm system, its wiring or component parts without authorisation. Always contact the Employer and Employer's Representatives for advice.

TENDER ISSUE

8.1.12 Rodent Control

The Contractor must ensure that all construction workers food waste is removed daily and that an adequate level of pest and rodent control is maintained on and around the site for the duration of the works.

The Contractor shall also note the likelihood of pest generation/disturbances resulting from ground works within the site. The Contractor shall be responsible for ensuring adequate rodent control for the duration of the contract in all areas of the Service courtyard and immediate campus areas.

9.0 SUGGESTED MEASURES AND MITIGANTS FOR CONTROLLING THE SPREAD OF COVID-19

The CIF published a plan and standard operating procedures to provide a standardised approach to operating construction projects in Ireland. The document incorporates the COVID-19 public health requirements. The "Construction Sector C-19 Pandemic Standard Operating Procedures" document describes key control measures required to reduce or eliminate the spread of C-19. The following are key control measures required for managing the spread of the virus on construction projects:

- Symptoms
  - Ensure no person with COVID-19 symptoms attends site. Persons displaying symptoms must self-isolate and not attend site or work for 14 days. Also, any person living with someone who is self-isolating or waiting a COVID-19 test must restrict their movements for 14 days. It should be noted that recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms
- General Health
  - Personnel living with “at risk groups” as defined by the HERBERTSTOWN NATIONAL SCHOOL, must consider if there is a heightened risk from attending work
- Travel
  - Persons returning to the island of Ireland should refer to national advice issued by the HSE / the Department of Foreign Affairs
- Hand Hygiene
  - Ensure everyone is washing hands regularly and thoroughly or sanitizing and sufficient facilities are provided and maintained to allow this to happen.
- Social Distancing
  - Ensuring workers maintain 2-metre (2m) separation insofar as possible while working, when using toilets, canteens, drying rooms etc. Also, to promote social distancing when travelling to and from work (public transport, vans etc.), and in their daily lives, in order to limit exposure.
- Cough Etiquette / Respiratory Hygiene
  - Ensuring people cough / sneeze into sleeve or elbow, always cover up, dispose of tissues.
- Cleaning
  - Ensure that all frequently touched objects and surfaces are regularly cleaned and disinfected.

When determining the complete balance of controls to be implemented on site the contractor is directed to both documents referenced above:

- the guidance document ’Construction Sector C-19 Pandemic Standard Operating Procedure’ as issued by the CIF. and the “Return to Work Safely Protocol” and the document ‘Resilience and Recovery 2020-2021 Plan for Living with COVID-19’ as issued by the Department of Business, Enterprise and Innovation and the Department of Health

The Contractor should complete a COVID-19 response Plan and should specifically address COVID-19 in the Construction Stage Safety Plan. All of the contractor’s method statements should identify risks and controls in relation to COVID-19.

Contractors must wear a face mask on entering school and at all times when in any School building.

TENDER ISSUE

10.0 PHASING

10.1 Phasing of Works

It is envisaged that the works will be completed in one phase over a 4 week period, 12th January to 6th February 2026.

The Contractor is to submit a detailed schedule to the Employer and Employer's Representatives for review and approval.

All proposed works must be carried out in a manner, which will not endanger persons associated with the works or the general public. Because of the nature of these works and the various activities affected by the works it will be essential to liaise with the various stakeholders on an ongoing basis to ensure that the proposed works have a minimum impact. It is expected that the Construction Stage Safety and Health Plan compiled by the Project Supervisor for the Construction Stage and the Traffic Management plans compiled by the Contractor (in compliance with Chapter 8, Department of Transport Traffic Signs Manual) will allow for works to be completed in a safe and continuous manner.

TENDER ISSUE

11.0 IDENTIFICATION OF PARTICULAR DESIGN REQUIREMENTS

11.1 Anticipated Temporary Works

Note: Not all temporary works require design. This list is provided to anticipate temporary works that are required on the project in order that the PSDP and PSCS can have a means in place by which design of temporary works can be coordinated (where relevant).

Anticipated Temporary Works (Non-exhaustive list)	Anticipated? Location?
Formwork	Not envisaged for this project
Excavation Support	Not envisaged for this project
Falsework	Not envisaged for this project
Earthwork support	Not envisaged for this project
Temporary Traffic Management	Required
Temporary Generator on switch over	Not envisaged for this project
Guard rails and edge protection	Required
Coverings to holes and voids	Not envisaged for this project
Temporary Foundations	Not envisaged for this project
Temporary Bracing	Likely
Mobile Crane Bases	Likely
Lifting plans	Required
Some Scaffolding (Defined as Temporary Works in HSA CoP.)	Required, See section on Scaffolding
Safe measures for working under/ alongside over electrical cables (Defined as Temporary Works in HSA COP)	Possibly by boiler house chimney stack
Provision of Site Services	Possibly depending on location and connections
Temporary Electrical Supply (as noted in HSA Construction Regulations Guidelines)	Not envisaged for this project
Temporary accommodation	Not envisaged for this project
Site Lighting	Possibly
Temporary Fuel Storage	Not permitted on site
Ramps, hard standings	Not envisaged for this project
Pipeline Protection (for construction traffic over existing pipes)	Not envisaged for this project
Working Platforms	Required
Gangways (HSA Construction Regulations Guidelines)	Not envisaged for this project
Access ladders (as noted in HSA Construction Regulations Guidelines)	Required
Netting	Possibly
Crash decks, safety nets, air bags	Not envisaged for this project
Scaffold fans and debris nets	Possibly

TENDER ISSUE

Anticipated Temporary Works (Non-exhaustive list)	Anticipated? Location?
Sheet Piling	Not envisaged for this project
Dewatering	Possibly
Shoring (vertical and horizontal)	Not envisaged for this project
Propping and Support to Modified Structures	Not envisaged for this project
Propping and back-propping	Not envisaged for this project
Cofferdams	Not envisaged for this project
Site Hoarding	Required
Temporary roofs	Not envisaged for this project
Chutes and Conveyors	Not envisaged for this project
Temporary Protection	Possibly
Piling Platforms	Not envisaged for this project
Temporary Walkways	Possibly
Fall arrest, fall prevention, safety nets	Required, Edge protection required on scaffolding
Stairs – Temporary Access	Required
Wheel washers	Possibly
Screens/Wind Shields	Not envisaged for this project
Connections of scaffolding to structure	Likely
Dry silos	Not envisaged for this project
Stockpiles	Not envisaged for this project

TENDER ISSUE

11.2 Anticipated Scaffolding requiring design

Note: Not all scaffolding requires design. This list is provided to anticipate scaffolding elements that are required on the project in order that the PSDP and PSCS can have a means in place by which design of such scaffolding elements can be coordinated (where relevant).

Typical examples where design and calculation may be necessary include (reference from HSA Scaffolding CoP):	Required
Sheeted system scaffolds	Not envisaged for this project
System scaffolds erected in areas where the wind pressure exceeds that specified in I.S. EN 12810 Part 1, 2004 or where the design wind speed exceeds that specified by the scaffolding manufacturer	Not envisaged for this project
System scaffolds where the maximum height, tie spacing, imposed loads, bay widths or number of working lifts exceeds the manufacturer's recommendations	Not envisaged for this project
Scaffolds where the tie or anchorage capacity is less than 6.1kN (621kg)	Not envisaged for this project
Tube and fitting scaffolds where the height exceeds 50m for unsheeted scaffolds and 25m for sheeted scaffolds	Not envisaged for this project
Scaffolds subjected to impact, e.g. mechanical loading of heavy materials onto working platforms	Not envisaged for this project

Scaffolds where the bottom transoms or ledgers have been omitted to allow pedestrian access	Not envisaged for this project
Scaffolds where the first line of ties is more than 4m above the base of the scaffold	Not envisaged for this project
Scaffold buttresses	Not envisaged for this project
Special scaffolds including: loading bays, protection fans, nets, pavement frames, cantilever scaffolds, truss-out scaffolds, free-standing external towers, hoist towers, slung scaffolds, pedestrian bridges and walkways, temporary ramps and elevated roadways, masts, lifting gantries, and temporary buildings and roofs	Not envisaged for this project
Scaffolds where the required bracing is omitted	Not envisaged for this project
Scaffolds where the allowable bearing pressure of the ground may not be adequate to support the scaffold	Not envisaged for this project
Scaffolds that are required to be erected off roofs or other existing structures.	Possibly
ALSO Note changes in structural features that may require changes to scaffolding during construction, e.g. Cladding / plastering requirements at different levels.	
ALSO Note where scaffold is tied to a building by use of structural anchors or similar	

TENDER ISSUE

11.3 Anticipated Structural Anchors

This list is provided to anticipate structural anchors that are required on the project in order that the PSDP and PSCS can have a means in place by which design of such structural anchors can be coordinated (where relevant).

The list is extracted from the HSA CoP for the Design and Installation of (Structural) Anchors

	Types	Examples (reference from HSA CoP)	Required
1.	Structural connection in concrete	The use of chemical resin to provide post installed reinforcement bars in a concrete structure may be a Safety Critical Situation if the bars are subjected to high-tensile loads	Not envisaged for this project
2.	Structural steel connections	The connection of structural steel beams or columns to concrete members may be considered Safety Critical Situations	Not envisaged for this project
3.	Temporary works	In concrete structures many forms of shuttering, formwork, temporary propping and temporary supports fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project
4.	High-level structures	Roof structures that are connected to concrete members may be considered Safety Critical Situations	Not envisaged for this project
5.	Ancillary steelwork	Heavy railings, gates, grills and fencing fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project
6.	Cantilevered steelwork	Various types of balconies, balustrades, canopies and awnings connected to concrete structures may be considered Safety Critical Situations	Not envisaged for this project
7.	Cladding systems	Cladding systems such as curtain walling, brick support systems, stone support systems and glazing support systems fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project

	Types	Examples (reference from HSA CoP)	Required
8.	Elevators	Elevator and escalator installations fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project
9.	Mechanical and electrical installations	Systems suspended from concrete such as heavy ceilings, mechanical and electrical installations, heating and ventilation installations and sprinkler systems may be considered Safety Critical Situations	Not envisaged for this project
10.	Signs and ancillary structures	Large signage and gantries fixed to concrete may be considered Safety Critical situations	Not envisaged for this project
11.	Plant and equipment	Heavy cranes and machinery fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project
12.	Barriers	Crash barriers and barricades fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project
13.	Safety systems	Fall arrest anchor points and ladder support ties fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project
14.	Lifting devices	Post-installed lifting devices in concrete members may be considered Safety Critical Situations	Not envisaged for this project
15.	Tie systems	Scaffolding ties fixed to concrete may be considered Safety Critical Situations	Not envisaged for this project

TENDER ISSUE

12.0 RELEVANT PRELIMINARY TRAFFIC MANAGEMENT PLAN

Traffic Management Plans must be developed to minimise the disruption the proposed works will have on School activities, access routes to school and the general public. Not envisaged for this project.

Emergency procedures are required to be in place for clearance of any site traffic should emergency access be required.

The Contractor must develop a Construction Stage Traffic Management Plan for the works and consider the following:

- The delivery of large loads onto the site;
- The frequency and nature regular of deliveries to site; and
- Removal / Demolition of building elements.

When developing the TMP, the Contractor must maintain clear and safe pedestrian routes around the main construction site.

Proposed traffic and pedestrian management layouts, signage and safety procedures to enable the safe construction of all phases of the works.

The TTMP should include procedures and layouts to maintain unobstructed routes for fire tender at all times, as per regulatory requirements and the relevant Fire Safety Certificates.

TENDER ISSUE

The Safety File

12.1 Arrangements for Gathering Information for the Safety File

It is the responsibility of the PSDP to produce the safety file for the project and hand it over to the client on completion of the project. To facilitate this, the PSCS must provide the relevant information for the Safety file as set out in the Construction Regulations.

12.2 Contents of the Safety File

Please refer to the indicative list of proposed Safety File Contents listed.

TENDER ISSUE

13.0 CONTINUING LIAISON

13.1 Procedures Required during the construction period

Procedures will be required for dealing with unforeseen eventualities during project execution resulting in substantial design change, which might affect contract period and other resources, i.e. site meetings, etc.

The PSDP will require to be notified of any relevant changes or decisions that will affect Particular Risks during the time span of the project. Other relevant information would include changes to the time required for completion of the project or phases of the project.

Procedures will be required for gathering of information relevant to the Safety File by the Project Supervisor Construction Stage.

Procedures will be required to facilitate the coordination of the design of temporary works:

During construction the Proposed Procedure is as follows:

- At meetings, or otherwise as appropriate, the PSCS will be required to identify any design functions contemplated by Contractor/s or required in connection with construction of the works and to identify the names, qualifications and competency with regard to Health and Safety requirements of the designers of such works to enable the PSDP to fulfil the co-ordination function. Signed design certificates must be submitted in advance of construction. It will be a matter for the employers of designers of temporary works to be satisfied as to the general competency of these designers and the design scope and criteria to be followed.
- Design coordination will continue during the design and build period – coordination methods to be agreed

13.2 Contractor design elements

Contractor shall be responsible for all aspects of the design of the permanent facility.

The detailed design will be undertaken by designers employed by the contractor.

In addition, the following items may/will also require design by the Contractor:

- Temporary works including Scaffolding, hoarding, pedestrian routes, and welfare facilities
- Mobile crane base and lift plans

TENDER ISSUE

13.3 Arrangement for Communicating and Coordinating with Designers, PSCS and others as Appropriate

Design Stage The principal form of communications between Client, Designers and PSDP will be regular email communication and scheduled remote online meetings.

14.3.1 Construction Stage

Progress of the works will be monitored by means of regular progress remote online meetings, which will be attended by representatives of all designers, the PSDP, the Contractor and PSCS as necessary. These meetings will review general safety management of the project and compliance with the Regulations. The PSDP will also undertake unscheduled site visits to review general safety management of the project and compliance with the Regulations. The PSDP will convene meetings as required to deal with specific issues such as traffic management, temporary works and the like. These meetings will typically include the relevant designer, the PSDP, the Contractor, the PSCS and the specialist supplier/designer.

It shall be in the responsibility of all the design team members and contractors to notify the PSDP and PSCS of any changes in writing.

The PSDP will promptly bring to the attention of the PSCS any design decisions that they are aware of.

The PSDP will notify the PSCS of any design decisions and provide them with sufficient information i.e. copies of documentation etc., in order for them to carry out the necessary assessments before the revised work is carried out and to give directions regarding same when the assessment has been completed.

The PSDP will be copied with the minutes of all onsite meetings where design decisions are involved and all written instructions of confirmation of verbal instructions issued by the Design Team. Health and Safety must be headed up as an item to be addressed at all Project Site meetings, including the contractor's meetings with designer's sub-contractors, suppliers, employees etc. and ensure that meetings have minutes documented.

13.4 Site Meeting – Proposed Agenda to include PSDP Matters

(indicative list below)

Ref no.	Item
1.	**Previous Minutes**
2.	**Preliminary Safety and Health Plan** - Review - Discussion - Review of Construction Stage Plan – review in line with requirements of Preliminary Plan.
3.	**Liaison procedure** - Frequency of meetings - Location and attendees - Communication between meetings
4.	**Personnel changes** Have new people joined the project / Has anyone left
5.	**Current status of works on site:** If the project is in construction stage, ask the PSCS or site manager give a run through what exactly is happening on site
6.	**Up-coming works/new risks arising** Discuss the work planned until the next meeting Highlight what risks might be encountered.
7.	**Temporary Works** a) Confirm with Contractor/PSCS the status of Designed Temporary works for the coming week/month b) Contractor/PSCS to identify Temporary Works designers including designers of excavations and excavations supports. Note: If there are no trench supports there is still design. c) Contractor/PSCS to demonstrate their controls in relation to Temporary Works e.g. use of Temporary Works coordinator. d) Identify what temporary works are planned and ensure that contractor submits signed Temporary Works Design certificates where relevant. Note: Temporary works design certificates are not mandatory but are seen as an example of best practice and we should be looking for them on all sites (where relevant). e) Confirm with contractor / PSCS that all scaffold on site is of standard arrangements erected (can be erected) in accordance with the manufacturer's recommendations / User's manual. This is to confirm that the scaffold is not subject to 'Design' and as such is not Temporary works requiring design f) If any scaffolding on site does require 'design' than that scaffold comes under item a) above. g) Where temporary works are in place discussions must also confirm the status and condition of the works and that they have not (or are not planned to be) been amended, adjusted or had design changes made to them in the period.

TENDER ISSUE

Ref no.	Item
8.	**Design Changes** Confirm with project team if any design changes have been made that would impact on health and safety in construction, maintenance or future demolition. Request/review Designer's Risk Assessments (Designers Assessment of Risks) where relevant.
9.	**Safety File** Review of progress on gathering information for the Safety File.
10.	**Public safety issues/upcoming interaction with the public** Discuss – Risks can be flagged, and controls can be discussed
11.	**Structural Anchors** Not envisaged for this project.
12.	**Permanent Works Design Certificates** Review of Permanent Works Certificates (if applicable). Not envisaged for this project.
13.	**Time** Any change orders / contract variations (e.g. additional works) in order that their impact on time related aspects of the project may be assessed taking into account the general principles of prevention.
14.	**Communication of Client permitting and certification requirements** Not envisaged for this project.
15.	**Relevant information from other Design Team / Contractors Coordination / Services Coordination meetings during the project.**
16.	**Issues relating to exchange of information to/from subcontractor designers**
17.	**Accidents/Incidents on site**
18.	**AOB**
19.	**Arrangements for Next Meeting**

TENDER ISSUE

14.0 COMPLIANCE WITH GENERAL SAFETY REQUIREMENTS

The various Contractors shall comply with all relevant statutory requirements such as the Safety Health and Welfare at Work Act, 2005, the Safety Health and Welfare at Work (Construction) Regulations SI 291 of 2013, the Safety Health and Welfare at Work (General Application) Regulations SI 299 of 2007, any subsequent amendments of these Regulations and any other relevant Legislation, Guidelines or Codes of Practice.

In addition, the Contractor shall comply with all the reasonable safety requirements of the Client, the Project Supervisor for the Design Process and the Project Supervisor for the Construction Stage.

15.0 FINAL NOTE

The information contained in the preliminary sections of this document has been prepared prior to the commencement of work on site. It does not take account of any matters or information, which may come to light after that time.

Appendix A

Minimum Health & Safety Requirements for Construction Activities at School

None disclosed by Herbertstown National School at time of preparation

TENDER ISSUE

Guidelines on Managing Safety, Health and Welfare

in Primary Schools



HEALTH AND SAFETY AUTHORITY

Kilkenny Education Centre
Ionad Oideachais Chill Chainnigh

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Guidelines on Managing Safety, Health and Welfare in Primary Schools

Part 1



Part 1

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AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Part 1

Foreword

The publication of the *Guidelines on Managing Safety, Health and Welfare in Primary Schools* is the outcome of a joint project undertaken by the Health and Safety Authority and Kilkenny Education Centre.

The *Guidelines* are based on *Guidelines on Managing Safety and Health in Post Primary Schools*, a previous publication of the Health and Safety Authority in collaboration with the Department of Education and Skills, the State Claims Agency and the School Development Planning Initiative.

These *Guidelines* have been developed in response to a demand from the education sector for guidance and clarification in relation to the legal obligations and responsibilities that have been placed on schools. This demand, combined with the recognition that workplace safety, health and welfare needs to be managed and can be integrated into existing planning processes at school level, was at the core of the collaboration between the partners involved.

The *Guidelines* are a management tool intended to offer guidance and practical advice to assist schools in planning, organising and managing a safe and healthy school environment for staff, pupils and visitors. They will also help schools to benchmark their current policies and practices against current legislative requirements. They do not place any additional responsibility on schools that does not already exist in legislation.

Part 1 of the *Guidelines* is a step by step approach to putting in place a safety, health and welfare management system for primary schools. Part 2 contains tools and templates to support the school in putting these systems in place. Central to the toolkit is a series of risk assessment templates which will assist in carrying out the task of reducing risk in the school in a practical way.

Managing safety, health and welfare effectively in schools brings with it huge benefits. When good systems are in place to prevent accidents, injury and ill-health to staff, students and visitors, the whole school becomes a better place in which to work and learn.

We wish to express our gratitude to all who participated in the preparation of the *Guidelines*. We especially wish to thank the representatives of the education partners whose work greatly contributed to the success of the collaborative process involved in developing these *Guidelines.* We would also like to thank schools which helped to pilot the *Guidelines* and offered invaluable feedback in developing them. (Please see "Acknowledgements" on page 65.)

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Who should read these Guidelines?

Essential Terms

Why manage safety, health and welfare?

Who is responsible for safety, health and welfare in primary schools?

Employees/staff duties while at work

Introduction

The ***Guidelines on Managing Safety, Health and Welfare in Primary Schools*** (the *Guidelines*) is both a guidance document and a toolkit to assist schools in managing safety, health and welfare.

This resource is a guide to help schools plan, organise and manage a safe and healthy school environment for staff, students and visitors.

All of the members of the school community have responsibilities for their own safety, health and welfare and that of others. The school is charged with informing staff, students and visitors of these responsibilities. One of the most effective ways of doing this is to involve staff and students in identifying challenges to safety, health and welfare and in devising and implementing ways of responding to those challenges. The *Guidelines* provide practical advice to schools on how to manage this process.

Many primary schools are small units led by a teaching principal. Elaborate planning structures and processes may not be appropriate in a small school. It is up to each school to adapt the advice in these *Guidelines* to best suit its own circumstances. A school could use the *Guidelines* to review and improve its current systems and procedures rather than replacing them.

These *Guidelines* do not place any additional responsibilities on schools that are not already in legislation or part of the school's common law duty of care.

These are guidelines. The mechanisms described in them are not prescriptive, they are discretionary; they are advice to the board of management and other duty holders in a school on ways of fulfilling their legal obligation to manage safety, health and welfare. Each school must adapt the advice to best suit its own circumstances, keeping in mind the overriding principle that the employer must do what is "reasonably practicable" to manage safety, health and welfare in the workplace.

These *Guidelines* should be read and used in a way that is consistent with other relevant legislation and publications from the Department of Education and Skills and other government departments and agencies, such as circulars, codes of practice and guidance documents. Planning and procedures for managing safety, health and welfare in a school must conform with current legislation and with current guidance from the Department of Education and Skills on issues such as child protection, bullying, stress, assaults and other issues related to safety, health and welfare as they arise. References and links to current relevant publications are provided throughout these *Guidelines*.

Part 2 of the *Guidelines* contains risk assessment templates designed to support a school in identifying and addressing hazards. But there may be hazards in a school that are not referred to in these templates. A school is responsible for identifying and managing all hazards to safety, health and welfare in its workplace.

In a pocket on the inside cover of this folder there is a DVD containing the English and Irish versions of this text. There is also a short video showing how the *Guidelines* might be used by a school.

Schools are familiar with the process of school self-evaluation and school development planning. These *Guidelines* adopt the same approach to planning through self-evaluation of current safety, health and welfare needs, leading to identification of priorities for improvement and recording of changes implemented. The current Department of Education and Skills Inspectorate document, *School Self-Evaluation Guidelines for Primary Schools* makes reference to planning for safety, health and welfare in a number of instances, including as follows:

The Teaching and Learning Quality Framework, sub theme 2.1 Learning Environment at page 32 lists the following four criteria for self-evaluation of safety in the classroom:

- Classrooms are properly heated, properly ventilated, clean and well maintained
- Due attention is given to pupil safety in the organisation, layout and furnishing of classrooms and other learning settings
- Due attention is given to pupil safety during lessons
- Pupils are properly supervised at all times

The *Guidelines on Managing Safety, Health and Welfare in Primary schools* aims to assist schools in fulfilling their obligations in law and under school self-evaluation by:

- Providing information on a school's legal obligations regarding safety, health and welfare (Part 1, Pages 10-13 and Pages 40-41)
- Providing a sample school Safety, Health and Welfare Policy (Part 2, Page 9), a clear overview of what a Safety Statement should include (Part 1, Page 46) and a detailed template for devising a school Safety Statement (Part 1, Pages 22-34)
- Providing practical support for identifying hazards and managing risks in the form of sample Risk Assessment Templates (Part 2, Pages 20-111)
- Providing checklists , audit tools, report forms and other templates to support the school in reviewing, planning and managing safety, health and welfare effectively. (Part 2)

Who should read these Guidelines?

These *Guidelines* should be read by boards of management, principals, deputy principals, relevant post holders, teaching and non-teaching staff. Everybody in the school community should have appropriate access to the *Guidelines*.

Essential Terms

A complete glossary is included on page 55 of the *Guidelines*. From the outset, all members of the school community should be familiar with the following essential terms:

Employees/staff:
For ease of reading the term 'employee(s)' has been replaced with the word 'staff' in many instances. Where 'employee(s)' is mentioned the reader can interpret this to mean 'staff'. The definition of employee outlined in Section 2(1) of the *Safety Health and Welfare at Work Act* 2005 is as follows:

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

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

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

Controls/control measures:
Controls/control measures are the precautions taken to ensure that the risk is eliminated or reduced.

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

Safety, health and welfare policy:
Every safety statement begins with a declaration, signed at senior management level on the employer' s behalf. This is known as the safety, health and welfare policy. The declaration gives a commitment to ensuring that a workplace is as safe and healthy as reasonably practicable and that all statutory requirements will be complied with. This declaration should spell out the policy in relation to overall safety, health and welfare performance, provide a framework for managing safety, health and welfare and list relevant objectives. A copy of the safety, health and welfare policy can be displayed in a public area of the school where it is visible to all.

Essential Terms cont'd.

Safety, Health and Welfare management system:
This refers to that part of the overall management system of the school that includes the organisational structure, planning activities, responsibilities, practices, procedures and resources for developing, implementing, reviewing and maintaining the school's safety, health and welfare policy.

Safety statement:
A safety statement is a written programme of the school's commitment to safeguard the safety, health and welfare of staff (teaching and non-teaching) while they work and the safety and health of other people who might be affected by work activities in the school including visitors, parents/guardians and students. In essence, the safety statement details how the safety, health and welfare of staff, students, visitors and contractors are managed by the school. The safety statement must include a comprehensive risk assessment which identifies hazards in the workplace, assesses the risks presented by those hazards and details what control measures should be put in place to eliminate/reduce the risk.

Why manage safety, health and welfare?

There are moral, legal and ethical reasons for managing safety, health and welfare at work. Hazards and risks are present in schools, just as in any other workplace. However, schools are a unique environment as the workplace is shared with students, to whom a high duty of care is owed because of their vulnerability.

Workplace accidents and incidents cause pain and suffering to the individual and his/her family. They affect people's ability to work and their enjoyment of life outside work. Many accidents and cases of occupational ill-health at work are due to a failure to manage safety, health and welfare properly.

The cost of occupational accidents can be high and can result in associated costs to employers such as:

- sick pay, temporary replacement labour, early retirement, recruiting new labour and retraining;
- repair of damage to plant, equipment, materials and products;
- management time spent dealing with accidents;
- increased insurance premiums and legal costs;
- compensation claims.

A proactive safety, health and welfare management system promotes a safer working environment and results in the avoidance of accidents and incidents. In addition to reducing costs, an effective safety, health and welfare management system ensures that:

- good safety, health and welfare arrangements are in place for staff, students and anyone affected by the work activities of the school;
- teachers and other staff are confident that well planned safety, health and welfare systems are in place when carrying out their responsibilities;
- resources are not wasted; financial priorities can be related to careful risk assessments;
- staff absences due to injuries or occupational ill-health are reduced;
- the number of accidents and associated costs are reduced;
- morale is improved in the school for students, staff and parents/guardians;
- the number and cost of compensation claims are reduced.

Who is responsible for safety, health and welfare in schools?

In Ireland, the board of management as employer, is responsible for ensuring as far as reasonably practicable, the safety, health and welfare at work of its employees and the safety, health and welfare of those who are in anyway affected by the work activities of the school.

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

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

Board of Management duties as employer under the Safety, Health and Welfare at Work Act 2005

The Safety, Health and Welfare at Work Act 2005 (the 2005 Act) sets out the main provisions for securing and improving the safety, health and welfare of people at work including:

- the requirements for control of safety, health and welfare at work;
- the management, organisation and systems of work necessary to achieve those goals;
- the responsibilities and roles of employers, the self-employed, employees and others;
- the procedures needed to ensure that legislative requirements are met.

Employees/staff duties while at work

Employee duties under the Safety, Health and Welfare at Work Act 2005

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

Employee duties while at work include:

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

Board of Management duty of care as an employer under the law

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

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

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

In addition to requiring employers to take reasonable care for employees, the courts developed a similar principle to protect persons other than employees, whether they are visiting members of the public, contractors, students or parents/guardians. This area of law is known as public liability. The employer, in fulfilling this duty of care, must have regard to Section 12 of the 2005 Act.

The tort of negligence

The tort (a civil wrong) of negligence is the most common tort that impacts on a school. The general definition of negligence is that it is either an omission to do something which a reasonable person would do, or doing an act which a prudent or reasonable person would not do. Negligence consists of four elements.
These are:

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

Vicarious liability

This is where the board of management is responsible for the acts or omissions of an employee (teaching or non-teaching) during the course of their employment, whether that employee is at his/her place of employment or elsewhere, for example on a school tour. If the act or omission occurred while the employee was working within the scope of his/her employment, under the control of the board of management, then the board may be vicariously liable for the harm caused by its employee.

Board of Management duties under the Occupiers' Liability Act 1995

The Occupiers' Liability Act 1995 sets out the responsibilities of the occupier of a premises. A lot of civil litigation cases involving third-party injuries are based on this legislation. An occupier is defined as a person/body who is in control of the premises and in the case of schools, the board of management is responsible for accidents or ill-health arising from the state or condition of the school premises. The Occupiers' Liability Act 1995 imposes duties on occupiers in relation to three categories of entrants: Visitors (which includes parents/guardians, students etc), Recreational Users and Trespassers. For further details see the FAQs, No.4, (Part 1, Page 41).

In practical terms there is a convergence of statutory and common law. The thrust of the development is based on the philosophy that the duty of the employer is to take all reasonable care, having regard to all foreseeable risks, for the safety and well-being of employees or for other persons under their direction or control. If schools are compliant with the more easily accessible statute law (Safety, Health and Welfare at Work Act 2005) then, in the main, they will avoid claims for compensation under common law.

Types of accidents and incidents in schools

Evidence suggests that the main causes of physical harm in schools are accidents such as slips, trips and falls, manual handling and contact with equipment. While the level of reported injury is low, it is worth noting the effect of such accidents, as indicated by time absent from work, is significantly higher in the education sector than any other. (See FAQs Nos. 34-38, Part 1, Page 51-53).

In recent years there has been an increase in reports of psychological harm caused to staff and students as a result of bullying, stress, harassment and assault. These *Guidelines* contain Risk Assessment Templates covering the most common causes of psychological as well as physical injury. (Part 2, Page 20-111) They also contain links to guidance documents from the Department of Education and Skills and from the Health and Safety Authority on dealing with bullying and stress related illness.

Managing safety, health and welfare in schools

The 5 steps of the safety, health and welfare management system

Step 1: Policy and commitment

Step 2: Planning

Step 3: Implementation

Step 4: Measuring performance

Step 5: Audit and review

Managing safety, health and welfare in schools

What is a safety, health and welfare management system?

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

There are five key steps to achieving a successful SMS. These *Guidelines* give the reader the five steps needed to implement a SMS. You can follow this guidance document step by step to implement a SMS or use it to improve the systems already in place.

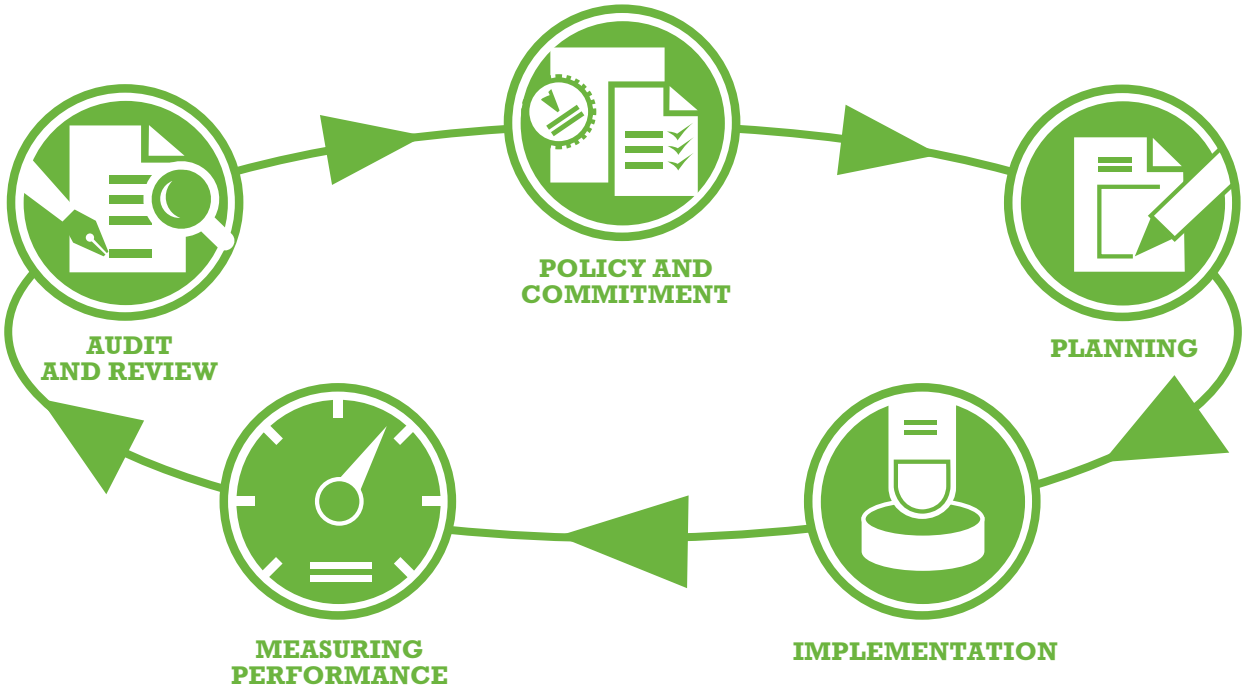


Fig.1 Key elements of a safety, health and welfare management system

Step 1: Policy and commitment

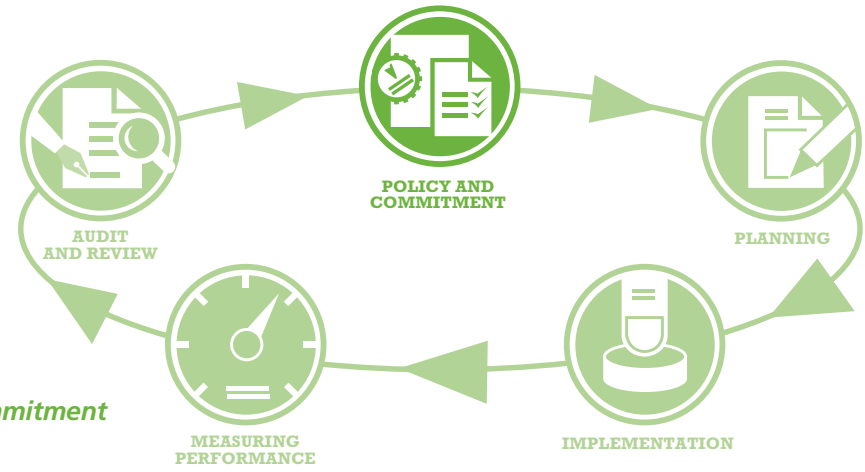


Fig.2 Step 1: Policy and commitment

The board of management (or a person working under its instruction) should prepare a safety, health and welfare policy as part of the preparation of the safety statement required by Section 20 of the Safety, Health and Welfare at Work Act 2005. This policy is a written document containing a declaration of the commitment of the board of management to ensuring safety, health and welfare in the school. An effective safety, health and welfare policy sets a clear direction for the school to follow.

The safety, health and welfare policy is the first section of the safety statement. It should outline a commitment on behalf of the board of management to ensure that the school is as safe and healthy as is reasonably practicable and that all relevant statutory requirements will be complied with. It should spell out the policy in relation to overall safety and health performance, provide a framework for managing safety, health and welfare, and list relevant school policies.

It may include commitments from the board of management to:

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

While not a legal requirement, it is good practice to display the safety, health and welfare policy prominently in the school, perhaps in a public area where it is visible to all.

See Part 2, Tool 2: Sample Safety, Health and Welfare Policy, Page 9.

Step 2: Planning

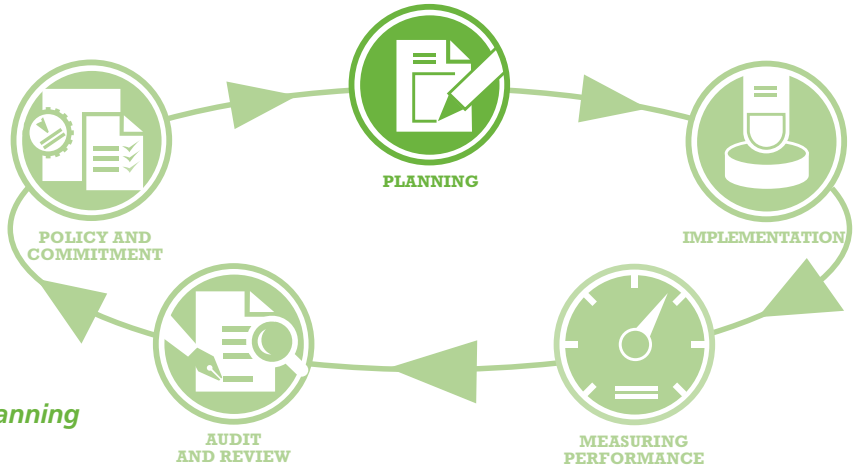


Fig.3 Step 2: Planning

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

- be routine and predictable, (e.g. annual risk assessments, planned walk-through inspections, training events, meetings);
- occur in response to particular significant events or risk assessments. Many of these can be agreed and implemented fairly quickly, (e.g. repairs to equipment, new safety regulations, a change in work practice following the outcome of an accident);
- be planned to be implemented over a longer period of time or in phases, and may have major resource implications (e.g. replacing sub-standard infrastructure, introducing new equipment, refurbishing key locations).

The varied needs set out in the safety statement may relate to established features of the school's existing safety, health and welfare management system or they may be part of a developmental programme that may cover a significant period of time into the future.

The school must plan, therefore, for short, medium and long term objectives in its efforts to maintain and improve safety, health and welfare across the whole school. It must identify how these objectives will be achieved, the resources required and what roles people will have to play. It must take account both of the physical infrastructure of the school and of how people operate and interact within it. This varied activity must be planned in a coherent way if it is to be manageable and effective.

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

The initial stage of the safety, health and welfare planning process can be broken into two steps:

- Establish an effective safety, health and welfare management structure (see 2.1)
- Review existing documentation and systems (see 2.2)

2.1 Establish an effective safety, health and welfare management structure

A board of management may nominate a person, perhaps the school principal, deputy principal or another person to co-ordinate the planning, implementation and management of safety, health and welfare on its behalf. If the school has decided to form a safety, health and welfare committee, it could be done at this stage. If the employees have decided to select a safety representative, that person could be selected now.

Fig.4 Establishing an effective safety, health and welfare management structure



Safety committee:

The definition of a safety committee is set out in the Safety, Health and Welfare at Work Act 2005 (Section 26 and Schedule 4).

The board of management, as employer, is required to consult its employees in order to put in place and maintain measures which enable cooperation between the employer and employees in the promotion of safety, health and welfare at the place of work and to monitor the effectiveness of those measures.

A safety committee, though not a legal requirement, is a mechanism which can facilitate the consultation process by assisting in drafting and/or reviewing the safety statement, risk assessments, policies and procedures within the Safety Management System on behalf of the employer. The board of management must ratify the safety statement prior to implementation within the school. The board should also consult on other safety matters, such as the review of the accident and incident register and the programming of work within the school which impacts on safety, health and welfare.

The safety committee, if appropriate in the context of the school, will help plan, monitor and evaluate safety, health and welfare throughout the year. To do this it may :

- agree how scheduled meetings will be convened, minuted and reported upon during the school year;
- outline the planning programme for the coming year. This calendar may take the form of a narrative of all planned safety and health actions for the year (including risk assessments, safety audits, planned walk-through inspections, fire drills, training etc.);
- prepare reports for the board of management and staff meetings, as well as other relevant meetings;
- ensure that current information regarding risk assessments, control measures, accident reports, audits and reviews of the SMS are evaluated and appropriate actions taken;
- examine whether resources are being used effectively to remedy high risks identified in the risk assessment;
- provide ongoing evaluation of safety, health and welfare practice in the school and the effectiveness of the procedures of the safety committee, where one has been established.

Members of the safety committee may include some of the following:

- the employer (board of management) or the employer's representative;
- Principal;
- Deputy Principal;
- Safety officer (if one is appointed);
- Safety representative(s) (if selected and appointed);
- staff, including teachers, special needs assistants, ancillary staff.

The school management may at their discretion also include:

- student representative;
- parent/guardian representative.

Safety representative:

Section 25 of the Safety, Health and Welfare at Work Act 2005 entitles employees to select and appoint a safety representative(s) to represent them in consultations with the employer on matters of safety, health and welfare at the place of work.

A safety representative may be selected and appointed if one is not already in place. The safety representative's role is outlined in the 2005 Act. The functions include:

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

Safety officer:

There is no mandatory legal requirement for a board of management to appoint a safety officer. In some schools, the principal acts as the safety officer. However, the functions of the safety officer may be delegated to another employee. Overall responsibility for safety and health cannot be delegated and remains with the board of management. The safety officer can help to support the implementation, review and maintenance of a Safety Management System. See also "The importance of appointing competent persons" on page 25.

2.2. Review existing documentation and systems

For the next part of the planning process it would be appropriate to review existing safety documentation and systems already in operation. This is called an initial review. An initial review of all aspects of safety, health and welfare management across the school as a whole is particularly useful as it helps to establish the school's current status. The school can determine from this review if current provisions for safety, health and welfare are compliant with legislation and best practice and can identify issues that need to be addressed. Existing information can be incorporated into the SMS thus eliminating unnecessary redrafting. The initial review thus enables the school to set development priorities in the area of safety, health and welfare. This review can be undertaken as part of an audit of the current SMS and a tool has been provided to assist with this in Part 2.

See Part 2, Tool 1: Planning Documents -for other planning templates that are provided to help in the planning process throughout the year, Page 4.
See Part 2, Tool 1 (B) School Safety, health and welfare Management Audit Tool Page, 5.

Step 3: Implementation

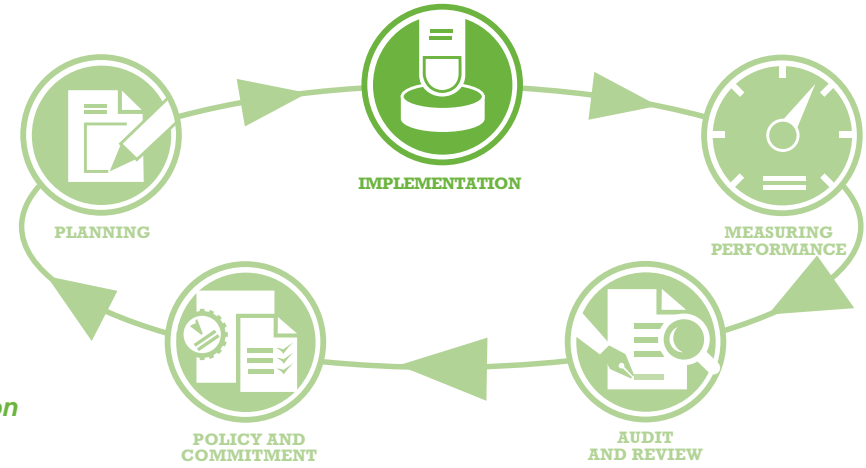


Fig.5 Step 3: Implementation

For effective implementation of the SMS, the school may deploy the safety, health and welfare structures established in 2.1, the safety committee, safety representative, and safety officer, where appointed, as support mechanisms to achieve the commitments contained in its safety, health and welfare policy. Using the information resulting from the initial review of the school's current documentation and systems, the development/amendment of the safety statement can begin.

> *Section 20 of the Safety, Health and Welfare at Work Act 2005 states that "Every employer shall prepare, or cause to be prepared, a written statement based on the identification of the hazards and the risk assessment carried out under Section 19, specifying the manner in which the safety, health and welfare at work of his or her employees shall be secured and managed."*

The safety statement is central to the management of safety, health and welfare in the workplace. Section 20 of the Safety, Health and Welfare at Work Act 2005 requires that an employer produce a written safety statement to safeguard:

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

The safety statement represents a commitment to the safety, health and welfare of all people using the school. It should state how the board of management will ensure their safety, health and welfare and state the resources necessary to maintain and review safety, health and welfare compliance with standards. The safety statement should influence all work activities, including:

- the selection of competent people, equipment and materials;
- the way work is done;
- how goods and services are designed and provided.

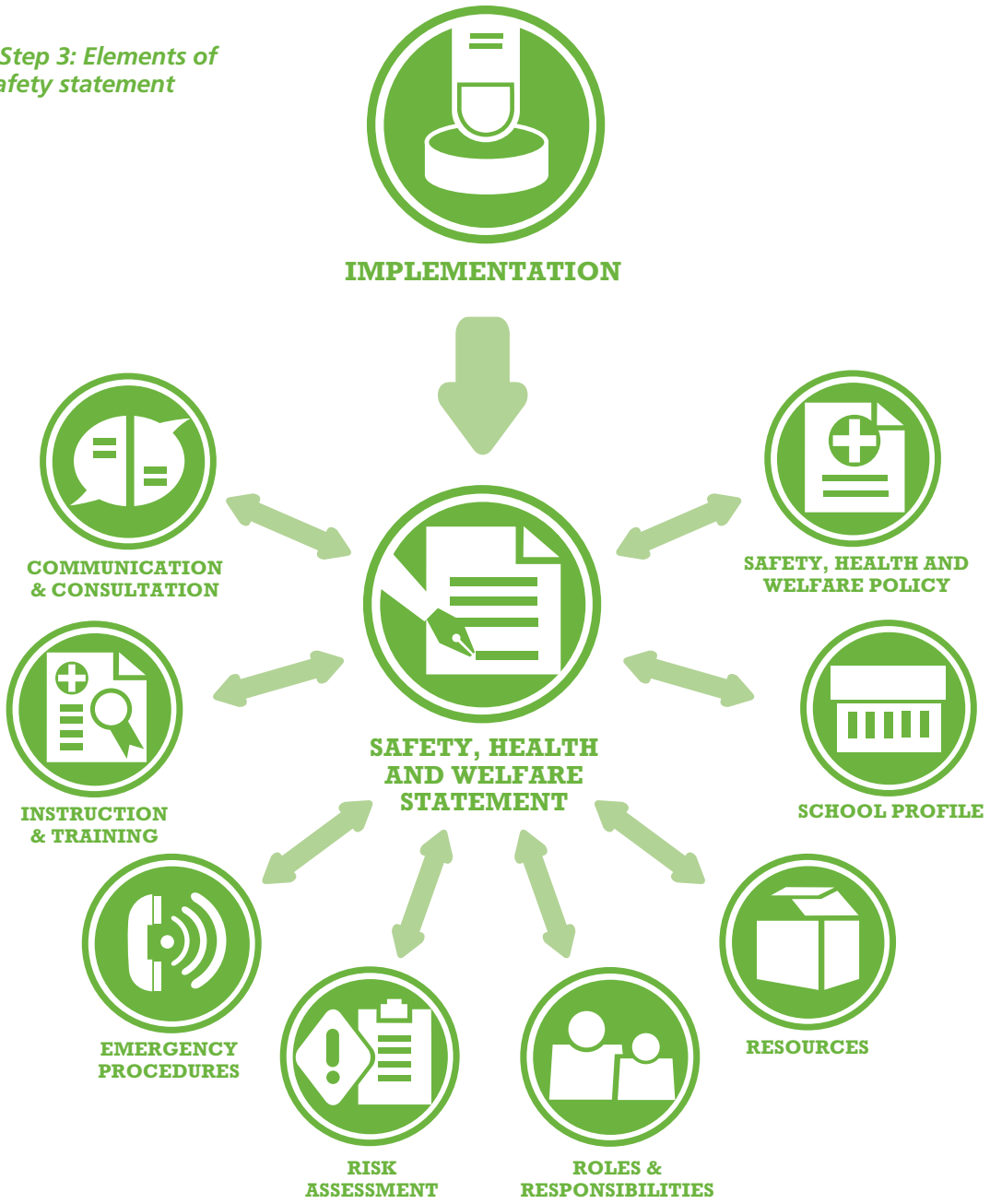
The safety, health and welfare statement must be made available to staff and other relevant persons, showing that hazards have been identified and the risks assessed and eliminated or controlled.

Preparing the safety statement

The safety statement should include each of the following parts:

3.1 Safety, health and welfare policy (as discussed in Step 1)
3.2 School profile
3.3 Resources for safety, health and welfare in the school
3.4 Roles and responsibilities for safety, health and welfare
3.5 Risk assessment
3.6 Emergency procedures, fire safety, first-aid, accidents and dangerous occurrences
3.7 Instruction, training and supervision
3.8 Communication and consultation

Fig.6 Step 3: Elements of the safety statement



3.1 Safety, health and welfare policy

(see Step1 Policy and Commitment)

3.2 School profile

The safety, health and welfare statement should present a brief overview of the significant features of the school with particular reference to safety, health and welfare and include:

- school size;
- school buildings;
- organisational structures /chart;
- planning procedures;
- provision for persons with special needs.

3.3 Resources for safety, health and welfare in the school

This section of the safety, health and welfare statement outlines the current resources available to support safety, health and welfare in the school.

Checklist:

- What resources are available for safety, health and welfare in the school?
- Are these resources addressing issues of prime concern? (breaches of statutory duties, high risk hazards, issues likely to give rise to claims etc.)
- Is the allocation of resources reviewed and amended as need arises?
- Is the use of resources consistent with the priorities of the school plan for maintaining and improving safety, health and welfare?

3.4 Roles and responsibilities for safety, health and welfare

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

Where appropriate an organisational chart may be prepared showing the safety, health and welfare management structure within the school. The chart shows the roles and responsibilities of all members of the school community in relation to safety, health and welfare.

See Part 2, Tool 3: Sample Management Organisation Chart, Page 10.

The safety, health and welfare roles may include the following:

Board of Management:

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

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

- complies with the requirements of the 2005 Act;
- reports to the board of management on safety, health and welfare performance;
- manages safety, health and welfare in the school on a day-to-day basis;
- communicates regularly with all members of the school community on safety health and welfare matters;
- ensures all accidents and incidents are investigated and all relevant statutory reports completed;
- organises fire drills, training, etc;
- carries out safety audits.

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

- a deputy principal, assistant principal, special duties teacher or any teacher with duties related to safety, health and welfare must fulfil the duties assigned;
- although ultimate responsibility for safety, health and welfare rests with the board of management, the teacher must fulfil those duties to which he/she has agreed.

Teachers / Special Needs Assistants / Non-teaching staff:

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

Other School Users:

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

Contractors:

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

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

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

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

- The board of management must ensure that the contractor is competent. This means that the contractor is suitably qualified and experienced and is registered. For instance, an electrician should be registered with the Register of Electrical Contractors of Ireland (RECI) or the Electrical Contractors Safety and Standards Association (ECSSA). In many cases, the school will have a list of maintenance personnel and this may only need to be reviewed if any changes occur. The contractor and the principal meet before the project commences to ensure communication links are established before work starts and throughout the contract. The contractor should advise the principal about the likely duration of the work and any possible hazards, and how these will be addressed. The contractor should also provide the principal with a copy of its safety statement including any relevant risk assessments for the project to be undertaken. Likewise the principal should advise the contractor about necessary precautions which need to be considered, particularly if work is being carried out during school time.

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

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

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

- appoint, in writing before design work starts, a Project Supervisor for the Design Process (PSDP) who has adequate training, knowledge, experience and resources;
- appoint, in writing before construction begins, a Project Supervisor for the Construction Stage (PSCS) who has adequate training, knowledge, experience and resources;
- co-operate with the project supervisors and supply any necessary information;
- notify the HSA of the appointment of the PSDP on Approved Form AF1 *"Particulars to be notified by the Client to the Health and Safety Authority before the design process begins"*;
- retain and make available the safety file for the completed structure. The safety file contains information on the completed structure that will be required for future maintenance or renovation.

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

Prior to carrying out any construction work each board of management, as client must familiarise itself with its legal health and safety responsibilities, as detailed in the *Safety, Health and Welfare at Work (Construction) Regulations 2006*. These Regulations have wide-ranging application covering large projects such as capital builds, small projects such as renovations, erecting pre-fabs and routine maintenance such as replacing light fixtures etc. The Regulations introduce such terms as client, project supervisor for the design process (PSDP), project supervisor construction stage (PSCS), safety, health and welfare plan, safety file and contractor.
Details can be found in the Guidance publications from the Department of Education and Skills and the Health and Safety Authority listed below.

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

http://www.hsa.ie/eng/Publications_and_Forms/Publications/Construction/Clients_in_Construction_-_Best_Practice_Guidance.html

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

These guidance documents also define the terms mentioned above. For example a client means "a person for whom a project is carried out, in the course or furtherance of a trade, business or undertaking, or who undertakes a project directly in the course or furtherance of such trade, business or undertaking."

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

The importance of appointing competent persons

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

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

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

In many schools a safety officer may not be appointed and the principal in addition to the management of the school takes responsibility for managing safety, health and welfare matters.

Furthermore, the principal may decide to delegate certain functions to individual teachers, the caretaker, or other staff, deemed to be competent within their respective work areas. Such responsibilities could include the teacher completing a risk assessment for his/her classroom. This makes sense as a teacher knows his/her own classroom best.

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

Wherever possible, risks should be eliminated. Where risks cannot be eliminated the general principles of prevention must be used as part of the risk assessment process. See the FAQs, No. 32, Part 1, Page 50.



Fig.7: Step 3: The three steps to risk assessment

How to carry out a risk assessment

Assessing risk means evaluating what could cause harm to your employees, other people's employees and other people including students, visitors and members of the public who are using the school or its facilities.

The key questions to ask when conducting a risk assessment are:

- What can cause injury or harm?
- Can the hazards be eliminated and, if not;
- What preventative or protective measures are or should be in place to control the risks?

The board of management must ensure that the risk assessment is carried out.

Step 1: Identify the hazards
Step 2: Evaluate the risk in proportion to the hazard
Step 3: Put in place appropriate control measures to eliminate or minimise the risk

The board of management is required to implement any control measures considered necessary by the risk assessment.

The board of management may delegate the task of completing the risk assessment to the appropriate person for example the individual teacher of each classroom. There is no need to consider every minor hazard or risk that we accept as part of our lives.

Control measures must be put in place to ensure the risk of an incident or accident arising from an identified hazard is reduced. Putting in place control measures means the employer does all that is reasonably practicable to ensure that a hazard does not cause actual harm or is less likely to cause harm.

If new equipment presents a new hazard to the work environment or notably alters the current system of work, a revised risk assessment is required. Risk assessments should become a routine part of the overall management. *The Safety, Health and Welfare at Work (General Application) Regulations 2007* specify the technical regulations for the most common workplace hazards such as electricity, working at height and noise. They also specify the regulations relating to such controls as safety signs and personal protective equipment.

The Safety, Health and Welfare at Work (General Application) Regulations 2007 are available at: www.hsa.ie/publications
Part 2, Tool 4 of the Guidelines provide the necessary tools for schools to complete risk assessments.

Checklist:

- Has it been agreed who will identify the hazards and carry out the risk assessments? Note: Risk assessments should be completed by individuals who are competent to do so, e.g. the classroom teacher.
- Have all hazards been identified formally?
- Have written risk assessments been carried out on all hazards?
- Have appropriate control measures been identified and implemented?
- Have significant unresolved problems been reported to the principal / board of management?
- Have matters requiring urgent attention been addressed?
- Have control measures been communicated to affected persons?
- Have staff been consulted?

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

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."

Emergency procedures

Emergency procedures must be developed in advance, clearly communicated and understood, and practised on a planned basis.

Checklist:

- Has the school a formal procedure in place to deal with emergency situations, e.g. fire, flood, bomb scare, major incident (car crash, suicide)?
- Does the procedure set out clearly what is to be done, who is to do it, who will liaise with families, who will co-ordinate actions on the day (set out all persons' roles), follow-up care (where necessary), emergency service details etc?
- Has the school a critical incident[1] management plan to assist in dealing with a major crisis or traumatic situation?

See also, "Responding to Critical Incidents, Advice and Information Pack for Schools" and "Responding to Critical Incidents, Guidelines for Schools" (Dept of Education and Science/National Educational Psychological Service) available at www.education.ie.

PBU 04/04 *Contingency Planning in the Context of a National Emergency available at* ***www.eduction.ie***

[1] "A critical incident can be defined as any incident or sequence of events, which overwhelms the normal coping mechanisms of the school and disrupts the running of the school".

Fire safety

Fire drills should be completed as often as required. The frequency of fire drills must be determined by the school. Consideration must be given to school layout, ease of access and egress, and the general requirements of the students attending the school. It is good practice to test the fire alarm weekly on a set day at a particular time. Any defects in the alarm system must be prioritised by the board of management for repair or replacement.

Many questions arise around planning of fire drills. Whilst planning fire drills is important, it is not necessary to give advance notice to staff. Employees must be instructed on precautions for emergencies and evacuation procedures. The board of management or the principal must designate employees to implement the procedures in case of an emergency. The board of management must ensure that the designated employees have adequate training and equipment available to them to deal with the emergency. Escape routes must be kept clear and emergency exits unlocked or free to open by activation of push bar. The electrical system should be checked periodically by a competent person. The school must be equipped with appropriate fire-fighting and detection equipment. Further information and advice may be obtained from the Fire Services Section of the Local Authority or City Council.

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

Checklist:

- Does the school have an emergency evacuation plan?
- Has it been communicated to all parties and is it on display?
- Does it provide for those with disabilities or other special needs?
- Are fire assembly points identified?
- Are fire assembly points clearly marked?
- Are directional fire signs displayed in the school?
- Does the school have emergency lighting systems in place?
- Are fire exits kept clear?
- Does the school hold a minimum of two fire drills per year?
- Are these drills timed?
- Are outcomes of fire drills recorded and actions taken where necessary?
- Is the emergency evacuation plan reviewed regularly?
- Is fire-fighting equipment (fire hose reels, emergency lighting, fire extinguishers, fire blankets etc.) available?
- Are all fire installations and equipment inspected and serviced as per legal requirements?
- Have all staff received training in the use of fire-fighting equipment?

First-aid

Chapter 2 of Part 7 of the General Application Regulations 2007 sets out the first-aid requirements for workplaces. "Employers have a duty to provide first-aid equipment at all places of work where working conditions require it. Depending on the size or specific hazard (or both) of the place of work, trained occupational first-aiders must also be provided. Apart from some exceptions, first-aid rooms must be provided where appropriate. Information must also be provided to employees as regards the first-aid facilities and arrangements in place".

Checklist:

- Has the school trained an appropriate number of occupational first-aiders based on a risk assessment?
- Is everyone aware of who the school first-aiders are?
- What equipment is available to the first-aiders?
- Are first-aid kits fully compliant with legislation and guidance? Who checks them?
- Where is the equipment located?
- Are there agreed procedures about when first-aid will be administered?

Accidents and dangerous occurrences

The safety, health and welfare statement should clearly set out an accident investigation, reporting and recording policy and procedure. All boards of management should record accidents and near misses/dangerous occurrences in the work place. The procedures outlined in the school's safety, health and welfare statement regarding accident notification should be followed where notification is required.

Every board of management is legally required to report specific accidents and incidents to the Health and Safety Authority. To find out what the reporting obligations are, please see the FAQs, No.'s 34-38, Part 1, Page 51-53.

Checklist:

- Is there a school accident policy addressing procedures to be followed in the event of an accident or dangerous occurrence (i.e. first-aid, doctor called, parents/guardians called, ambulance called)?
- Are internal reporting and recording procedures for all types of accidents in place?
- Ensure online reporting of accidents to the Health and Safety Authority. IR1 and IR3 forms available at www.hsa.ie/publications
- Are all accidents investigated?
- Is corrective action taken where required?
- Are reports of such actions available to the board of management and to the safety committee where one is established?
- Are records kept of all incidents and accidents?

See Part 2, Tool 5: Accident or Incident Record Form - for internal recording of accidents and incidents, Page 112.

3.7 Instruction, training and supervision

Sections 8 and 10 of the Safety, Health and Welfare at Work Act 2005 require that every employer provide instruction, training and supervision to his/her employees in relation to safety, health and welfare at work.

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

See Part 2, Tool 6, Page 114, for details on typical safety, health and welfare training that should be considered when assessing training needs in accordance with the recommended time frames.

Checklist:

- Has the school prepared an annual safety, health and welfare training plan? (completed risk assessments may be used to identify training needs)
- Does the training plan include the following:
  - a formal process to identify the safety and health training needs of each group within the school community?
  - the provision to all individuals of safety training necessary to enable them to carry out their duties as identified by the risk assessments and as set out in the safety statement?
  - a record of all training, information and briefing sessions?
  - a record of those in attendance at training sessions with signed attendance sheets?
  - a schedule of dates when refresher training falls due?

See Part 2, Tool 6 (A), (B), and (C), Pages 115-119.

3.8 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.*

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

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

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

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

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

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

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

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

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

See Part 2, Tool 7B for a checklist of the various methods of communication that can be used by the school to impart safety, health and welfare information, Page 121.

Step 4: Measuring performance



Fig.8 Step 4: Measuring performance

The board of management should measure, monitor and evaluate its safety, health and welfare management system to make sure it is robust. This can be done in simple ways. For example, performance can be measured against agreed standards such as:

- legislative requirements;
- the school safety, health and welfare policy and the written risk assessments contained in the safety statement;
- safety, health and welfare objectives, as part of the school plan.

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

School management should establish procedures to monitor the school's performance in promoting safety, health and welfare. This is to ensure that planned actions contained within the school's safety, health and welfare plan have actually taken place or where they have not that they are scheduled to be addressed.

Monitoring can be achieved in a number of ways, such as periodic reviews at staff meetings and board of management meetings to ensure the safety management system is in operation and the safety, health and welfare statement incorporating risk assessments are in place; formal inspections and checks of all school areas at pre-defined timeframes to establish items arising; inspections and equipment checks on items such as fire detection installations and extraction systems; periodic reviews of accidents, near misses, and dangerous occurrences to establish if corrective action needs to be taken.

The board of management 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.

See Part 2, Tool 8: Monitoring, which includes a Sample Template for Inspections (A) and a Sample Inspection Check sheet (B), Page 122.

Checklist:

- Is there an agreed schedule outlining areas/ items for inspection?
- Are inspections of the equipment and furniture in the school or on the school grounds carried out before use, on a daily, weekly, monthly, term or annual basis as appropriate?
- Is there a list specifying who will carry out the inspections and what areas are to be inspected, e.g. classrooms, offices, general purpose areas, storage areas, boiler house, yard and sports hall?
- Does the risk assessment system in place formally track the status of all hazards reported, indicate the control measures required, the action taken to date, responsibility for action and finally, sign-off on completion of tasks?
- Do regular walk-through inspections take place to identify fire hazards or other safety and health hazards as may arise from time to time?
- Is there a preventative maintenance and service programme in place for fixed service installations, machinery, equipment, grounds and buildings?
- Are records regarding the preventative maintenance programme kept?
- Does the "Principal's Report" to the board of management include information pertaining to the status of the Safety Management System in the school and other relevant information pertaining to safety, health and welfare?

Step 5: Audit and review

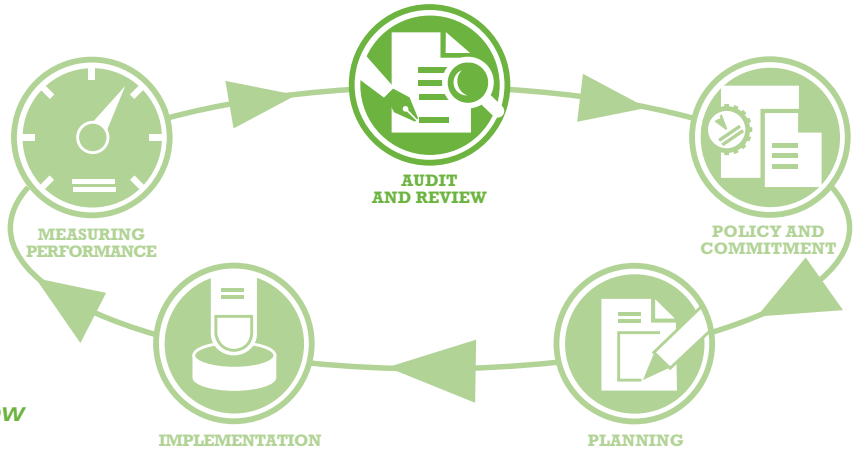


Fig.9 Step 5: Audit and Review

Auditing and reviewing the Safety Management System 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 should evaluate the impact of the safety, health and welfare plan at a pre-determined time, (e.g. per term, annually), 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, health and welfare audit should be carried out. This is a comprehensive review and report on all aspects of safety, health and welfare management in the school. A sample audit tool is provided in Part 2, Pages 5 - 8.

Results from audits can be combined with information from measuring performance to improve the school's overall approach to safety, health and welfare management.

The safety statement should be revised as necessary, in light of the review and evaluation process. All members of the school community should be informed of the full contents of the revised safety , health and welfare statement.

Checklist:

- What procedures are in place to carry out the annual safety, health and welfare audit?
- Is the safety, health and welfare statement reviewed and where necessary amended to reflect changes in the school?
- Is the safety, health and welfare audit part of the regular school self-evaluation and planning process?

See Part 2, Tool 1 (B): School Safety, Health and Welfare Management Audit Tool, Pages 5-8.

Guidelines on Managing Safety, Health and Welfare in Primary Schools

FAQs

FAQs

Frequently Asked Questions (FAQs)

Legislation

Safety, health and welfare management system

Planning

Roles and responsibilities

Safety statement and risk assessment

Accident investigation and reporting

Further information and support

Frequently Asked Questions (FAQs)

LEGISLATION

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

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

The 2005 Act is available at **http://www.hsa.ie/eng/Legislation/Acts**

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

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

The Safety, Health and Welfare at Work (General Application) Regulations 2007 apply to the following:

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

Note: Only Part X and the Twelfth Schedule to the General Application Regulations 1993, relating to the notification of accidents and dangerous occurrences, remain in place after 1st November 2007.

The full set of regulations and *Guidelines* are available at **www.hsa.ie/publications**

Q3. What are the Fire Services Acts, 1981 and 2003?

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

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

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

Q4. Does the Occupiers' Liability Act 1995 apply to our school?

A. Yes. *The Occupiers' Liability Act* 1995* is the legislation upon which much litigation involving third party injuries is based.

An occupier is defined as a person/body who is in control of the premises and in the case of schools, the board of management is responsible for accidents or ill-health arising from the state or condition of the school premises.

The Occupiers' Liability Act 1995 imposes duties on occupiers in relation to three categories of entrants:

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

Visitor

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

Recreational user and trespasser

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

***http://www.irishstatutebook.ie/1995/en/act/pub/0010/index.html**

SAFETY, HEALTH AND WELFARE MANAGEMENT SYSTEM

Q5. What is a "safety, health and welfare management system"?

A. A safety, health and welfare management system details how safety, health and welfare is managed and includes the policies and procedures in relation to organisational structure, the planning activities, responsibilities, practices, procedures and resources for developing, implementing, achieving, reviewing and maintaining the safety, health and welfare policy within the school and for all activities associated with the school. Practical guidelines entitled "Workplace Safety and Health Management" can also be found on **www.hsa.ie/publications**

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

A. This is not a legal document but these *Guidelines* do provide schools with assistance to meet their legal obligations under the 2005 Act. The aim of the *Guidelines* is to provide practical assistance to the board of management including advice and recommendations on how to implement and operate a safety, health and welfare management system in the school. The *Guidelines* also assist boards of management in their understanding and interpretation of the 2005 Act and international best practice as well as helping employees to meet their legal obligations under the Act.

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

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

PLANNING

Q8. What is safety, health and welfare planning?

A. Every school should formulate a plan to fulfil its safety, health and welfare policy as set out in the safety statement. This plan outlines how an effective management structure will deliver its safety, health and welfare policy. The plan sets out what will be done, who will do it and the review mechanism that will verify that each task has been carried out.

Q9. Must a school engage in safety, health and welfare planning?

A. *The Safety, Health and Welfare at Work Act* 2005 states that employers must manage safety, health and welfare in the workplace in order to prevent accidents and ill-health. One of the key elements of a successful safety, health and welfare management system is planning. A school should formulate a plan to fulfil its safety, health and welfare policy as set out in the safety statement.

Q10. Is safety, health and welfare planning part of School Self Evaluation and Planning?

A. Planning for the efficient management of safety, health and welfare is an integral part of school self evaluation and planning. A whole school approach to change management has brought many benefits. Planning for safety, health and welfare as outlined in these *Guidelines* conforms to the model of school self evaluation and planning used in most primary schools. On page 67 of the Department of Education and Skills document "*School Self Evaluation Guidelines for Primary Schools*", the policy checklist which each school is expected to complete as part of its Self Evaluation Report includes a reminder of the requirement to have in place a safety statement.

ROLES AND RESPONSIBILITIES

Q11. What are the responsibilities of directors and senior managers for workplace safety, health and welfare?

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

The liabilities of directors and officers of undertakings under the 2005 Act are dependent on the role that both the board and senior management team play in the undertaking. Boards of management, principals and in some cases, teachers or other staff may be considered to be directors or officers of Undertaking[1]. The regular day to day management, control and direction of the school is usually set by the principal. The principal must follow the broad strategic directions on safety, health and welfare management established by the board of management. The principal must also determine how the management of workplace safety, health and welfare should happen at the school and is responsible for ensuring that good practices are followed.

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

Q12. Is it good practice for a school to have a safety officer/coordinator/ administrator appointed?

A. *The Safety, Health and Welfare at Work Act* 2005 specifically places duties on the employer to ensure the management of safety, health and welfare in the workplace. There is no mandatory requirement under safety, health and welfare legislation whereby schools must appoint a safety officer.

However, where the school decides to appoint a safety officer to manage safety on behalf of the board of management it must be satisfied that this person is competent for the role. In many schools the principal acts as the safety officer. See also "The importance of appointing competent persons" on page 25.

Normal functions of the safety officer may be delegated or performed by another member of staff where necessary. However, overall responsibility for safety, health and welfare cannot be delegated. For example, a teacher with a particular responsibility may carry out some functions of the safety officer but the responsibility remains with the officer and overall responsibility for safety, health and welfare at the school rests with the board of management.

The safety officer is not the same as safety representative (see glossary).

Q13. Can the duties of the safety officer be delegated to a number of teachers/other staff members?

A. The functions of the safety officer may be delegated to one or more staff members but the responsibility remains with the safety officer appointed by the board of management.

[1] The definition of "undertaking" in the 2005 Act is all embracing and covers all types of work and corporate structures that may exist.

Q14. Is a safety committee mandatory?

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

Q15. What role does the safety representative play?

A. The role of the safety representative is to represent colleagues (including non-teaching staff) in consultation with the employer on matters relating to safety, health and welfare. The safety representative may consult with and make representations to the principal or the board of management on safety, health and welfare matters relating to employees in the school. This consultation may take the form of involvement with the safety committee, where one has been established.

There are no duties associated with the safety representative but there are several functions. The functions of the safety representative are listed in the 2005 Act and outlined in Part 1, Page 21 of these *Guidelines*. Essentially, the safety representative's function is to consult with and make representation to the board of management on safety, health and welfare matters relating to all staff in the school. The safety representative, having given reasonable notice to management, has the right to inspect all or part of the school. He/she has the right to inspect immediately where an accident or dangerous occurrence has taken place or where there is an imminent risk. These *Guidelines* promote the practice of full participation of the safety representative in the school's safety committee, where one has been established.

More information can be found in "*Guidelines on Safety Representatives and Safety Consultation*", available at **www.hsa.ie/publications**

Q16. Who chooses the safety representative?

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

Q17. Can the safety representative be held legally accountable for putting any safety proposals into effect?

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

Q18. Does a safety representative carry out workplace inspections?

A. The school safety representative, having given reasonable notice to the Board of Management/Principal, may inspect the whole or part of the school to a schedule agreed with management in advance. He/she may also investigate accidents or dangerous occurrences provided that he or she does not interfere with or obstruct the performance of any statutory obligation required to be performed by any person under any of the relevant statutory provisions.

SAFETY STATEMENT AND RISK ASSESSMENT

Q19. What is a safety statement?

A. A safety statement is a written programme of the school's commitment to safeguard the safety, health and welfare of staff (teaching and non-teaching) while they work and the safety, health and welfare of other people who might be affected by work activities in the school including visitors, parents and students. In essence, the safety statement details how the safety, health and welfare of staff, students, visitors and contractors is managed by the school.

Q20. What should be covered by a safety statement?

A. The areas that should be covered by the safety statement are specific and are set out in Section 20 of the *Safety, Health and Welfare at Work Act* 2005 and can be reviewed in more detail in Part 1 (Step 3) of these *Guidelines*. The safety statement should be based on the identification of the hazards and the risk assessments carried out under Section 19 of the Act. It must:

- specify how the safety, health and welfare of all employees will be secured and managed;
- specify the hazards identified and risks assessed;
- give details of how the board of management is going to manage its safety, health and welfare responsibilities, including:
  (a) a commitment to comply with legal obligations,
  (b) the protective and preventive measures taken,
  (c) the resources provided for safety, health and welfare at the workplace,
  (d) the arrangements used to fulfil these responsibilities;
- include plans and procedures to be used in the event of an emergency or serious danger;
- specify the duties of staff including the cooperation required from them on safety, health and welfare matters;
- include the names and job titles of people being appointed to be responsible for safety, health and welfare or for performing the tasks set out in the statements;
- contain arrangements made for appointing safety representatives and for consulting with staff on safety, health and welfare matters including the names of the safety representatives and the members of the safety committee if appointed;
- be in a written form, manner and language that will be understood by all;
- have regard to the relevant safety, health and welfare legislation.

The safety statement should begin with a declaration, signed on behalf of the board of management. The declaration should give a commitment to ensuring that a workplace is as safe and healthy as is reasonably practicable and that all statutory requirements will be fulfilled. This is known as the safety, health and welfare policy.

More information can be found in "*Guidelines* on Risk Assessments and Safety Statements" available at **www.hsa.ie/publications**

Q21 Whose responsibility is it to prepare the safety statement?

A. It is the responsibility of the board of management to ensure that an accurate safety statement is prepared for the school. The board of management, as the employer, must have a written statement which specifies how it is going to manage and secure the safety, health and welfare of all staff and users of the school.

See Part 2, Tool 2: Safety and Health Policy, Page 9 and Tool 3: Sample Management Organisation Chart, Page 10.

Q22. How often should a school write or revise its safety statement?

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

Q23. How often should the safety statement be brought to the attention of staff?

A. The relevant contents of the safety statement should be available to staff at all times. They should also be notified of any revisions to the safety statement. Relevant extracts from the safety statement should also be brought to the attention of others who may be affected by work activities at the school. A system should be in place to ensure easy and regular access to the statement by all parties. Changes to the statement should be readily and widely communicated. New staff should read the statement upon commencement of employment.

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

Q24. Should the safety statement cover off-site school activities, e.g. school tours, fields trips, trips abroad?

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

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

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

Q25. Some groups use our premises at night or on weekends - must our safety statement include their activities?

A. All activities carried out on school property or on behalf of the school must be carried out safely and any hazards must be identified and dealt with in the safety statement. The board of management must have procedures and controls in place to ensure that each activity is conducted in a safe manner and complies with appropriate safety statutory provisions.

Q26. Do I need a safety statement from each contractor coming into the school?

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

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

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

More guidance can be found for contractors of all types of work such as construction, electrical, roofing etc. at **http://www.hsa.ie/publications**

Q27. Should the board of management consult staff on the content and implementation of the safety statement?

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

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

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

Q28. Should the board of management consult with parents/guardians and pupils before drafting the safety statement?

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

Q29. As an employer, what is the extent of my duty to make the workplace safe?

A. In relation to the duties of an employer, "reasonably practicable", as defined in the 2005 Act describes the extent of the duty and means that an employer has exercised all due care in the discharge of their duties by putting in place the necessary protective and preventive measures, having identified foreseeable hazards and assessed the associated risks.

Reasonably practicable may be understood to mean that which a reasonable person would do given the particular circumstances.
See Section 2 (6), Safety, Health and Welfare at Work Act 2005.

Q30. What happens if I identify a hazard and do not act on it?

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

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

Q31. Are there different types of hazards?

A. Yes. Hazards may be categorised as:

- physical hazards, e.g. manual handling, slips, trips, and falls, electricity, fire;
- health hazards, e.g. noise, harmful dusts, unsuitable lighting levels, vibration;
- chemical hazards, e.g. glues, solvents, dyes, cleaning agents;
- biological hazards, e.g. viruses, bacteria;
- human-factor hazards, e.g. stress, bullying, violence.

Q32. What are the general principles of prevention and how may these be applied in the school?

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

The Nine Principles include:

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

Q33. Who needs to be considered in the risk assessments?

A. All users of the school facilities must be considered when carrying out your risk assessment. This includes the following:

- teaching staff, permanent and temporary, substitute and trainee staff;
- non-teaching staff, special needs assistants, administration, caretaking, cleaning and catering staff;
- contract workers such as window cleaners;
- students including visiting students;
- parents/guardians;
- visiting speakers;
- visiting sales people, delivery people and maintenance workers;
- members of the public.

ACCIDENT INVESTIGATION AND REPORTING

Q34. Who is responsible for reporting accidents to the Health and Safety Authority?

The regulation around reporting of accidents, incidents and dangerous occurrences is currently being reviewed. The most up to date information regarding this topic is available from the Health and Safety Authority at www.hsa.ie

A. The following are responsible for reporting accidents to the Health and Safety Authority:

- employers (in the case of the death or injury of employees at work);
- persons providing training (in the case of the death or injury of a person receiving training for employment);
- self-employed persons (in relation to accidents to themselves);
- persons in control of places of work in relation to:
  - the work-related death or injury of a person not at work;
  -the death of a self-employed person;
- the next of kin (in the event of the death of a self-employed person at a place of work under that person's control).

Q35. What types of accidents must be reported to the Health and Safety Authority?

The regulation around reporting of accidents, incidents and dangerous occurrences is currently being reviewed. The most up to date information regarding this topic is available from the Health and Safety Authority at www.hsa.ie

A. The following types of accidents must be reported to the Health and Safety Authority:

(a) the death of any employed or self-employed person, which was caused by an accident during the course of their work.
(b) an injury sustained in the course of their employment, which prevents any employed or self-employed person from performing the normal duties of their work for more than three calendar days, not including the date of the accident. Calendar days include Saturdays and Sundays (e.g. if an employee, who is injured on Wednesday, and does not normally work on Saturdays, Sundays and bank holidays, returns to work the following Monday, the accident is reportable).
(c) a death or an injury that requires treatment by a registered medical practitioner, which does not occur while a person is at work, (e.g. a student during class) but is related to either a work activity or their place of work. A road traffic accident that meets the criteria (a) and (b) above, excluding an accident that occurs while a person is commuting either to or from work.
(d) a road traffic accident that meets the criterion (c) above as a result of construction work on or adjacent to a public road.

The IR1 form is the only form used to report accidents to the Health and Safety Authority. Forms are available from the Workplace Contact Unit of the Authority or it can be reported directly on-line at **www.hsa.ie**.

The school must keep records of all accidents which occur for a period of 10 years.

Dangerous occurrences must also be reported to the Health and Safety Authority as per requirements of the IR3 form. The IR3 form is available from the Health and Safety Authority at **www.hsa.ie**.

Q36. Which accidents involving students are reportable to the Health and Safety Authority?

The regulation around reporting of accidents, incidents and dangerous occurrences is currently being reviewed. The most up to date information regarding this topic is available from the Health and Safety Authority at www.hsa.ie

A. If the student is injured as a result of a work-related activity and requires medical treatment by a registered medical practitioner this is reportable to the Health and Safety Authority. For example, if a student injures him/herself whilst working with a scissors during class and requires treatment by a registered medical practitioner, this is reportable.

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

Q37. If I am investigating an accident what should I record?

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

In addition, the school's accident reporting system must recognise the requirement to report certain accidents to their insurer and to the Health and Safety Authority.

If there are civil proceedings, it is important to have recorded all the factual information in order to assist with the validity or otherwise of the case. The following list can be used as a guide to ensure that the required information is being collected.

The board of management should appoint a person, usually the principal or safety officer where one has been appointed, to conduct an investigation into all incidents and accidents. Where a safety representative has been selected he/she may also conduct an investigation. Information in relation to accidents and near-misses should be recorded on an accident report form or in an accident report book. This information should be reviewed and used to update risk assessments where necessary.

The information gathered should include:

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

FURTHER INFORMATION AND SUPPORT

Q38. What considerations should the school make for employees with disabilities?

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

Regulation 25 of *the Safety, Health and Welfare at Work (General Applications)* 2007 -Employees with disabilities -states that "An employer shall ensure that places of work, where necessary, are organised to take account of persons at work with disabilities, in particular as regards doors, passageways, staircases, showers, washbasins, lavatories and workstations used or occupied directly by those persons". Accessibility for persons with disabilities is covered by Part M of the Building Regulations entitled "Access for People with Disabilities".

More information can be found in "Employees with Disabilities -An employer's guide to implementing inclusive safety, health and welfare practices for employees with disabilities", available from **www.hsa.ie/publications**. Further information on disability issues is available from The National Disability Authority www.nda.ie

Q39. The safety signs in our school contain text. Is this correct?

A. *The Safety, Health and Welfare at Work (General Application) Regulations* 2007 -Chapter 1 of Part 7 - Safety Signs at Places of Work set out the requirements in relation to safety signs at places of work. Safety Signs should not contain text. However, it should be noted that recent guidelines to these Regulations stipulate it is not a requirement to replace or physically separate the text and pictogram of any existing signs.

Q40. What happens if a Health and Safety Authority Inspector finds something wrong in my school?

A. Depending on the seriousness of the breach of legislation, an inspector from the Health and Safety Authority may take a number of different actions, at his or her discretion. These include verbal or written actions. For example, if an inspector considers that any activity is likely to involve a risk to safety, health and welfare of persons at work he or she may require the board of management to submit an improvement plan specifying the remedial action to be taken. The inspector will also give a copy of the improvement direction to the safety representative, where one is elected.

Within one month of receipt of the improvement plan, the inspector will confirm in writing to the board of management whether the plan is adequate or direct that it be revised. The inspector also has powers to prohibit work or use of equipment or plant but such powers are very rarely used.

Q41. What training/induction should a school provide for new teachers, including substitute teachers, who may be contracted in for a few days?

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

Q42. Where can I get further information and advice?

A. The Health and Safety Authority's website **www.hsa.ie** or **www.hsa.ie/education**, contains a vast amount of information, including downloadable publications and advice. The Health and Safety Authority's Workplace Contact Unit (WCU) is a helpdesk resource for employers, employees and the public. Contact the WCU at:
Locall: 1890 – 289 389
E-mail: wcu@hsa.ie
The Education Unit of the Authority has developed a series of e-learning courseware for schools. The short courses are available, free of charge at http:/www.hsa.ie/eng/Education/Safety_and_Health_Training_for_Teachers/E_Learning/

The Department of Education and Skills' website: **www.education.ie** is a further source of information.

Q43. What is the Health and Safety Authority and what does it do?

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

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

Q44. Is there a relationship between the taught curriculum and the safety statement?

A. You may attach information relating to the primary school's current curriculum where there is clear relevance to safety, health and welfare matters. This may include references to curriculum content, methodology and resources. Curriculum areas may include:

- Social, Personal and Health Education;
- Social, Environmental and Scientific Education (SESE);
- Physical Education;
- Arts Education;
- Field trips and educational visits.

Note: The Health and Safety Authority has developed several resources for teaching and learning the key principles of safety, health and welfare, including online learning programmes for use in the classroom via the whiteboard. These are available at **www.hsa.ie/education**

Glossary

The following glossary provides brief explanations of some of the terms used in these *Guidelines*.

Accident
An accident arising out of or in the course of employment which, in the case of a person carrying out work, results in personal injury.

Accident Prevention
The application of measures designed to reduce accidents or accident potential within a system, organisation or activity. An accident prevention program is one which aims to avoid injury to personnel and/or damage to property.

Accident report (Incident Report Form (IR1))
A form approved under the Safety, Health and Welfare at Work (General Application) Regulations, and is the only form that may be used to report accidents to the Health and Safety Authority. The Health and Safety Authority encourage all employers to report accidents using Form IR1 on-line at **www.hsa.ie.**

Audit
In the context of safety and health management, an audit is a structured process of collecting independent information on the efficiency, effectiveness and reliability of the overall safety, health and welfare management system as well as the drawing up of plans for collective action.

Biological Hazard
A hazard that pertains to life organisms, including such things as viruses and toxic materials that living things produce, such as animals and bacteria in drinking water.

Bullying
Workplace bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once-off incident is not considered to be bullying.

Chemical Hazard
A non-living hazard that results from substances, including solids, liquids or vapours that could potentially interact. Some chemicals can damage the human body if inhaled, ingested or absorbed, e.g. chemicals with lead, alcohol and hydrocarbons.

Compliance/Controls/Control Measures
The precautions taken to minimise or eliminate risks as a result of the risk assessment.

Competent person
Section 2(2) of the 2005 Act specifies that *"a person is deemed to be a competent person where, having regard to the task he or she is required to perform and taking account of the size or hazards of the undertaking or establishment in which he or she undertakes work, the person possesses sufficient training, experience and knowledge appropriate to the nature of the work to be undertaken."*

Continuous Improvement

This refers to the process of enhancing the safety, health and welfare management system in the school in order to achieve improvements as identified in the risk assessments.

Dangerous Occurrence

A dangerous occurrence is an unplanned event or sequence of events that do not have actual consequences but that could, under slightly different circumstances, have unwanted and unintended effects on people's safety and health, on property, on the environment or on legal or regulatory compliance. Dangerous occurrences must be reported to the Health and Safety Authority on the IR3 form.

Examples of dangerous occurrences are:

(a) the collapse, overturning, failure, explosion, bursting, electrical short circuit discharge or overload, or malfunction of work equipment,
(b) the collapse or partial collapse of any building or structure under construction or in use as a place of work,
(c) the uncontrolled or accidental release, the escape or the ignition of any substance,
(d) a fire involving any substance, or
(e) any unintentional ignition or explosion of explosives.

Dangerous Substance (see Hazardous Substance)

Emergency Planning

The act of putting together an overall plan and developing it for response to emergency situations involving workers and equipment.

Employees/Staff

For ease of reading the word 'employee' has been replaced with the word 'staff' in many instances. Where the word 'employee' is mentioned the reader can interpret this to mean 'staff'.

Engineering Controls

Engineering controls are the use of physical measures to minimise workplace hazards, e.g. extraction at source by local exhaust ventilation, guarding of moving parts of machinery.

Ergonomics

"Ergonomics applies information about human behaviour, abilities and limitations and other characteristics to the design of tools, machines, tasks, jobs and environments for productive, safe, comfortable and effective human use." (McCormick and Saunders 1993).

The objective is to achieve the best possible match between the job and the worker. Ergonomics is the science of fitting the job to the worker.

Hazard

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

Hazard Identification

This is the process of identifying situations or events that could give rise to the potential of injury or of harm to the health of a person.

Hazardous Substance

A hazardous substance is something that has the potential to cause harm. Such substances include those:

- brought directly into the workplace and handled, stored and used for processing, e.g. solvents, cleaning agents, glues, resins, paints;
- generated by a process or work activity, e.g. fumes from welding/soldering, dust from machining of wood, flour dust, solvents;
- generated as waste or residue.

Agents can be considered hazardous not only because of what they contain (i.e. in the shape of a constituent or chemical ingredient) but because of the form or way in which they are used at the workplace, e.g. hot water used as steam can cause severe burns and adequate control should be available to prevent such exposure.

Health and Safety Authority (HSA)

The Health and Safety Authority (HSA) is the national body in Ireland with responsibility for securing health and safety at work. It is a state-sponsored body, established under the *Safety, Health and Welfare at Work Act* 2005 and it reports to the Minister for Enterprise, Trade and Innovation. The Authority's responsibilities cover every type of workplace and every kind of work in the public and private sectors.

Incident

An unplanned event or sequence of events with the potential to lead to an accident.

Incident Report Form (IR1)

A form approved under the *Safety, Health and Welfare at Work (General Application) Regulations* 2007. This is the only form that may be used to report accidents to the Health and Safety Authority.

Initial Review

An initial review is the process of identifying areas of compliance and non-compliance with the existing arrangements for safety, health and welfare.

Lock Out

A positive method for disconnecting power or making something inoperative by using a physical lock to eliminate movement or operation.

Manual Handling

Manual handling of loads means any transporting or supporting of a load by one or more employees and includes lifting, putting down, pushing, pulling, carrying or moving a load, which by reason of its characteristics or unfavourable ergonomic conditions involves risk, particularly risk of back injury, to employees.

Musculoskeletal Disorders

This is the technical term for any pain or injury that affects muscles, ligaments, joints or nerves. The injury may be caused by an accident or by long-term exposure to low-intensity repetitive tasks.

Occupational Safety and Health

Safety and health practices relating to workers and workplaces or those affected by work activities.

Occupational Exposure Limit Values (OELV)

An OELV is the maximum concentration of an airborne contamination a person may be exposed to in a given period.

Organisational Chart

The structure/plan of an organisation relating to the responsibilities of management and staff.

Personal Protective Equipment (PPE)

All equipment designed to be worn or held by an employee for protection against one or more hazards likely to endanger the employee's safety and health at work, including any additions and accessories to the equipment, if so designed, but does not include:

- ordinary working clothes and uniforms not specifically designed to protect the safety and health of an employee;
- personal protective equipment for the purposes of road transport;
- sports equipment;
- self-defence equipment or deterrent equipment;
- portable devices for detecting and signalling risks and nuisances.

Physical Hazard

A physical hazard covers hazards arising from various sources such as cold, heat, ergonomics (muscloskeletal disorders, hand activity level and lifting), ionising radiation, UV and visible radiation.

Prevention

In the context of safety, health and welfare, prevention is about taking action now that will stop something negative happening in the future, thereby ensuring that what might happen does not happen.

Psycho-Social Hazards

Numerous factors at work can lead to potential stress and diminish emotional and physical well-being if they go unsupported or unchecked.

These aspects of the workplace can be labelled psycho-social hazards in some safety and health models because they threaten mental health in the same way as physical hazards threaten the physical safety and health of employees.

REACH

A regulation designed to manage and control the potential hazards and risks to human health and the environment from the manufacture, import and use of chemicals within the EU and at the same time enhance the competitiveness of European industry by fostering innovation. REACH is an acronym for the Registration, Evaluation and Authorisation of Chemicals. A fourth stage of REACH is restriction.

Reasonably Practicable

Legislation defines "reasonably practicable" to mean that "an employer has exercised all due care by putting in place the necessary protective and preventative measures, having identified the hazards and assessed the risks to safety and health likely to result in accidents or injury to health at the place of work concerned and where putting in place of any further measures are grossly disproportionate." "Reasonably practicable" may be understood to mean that which a reasonable person would do given the particular circumstances.

Reasonable Accommodation

Any workplace which meets the requirements of the Safety, Health and Welfare at Work (General Application) Regulations 2007.

Record Keeping

Maintaining information relating to the workplace.

Risk

In relation to any injury or harm, risk means the likelihood of that injury or harm occurring and the resulting potential severity of the consequences arising from the risk. Risk is also dependent on the number of people exposed to the hazard.

Risk Assessment

Risk assessment is the process of determining whether there is a risk associated with an identified hazard. The significance of the risk is determined by the frequency of the potential occurrence and the severity of its consequences.

Safety Committee

A committee, comprising management and employee representatives involved in the safety consultation arrangements at the workplace. There is no legal requirement to establish such a committee.

Safety Data Sheet (SDS)

A document containing detailed information as regards the protection of human health, safety and the environment. The SDS provides a mechanism for transmitting appropriate information on classified substances and preparations down the supply chain to the immediate downstream users. They are issued by the manufacturer detailing technical information and hazards relating to their handling, storage and use, as well as protective measures for workers and emergency procedures.

Safety and Health Management System (SMS)

This refers to that part of the overall management system of the school that includes the organisational structure, planning activities, responsibilities, practices, procedures and resources for developing, implementing, achieving, reviewing and maintaining the school's safety, health and welfare policy.

Safety, Health and Welfare at Work Act 2005

The *Safety, Health and Welfare at Work Act 2005*, which revoked and replaced the *Safety, Health and Welfare at Work Act* 1989 was brought in to make further provision for the safety, health and welfare of persons at work. This Act clarifies and enhances the responsibilities of employers, the self-employed, employees and various other parties in relation to safety and health at work. The Act also details the role and functions of the Health and Safety Authority, provides for a range of enforcement measures that may be applied and specifies penalties that may be applied for breaches of occupational safety and health.

Safety Officer

A competent person selected and appointed by or on behalf of the employer. A safety officer can help to support the implementation, review and maintenance of a safety, health and welfare management system. There is no legal requirement to make such an appointment.

Safety, Health and Welfare Policy

The safety statement must start with the safety, health and welfare policy. This policy is the undertaking's commitment to protecting employees' safety, health and welfare.

Safety Representative

A person selected and appointed under Section 25 of the *Safety, Health and Welfare at Work Act* 2005
OR
A person selected and appointed by employees to represent them in consultations with the employer on matters of safety, health and welfare at the place of work.

Safety Statement

Section 20 of the *Safety, Health and Welfare at Work Act* 2005 requires that an organisation produce a written programme to safeguard:

- the safety, health and welfare of employees while they work;
- the safety, health and welfare of other people who might be at the workplace, including customers, visitors and members of the public.

Work at Height

Work in any place, including a place:

(a) in the course of obtaining access to or egress from any place, except by a staircase in a permanent place of work, or
(b) at or below ground level from which, if measures required by the *Safety, Health and Welfare at Work (Work at Height) Regulations* 2006 were not taken, an employee could fall a distance liable to cause personal injury, and any reference to carrying out work at height includes obtaining access to or egress from such place while at work.

Work Station

An assembly comprising display screen equipment, which may be provided with a keyboard or input device or software, or a combination of the foregoing, determining the operator and machine interface, and includes:

- a work chair and work desk or work surface;
- any optional accessories and peripherals; and
- the immediate work environment of the display screen equipment.

Work Related Upper Limb Disorders (WRULDs)

Work related upper limb disorders are a type of musculoskeletal disorder caused by the work or the environment in which the work takes place. Though symptoms develop over a long time, they can be very severe.

Reference Sources and Guidance Material

Department of Education and Skills:

www.education.ie

- *OCCUPATIONAL HEALTH STRATEGY FOR REGISTERED TEACHERS AND SPECIAL NEEDS ASSISTANTS*
  In Recognised Primary and Post Primary Schools
  http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0004_2013.pdf

- *Tabhairt Isteach Seirbhíse Sláinte Saothair do Mhúinteoirí*
  http://www.education.ie/ga/Ciorcl%C3%A1in-agus-Foirmeacha/Ciorcl%C3%A1in-Cartlainne/cl0065_2008_ir.pdf

- *Revised procedures in relation to professional competence issues and general disciplinary matters*
  http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0060_2009.pdf

- *GRIEVANCE AND DISCIPLINARY PROCEDURES FOR SPECIAL NEEDS ASSISTANTS IN RECOGNISED PRIMARY AND POST-PRIMARY SCHOOLS*
  http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0072_2011.pdf

- *Assaults on Teachers and School Employees*
  http://www.education.ie/en/Advanced-Search/?q=40/97

- *Guidelines on Violence in Schools*
  http://www.education.ie/en/Advanced-Search/?q=40/97

- *Garda Vetting*
  http://www.education.ie/en/Advanced-Search/?q=63/2010

- *Social, Personal and Health Education (SPHE) Best Practice Guidelines for Primary Schools*
  http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0022_2010.pdf

- *Eigeandalai Naisiunta / Slainte Poibli*
  http://www.education.ie/en/Advanced-Search/?q=04/04

- *Management of Mould*
  http://www.education.ie/en/Advanced-Search/?q=0088/2006

- *Radon Mitigation For Schools with a Maximum Average Level of between 200 Bequerels (Bq)Per Cubic Metre (m3) and 400 Bq/M3 in One or More Rooms*
  http://www.education.ie/en/Advanced-Search/?q=46/01

Health and Safety Authority

Download free of charge from **www.hsa.ie/publications**

Construction

- Approved Form (AF1) -particulars to be notified by the Client to the Health and Safety Authority before the design process begins
- Clients in Construction -Best Practice Guidance
- Guide for Clients involved in Construction Projects
- Guidelines on the Procurement, Design and Management Requirements of the Safety, Health and Welfare at Work (Construction) Regulations 2006
- Guide to the Safety, Health and Welfare at Work (Work at Height) Regulations 2006
- Safety with Asbestos
- Safe Use of Work Platforms/Trestles
- Safety and Health on Construction Projects -The Role of Clients (P84) -Guide for Clients involved in Construction Projects
- Use Ladders Safely -Information Sheet
- Work at Height Regulations - Information Sheet

Ergonomics

- Back Pain - Poster
- Guide to the Safety, Health and Welfare at work (General Application) Regulations 2007, Chapter 5 of Part 2: Display Screen Equipment
- Ergonomics in the Workplace
- Get a Grip - Stop Slips and Trips
- Guidance on the Management of Manual Handling in the Workplace
- Guide to the Safety, Health and Welfare at Work (General Application) Regulations: Manual Handling - Chapter 4 of Part 2
- Manual Handling Risk Assessment Case Studies (DVD)
- Prevention of Slips, Trips and Falls in the Workplace - Information Sheet

First-Aid

- Guide to the Safety, Health and Welfare at Work (General Application) Regulations 2007, Chapter 2 of Part 7: First-Aid

General:

- Incident Report Form (IR1) -report online or request a hard copy from Health and Safety Authority
- A Short Guide to the Safety, Health and Welfare at Work Act 2005
- A Strategy for the Prevention of Workplace Accidents, Injuries and Illnesses (2004-2009)
- Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying at Work, 2007
- Dignity at Work Charter Poster English & Irish - A4 Size 2007
- Employees with Disabilities
- Form of Notice of Dangerous Occurrence (IR3)
- Guidance for Directors and Senior Managers on their Responsibilities for Workplace Safety and Health

- Guide to the Safety, Health and Welfare at Work Act 2005
- Guidelines on Occupational Dermatitis
- Guidelines on Risk Assessments and Safety Statements
- Guidelines on Safety Representatives and Safety Consultation
- Guide to the Safety, Health and Welfare at Work (General Applications) Regulations 2007
- Obligatory Safety Signs
- Violence at Work
- Workplace Health and Well Being Strategy
- Work Positive Pack
- Workplace Safety and Health Management

Pregnant Employees

- Protection of Pregnant, Post-Natal and Breastfeeding Employees

Safety on Farms - Teaching Aids

- Children and Safety on Farms
- Children's Book - Stay Safe on the Farm with Jessy
- Child Safety on the Farm -Information Sheet
- Code of Practice on Preventing Accidents to Children & Young Persons in Agriculture
- Play Safe, Stay Safe on the Farm
- Slán Sábháilte ar an bhFeirm le Jessy

Workplace Transport

- Workplace Transport Checklist
- Workplace Transport Safety - Management Information Sheet
- Workplace Transport Safety - Reversing Vehicles Information Sheet
- Workplace Transport Safety -Safe Driver Information Sheet
- Workplace Transport Safety - Safe Workplace Information Sheet

Working with Chemicals

- Carbon Monoxide - Information Sheet
- Guidelines on Occupational Asthma
- Legionnaires Disease - Information Sheet
- Risk Assessment of Chemical Hazards

Support Service for Teachers

Professional Developement Service for Teachers
www.pdst.ie

Legislation

- *Building Control Acts 1990 and 2007*
- *Civil Liability and Courts Act 2004*
- *Education Act 1998*
- *Education (Welfare) Act 2000*
- *Fire Services Acts 1981 and 2003*
- *Occupiers' Liability Act 1995*
- *National Treasury Management Agency (Amendment) Act 2000*
- *Safety, Health and Welfare at Work (Chemical Agents) Regulations 2001*
- *Safety, Health and Welfare at Work Act 2005*
- *Safety, Health and Welfare at Work (Construction) Regulations 2006*
- *Safety, Health and Welfare at Work (General Application) Regulations 2007*
- *2007 Code of Practice for the Safety, Health and Welfare at Work (Chemical Agents) Regulations 2001*

UK Resources:

Health and Safety Executive UK link to guidelines on school trips
http://www.hse.gov.uk/servic-trips.htmes/education/school

Departmental advice on health and safety for schools UK
http://www.education.gov.uk/aboutdfe/advice/f00191759/departmental-advice-on-health-and-safety-for-schools

Note: These resources are compliant with UK legislation which differs from Irish law in terms of duties of care. However, you may find some of the links useful as examples of good practice.

- Adventure Activities Licensing Authority
- Health and Safety Executive: education, information sources and guidance -**www.hse.gov.uk**
- Watch your Step in Education -Health and Safety Executive
- Health and Safety Executive link to Guidelines on school trips **www.hse.gov.uk/schooltrips**
- Safety and Health of Pupils on Educational Visits -Department for Education and Skills
- Safety and Health on Educational Excursions: A Good Practice Guide - Scottish Executive Publications
- The Association for Physical Education (UK) **www.afpe.org.uk**
- Safe Practice in Physical Education and School Sport, Association for Physical Education
- Teacher net website: **http://www.education.gov.uk/search/results?q=health+and+safety** includes information on:
    - Safety and health on educational visits
    - Managing medicines in schools
    - First-aid for schools
    - Safe practice in PE
    - School security
    - Coping with the sudden death of a pupil
    - Rights of way through school premises
    - Other safety and health material
    - Emergency planning

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- An Foras Pátrúnachta
- Educate Together
- Muslim Primary Board of Education
- National Association of Boards of Management in Special Education
- Irish National Teachers Organisation
- Irish Primary Principals Network
- Network of Primary Principals from Kilkenny, Carlow and Tipperary.
- St Anne's National School, Castlerea, Co Roscommon
- Killocrann, National School, Castle Hill, Ballina, Co Mayo
- St. Patrick's Boy's National School, Drumcondra, Dublin
- Rusheen National School, Co Cork
- Inchigeela National School, Co Cork
- Gaelscoil Uí Ríordáin, Ballincollig, Co Cork
- St Mary's on the Hill Primary School, Knocknaheeney, Cork
- Allianz Insurance Ireland
- Ecclesiastical Insurance Ireland.

Guidelines on Managing Safety, Health and Welfare

in Primary Schools



Part 2

Part 2

Tools and Templates

HEALTH AND SAFETY AUTHORITY

Kilkenny Education Centre
Ionad Oideachais Chill Chainnigh

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

Part 2

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Introduction

Part 2 of these *Guidelines* contains tools that may be used to establish a school safety, health and welfare management system or to enhance an existing system. It includes planning templates, sample safety, health and welfare policy, management organisation chart and training and monitoring tools.

All templates and sample documentation are referenced in Part 1 of the *Guidelines* with a link to **Part 2 - Tools and Templates** for ease of use.

Part 2 also includes a **Risk Assessment Tool (Tool 4)** which provides a series of templates, listing the most common hazards and risks in the school environment. These templates will assist in carrying out risk assessments and can complement efforts in identifying hazards and reducing risks. The risk assessment templates can be filled in or photocopied for future use as part of annual risk assessments. These templates may also be completed on the attached DVD and saved to your computer or they may be downloaded from www.hsa.ie/education. They can be reviewed and updated at any time during the school year as circumstances change or new hazards arise.

The hazards, risks and controls identified are not intended in any way to be an exhaustive list of all eventualities that will arise in all primary schools. Every school is a unique work environment in its own right and the risk assessment must be approached in this way. A Blank risk assessment template, which can be used for additional hazards or work areas not included in these templates, is contained at the back of Tool 4.

The **enclosed DVD** (on the inside of the folder) contains electronic versions of the *Guidelines* in English and Irish and all the templates within Part 2 which may be printed at any stage for further use. The DVD also contains a short video showing how the *Guidelines* might be used by a school. All of the documentation supplied with these *Guidelines* may be downloaded from the following websites:

www.hsa.ie/education

Tool 1: Planning Documents

Tool 1 (A) Sample planner

Effective management of safety, health and welfare in the school requires continuous attention. It is best that the school plans this work over the entire school year. The following is an overview of how a school might plan the implementation and operation of the safety, health and welfare management system over a full school year.

Where a safety committee is not in place, the tasks allocated to the committee in the planner should devolve directly to the designated person for safety, health and welfare acting on behalf of the board of management.

Board of Management	• Initiate safety, health and welfare audit **(Part 2, Tool 1 (B))** • Receive report on safety, health and welfare from the safety committee • Review risk assessment • Review/update safety statement in light of safety committee's report/ recommendations • Agree actions required • Allocate resources where necessary • Identify short, medium and long term priorities • Approve/ratify safety, health and welfare decisions • Sign off on safety, health and welfare policy • Sign off on safety statement
Designated person for Safety, Health and Welfare acting on behalf of the board of management e.g. Principal	• Convene meeting of safety committee, where one exists • Take necessary actions on foot of agreed safety committee decisions • Ensure that required protocols for fire drills, accident reporting etc. are fulfilled • Respond to safety, health and welfare reports, events and issues • Brief staff on safety, health and welfare and report on issues as required
Safety Committee (if in place)	• Review safety statement and risk assessments • Agree programme for year – actions/priorities/changes • Assess training needs – established (fire, first aid, manual handling etc.) and new/special requirements (new equipment, particular needs) • Agree training programme based on risk assessments • Agree necessary corrective actions • Decide on maintenance and servicing plan • Report to the board of management
Staff Meetings	• Brief staff on key aspects of the safety statement - accident reporting etc. • Note relevant changes in risk, controls and procedures • Routinely, and as the need arises, discuss safety, health and welfare related issues
Staff	• Inspect work areas: teaching staff - classrooms, general purpose area etc; non teaching staff - offices, toilets, corridors, grounds etc. • Complete risk assessments as appropriate to one's own area of work as requested by the board of management. Each teacher should assess their own classroom • Follow internal accident and incident reporting procedures • Comply with safety, health and welfare decisions of the board of management

Tool 1 (B) School safety, health and welfare management audit tool

A safety, health and welfare audit is a comprehensive review of all aspects of safety, health and welfare management across the school as a whole. This initial review can be used in two ways:

- It can be used by the board of management to establish the school's current status in relation to compliance with safety, health and welfare legislation and to help identify current gaps in managing safety.

- It can also be used by the board of management at the end of the school year to review the school's safety progress and assist with planning for the forthcoming year.

School Year: _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tool 2: Safety, Health and Welfare Policy

The sample safety, health and welfare policy below can be used or amended and incorporated into a school's safety statement.

In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect students, visitors, contractors and other persons at the school from injury and ill health arising from any work activity. The successful implementation of this policy requires the full support and active co-operation of all staff, students, contractors and visitors to the school.

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

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

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

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

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

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

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

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

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

Signed:

_____

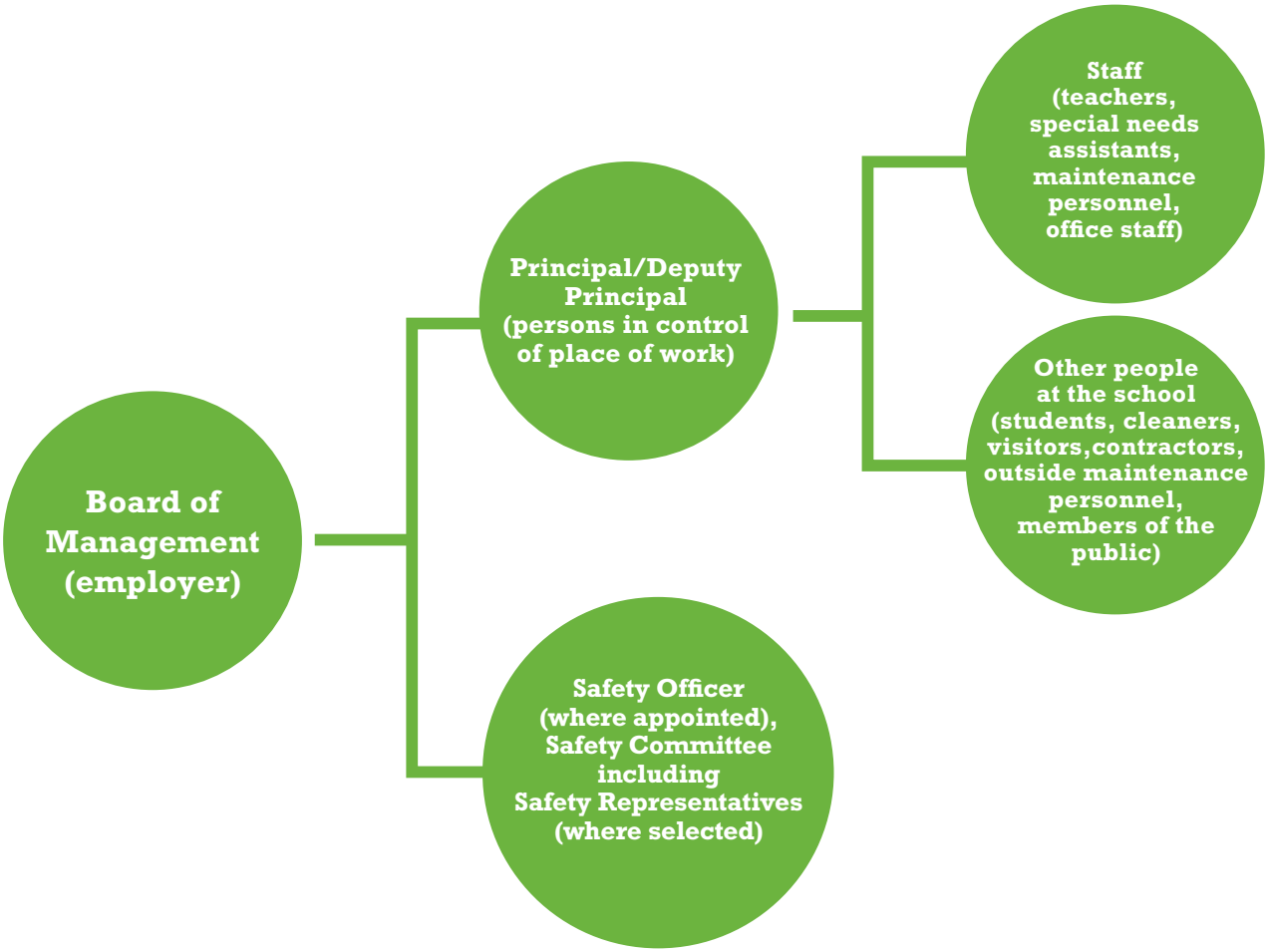
Chairperson, Board of Management

School _____

Date: _____

Tool 3: Sample Management Organisation Chart

There is a duty on everyone at work to co-operate effectively in developing and promoting safety, health and welfare. An organisation chart illustrates the hierarchy of duties in the workplace. Each school should prepare its own chart. A sample chart is shown below.



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

Tool 4: Risk Assessment Templates

What is risk assessment?

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

It is a three step process:

Step 1. Identify the hazard.
Step 2. Assess the risk in proportion to the hazard.
Step 3. Put in place appropriate control measures to eliminate or reduce the risk.

How the risk assessment tool works

Under safety, health and welfare legislation, employers must complete (in writing) a risk assessment of their workplace. Risk assessment is a key component of the Safety Statement and essentially involves the three steps identified above.

This tool provides a series of risk assessment templates for many of the routine and non-routine activities in schools.

The risk assessment templates list some of the most common hazards identified in the school environment and their associated risks. The templates also list a range of control measures that could be in place to eliminate such hazards or reduce their risks.

- These templates can be used directly by all staff in the school.
- Staff will select the risk assessment templates for the activities they are involved in. Two or more staff members may work together to complete risk assessment templates where they share the use of a classroom or share a similar job.
- The board of management will designate appropriate timescales for the completion of the risk assessment.

Note: the following risk assessment tool is a non-exhaustive list of all the hazards and risks present in your school. It may therefore be necessary to use the blank template provided at the back of this tool for those hazards not specifically dealt with. These templates should form a good foundation for identifying hazards, assessing risks and implementing controls. However, you must also pay close attention to your own school environment and identify and write down other hazards and controls that you have in place or are required to be put in place. It is recommended that every year each teacher would carry out a risk assessment on their own classroom taking into account the age and other relevant characteristics of the students using that classroom during that year.

The steps involved in working with the risk assessment tool:

Getting started.

Using the "Contents of Risk Assessment Templates" on pages 15 & 16, the person carrying out the risk assessment identifies the templates relevant to their particular activities.

For example, each teacher should conduct a risk assessment in their own classroom.

Classroom
General school risk assessments - Fire
General school risk assessments - Manual handling
General school risk assessments - Slips, trips and falls
General school risk assessments - First-aid

Step 1.

A walk-through of the area to be assessed should be completed, e.g. classroom, office, canteen, playground etc. to identify the hazards contained therein. The relevant risk assessment templates should be used to assist with the identification of hazards.

Step 2.

Work through the relevant template, left to right, looking at each column heading to complete the risk assessment.

- The risk assessment should be signed off and dated by the person who carried out the risk assessment and should include all outstanding actions that require attention.

- The risk assessments should then be passed to the principal / designated person / safety committee to be collated so that a school wide plan can be developed for all hazards that are not controlled.

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

Hazards: A common hazard is listed for this environment

Is the hazard present? Indicate Yes or No on the form

What is the risk? This tells you what could happen as a result of the hazard

Risk rating - high, medium or low: This gives a general indication of the severity of the risk if the control is not in place and assists you in establishing priorities in applying control measures. This is a suggested rating system for the hazard. However, you need to take account of the situation in relation to your own school. For example, does this hazard pose a greater risk if it is combined with other hazards you have identified in a particular work area/classroom?

If the control measure is not in place, a risk rating is applied to help you assess the risk and create a priority action list.

The risk rating is HIGH, MEDIUM or LOW

A High Risk Rating = High priority action

If there are a number of control measures not in place and they have been given a risk rating of, for example, 'High' then the Priority action required is also 'High'.



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 action completed

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

Diagram 1.

Controls: These tell you the types of measures that must be implemented to eliminate or reduce the risk.

Is this control in place? Indicate Yes or No on the form as appropriate.

Action/to do list/outstanding controls: If you answered Yes to the previous question then no further action is required. If you answered No to the previous question, then you must write in what action is proposed.

Person responsible: Write in the names of the persons responsible for taking the actions. (If you have already indicated that controls are in place that are on-going throughout the school year, you may still wish to write the name of the person responsible here. For example, the teacher may be the person responsible for bringing a specific safety, health and welfare policy to the attention of the students on a regular basis as part of class.)

Signature & Date Action Completed: Completion dates must be inserted and signed by the person carrying out the risk assessment once the action is taken and the control measure is in place.

Step 3.

- Where a risk assessment template does not deal with a hazard/risk that you have identified, this should be entered into the Blank Risk Assessment Template No. 55.

- Where there are students with special needs, students where English is not their first language or students with challenging behaviour, an additional risk assessment template may be completed.

- Where it is found that a control is not in place, the "Action/to do list" column must be completed indicating the necessary actions which are required to control the hazard. When the control measure has been put in place, the risk rating applied to the hazard remains the same. In the "Person Responsible" column a person is assigned responsibility for ensuring the control is in place.

- When actions (controls) have been completed, then the "Signature and date completed" column should be completed by the person carrying out the risk assessment or a designated other.

- All actions that can not be closed off by the person carrying out the risk assessment must be brought to the attention of the appropriate person/s, e.g. principal, caretaker, board of management etc. and a plan should be put in place to close out such actions.

- Some actions may be ongoing and this can be indicated also in the "Signature and date when action completed" column (see examples of completed risk assessments on pages 15 - 17).

- If the board of management has designated the principal or the safety committee to act on its behalf, the principal/safety committee must review and assign necessary action and completion dates. Finally the board of management sign off on all the risk assessments.

- It is good practice that the action plan arising out of the risk assessment process be presented to the board of management for their information, approval and action, where required.

Sample 1. Completed Risk Assessment Template General School. **No. 9 Students Considerations**

	Yes or No	If yes, what additional actions may be required	Person responsible	Signature and date when action completed
Are there students with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?	Y	The suitability of the task is risk assessed Ensure students understand teacher's instruction Ensure access/egress is not restricted	Jenny Jones (Teacher)	Jenny Jones (05/09/13) (ongoing)
Are there students whose first language is not English and who may require extra focus with respect to safety, health and welfare?	Y	Ensure students understand teacher's instruction Place signage in appropriate locations as directed by teacher	Jenny Jones (Teacher) Bob Burke (Caretaker) Jenny Jones (Teacher)	Jenny Jones (05/09/13) (ongoing) Bob Burke (05/09/13) Jenny Jones (04/09/13)
Are there students with challenging behaviour that could increase the potential for injury to occur?	Y	Develop a school policy for handling challenging behaviour and communicate policy to all employees.	Tom Tuohy (Principal)	Tom Tuohy (05/09/13)

Risk Assessment carried out by: Jenny Jones **Date:** 05 / 09 / 13

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Sample 2: Completed risk assessment for the General School - No. 28 Manual Handling

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Transporting heavy loads, e.g. caretaker transporting heavy load to stores For example ask: Is the weight too heavy? Is the load too big? Is the shape unwieldy or difficult to grasp?	Y	Back or upper limb injury Over-frequent or over-prolonged physical effort involving in particular the spine	H	When purchasing stock such as clay, ingredients the guideline weights are taken into account and smaller weight items purchased where possible, e.g. 5kg bag of clay instead of 12.5 kg bag	√	No action required	Tom Tuohy (Principal) All relevant staff	
			H	An appropriate trolley is used to transfer heavy loads	√	No action required	Tom Tuohy (Principal) All relevant staff	
			H	Appropriate instruction is provided to staff on how to lift loads safely on to and off the trolley	√	No action required	Tom Tuohy (Principal)	
Lifting a heavy load above shoulder height, e.g. lifting presentation equipment	N	Back or upper limb injury	H	Storage of regularly accessed equipment is arranged so that heavier items are stored on middle shelves not on floor or above shoulder height	√	No action required	All relevant staff	
Injury sustained due to lack of knowledge, instruction or training to complete manual handling tasks appropriately	N	Back or upper limb injury	H	Carry out risk assessment of tasks prior to manual handling and ensure staff receive training from a competent instructor where necessary	√	No action required	Tom Tuohy (Principal)	

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Sample 2: Completed risk assessment for the General School cont'd. **No. 28 Manual Handling**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Poor housekeeping, e.g. cleaner using floor cleaning equipment	Y	Awkward and repetitive bending postures leading to injury Poor suction in the vacuum leading to over frequent physical effort	H	The vacuum hose is extended to the appropriate length to eliminate the need for unnecessary awkward bending posture	√	No action required	All relevant staff	
			H	Cleaning equipment is in good working order and repaired or replaced when necessary	√	No action required	Tom Tuohy (Principal) Contract Cleaning Company	
Carrying loads over distances, e.g. storage of classroom supplies such as Art room materials	Y	Back strain, slipped disc, hernia	H	Re-organise work area to ensure materials are stored close to point of use or source a handling aid	√	No action required	All staff	
Pushing/pulling heavy or awkward items	Y	Back strain, slipped disc, hernia	H	Appropriate trolley provided for moving items	√	No action required	Tom Tuohy (Principal)	
			H	Items are made lighter or less bulky where possible	√	No action required	All staff	
			H	Individuals ask for help when moving heavy items	√	No action required	All staff	
			H	All potential obstructions are removed	√	No action required	All staff	
			H	Choose safest route for moving items, particularly where there may be variations in the level of the floor, requiring the load to be manipulated on different levels, e.g. use of ramp	√	No action required	All staff	

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

Risk Assessment carried out by: Jenny Jones **Date:** 05 / 09 / 13

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Classroom - No.1 Slips, Trips and Falls (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Spills, e.g. liquid spills, drinks, art/crafts materials		Injury due to slip, trip, fall	H	Spills dealt with immediately				
			H	Absorbent material used to soak up the spill				
			H	Absorbent materials located near high spill risk areas				
High-risk slip and trip areas		Injury from slip, trip or fall	H	High risk areas for slips, trips, and falls are identified and dealt with				
Inadequate storage of school equipment and personal belongings		Injury from slip, trip or fall	H	School equipment is stored tidily				
			H	School bags stored tidily				
			H	Student belongings on hooks, placed in lockers or safely under desks				
			H	Floors and access routes are kept clear				

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Classroom - No.1 Slips, Trips and Falls cont'd. (List additional hazards, risks and controls particular to your school using blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Inadequately fitted mats or rugs		Injury from slips, trips and falls	H	Mats and rugs are properly designed/fitted				
			H	Heavy mats are used as necessary				
			H	Mats are recessed into flooring where possible				
			H	Weighted edges are used where possible or edges are fixed in place				
Areas prone to constant wetting		Injury from slips, trips and falls	H	All areas prone to constant wetting are identified				
			H	There is adequate local drainage				
Transition areas (Transition areas are areas with a sudden change in the level of grip)		Injury from slips, trips and falls	H	Areas where pedestrians move between surfaces with very different levels of grip are identified, e.g. from wet surface to a dry surface or vice versa				
			H	Precautions are taken to remove excess moisture from footwear				
			H	Mats are properly designed and installed				

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Classroom - No.1 Slips, Trips and Falls cont'd. (List additional hazards, risks and controls particular to your school using blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Level changes		Injury from slips, trips and falls	H	Areas are identified where levels change, e.g. slopes, ramps, steps/ stairs, unexpected holes, bumps, drainage channels				
			H	Slip resistant surfaces are ensured				
			H	Proper lighting is provided				
			H	Changes in levels are highlighted				
			H	Drain covers are in place				
			H	The top and bottom of stairways are kept clean and tidy				
Cables and hoses		Injury from slips, trips and falls	H	No trailing cables and hoses				
			H	Electrical outlets sited to avoid trailing cables				
			H	Retractable reels used				
Damaged flooring/ paving		Injury from slips, trips and falls	H	Poorly maintained or damaged floors or paving identified				
			H	Repairs carried out and steps taken to prevent future damage				
Slippery surfaces		Injury from slips, trips and falls	H	Slippery surfaces are identified - as a rule of thumb, high gloss, highly reflective = high risk				
			H	Consideration is given to changing or treating floor surfaces - this might include addition of slip resistant materials				
			H	Particular attention is paid to areas that may become slippery during severe weather				

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Classroom - No.1 Slips, Trips and Falls cont'd. (List additional hazards, risks and controls particular to your school using blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Cleaning and washing floors		Injury from slips, trips and falls	H	As far as possible, dry cleaning replaces wet cleaning				
			H	A system is used to keep pedestrians away from wet/ moist floors, e.g. physical barriers				
			H	Cleaning is organised to provide dry paths through areas being cleaned				
			H	Where wet cleaning, detergent is used and water is at the right temperature				
			H	Excess liquid is removed to assist the floor drying process. As far as possible, the floor is cleaned until dry				
Over-used warning signs		Injury from slips, trips and falls	H	Where warning signs are used these are removed when no longer required				
Shoes/ footwear with poor slip resistance		Injury from slips, trips and falls	H	Suitable slip resistant footwear is provided and worn as needed				
Broken, tables, chairs or other furniture items		Falls and related injuries	H	Broken furniture removed from service until repaired or replaced				

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

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

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Classroom - No. 2 Hot Drinks (List additional hazards, risks and controls particular to your school using this template and blank template No.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Liquid spills, burns		Slips, Trips, Falls, Injury, Burns	**M**	All staff members utilise covered travel mugs/ flasks Students remain seated and are requested to exercise due caution when having hot drinks for lunch Lunch times are supervised by teachers			All staff members	

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

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

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Classroom - No.3 Portable Electrical Appliances (List additional hazards, risks and controls particular to your school using blank template No.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Defective portable electrical equipment Exposed wiring/live parts Failure in earth		Electrocution Fire Burns from hot surfaces	**H**	Defective electrical equipment shall be clearly identified, labelled as out of use, and stored separately to prevent accidental use				
			H	Visual checks carried out as follows:				
			H	**Tools/appliance** • On/off switch is working correctly • No signs of damage to casing • No loose parts or missing screws • Live parts are properly guarded so as not to be inadvertently accessible				
			H	**Cables** • Securely anchored to the plug with no signs of cuts, frays, brittleness, leads kinked or coiled, taped joints, overloading (overheating indicated by colour change or smell), cable cores not externally visible				
			H	**Plug** • Securely anchored, no sign of cracked casing, overheating, loose or bent pins				
			H	**Socket outlet** • No cracks or damage or sign of overheating Report defects to person in control of the workplace to ensure all items are repaired or replaced.				
Electrical equipment subject to heavy wear and tear		Electrocution	**H**	Portable electrical equipment is tested periodically by a competent person and records of the test kept				

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Classroom - No. 3 Portable Electrical Appliances cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Electrical equipment becoming live		Electrocution	**H**	Where power tools are used off the mains supply the source of supply must be fitted with an RCD (residual current device)				
			H	Tools and other portable equipment are only plugged into a circuit protected by an RCD				
			H	The operation of the RCD is checked by pressing the test button regularly and the RCD is tested periodically by a competent person to ensure that it operates at correct leakage current (leakage current not exceeding 30 mA in a time of not more than 0.3 seconds)				

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

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

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Classroom - No.4 Use of Knives and Cutters (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Sharp knives and cutters		Cuts/lacerations	**H**	Students instructed in safe use of knives and cutters				
			M	Knives kept sharp (blunt knives require additional force in use leading to accidents)				
			H	Knives and cutters checked for damaged blades or handles once per term and disposed of if damaged				
			M	Knives and cutters stored separately to other equipment				
			H	Knives and cutters counted out to students and counted back in at end of class				
			H	Knives are washed in sink separately from other items of equipment and never left soaking in sink				

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

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

First-aiders should be trained in accordance with the Health and Safety Authority Guidelines on first-aid at Place of Work May 2008 available at http://www.hsa.ie/eng/Publications_and_Forms/Publications/Occupational_Health/Guidelines_on_First_Aid_at_Places_of_Work_2008.pdf

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Classroom - No.5 General Considerations (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Fumes from paints and glues		Respiratory irritation and problems	H	Relevant employees are aware of the hazards and precautions that must be taken when using chemical products/materials, and have access to Safety Data Sheet (SDS)				
			H	When choosing chemical cleaners for use in the classroom the least hazardous product is purchased				
			H	Chemical products/materials are labelled and stored safely in accordance with Safety Data Sheet (SDS) requirements				
			H	Students/staff do not have access to chemical products/materials				
Damaged electrical fittings and equipment		Electrocution	M	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced				
Accessing high windows		Falls	M	Window pole or step ladder used to open windows at height that do not have opening mechanism at ground level				

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Classroom - No.5 General Considerations cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Solvents and flammable materials		Asphyxiation, Explosion, Fire	**H**	Solvents and flammable materials are stored in metal cabinets. See 'General School Risk Assessments - No. 12 Fire (Classroom)'				
Defective portable electrical appliances		Burns Electric shock Electrocution	**H**	See 'Classroom - No. 3 Portable Electrical Appliances'				

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

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

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See Portable electrical appliance sheet. www.stateclaims.ie/RiskManagement/Cleaning_staff_booklet.pdf for information on removing mould.

General School - No. 6 Playground Slips, Trips, Falls and dangerous objects (List additional hazards, risks and controls using the blank rows and template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Slips, Trips. Falls		Injury	L	Students and staff informed of established school code of behaviour relevant to behaviour in playground Playground supervision roster established and implemented Condition of playground inspected by supervising staff members			All staff members	
Dangerous objects in playground		Injury	H	Where appropriate, protocol established for checking playground for dangerous objects, syringes etc. Use of protective gloves and dedicated safe bins for storage of dangerous materials before disposal			Caretaker, teachers, special needs assistants	

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

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

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General School - No. 7 Playground Incident of Sudden Sickness/Injury (List additional hazards, risks and controls using the blank rows and blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Incident of sudden sickness/ injury in the playground		Illness, injury, trauma	L	Access assistance from nearest staff member Bring student to staff room and administer appropriate first aid Inform principal and decide on appropriate further action or medical referral. Complete accident report form for school records			All staff members	

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

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General School - No. 8 Playground Aggressive or Violent behaviour (List additional hazards, risks and controls using the blank rows and blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Aggressive or violent behaviour in the playground		Injury	**M**	Access assistance from nearest staff member on duty Send a responsible student to the staff-room to get further assistance Inform the principal Follow established procedures in school's Code of Behaviour			All staff members	

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

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General School - No. 9 Student Considerations (List additional hazards, risks and controls particular to your school using the blank template No. 55)

	Yes or No	If yes, what additional actions may be required	Person responsible	Signature and date when action completed
Are there students with disabilities including physical disability, vision impairment, hearing impairment, intellectual disability or mental health condition?		The suitability of the task is risk assessed Ensure students understand teacher's instruction Ensure access/egress is not restricted		
Are there students whose first language is not English and who may require extra focus with respect to safety, health and welfare?		Ensure students understand teacher's instruction Place signage in appropriate locations as directed by teacher		
Are there students with challenging behaviour that could increase the potential for injury to occur?		Develop a school policy for handling challenging behaviour		

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General School - No.10 First-Aid (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Inadequate first-aid equipment/ kits		Injuries could be serious or life threatening if not dealt with quickly and appropriately	H	First-aid kits are kept well stocked in accordance with the Health and Safety Authority guidelines (See 'Recommended contents of first-aid boxes and kits' p.35)				
			H	Specific responsibility has been given to a designated employee for restocking the kits				
			H	Defibrillators (where present) are maintained in accordance with the manufacturer's instructions				
Inadequate information about trained first-aiders		Injuries could be serious or life threatening if not dealt with quickly and appropriately	H	The appropriate number of occupational first-aiders are available during working hours[1]				
			H L	Where appropriate a person competent in the use of a defibrillator is available. Staff and students should be aware of who the occupational first-aider is and how to alert him/her in emergencies. It is good practice to ensure the name (and perhaps photograph for larger workplaces and workplaces with people of many nationalities present)of the occupational first-aider is clearly visible on staff or student notice boards in and around the school				
				If occupational first-aider is temporarily unavailable an alternate person is designated to take over in the event of an accident				

[1] Occupational first-aiders should be trained in accordance with the Health and Safety Authority Guidelines on first-aid at Place of Work May 2008 available at *http://www.hsa.ie/eng/Publications_and_Forms/Publications/Occupational_Health/Guidelines_on_First_Aid_at_Places_of_Work_2008.pdf*

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

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RECOMMENDED CONTENTS OF FIRST-AID BOXES AND KITS (see next page)

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 RECOMMENDED CONTENTS OF FIRST-AID BOXES AND KITS

Materials	First-aid travel kit contents	First-aid box contents		
		1 - 10 Persons	11 - 25 Persons	26 - 50 Persons*1
Adhesive plasters	20	20	20	40
Sterile eye pads (no.16) (bandage attached)	2	2	2	4
Individually wrapped triangular bandages	2	2	6	6
Safety pins	6	6	6	6
Individually wrapped sterile unmedicated wound dressings - medium (no. 8) (10 x 8cms)	1	2	2	4
Individually wrapped sterile unmedicated wound dressings - large (no. 9) (13 x 9cms)	1	2	6	8
Individually wrapped sterile unmedicated wound dressings - extra large (no. 3) (28 x 17.5cms)	1	2	3	4
Individually wrapped disinfectant wipes	10	10	20	40
Paramedic shears	1	1	1	1
Pairs of examination gloves	3	5	10	10
Sterile water where there is no clear running water*2	2x20mls	1x500ml	2x500mls	2x500mls
Pocket face mask	1	1	1	1
Water based burns dressing - small (10x10cms)*3	1	1	1	1
Water based burns dressing - large*3	1	1	1	1
Crepe bandage (7cm)	1	1	2	3

Notes:

1: Where more than 50 persons are employed, pro rata provision should be made.

2: Where mains tap water is not readily available for eye irrigation, sterile water or sterile normal saline (0.9%) in sealed disposable containers should be provided. Each container should hold at least 20ml and should be discarded once the seal is broken. Eye bath/eye cups/refillable containers should not be used for eye irrigation due to the risk of cross-infection. The container should be CE marked.

3: Where mains tap water is not readily available for cooling burnt area.

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General School - No.11 Administration of Medicine (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Students with temporary illness or a chronic medical condition		Danger of injury, seizure or death	L	The school obtains written and signed consent from the student's parents/ guardians to administer medication along with the appropriate instructions				
			L	At least two members of staff agree to take on the responsibility of administering medication				
			L	Designated staff should be instructed and trained in the appropriate procedure				
			L	Regular review and monitoring of the policy and procedures				
			L	Board of management establishes a school policy on administration and storage of medicines and medical devices				
			L	Designated teachers should be aware of the condition and its symptoms, the medication and required dosage and the frequency and manner of administration. Medication should be stored securely in the principal's office or staff room, should be clearly labelled and identified with the student. School keeps written record of dates and times when medication was administered. In case of particularly complex or life -threatening medical conditions, the school should consider requiring parents to arrange for the administration of medication by a parent or medical professional				

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

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General School - No.12 Fire/Classroom/Office (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Electrical faults		Electrocution Electric shock Fire	H	Electrical sockets not overloaded				
			H	Equipment checked prior to use for faults				
			H	All electrical faults reported to designated person. Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or insert 'See Classroom No. 3 Portable Electrical Appliances'				
Fire		Fire causing death or injury	H	All teachers know how to raise the alarm and contact the emergency services All teachers have received training on how to use fire extinguishers and fire blankets				
			H	There is an accessible fire extinguisher in classroom or hallway close to classroom				

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General School - No.12. Fire/Classroom/Office contd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Restricted access/egress		Delays in exiting building safely in the event of a fire	H	Fire exit doors (including those located in classroom or office) checked weekly to ensure they open properly				
			H	Exit routes kept free from obstruction				
			H	School emergency evacuation plan has been developed which covers all areas, processes and identifies those people who may be at special risk e.g. visually impaired or those working in noisy environments. This plan has been brought to the attention of school users on a regular basis				
Fire - Access/ Egress		Death or injury	H	All fire doors are marked with 'Fire door, keep closed' safety sign				
			H	All fire doors should be fitted with an automatic self-closing device (See Building Regulations 2006, Technical Guidance Document B, Fire Safety)				

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

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General School - No.13. Fire- Events (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Electrical faults		Electrocution Shock Fire	H	Electrical sockets not overloaded				
			H	Equipment checked prior to use for faults				
			H	All electrical faults reported to designated person. Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced. See 'Classroom - No. 3 Portable Electrical Appliances'				
Fire		Burns	H	Fire extinguishers in place and accessible				
			H	Use of candles or other naked flames strictly controlled				
Improper storage of solvents and flammable materials		Fire causing death or injury Asphyxiation Explosion	H	Solvents or other highly flammable materials stored in metal cabinets				
			H	Ensure Safety Data Sheets (SDS) are available for all chemicals. Ensure users of chemicals are aware of the hazards and precautions that must be taken when using chemical products. All users and relevant personnel must have access to the Safety Data Sheet (SDS)				
			H	Combustible materials must be stored in appropriate conditions as per manufacturers storage guidelines				
			H	Chemical products are labelled and stored safety in accordance with Safety Data Sheets (SDS) requirements				
Fire		Fire causing death or injury	H	Fire extinguisher(s) in place, suitable for the fire type & serviced annually (at least 1 x 5 kg CO2 extinguisher)				

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General School - No.13. Fire - Events cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Restricted access/egress		Delays in exiting building in event of fire Smoke inhalation Burns	**H**	Exit routes kept free from obstruction				
			M	External lighting on exit routes operational and switched on during event				
			H	Fire assembly point(s) marked clearly				
			H	Emergency lighting operational				
			H	Final fire exit doors checked to ensure they open freely before event				
			H	Emergency evacuation plan explained to audience before each performance/event				
			H	Person designated to raise the alarm and contact the emergency services				
			H	Persons assisting at event briefed on their role in fire evacuation				
			H	Fire alarm tested at regular intervals				
Restricted access/egress		Delays in exiting building safely in the event of a fire	**H**	Fire exit doors (including those located in classroom or office) checked weekly to ensure they open properly				
			H	School emergency evacuation plan has been developed which covers all areas, processes and identifies those people who may be at special risk e.g. visually impaired or those working in noisy environments. This plan has been brought to the attention of school users on a regular basis				
Fire - Access/ Egress		Death or injury	**H**	All fire doors are marked with 'Fire door, keep closed' safety sign				
			H	All fire doors should be fitted with an automatic self-closing device (See Building Regulations 2006, Technical Guidance Document B, Fire Safety)				

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

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General School - No.13. Fire - Events cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Improper storage of solvents and flammable materials		Fire causing death or injury Asphyxiation Explosion	**H**	Solvents or other highly flammable materials stored in metal cabinets				
			H	Ensure Safety Data Sheets (SDS) sheets are available for all chemicals. Ensure users and staff who may become into contact with chemicals are aware of the hazards and precautions that must be taken when using chemical products. All users and relevant personnel must have access to the Safety Data Sheet (SDS)				
			H	Chemical products are labelled and stored safely in accordance with Safety Data Sheets (SDS) requirements				
			H	Combustible materials must be stored in appropriate conditions as per manufacturers storage guidelines. Waste materials cleared away after each class and disposed of appropriately				
Fire		Fire causing death or injury	**H**	Fire extinguisher(s) in place, suitable for the fire type and serviced annually (at least 1 x 5 kg CO2 extinguisher)				
			H	All teachers know how to raise the alarm and contact the emergency services. They should also receive training on how to use fire extinguishers and fire blankets				

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General School - No.13. Fire - Events cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced).	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Fire - Access/ Egress		Death or injury	H	All fire doors are marked with 'Fire door, keep closed' safety sign				
			H	All fire doors should be fitted with an automatic self-closing device (See Building Regulations 2006, Technical Guidance Document B, Fire Safety)				
Restricted access/ egress		Delays in exiting building safely in the event of a fire	H	Fire exit doors checked weekly to ensure they open properly				
			H	Exit routes kept free from obstruction				
			H	School emergency evacuation plan has been developed which covers all areas, processes and identifies those people who may be at special risk e.g. visually impaired or those working in noisy environments. This plan has been brought to the attention of school users on a regular basis				

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

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General School - No.14. Carpark (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Poor lighting		Slips, trips, falls	H	External lighting is adequate and is switched on when evening events are planned such as concerts, parent/teacher meetings, hall used by clubs or societies				
Holes/ damaged surfaces		Slips, trips, falls	H	Car park surface and other external areas are checked on a weekly basis for broken glass, hazardous conditions and pot holes				
Contact with broken glass		Cuts	M	Broken glass should be removed. Replacement glass should be installed in buildings at the earliest opportunity				
Slippery walkways due to Ice		Slips, trips, falls	M	Grit or salt available for walkways which are prone to ice				
			M	Caretaker applies salt or grit in icy weather				
Person being struck by vehicle		Injury due to person being struck by vehicle	H	Traffic management system should be in place				
			H	Pedestrian routes/parking areas are clearly marked and appropriate signs in place. Controls in place around appropriate times for visiting vehicles deliveries and collections				
			M	Assembly points for emergency evacuations are clearly marked and are not located in an area likely to be required by the emergency services				
Poorly identified steps and stairways		Slips, trips, falls	H	Steps and stairways are adequately lit and clearly marked/highlighted				

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General School - No.14. Carpark cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Lack of handrails on steps		Slips, trips, falls	**H**	All steps have handrail on one side where necessary				
Unguarded edges		Falls	**H**	Where necessary all drops or platforms have fencing/guarding to prevent falls				
Unfenced ditches or streams		Drowning	**H**	Access to rivers, streams or ditches running on or adjacent to school property are adequately fenced off				

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

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General School - No.15. General Access/Egress (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Poor lighting on access/ egress routes (inside and outside)		Delayed escape in event of a fire or other emergency	H	Adequate lighting at entrance/exit (inside and out)				
			H	Fire exits clearly marked				
Trip hazards including mats, broken tiles, holes in floor, trailing cables		Trips, slips and falls	H	No trip hazards on entrance/exit routes or on walk ways				
Doors with broken handles or glass		Hand injuries	H	Doors checked and repaired when necessary				
			H	Broken glass removed and disposed of safely				
Doors which require excessive force to open or close		Person being hit by the door Hand injuries	H	Operation of fire doors checked - See 'General School Risk Assessments - No. 12 Fire (general classrooms and offices)'				
			M	Automatic closure mechanisms set so as not to cause hands to be trapped				
			M	Excessive force not required to open doors taking into account mobility impaired users				

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

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General School - No.16. Visitors Log (List additional hazards, risks and controls using the blank rows and blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Person/s on the premises without the knowledge of principal or other staff member		Inappropriate access to students, injury, trauma, death	H	Visitors' Log Book at reception where visitors sign in with name, purpose of visit, time and sign out on leaving. Visitors then report to appropriate person Visitors to wear badge/tag identifying them as accredited visitor Ensure that all entrance doors to the school are closed and locked and that visitors must request that door be opened			Principal and secretary	
				Door lock controlled, by electronic or other means, by designated person (e.g. school secretary, principal, deputy principal) The above, or similar protocol, to be agreed, approved by Board of Management, communicated to all employees, students, parents, visitors, implemented consistently and reviewed regularly			Board, principal, all staff members	

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

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General School - No. 17 Drop Off/Pick Up (List additional hazards, risks and controls using the blank rows and blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Students being picked up by other than parent / guardian / designated person		Access to students by inappropriate person, injury, trauma	**H**	The school should be aware of the person/s normally designated to collect students from the school Establish a protocol whereby parents/ guardians inform the school if someone other than designated person is to collect student			All staff members	

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

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General School - No.18 Computers - General Considerations (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Unsuitable layout of workstation		Repetitive strain injury (RSI) Upper limb pain and discomfort Bad working posture Visual problems	H	Workstations[1] are arranged to avoid awkward movements, reflections, aches and pains				
			H	Employee's workstations should be assessed in line with HSA requirements for display screen equipment - See the Safety, Health and Welfare at Work (General Application) Regulations 2007, Chapter 5 of Part 2, e.g. areas that should be assessed include display screen, keyboard, work chair, lighting				
Inadequate breaks		Eye strain Eye fatigue Headache	M	Where Visual Display Unit (VDU) work is intensive or continuous (>1 hour) adequate breaks are taken to rest eyes				
			M	Where an employee habitually uses a Visual Display Unit (VDU) as part of his/her normal work appropriate eye and eyesight tests are made available				
Electricity/ electrical cables		Trips and falls Shocks	H	No trailing cables				
			H	Sockets are not overloaded				
			H	See 'General School Risk Assessments - No. 3 Portable Electrical Appliances'				

[1] A VDU workstation includes the keyboard, the VDU screen, printer, work chair, work desk and the immediate VDU work environment, (e.g. lighting, glare, reflections, humidity, and temperature) and software.

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

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General School - No. 19 Staff Room (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Damaged flooring Wet floors and spillages		Injury from slips, trips, falls	**H**	See 'Classroom - No. 1 Slips, Trips and Falls'				
Accessing high windows		Injury from falls from height	**M**	Window pole or step ladder used to open windows at height that do not have opening mechanism at ground level				
Defective portable electrical equipment		Electrocution Burns Cuts	**L**	Portable electrical appliances visually inspected before use				
			H	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use Report defects to person in control of the workplace to ensure all items are repaired or replaced. See 'General School Risk Assessments - No. 3 Portable Electrical Appliances'				
Fire		Smoke inhalation, burns	**M**	See 'General School, Fire - Classroom, No 12				

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

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General School - No. 20 Bullying (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Workplace bullying		Effects on physical health, (e.g. raised blood pressure) Effects on mental health, (e.g. stress, anxiety, depression) Isolation Low morale	H	The school is committed to ensuring that the place of work is free from bullying and that all employees have the right to be treated with dignity and respect at work				
			H	There is a written policy on the prevention of workplace bullying and all employees are aware of the policy and have access to this information				
			H	All new employees, permanent or temporary receive a copy of the policy				
			H	Consultation with employees or their representatives, including the safety officer, safety representative and the safety committee, as appropriate, has taken place as regards the risk of bullying at work and preventive measures				
			H	Employees are aware of their responsibility in creating and contributing to the maintenance of a work environment free from bullying or from conduct likely to contribute to bullying				
			H	Allegations of workplace bullying are investigated fairly and thoroughly without reprisals for the complainant				
			H	Allegations of bullying are treated with fairness, sensitivity and respecting the need for confidentiality for parties concerned				
			H	Bullying at work by others such as parents or contractors, will not be tolerated and action will be taken to support the employee				
			H	A complaint of bullying which is found, following investigation, to be vexatious will be dealt with through the disciplinary procedure				
Student bullying		Damage to physical and mental health	H	Devise, review, amend school Anti-Bullying Policy following DES Guidelines				

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

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General School - No. 21 Stress (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Stress		Increased absences Increased conflicts Increased anger levels for those effected Isolation Low morale Effects on physical health, (e.g. raised blood pressure, tension headaches) Effects on mental health, (e.g. anxiety, depression, insomnia)	**M**	The HSA Work Positive tool[1] or similar is used to assist with risk assessment requirements where workplace stress is concerned				
			M	The school has a policy on dignity in the workplace which is communicated to all employees and displayed in the employees room				
			H	Employee's serious health and safety concerns about their work environment are addressed				
			H	Demands in the employee body are achievable and within the role of the job holder				
			M	Systems are in place to enable and encourage employees to report unacceptable behaviour, i.e. in accordance with the Dignity Policy				
			L	There is employee input into decision-making and career progression				
			L	Board of Management actions are consistent and fair				
			M	The school provides employees with timely information to enable them to understand the reasons for proposed changes				
			M	If necessary, employees are given training to support any changes in their jobs				
			L	The school monitors employee's sickness absence and identifies reasons for absence				
			L	Employees can/should be able to approach the Principal or Deputy Principal to access appropriate support				

[1] Work Positive is an audit tool comprising a user-friendly pack which can be used to identify sources of stress in organisations. Work Positive is one of a number of tools available to help in this process. Additional information is available at http://www.hsa.ie/eng/Workplace_Health/Workplace_Stress

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

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General School - No.22 Aggressive, Threatening, Behaviour towards a staff member (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Aggressive threatening behaviour towards a staff member		Physical injury, stress, psychological trauma	**M**	Alert nearest staff member Immediately inform principal/deputy principal Follow established school procedures			All staff members	

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

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General School - No.23 Home visits by home school liaison teacher or other (List additional hazards, risks and controls particular to your school using the blank rows and the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Home visit by Home School Liaison teacher of other staff member		Physical injury, stress, psychological trauma	**L**	Inform school of date and time of proposed visit Agree time and contact person for report when visit has been concluded Carry fully charged mobile phone Exercise due care and vigilance			All staff members	

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

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General School - No.24 Pregnant, Post Natal & Breastfeeding (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Contact with chemical agents		Harm to the unborn child or breastfed babies	**H**	Pregnant, post-natal, or breastfeeding women are not exposed to chemical substances labelled: R40, R45, R61, R63 and R64, particularly where exposure levels are above a level which might cause harm				
Contact with biological agents		Infection	**H**	If there is a risk of exposure to a highly infectious agent, pregnant, post-natal or breastfeeding women must avoid exposure				
Long periods standing, movement or postures which are abrupt or severe or give rise to excessive fatigue		Varicose veins Fatigue (mental and physical)	**M**	Pregnant, post-natal or breastfeeding women should have provision to sit whilst completing work activities				
Pushing/pulling/ carrying heavy or awkward items		Manual handling induced injury	**H**	Pregnant, post-natal and breastfeeding women are not required to lift, push or pull awkward or heavy items. See 'General School RiskAssessments - No. 28 Manual Handling'				

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

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General School - No. 25 Single Teacher School (List additional hazards, risks and controls particular to your school using the blank template No.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
One teacher in school building with students for full school day without the presence of another adult		In case of accident or emergency, no adult support available on school premises Delay in response to emergencies Injuries untreated because of delay	**H**	Board of Management to establish protocols and mechanisms including appropriate technology such as panic buttons to ensure a means of communication with designated persons living close to the school Such protocols could include giving appropriate responsibility to suitable senior students School protocols regarding Child Protection Guidelines and "Lone worker" procedures take account of absence of another adult during school day See General School Template No. 26 - Lone Worker See "Children First" 2011 and "Child Protection Procedures for Primary and Post Primary Schools 2011"				

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

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General School - No.26 Lone Workers (eg. Caretakers) (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M=Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Working alone or in isolation		In determining risks, ask the following questions: Does the workplace present a special risk to the lone worker? Is there a safe way in and a way out for one person? Can any temporary access equipment that is necessary, such as portable ladders or trestles, be safely handled by one person? Can all the plant, substances and goods involved in the work be safely handled by one person? Are women especially at risk if they work alone? Are young employees especially at risk if they work alone?	**H**	A suitable means of communication is established with the lone worker, e.g. caretaker has mobile phone				
			H	A 'reporting in' procedure is in place, e.g. a designated person is alerted regarding lone workers working time and expected return time. Telephone contact is made on their return				
			H	Appropriate instruction and training in proper procedure is provided where necessary				

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General School - No.26 Lone Workers (eg. Caretakers) contd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Accidents or emergencies		Sudden illness Accidents relating to work activities	**H**	Foreseeable events have been identified and lone workers are capable of responding correctly to emergencies				
			H	Emergency procedures established and lone workers briefed				
			H	Lone workers have access to adequate first-aid facilities				
			H	Personal protection equipment (PPE) is provided to lone workers where required				
Responding to an activated burglar alarm at the school outside school hours		Physical violence from intruders	**H**	Arrangements for providing help or back up are in place				
			H	A 'reporting in' procedure is in place, e.g. a designated person is alerted regarding lone worker's working time and expected return time. Telephone contact is made on their return Where appropriate establish protocol whereby no individual enters school building after a break-in unless accompanied by another suitable person e.g. Garda, security guard				

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

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General School - No.27 Noise (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
High Noise Levels		Hearing damage	**M**	Noise measurements carried out where necessary by a competent person				
			M	Warning signs are in place beside fixed noisy equipment and are visible				
			M	Hearing protection is worn where necessary, e.g. when operating tractors, strimmers, lawnmowers and whilst operating back up generators				

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

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General School - No.28 Manual Handling (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Transporting heavy loads, e.g. caretaker transporting heavy load to stores For example ask: Is the weight too heavy? Is the load too big? Is the shape unwieldy or difficult to grasp?		Back or upper limb injury Over-frequent or over prolonged physical effort involving in particular the spine	**H**	When purchasing stock such as clay, ingredients the guideline weights are taken into account and smaller weight items purchased where possible e.g. 5kg bag of clay instead of 12.5 kg bag				
			H	An appropriate trolley is used to transfer heavy loads				
			H	Appropriate instruction is provided to staff on how to lift loads safely on to and off the trolley				
Lifting a heavy load above shoulder height		Back or upper limb injury	**H**	Storage of regularly accessed utensils are arranged so that heavier items are stored on middle shelves not on floor or above shoulder height				
Injury sustained due to lack of knowledge, instruction or training to complete manual handling tasks appropriately		Back or upper limb injury	**H**	Carry out risk assessment of tasks prior to manual handling and ensure staff receive training from a competent instructor where necessary				

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General School - No. 28 Manual Handling cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Poor housekeeping, e.g. cleaner using floor cleaning equipment		Awkward and repetitive bending postures leading to injury Poor suction in the vacuum leading to over frequent physical effort	H	The vacuum hose is extended to the appropriate length to eliminate the need for unnecessary awkward bending posture				
			H	Cleaning equipment is in good working order and repaired or replaced when necessary				
Carrying loads over distances, e.g. storage of classroom supplies such as Art room materials		Back strain, slipped disc, hernia	H	Re-organise work area to ensure materials are stored close to point of use or source a handling aid				
Pushing/pulling heavy or awkward items		Back strain, slipped disc, hernia	H	Appropriate trolley provided for moving items				
			H	Items are made lighter or less bulky where possible				
			H	Individuals ask for help when moving heavy items				
			H	All potential obstructions are removed				
			H	Choose safest route for moving items, particularly where there may be variations in the level of the floor, requiring the load to be manipulated on different levels, e.g. use of ramp				

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

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There are no longer any absolute weight limits as there are too many other risk factors involved. Figure 1 indicates guideline weights for lifting and lowering for an adult male (fit and healthy) in the best working conditions. For a female, all weights should be reduced by one third. These guidelines weights assume up to 30 leisurely operations an hour - where the pace of work isn't forced, there are adequate pauses to rest and the load isn't held for any length of time. If the operation is repeated more often then the weights must be reduced.

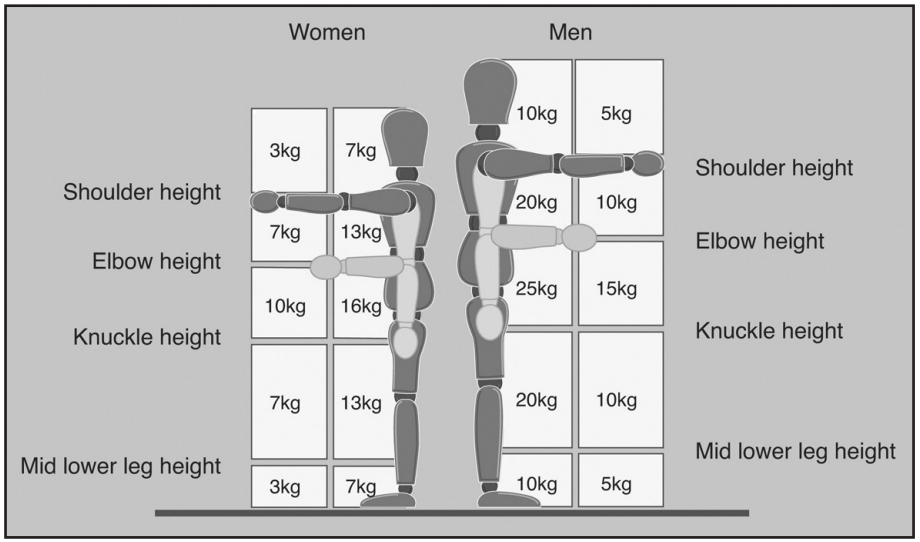


Fig. 1

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

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Manual Handling Tasks:
The risk assessment above gives examples of manual handling tasks which pose a risk, there may be other manual handling tasks in your workplace that will need to be assessed in order to identify the risk factors, (e.g. handling at unsafe height) and to put appropriate control measures in place to avoid or reduce the manual handling through the use of handling aids or reorganisation of a work area.

Risk Factors:
The risk assessment above gives examples of some of the risk factors that needed to be considered when assessing a manual handling task, you will need to refer to HSA guidance on Manual Handling for examples of other risk factors that would need to be considered.

See key manual handling guidance at www.hsa.ie, in particular:
- *Guidance on the Management of Manual Handling in the Workplace - Manual Handling Risk Assesssment Case Studies*
- *Guide to the Safety, Health and Welfare at Work (General Application) Regulations: Manual Handling, Chapter 4 of Part 2*

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General School - No.29 Platforms, Lifts (usually provided for disabled persons' use) (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Fingers trapped between platform and wall		Amputation/ crush	H	Guarding to prevent access				
			H	Pressure plates to stop movement in case of contact				
			H	Hold to run control for ascent/ descent				
Trapped on platform		Distress	L	Management of communications. Fire procedures				
Crushed underneath platform		Crush injury	H	Interlock between platform and access doors at landing				
Fall into lift shaft		Fracture	L	Locking of doors				
All hazards			M	Maintenance Statutory examinations carried out every 6 months				

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

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General School - No.30 Radon (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Identified High Radon Level		Lung cancer and other health risks (Long term exposure)	H	Radon measurements are taken by an accredited radon measurement company (for further information consult the Radiological Protection Institute of Ireland (RPII) www.rpii.ie)				
			H	The Radiological Protection Institution of Ireland - RPII have been informed of any high radon levels following results of measurements taken and any advice has been followed				
			H	Where high radon levels were found, an engineered system was installed e.g. a sump or an air vent was introduced				
			H	If an engineered system is fitted to reduce levels, procedures are in place to ensure the system remains mechanically operational and is kept switched on				

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.

Reference
Department of Education and Science Circular M/46/01: Radon Mitigation for Schools.
Note: Although the national reference level for radon in the workplace is 400Bq/m3 in the survey carried out by the RPII on radon levels in Irish Primary and Post-primary schools, in order to provide additional protection to children while in school, the RPII advised that remedial work should be undertaken to reduce exposure to radon where classrooms were found to have radon concentrations above 200 Bq/m3

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General School - No.31 Mould (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Mould		Lung irritation, sensitisation, adverse health affects	**M**	Procedure for identification and assessment of mould growth in place				
			M	All relevant staff are aware of this procedure				
			M	Regular formal inspections, e.g. bi-annual, undertaken to identify moulds or potential causes of mould, e.g. leaks?				
			M	Preventative maintenance procedures in place, e.g: • Check for leaking pipes • Check for condensation build up • Ensure humidity is less than 60%. Humidity can be reduced by repairing leaks or increasing ventilation • Ensure dryers vent externally • Check extraction ventilation is working correctly, e.g. in kitchens • Damp proof courses checked • Check gutters are cleared and in good condition				

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General School - No.31 Mould cont'd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Mould		Lung irritation, sensitisation, adverse health affects	**M**	Generate a log book for regular examination and maintenance of plumbing system(s); gutters and ventilation systems. Subsequent action would involve auditing of logbooks that maintenance/ checks were occurring				
			M	Remediation plan/procedure in place to deal with identified mould problem, e.g. • Source of moisture been identified and removed prior to remediation • Appropriate PPE and RPE available for persons carrying out cleaning and remediation work • Staff carrying out cleaning are trained and aware of relevant precautions/ controls required for mould growth greater than $3m^2$ • Professional expertise sought if the area covered by mould is greater than $3m^2$				
			M	System in place to deal with incidents of water damage, e.g. flooding, to prevent mould growth				
			M	Records are kept of all remediation work/ monitoring carried out				

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.

Reference guide; State Claims Agency; Guidelines for Cleaning Staff on Managing Mould Growth in State Buildings. www.stateclaims.ie
State Claims Agency; Guidelines for Maintenance Staff on Managing Mould Growth in State Buildings. www.stateclaims.ie
Department of Education and Science Circular 008/2006 Health and Safety Matters – Management of Mould

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General School Risk - No.32 Asbestos (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Exposure to asbestos fibres		Asbestos related lung disease	H	Asbestos survey carried out in accordance with Technical Guidance Document HSG 264 by a competent person				
			H	Copy of the asbestos survey and asbestos register kept in the school				
			H	Management actions recommended in the survey report implemented				
			H	Contractors have access to the survey or are made aware of the presence of asbestos prior to commencing work				
			H	Caretakers and employees have access to the survey and are made aware of the presence of asbestos in the school				

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General School Risk - No.32 Asbestos cont'd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Exposure to asbestos fibres		Asbestos related lung disease	**H**	Suitable information provided to employees on the precautions to take in working in an area where there may be asbestos				
			H	Reporting arrangements in place if suspect materials are identified or existing asbestos materials are damaged				
			H	Re-inspection of asbestos being managed in-situ undertaken on a regular basis, e.g. annually				

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.

Reference Documents:
Safety, Health and Welfare at Work (Exposure of Asbestos) Regulations 2006 (S.I. No. 386 of 2006) - for the most up to-date legislation please log onto our web site www.hsa.ie
Department of Education and Science Circular 49/99 Asbestos Survey
HSG 264 Asbestos: The Survey Guide - HSE (UK) (previously MDHS 100 - Surveying, sampling and assessment of asbestos-containing materials)
State Claims Agency - Accommodation officers Information booklet - Asbestos: The Asbestos Abatement Programme and the Asbestos Management Policy

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General School Risk - No.33 Legionella (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Legionella bacteria		Pontiac fever Legionnaires disease (potentially fatal form of pneumonia)	**H**	Competent person with relevant skills, knowledge and experience identified to conduct site specific risk assessment				
			H	Sources of possible risk of Legionella identified from work activities and water systems at the workplace. To consider: • Potential for Legionella growth • Potential for aerosol generation • Presence of susceptible persons • Adequacy of existing site management records and arrangements • Efficacy of existing preventative and control measures • Systems at greatest risk assessed, e.g. Cooling towers, hot and cold water systems, evaporative controllers • Cold water tank fitted with cover and insect screens and located in a cool place protected from extreme temperatures. • Piping insulated and kept clear of hear sources • Cold tanks flushed regularly during term due to school usage • Cold water tanks flushed periodically during holidays and fully flushed in advance of start of new term				

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General School - No.33 Legionella cont'd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Legionella bacteria			**H**	Procedure(s) in place to prevent and control risk from Legionella (Legionella control plan) - see further information below				
			H	Competent 'Responsible person' identified to oversee the Legionella control plan				
			H	Records kept and reviewed to ensure Legionella control plan is effective				

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.

Further information on control measures for Legionella risks: The cold water tank is fitted with a cover and insect screen(s) and located in a cool place and protected from extremes of temperature. Piping insulated and kept away from heat sources. Cold water storage holds enough for a days use only and has no build up of scale or sludge. Hot water distribution pipes insulated. Biocide treatments can be used for cooling towers. Hot water should be stored above 60°C and distributed at above 50°C. Cold water should be kept below 20°C. Water storage tanks are cleaned and disinfected every 6 months. Shower heads cleaned and disinfected quarterly.
There are arrangements in place for little used outlets to either: Flush showers/taps/emergency showers and all other sources arising through on at least a weekly basis (with records kept of this) or carry out a safe purge of stagnant water before use.

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

For further information and guidance on Legionella - refer to the 'National Guidelines for the Control of Legionellosis in Ireland, 2009 - published by the Health Protection Surveillance Centre web site; http://www.hpsc.ie/hpsc/A-Z/Respiratory/Legionellosis/Publications

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General Purpose Room - No.34 Exercise Equipment/Gym Equipment (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Damaged electrical fittings and equipment		Overheating/ fire	H	Electrical gym equipment is visually checked before use. See 'Classroom - No.3 Portable Electrical Appliances'				
			H	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced. See 'Portable Electrical Appliances - No.3'				
Trailing cables		Slips, trips, falls	H	There are no trailing cables that are a trip hazard				

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

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General Purpose Room - No. 35 Goal Posts (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Goalpost		Injury or fatality from misuse/ collapse	**H**	All goal posts in use conform to appropriate Standard (refer to Annex A of Irish Standard (I.S.) 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage for details)				
			M	Copies of test certificates showing conformity are available				
			H	Replacement parts are purchased from original manufacturer/supplier				
			H	All goal posts contain a "warning label" and written instructions for assembly, installation, use, storage and maintenance				
			M	All those responsible for maintenance, storage etc of goal posts are aware of relevant instructions				
			H	A system for inspection of goal posts is in place that includes routine visual inspections, operational inspections and annual maintenance inspections in accordance with requirements of I.S. 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage				
			H	A maintenance schedule is established and implemented				

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General Purpose Room - No.35 Goal Posts cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Goalpost		Injury or fatality from misuse/ collapse of goal post	H	Portable goal posts are anchored correctly when in use				
			H	Access/use is prevented where goal posts are deemed to be "unsafe" as result of inspection/maintenance e.g. not anchored correctly				
			M	All goal posts are used for intended use only, e.g. indoor goal posts not used outdoor				
			H	All personnel involved in assembling/ dismantling goal posts wears appropriate Personal Protective Equipment (PPE), where necessary				
			H	All students being made aware of the dangers of incorrect/misuse of goal posts e.g. swinging over bars, etc.				
			H	When not in use goal posts and all associated parts e.g. nets, anchors etc. are stored correctly				
			H	Records required by I.S. 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage including maintenance records, inspections certs, etc. are kept on site				

Reference guide: I.S. 357:2007 Code of Practice on the Procurement, Installation, Maintenance, Inspection and Storage
Reference Technical Standard: I.S. 356:2007 Playing Field Equipment Goals - Functional and Safety Requirements - Test Methods for Portable and Fixed Goals

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

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General Purpose Room - No.36 Special Events (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Overcrowding; inadequate access and egress		Physical injury caused by crushing, trips, falls	L	Appoint one person to have overall responsibility for safety, health and welfare of all persons attending event Establish and follow school agreed procedures on maximum size of audience, control of entrance and seating of audience, safety announcements prior to performance, orderly exit			Board of Management, Principal and all staff involved and attending event	
Emergency egress		Injury from crushing, trips, falls	L	Ensure adequate and appropriate signage regarding: location of emergency exits, keeping exits clear of seating, no running within hall, identification of hazards such as steps			Principal, teacher in charge of event, all staff present	
Failure of electrical power; overloading of electrical capacity		Injury from crushing, trips, falls, fire, electrocution	L	Emergency lighting appropriately located and in good working condition Thorough check by qualified electrician of all proposed usage of electrical power			Principal, teacher in charge of event, caretaker, electrician	
Unsecured power leads Failure of fire-fighting equipment		Injury from slips, trips, falls, fire Burns	L	Thorough check in advance of performance of locations of all power and other leads to ensure that all leads are appropriately taped to prevent trips Thorough check of all fire safety equipment in venue			Teacher in charge, caretaker, electrician	

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

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Extra Curriculum Activities - No.37 School Excursions (day trips, matches) (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Inadequate preparation for school excursions		Accidents/ incidents, dangerous occurrences and fatalities due to inadequate preparation Student separated from group	H	Adequate number of supervisory adults present				
			H	Head count carried out before departure and before return journey by trip supervisor				
			H	Supervisor(s) has a fully charged mobile phone				
			H	Students made aware of action to take if separated from group				
			H	Emergency phone numbers must be held by trip supervisor for each trip and available to all supervisors and students where the need arises				
			H	Information on particular medical conditions has been received and recorded and recorded by person organising the outdoor adventure activity				
			H	Safety instructions provided to students including information on correct clothing and equipment required				
			H	Principal and/or designated person responsible for safety, health and welfare is aware of the location of the group and duration of visit				
			H	Safety briefing for adults assisting in supervision				

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Extra Curriculum Activities- No.37 School Excursions (day trips, matches) cont'd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Road Collision Unsafe Road Travel Arrangements		Serious injury/ death	**H**	Safety belts must be worn where students are being transported by road. Safety belts must not be shared				
Defective road vehicles		Serious injury/ death	**H**	All modes of transportation used must be used in compliance with the Road Traffic Act				
			H	Visual inspection of the school owned bus by the driver or operator is appropriate to ensure operation of lights, indicators, windscreen wipers etc. prior to setting out on the journey				
Poor weather conditions		Hypothermia	**H**	Weather conditions assessed on the day and considered suitable for trip				
Sick/injured student		Serious injury, Illness, Death	**H**	Fully charged mobile phone. Fully stocked and checked First Aid Kit carried on all trips			Staff member in charge of trip	

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

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Extra Curriculum Activities - No.38 Outdoor Adventure Activity (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Inadequate preparation for outdoor adventure activities		Accidents/ incidents, dangerous occurrences and fatalities due to inadequate preparation Students separated from group	H	Permission for participation in activity received from parent/guardian				
			H	Information on particular medical conditions has been received and recorded by person organising the outdoor adventure activity				
			H	Safety instructions provided to students including information on correct clothing and equipment required				
			H	Appropriately stocked first-aid kit and trained first-aider available				
			H	When adventure/outdoor activities are provided by a company it is good practice that the group leader has obtained assurances in writing from the provider that: Risks have been assessed and that the provider's employees are competent to instruct and lead participants of the group's age range on the activity The equipment is appropriate and that its safe condition is checked before each use There are emergency procedures (including arrangements for alerting the group leader)				
			H	Adequate number of supervisory adults present				
			H	Principal and/or designated person responsible for safety, health and welfare is aware of the location of the group and duration of visit				
			H	Safety briefing for adults assisting in supervision				
			H	Head count carried out before departure and before return journey				
			H	Supervisor(s) has a fully charged mobile phone				
			H	Students made aware of action to take if separated from group				
			H	Emergency phone numbers must be held by trip supervisor for each trip and available to all supervisors and students where the need arises				

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 (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Road collision Unsafe road travel arrangements		Serious injury/ death	**H**	Safety belts must be worn where students are being transported by road. Safety belts must not be shared				
Poor weather conditions		Hypothermia	**H**	Weather conditions assessed on the day and considered suitable for activity				
Defective equipment		General injuries	**H**	Visual inspection of school owned equipment				

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

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Cleaning - No.39 Cleaning - General Considerations (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Pushing/ pulling heavy or awkward items		Back injury Strains	H	A manual handling risk assessment must be carried out on tasks completed by cleaners See 'General School Risk Assessments - No. 28 Manual Handling'				
			H	Storage areas for cleaning supplies, toilet paper etc. are arranged so that items are readily accessible, not requiring excessive stretching or reaching and not liable to fall				
Contact with broken glass		Cuts	H	Broken glassware disposed to a separate waste glass bin and not mixed with general waste. Bin liner should not be used for glassware disposal bins				
Damaged or defective electrical fittings and equipment		Electrocution General injuries	M	Equipment used by cleaners is inspected and tested - See 'Classroom - No. 3 Portable Electrical Appliances'				
			H	Cleaner reports any fault in equipment to person in control of workplace				
			H	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or insert - See 'Classroom- No. 3 Portable Electrical Appliances'				

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Cleaning - No.39 Cleaning - General Considerations cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Washing and vacuuming floors and stairways		Slips, Falls	H	When washing floors 'wet floor' signs are used - See 'Classroom - No.1 Slips, Trips, and Falls'				
			H	Stairways are washed outside of heavy usage times and steps are dried immediately where possible				
			L	When using the vacuum cleaner, care should be taken to ensure cable does not pose a trip hazard				
Inadequate welfare provisions		Inadequate toilet, washing and rest facilities	H	Cleaners have access to welfare facilities				
			H	Cleaners have a place to store outdoor clothes and personal belongings while at work				

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

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Cleaning - No.40 Hazardous Substances (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Contact with chemical cleaning products		Skin Irritation Allergies Splashes (eyes) Burns	H	Safety Data Sheet (SDS) have been obtained for all hazardous chemicals and a copy kept on file in a suitable location, accessible by relevant employees				
			H	Personal Protective Equipment (PPE) is provided and worn as directed on the Safety Data Sheet (SDS)				
			H	Chemicals are labelled and stored safely in accordance with requirements of Safety Data Sheet (SDS)				
			H	Bleach and acidic toilet cleaners are never mixed or put into toilet bowl together				
Contact with biological agents		Needle stick injury Infectious disease Exposure to infectious diseases	H	All biological fluids e.g. blood, are treated as potentially infectious and gloves are worn during clean up				
			H	To reduce the possibility of needle stick injury, individuals should not put hands into bins or into areas where the contents cannot be seen				
			H	Clinical waste must be disposed of in a clinical waste/sharps bin. All clinical waste must be disposed of by an appropriate waste disposal company				
			H	If an employee suffers a needle stick injury bleeding is initially encouraged and medical attention is sought immediately				

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Cleaning - No.40 Hazardous Substances cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Contact with hazardous substances		Dermatitis or allergy	H	Cleaners have been made aware of the potentially hazardous substances that they may inadvertently encounter when cleaning areas such as a science laboratory				
			H	Cleaners have been given clear direction on what areas, equipment or substances they must not touch when cleaning specialist rooms				
			H	Cleaners are made aware of hazard warning symbols on chemicals and care required when cleaning specialist rooms such as the science laboratory or other technical rooms				

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

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Cleaning - No.41 Waste Compactor and Baler (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Moving parts		Crushing/ amputation of limbs	**H**	See 'Maintenance - No. 51 Waste Compactor and/or Baler'				

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

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Cleaning - No.42 Work at Height - Ladders (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Unsafe use of ladders and step ladders Unsafe storage of ladders Unsecured ladders		Falls from height	H	Ladders are only used for short duration work (less than 30 minutes) and where the risk of injury is low				
			H	Ladders are only used for light work and not for work that involves carrying heavy or awkward items				
			H	Ladders are stored safely and unauthorised use is prohibited				
			H	Ladders are set out on a firm base and leaning at the correct angle 75 degrees (1:4)[1]				
			H	Ladders are tied at the top to a secure structure. If a ladder cannot be tied at the top it is secured at the bottom, or held by a second person				
			H	Ladders are not placed on a drum, box or other unstable base				
			H	Ladders are removed to storage at the end of each working day to ensure that unauthorised access to roof etc. by others, particularly students, is prevented				
			H	Footwear is free from mud/grease before climbing a ladder				
			H	3 points of contact are maintained at the working position				

1 Portable ladders (not stepladders) should always be placed at the correct angle, which is around 75 degrees or roughly one metre out for every four metres up (the 1 in 4 rule).

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Cleaning - No.42 Work at Height - Ladders cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M=Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Defective ladders		Falls from height	**H**	The condition of the ladder is checked before each use for cracked or bent stiles or rungs, corrosion, defective or missing fittings or ties. Employees do not use the ladder if it is damaged in any way and report defects immediately to appropriate contact				
			H	Wooden ladders should not be painted See Schedule 7 of the Work at Height Regulations				
Overreaching		Fall from a height resulting in serious injury or death	**H**	When using ladders employees do not work on top 3 rungs, or top 2 steps for step-ladders				
			H	Where possible an alternative method of working is used, e.g. using extendable poles to clean high level areas				
			H	Ladders are properly set up to avoid overreaching				
			H	Mobile towers are used where practicable See 'Use Ladders Safely - Information Sheet' available at www.hsa.ie/publications				

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

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Cleaning - No.43 Toilets and Showers (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M=Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Loose/ broken fittings		Cuts	H	Condition of toilets and hand basins checked by cleaner daily (including stability of bowl and cistern, hand basins)				
Cracked floor tiles		Slips, Trips, Falls	H	Cracked floor tiles are repaired ASAP				
Legionella		Respiratory disease - legionella	H	See 'General School Risk Assessments - No. 33 Legionella'				
Mould growth		Respiratory disease - Mould toxins	H	See 'General School Risk Assessments - No. 31 Mould'				

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Cleaning - No.43 Toilets and Showers cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Improperly maintained hot and cold water system Scalding water		Burns/ scalds	**H**	Water temperature to basins maintained below scalding. Cleaner reports scalding water problems to caretaker and action taken immediately				
Inadequate ventilation		Inhalation of cleaning products	**M**	Extraction system is operational or windows can be opened				

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

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www.stateclaims.ie/RiskManagement/Cleaning_staff_booklet.pdf

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Maintenance - No. 44 General Considerations (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Unsafe system of work		Cuts/lacerations Eye injuries Slips, trips, falls Amputation, fatalities'	**M**	Caretaker has received basic safety training including relevant information as set out in the safety statement, risk assessment and applicable information regarding safe working procedures				
Inadequate personal protective equipment (PPE)		Exposure to hazardous substances Cuts/lacerations Eye injury	**M**	Caretaker has been provided with appropriate personal protective equipment (PPE) and clothing where necessary and has been instructed on how to use PPE correctly				
Inadequate information for caretakers/ contractors		Injuries resulting from inadequate information about safety procedures, etc.	**H**	Caretakers/ contractors liaise with the Principal or designated person when arriving at the school prior to carrying out maintenance work				

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Maintenance - No.44 General Considerations contd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Fire		Burns Asphyxiation Explosion	L	The caretaker is trained in the use of fire extinguishers				
			H	The caretaker is aware of all external gas, water and electricity cut off points				
Poor housekeeping		Slips, trips, falls	M	Workshop or storage areas used by the caretaker are adequately lit, free from trip hazards with items stored in such a way as not to cause injury				
Working with electricity		Electrocution	H	Caretaker does not carry out repairs on electrical circuits unless competent to do so				

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Maintenance - No.44 General Considerations contd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Contact with chemical product, (e.g. pesticides, herbicides, biocides, cleaning products)		Skin Irritation Allergies Splashes (eyes) Burns	**H**	Safety Data Sheet (SDS) have been obtained for all hazardous chemicals and a copy kept on file in a suitable location, accessible by relevant employees				
			H	When choosing herbicides, pesticides and chemical cleaners the least hazardous chemical is purchased				
			H	Personal protective equipment (PPE) is provided and worn as directed on the Safety Data Sheet (SDS)				
			H	Bleach and acidic toilet cleaners are never mixed or put into toilet bowl together				
			H	Spraying of herbicides is carried out in calm weather conditions when employees or students are not in the spray area				
			H	Safety Data Sheets (SDS) readily available for all hazardous chemicals				
			H	All hazardous chemicals labelled correctly - labels understood, intact and legible?				
			H	New Classification and labelling regime (CLP) understood by teachers and students				
			H	Information on hazard label corresponds to information on Safety Data Sheets (SDS)				

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Maintenance - No.44 General Considerations contd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M=Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Direct contact with Biological Agent		Needle stick injury Infectious disease Exposure to infectious diseases	**H**	All biological fluids are treated as potentially infectious and gloves are worn during clean up of any biological agents encountered by cleaners/caretakers/ contractors				
			H	To reduce the possibility of needle stick injury, cleaners/caretakers/contractors should not put hands into bins or into areas where the contents cannot be seen				
			H	Clinical waste must be disposed of in a clinical waste/sharps bin. All clinical waste must be disposed of by an appropriate waste disposal company				
			H	If an employee suffers a needle stick injury bleeding is initially encouraged and medical attention is sought immediately				
Poor storage arrangements for laboratory chemicals		Uncontrolled access and exposure to hazardous properties of laboratory chemicals	**H**	Chemicals are stored in separate and well ventilated room - access controlled				

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

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Maintenance - No.45 Construction Contractors (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Inadequate preparation before construction work commences		Injuries resulting from inadequate preparation	H	The Board of Management are aware of their responsibilities under the Safety, Health and Welfare at Work (Construction) Regulations 2006. Where required the Board of Management will appoint a Project Supervisor Design Process (PSDP) before design work commences and a Project Supervisor Construction Stage (PSCS) in writing before any construction activities take place				
			H	The Principal, or designated contact on behalf of the Board of Management, ensures consultation with the PSDP/ PSCS before work commences and during the project. Appropriate information is kept on file at the school as necessary e.g. relevant forms and safety file				
Unsecure sites/ construction activities in close proximity to school		Serious injury or death	H	Suitably constructed fencing must be used to secure sites				
			H	Suitable barriers and appropriate signage must be in place where required				
			H	Suitable and safe routes must be provided to ensure that the safety of all those at the school and members of the public are not put at risk from the construction work activity. Dedicated pedestrian routes must be clearly identified and used. Consideration must also be given to persons with disabilities				
			H	Traffic control plans must be prepared and in place where required				
			H	Plant should be secured when left unattended to prevent unauthorised use, especially when parked up at the end of the working day				

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

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Maintenance - No.46 Tractor Maintenance (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
General tractor maintenance		Injury due to inadequate maintenance	H	The tractor is maintained and serviced as per the manufacturer's instructions and a record of the service is kept by the Principal				
			H	A pre-start check list must be completed by the driver once per day before use				
			H	The driver must conduct an inspection of the tractor and ancillary machinery, to ensure that all lights, horn, brakes, mirrors, warning devices and control devices are in place and are working correctly. The driver must check the machine for fuel and check tyres and wheels are in a satisfactory condition				
General tractor maintenance		Injury to person using tractor due to incorrect or insufficient repair work being completed	H	Repair work is only carried out by a competent mechanic				
Collision with other vehicles		Injury due to collision with stationary objects or moving vehicles	H	Tractor driven by trained and experienced employees only. New drivers must attend Driver Awareness Training course delivered by a recognised training company				
Noise		Hearing damage	M	The tractor cab provided is well maintained and doors kept closed while the tractor is in use				
			M	Hearing protection is worn when driving the tractor				
Entanglement		Loss of limbs or death due to entanglement in moving parts	H	Ensure all guarding is in place. The tractor is stopped and power cut and key removed from ignition when clearing blockages of any type				
Collision		Severe injuries on foot of collision or overturning of tractor	H	When in operation the door of the cab is closed and if present a seat belt worn				

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Maintenance - No.46 Tractor Maintenance cont'd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Loss of control of tractor due to interference with control mechanisms		Injuries from collision arising from lack of control of vehicle	H	The floor of the cab is kept clean and free from materials so that the pedals can be easily accessed and function properly				
Collision with vehicles or pedestrians		Severe injuries on foot of collision or overturning of tractor	H	An exclusion zone should be in operation in any area in which a tractor is operational				
			H	Adequate supervision must be provided to ensure pedestrians/students are not sharing the same area				
Faulty/defective equipment		Injury/ Illness	H	Any faults found are reported to the Principal immediately				
Collision with other vehicles		Collision with other vehicles	H	The tractor is driven slowly and with great care at all times				
Falls from height		Severe injuries arising from use of unsuitable elevated work platform	H	The tractors or its frontend loader is never used as an elevated work platform (for raising persons to a height)				
Passengers riding on tractor/sweeper		Loss of limbs or death due to entanglement in moving parts	H	Employees are forbidden from carrying any passengers or being passengers on the tractor				
Collision with or entrapment by vehicle		Risk of brake failing and vehicle moving and either trapping or rolling over an individual	H	When parking the tractor the keys must be removed, the brake applied, the wheel turned into a wall or stationary object and the vehicle left on a flat surface. All front end loaders or transport boxes must be lowered to rest on the ground				
Collision with other vehicles		Injury due to collision	H	A second person standing in a safe position with a good overall view must direct the driver if the drivers view is unsighted, particularly during reversing operations				

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Maintenance - No.46 Tractor Maintenance cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Collision with or entrapment by vehicle		Risk of brake failing and vehicle moving and either trapping or rolling over an individual	H	The tractor is not left running or with the forks or bucket raised whilst unattended				
Reduced vision when driving		Injury due to collision	H	When driving around blind corners the driver slows to an appropriate speed to allow for sudden stopping and sounds the horn. Where vision is restricted at corners mirrors should be strategically placed to aid visibility				
Lack of attention or focus when driving		Collision with other vehicles	H	A mobile phone must not be used while driving				
Electrocution		Death or serious electrical shock which may result in serious injury	H	The tractor is not driven under high voltage power lines unless the bucket/forks are lowered				
Entanglement in PTO Shaft		Death or Loss of limbs as a result of entanglement in PTO	H	When attaching any machinery using a power take off (PTO) shaft the driver ensures all guards are in place. The shaft is not to be used without complete guards or with damaged guards				
			H	The PTO chain must be anchored to prevent rotation of the PTO guard				
			H	The U guard and O guards are in good condition				
			H	The PTO is turned off before exiting the vehicle cab whenever possible				

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Maintenance - No.46 Tractor Maintenance cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Entanglement in PTO Shaft		Death or Loss of limbs as a result of entanglement in PTO	H	Before starting a PTO the driver makes sure that there is nobody in close proximity to the shaft				
			H	Persons never step or lean over a running shaft even if guarded				
			H	The shaft is turned off when clearing blockages in any machinery				
Contact with diesel during refuelling		Dermatitis	H	Gloves are worn when refuelling				
Whole body vibration		Ill health due to WBV - whole body vibration	H	Tractor used for time periods as specified by the manufacturer to ensure whole body vibration is minimised				
Flying debris or objects		Cuts/ amputations/ lacerations from debris ejected from blades	H	When grass cutting, the ground ahead must be checked for objects that could be caught in blades or ejected from blades				
Loose clothing or dress ties		Serious injury,e,g, loss of limb	H	No loose clothing should be worn when operating the tractor				

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

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

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Maintenance - No.47 Boiler house and fuel tanks (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Flammable gas or oil		Asphyxiation Fire Explosion Burns	L	Gas detectors are in place with automatic shut off (gas boiler only)				
			H	Gas detectors are serviced annually				
			L	The fire detection system in the boiler house is linked to main alarm system and serviced annually				
			H	If the boiler contains a pressure vessel it should be examined by a competent person once a year				
			H	The boiler is serviced annually by a competent person and service records are maintained at the school				
			H	Smoking in or near the boiler room is prohibited				
			H	A hot work permit is operated for all work in the vicinity of the boiler room, oil tank or gas tank				
			H	If a smell of gas is detected the gas contractor is notified				
Flammable gas or oil Access by unauthorised persons		Burns Asphyxiation Fire Trip, fall Explosion	M	Oil fired boiler has an automatic extinguisher hanging on a rigid bar over the burner				
			M	Extinguisher serviced annually				
			H	Safe access is provided				
			L	Unsafe access to boiler room is prevented				
			M	Unauthorised persons are not permitted in the vicinity of the boiler room				

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Maintenance - No.47 Boiler house and fuel tanks cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Accessibility to fuel storage tank		Slips, trips, falls Fire Explosion	L	If oil tank is filled from the top the opening is safely accessible (e.g. person delivering oil does not have to balance on a wall to reach)				
			H	Oil or gas tank is provided with an adequate barrier to prevent it being struck by a vehicle and is adequately locked and secured against vandalism or tampering				
Unsafe storage of materials adjacent to boiler		Fire Trip, fall Explosion	H	Combustible materials such as furniture or cardboard are not stored in boiler room or in close proximity to fuel storage tanks				

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

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

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Maintenance - No.48 Grass Cutting/Ride-on Mower (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Unsafe system of work		Eye/body injury Cuts/lacerations Burns High noise level/ hearing damage Crush injuries Overturning of ride-on mower	**H**	Personal protective equipment (PPE) and clothing provided and worn as necessary				
			H	Mower is only started when it is safe to do so - no bystanders in the vicinity				
			H	No passengers are allowed on the ride on mower				
			H	The ride on mower is not driven up or down excessively steep slopes				
			H	Only to be used in accordance with user manual/manufacturer's instructions				
Flying debris		Eye/body injury	**H**	Area checked for stones, glass, metal and debris before starting				
Hot engine parts		Burns	**H**	Engine refilled before starting work while the engine is cool. If refuelling is required before the job is completed, wait for the engine to cool				

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Maintenance - No.48 Grass Cutting/Ride-on Mower cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Rotating machinery		Cuts/amputation	H	Shields, guards, interlocks and other safety devices are in place and working properly				
			H	Engine shut off before cleaning out clogged chute or any other obstructions				
Vibration		Hand arm vibration or whole body vibration	L	The ride on or push mower is used for time periods as specified by manufacturer's instructions				
Defective equipment		Injuries due to defective equipment	H	The equipment is inspected and serviced by a competent person				
			H	Defects are reported immediately to the Principal and/or designated person responsible for safety, health and welfare and the equipment is taken out of use until repaired				
Loose clothing and neck ties		Serious injury, e.g. loss of limb	H	No loose clothing or neck ties should be worn when operating the ride on mower				

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

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

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Maintenance - No.49 Pressure Washer (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Defective equipment		Wounds Burns Electrocution Defective equipment leading to injury	H	The washer is visually checked before each use				
			H	Defective equipment is taken out of use immediately and repaired by a competent person				
			H	Residual Circuit Device (RCD's) in use if electrical washer				
			H	The pressure washer is serviced annually and records of the service kept on file				
Strong spray from a pressure washer Steam		Cuts or injuries Burns Flying projectile Infection from biological agents	H	The pressure washer lance is never pointed at others				
			M	When hosing the area is cordoned off so that pedestrians do not stray into area				
			M	The lowest pressure suitable for the job is used to prevent the unnecessary production of aerosols				
			M	Objects are never moved or pushed with spray from the washer				
			M	The jet is not directed at fragile surfaces				
Unsafe system of work completing drain cleaning and other general work using pressure washer		Infection from biological agents	H	Appropriate personal protective equipment (PPE) is provided and worn				
			H	Washing facilities are available and are used if the operator is soiled during drain cleaning				
			H	Caretaker is aware that injury from a pressure washer jet might first appear minor at first and that treatment should not be delayed				

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Maintenance - No.49 Pressure Washer cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Working at height		Fall from height	**H**	The pressure washer is not used while working on a ladder See 'Maintenance Risk Assessment No. 42 - Work at Height - Ladders'				
Unsafe use and storage		Slips, trips and falls	**H**	The hose is coiled neatly when in use and in storage				
Diesel fumes (enclosed space)		Asphyxiation	**H**	A diesel powered washer is not used in an enclosed space				
Electricity		Electrocution	**H**	The pressure washer is not used on electrical equipment, distribution boards and fuse boxes				
Confined space entry		Asphyxiation	**H**	Employees do not enter into manholes (specialist rescue equipment and oxygen depletion monitors are required)				

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

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

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Maintenance - No.50 Strimmer (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Rotating equipment		Flying debris causing eye/ body injury Fire causing burns Hand arm vibration Cuts Defective equipment leading to injury Eye/body injury Falls Entanglement	**H**	Personal protective equipment (PPE) and clothing available and used as per manufacturers instruction				
			H	People kept away from operating areas				
			H	Area checked for stones, glass, metal and debris before starting				
			H	The equipment is inspected before use and serviced by a competent person				
			M	Engine refilled before starting work while the engine is cool. If refuelling is required before the job is completed, wait for the engine to cool				

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Maintenance - No.50 Strimmer cont'd. **(List additional hazards, risks and controls particular to your school using the blank template no.55)**

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Rotating equipment		Falls Cuts Eye/body injury Entanglement	**H**	Shields, guards, and other safety devices are in place and working properly				
			H	Good balance and secure footing maintained when operating				
			H	Strimmer used in accordance with manufacturer's instructions				
			H	Engine shut off before cleaning out clogged or stuck cutter				
Noise		Hearing loss	**H**	Appropriate ear protection to be worn as necessary				

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

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

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Maintenance - No.51 Waste Compactor and/or Baler (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Moving parts/ manual handling of waste		Crushing/ amputation of limbs Back injury	H	The equipment is interlocked, i.e. it will not operate when cover is open				
			H	The equipment is isolated before blockages are removed				
			M	Safe system of work in place for clearing blockages				
			H	The compactor is isolated/locked off when not in use				
			H	Students do not have access to the compactor				
			M	Operating instructions are posted on baler				
			M	Authorised personnel only use the baler				
			H	Small volumes of waste are put in compactor at any one time to prevent manual handling injury				
			H	Care is taken when removing the bale to prevent it falling on the operator				
			H	A trolley is provided for moving bales out of the machine. See 'General School Risk Assessments - No. 28 Manual Handling'				

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Maintenance - No.51 Waste Compactor and/or Baler cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Electrocution Entanglement		Death/ serious injury, amputation of limbs	**H**	The emergency shut off button is tested regularly				
Vermin		Exposure to Weil's Disease	**L**	There is a vermin control programme in place				
Baler tape		Cuts from baler tape	**H**	Care is taken not to run baler tape through hands to prevent minor cuts				
Manual handling		Back or upper limb injury	**H**	See 'General School Risk Assessments - No. 28 Manual Handling'				

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

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

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Maintenance - No.52 Work at Height - Ladders (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Defective ladders		Fall from a height resulting in serious injury or death	H	The condition of the ladder is checked before each use for cracked or bent stiles or rungs, corrosion, defective or missing fittings or ties. Employees do not use the ladder if it is damaged in any way and report defects immediately to appropriate contact				
			H	Wooden ladders should not be painted (See Work at Height Regulations, Schedule 7)				
Overreaching		Fall from a height resulting in serious injury or death	H	When using ladders, employees do not work on top 3 rungs, or top 2 steps for step ladders				
			H	Where possible, an alternative method of working is used, e.g. using extendable poles to clean high level areas				
			H	Ladders are properly set up to avoid overreaching				
			H	Mobile towers are used where practicable (See 'Use Ladders Safely – Information Sheet' available at www.hsa.ie)				

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Maintenance - No.52 Work at Height - Ladders cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Unsafe use of ladders/ step ladders Unsafe storage of ladders Unsecured ladders		Fall from a height resulting in serious injury or death	**H**	Ladders are only used for short duration work (less than 30 minutes) and where the risk of injury is low				
			H	Ladders are only used for light work and not for work that involves carrying heavy or awkward items				
			H	Ladders are stored safely and unauthorised use is prohibited				
			H	Ladders are set out on a firm base and leaning at the correct angle 75 degrees (1:4)[1]				
			H	Ladders are tied at the top to a secure structure. If a ladder cannot be tied at the top it is secured at the bottom, or held by a second person				
			H	Ladders are not placed on a drum, box or other unstable base				
			H	Ladders are removed to storage at the end of each working day to ensure that unauthorised access to roof etc. by others, particularly students, is prevented				
			H	Ladders are only used for light work and not for work that involves carrying heavy or awkward tools or equipment				
			H	Footwear is free from mud/grease before climbing a ladder				
			H	3 points of contact are maintained at the working position				

1 Portable ladders (not stepladders) should always be placed at the correct angle, which is around 75 degrees or roughly one metre out for every four metres up (the 1 in 4 rule).

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

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

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Canteen - No.53 Canteen - General Considerations (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Unsafe storage of kitchen items		Toppling goods	H	Utensils, crockery and other items are stored appropriately on shelves and in cupboards to prevent toppling and unsafe access				
Fire		Burns Smoke inhalation	H	Designated employees have received training in the use of fire fighting equipment				
			H	An F type fire extinguisher is accessible where a deep fat fryer is being used				
			H	The kitchen is fitted with an appropriate fire alarm system See 'Nos 12 & 13 General School - Fire				
Damaged electrical fittings and equipment		Electrocution Cuts	M	Defective electrical equipment shall be clearly identified, labelled as out of use and stored separately to prevent accidental use. Report defects to person in control of the workplace to ensure all items are repaired or replaced. Complete 'No.3 - Portable Electrical Appliances'				
Explosion		Scalds	M	Pressurised water boilers examined by a competent person annually				
Heated utensils and appliances Steam		Burns Scalds	M	Self service water boiler is serviced annually				
			H	Gas hobs or ranges are serviced as per manufacturers instructions				
			M	Microwaves are used as per manufacturers instructions				

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Canteen - No.53 Canteen - General Considerations cont'd. (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Sharp knives and cutters		Cuts/ lacerations	**M**	Knives kept sharp (blunt knives require additional force in use leading to accidents)				
			H	Knives and cutters checked for damaged blades or handles once per term and disposed of if damaged				
			M	Knives and cutters stored separately to other equipment				
			H	Knives are washed in sink separately from other items of equipment and never left soaking in sink				

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

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

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Canteen - No.54 Working with Chemical Products (List additional hazards, risks and controls particular to your school using the blank template no.55)

Hazards	Is the hazard present? Y/N	What is the risk?	Risk rating H = High M = Medium L = Low	Controls (When all controls are in place risk will be reduced)	Is this control in place?	Action/to do list/outstanding controls *Risk rating applies to outstanding controls outlined in this column	Person responsible	Signature and date when action completed
Contact with chemical products, (e.g. cleaning products)		Skin Irritation Splashes (eyes) Allergies Burns	**H**	Relevant employees are aware of the hazards and precautions that must be taken when using chemical products, and have access to Safety Data Sheet (SDS)				
			H	When choosing chemical cleaners the least hazardous chemical is purchased				
			H	Personal protective equipment (PPE) is provided and worn as directed on the Safety Data Sheet (SDS)				
			H	Chemical products are labelled and stored safely in accordance with Safety Data Sheet (SDS) requirements				
			H	Students/staff do not have access to chemical products				

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

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

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

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

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

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

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Tool 5: Accident or Incident Record Form

Sample Accident or Incident Record Form for use in the school

INJURED PARTY DETAILS:

Surname: _____ First Name(s): _____

Address (Home/Company): _____

_____

D.O.B.: _____ Sex: Male/Female _____

Status (Please tick appropriate box)

☐ Student ☐ Teacher/staff member ☐ Visitor ☐ Contractor

Other (please specify):

_____

Date of Accident/Incident: _____

Date Accident/Incident reported to school management: _____

Where appropriate, more then one box in each section may be ticked.

TYPE OF ACCIDENT	Tick
Injured/damaged by a person	
Struck by/contact with	
Caught in/under	
Slip/trip/fall	
Sharps	
Road Traffic Accident/Crash	
Exposure to substances/environments	
Manual handling	
Property damage	

MAIN AGENT WHICH CAUSED ACCIDENT:

_____

_____

_____

_____

TYPE OF INJURY	Tick
Fatality	
Bruise	
Concussion	
Internal injury	
Abrasion, graze	
Fracture	
Sprain	
Torn ligaments	
Burns	
Scalds	
Frostbite	
Injury not ascertained	
Trauma	
Occupational disease	
Other (Please specify)	

PART OF BODY INJURED	Tick
Head (except eyes)	
Eyes	
Face	
Neck, back, spine	
Chest, abdomen	
Shoulder	
Upper arm	
Elbow	
Lower arm, wrist	
Hand	
Finger (one or more)	
Hip joint, thigh, kneecap	
Knee joint	
Lower leg	
Ankle	
Foot	
Toe (one or more)	
Multiple injuries	
Trauma, shock	
Other(Please specify)	

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Tool 5: Accident or Incident Record Form cont'd.

Consequences	Result	Anticipated absence
☐ Fatal	☐ Sick Leave	☐ 1-4 days
☐ Non-fatal	☐ Excused	☐ 4-7 days
	☐ Light Duty	☐ 8-14 days
	☐ Medicine	☐ More than 14 days
		☐ 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

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)
- location of accident

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 (BlOCK CAPITALS): _____

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

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Tool 6: Training

What is training needs analysis?

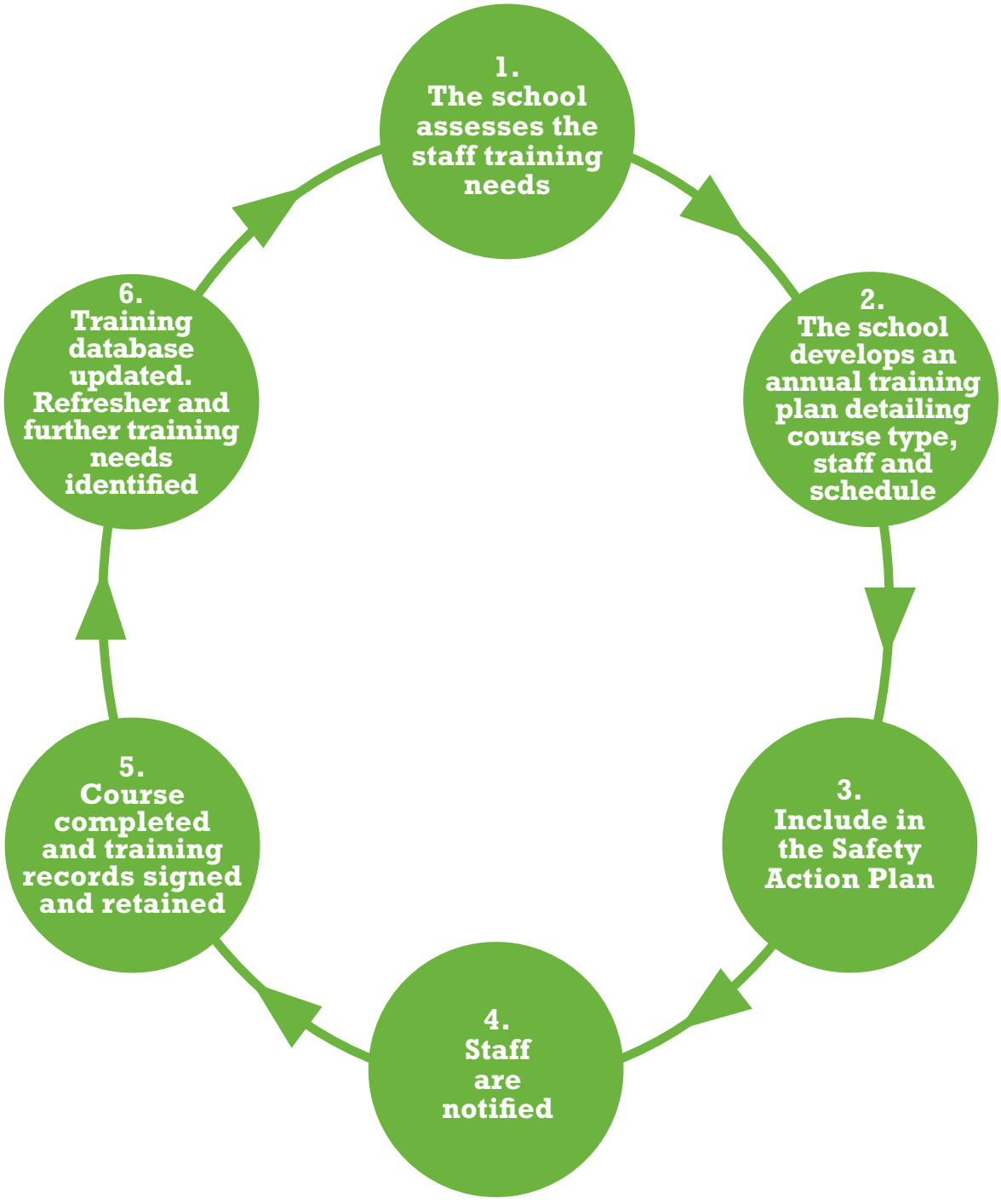
Training needs analysis is the identification of safety, health and welfare training needs for the school. A training needs analysis should be carried out regularly and especially when staff members leave, in order to identify and address any gaps in the provision of an effective safety, health and welfare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

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

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

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

Tool 6(A) Sample procedure for planning for safety, health and welfare training



Tool 6 (B) Training chart

The following chart outlines some safety, health and welfare training applicable to staff working in a school environment.
This chart is not exhaustive but gives a sample of training which may be obtained to fulfill competency requirements.
Training requirements are determined following a risk assessment.

Training	Applicable legislation/ standard	Details	To be received by	Refresher training required
Safety, Health and Welfare Training for Staff	Safety, Health and Welfare at Work Act 2005	All staff should be provided with an overview of the safety, health and welfare 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, health and welfare matters on appointment to the school	All staff including principals, part-time staff, contractors etc should receive Safety, Health and Welfare 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 include instruction and practical training	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 task, e.g. caretaker	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 used

Tool 6 (B) Training chart cont'd.

Training	Applicable legislation/standard	Details	To be received by	Refresher training required
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. This is purely at the discretion of the school and should only be undertaken where deemed appropriate	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)	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. students 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	Re-certification required every 2 years

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
	100-399	1 Person
	400 -699	2 People
	More than 700	1 extra person for every 300 employees or part thereof.

Tool 6 (B) Training chart cont'd.

Training	Applicable legislation/ standard	Details	To be received by	Refresher training required
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, health and welfare legislation and management. (See 'Guidelines on Safety Representatives and Safety Consultation' available at www.hsa.ie/publications)	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
Fire Marshall Training	BSI 9999:2008	Staff with particular responsibilities in respect of fire safety should receive detailed instructions in their own duties and the necessary refresher training	Nominated staff	At least once, preferably twice a year

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

Training course: _____

Date of course: _____

Course provider: _____

Names of attendees	Signatures of attendees

Append course material

Tool 7: Communications

Tool 7(A) Sample 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, students 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, health and welfare is managed in this school. The safety statement will be reviewed and updated annually or more frequently if necessary.

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

- complying with safety, health and welfare legislation in the 2005 Act and 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, health and welfare legislation as appropriate
- taking account of the training and instructions provided 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, health and welfare 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 below and return it to _____

by _____

I have read and understood the safety statement for _____ school, dated _____

Signed by (staff member's name in BLOCK CAPITALS: _____

Signature: _____

Date: _____

Tool 7(B) Methods of Communicating Safety, Health and Welfare Information

Meetings

Board of Management

Staff

Parents' Council/Association

Parent-Teacher

In-School Management

School Self-evaluation and Planning Steering Committee

Pastoral Care/Care Team

Special Needs/Learning Support

School Advisory Group (Staff)

Other teams/groups

Information dissemination (oral)

Safety, health and welfare briefings

School assemblies

Public address system

Lectures

Classes

Information dissemination (written)

Safety Statement

Notices

Memoranda

Newsletters (internal & external)

Correspondence

Reports

Subject plans

School plan

Policies

Teacher/induction handbooks

Student journals

Website

Email

Tool 8: Monitoring

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

Monitoring can be achieved in a number of ways, e.g. conducting formal inspections and checks of all school areas at pre-defined time to establish any faults or defects, inspections and checks of equipment, extraction units, fire installations etc. and reviewing of accidents, near misses and dangerous occurrences to monitor corrective actions taken.

***See Part 1 of the *Guidelines*, Step 4: Measuring performance**

Tool 8(A) Sample inspection template

Item inspected	Pass	Fail	Comment/safety action required	Responsibility	Date closed

Signed _____ Date: / /

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Tool 8 (B) Sample inspection check sheet

Classroom:	Control in place		Comment/Safety action required	Responsibility	Date closed
Assessed by:					
	Y	N			
Housekeeping					
Floor free from trip/slip hazards?					
Emergency exits/routes & passageways clear?					
Items stored appropriately?					
Raw materials adequately stored?					
All tools and equipment stored safely and securely?					
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?					
All sockets, switches, plugs & cables free from damage?					
Any sockets overloaded? Switch/fuse boards locked?					
Working environment & welfare					
All furniture & fittings in good repair?					
All light fittings working functioning?					
First-aid kit accessible and appropriately stocked?					
Relevant safety signs & markings in place?					

If response is 'no' state what action is required and who is responsible.

Signed					

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Health and Safety Authority
Workplace Contact Unit Locall: 1890 289 389
www.hsa.ie/education email: wcu@hsa.ie



Kilkenny Education Centre
Telephone: 056-7760200
www.eckilkenny.ie email: kecsec@eircom.net



Department of Education and Skills
Tel: 01-889 6400
www.education.ie email: info@education.gov.ie

HEALTH AND SAFETY AUTHORITY

Health and Safety Authority
Workplace Contact Unit Locall: 1890 289 389
www.hsa.ie/education
email: wcu@hsa.ie

Kilkenny Education Centre
Ionad Oideachais Chill Chainnigh

Kilkenny Education Centre
Telephone: 056-7760200
www.eckilkenny.ie
email: kecsec@eircom.net

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

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email: info@education.gov.ie

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Appendix B

AF1 & AF2 Form

HEALTH AND SAFETY AUTHORITY

Safety, Health and Welfare at Work (Construction) Regulations 2013

Approved Form (AF 1)

Regulation 10

Particulars to be notified by the Client to the Health and Safety Authority before the design process begins

NOTE:

This form is to be used to notify of any project covered by the Safety, Health and Welfare (Construction) Regulations 2013, which will last longer than 30 days or 500 person days. It can also be used to provide changes in appointments since initial notification of projects.

Any day on which construction work is carried out (including holidays and weekends) should be counted, even if the work on that day is of short duration. A person day is one individual, including supervisors and specialists, carrying out construction work for one normal working shift.

This Notification is to be made by Registered Post to HSA, Metropolitan Building, James Joyce Street, Dublin 1; or as may be directed by the Authority.

---

1 **Client:** Provide name, full address, telephone number and e-mail address for the Client. If more than one Client, please attach details of all Clients on a separate sheet.

Name:

Address:

Telephone: E-Mail:

2 **Project Supervisor Design Process and Health & Safety Coordinator:** Provide name, full address, telephone number and e-mail address for the PSDP and Health & Safety Coordinator for the Design Process.

PSDP Name:		H&S C. Name:	
Address:		Address:	
Telephone:		Telephone:	
E-Mail:		E-Mail:	

3 **Project Supervisor Construction Stage and Health & Safety Coordinator, if known:** Provide name, full address, telephone number and e-mail address for the PSCS and Health & Safety Coordinator for the Construction Stage.

PSCS Name:		H&S C. Name:	
Address:		Address:	
Telephone:		Telephone:	
E-Mail:		E-Mail:	

4 **Information on Construction Work:** Please provide your details of the following.

Description of Project:

Exact Address of Construction Site:

Signed: by or on behalf of the Client

Position: Date:

HEALTH AND SAFETY AUTHORITY

Safety, Health and Welfare at Work (Construction) Regulations, 2013

Approved Form (AF 2)

Regulation 22

Particulars to be notified by Project Supervisor for the Construction Stage to the Health and Safety Authority before the construction work begins

NOTE:

This form is to be used to notify the Health & Safety Authority of any project covered by the Safety, Health and Welfare at Work (Construction) Regulations 2013, which will last longer than 30 days or 500 person days. It can also be used to provide changes to initial notification of projects.

Any day on which construction work is carried out (including holidays and weekends) should be counted, even if the work on that day is of short duration. A person day is one individual, including supervisors and specialists, carrying out construction work for one normal working shift.

This Notification is to be made by Registered Post to HSA, Metropolitan Building, James Joyce Street, Dublin 1; or as may be directed by the Authority.

The project supervisor for the construction stage shall clearly display on the construction site a copy of this form.

1 **Client:** Provide name, full address, telephone number and e-mail address for the Client. If more than one Client, please attach details of all Clients on a separate sheet.

Name:

Address:

Telephone: E-Mail:

2 **Project Supervisor Design Process and Health & Safety Coordinator:** Provide name, full address, telephone number and e-mail address for the PSDP and Health & Safety Coordinator for the Design Process.

PSDP Name: H&S C. Name:

Address: Address:

Telephone: Telephone:

E-Mail: E-Mail:

3 **Project Supervisor Construction Stage and Health & Safety Coordinator:** Provide name, full address, telephone number and e-mail address for the PSCS and Health & Safety Coordinator for the Construction Stage.

PSCS Name: H&S C. Name:

Address: Address:

Telephone: Telephone:

E-Mail: E-Mail:

4 **Information on Construction Work:** Please provide your details / estimates for the following.

Description of Project:

Address of Site:

The planned date for the commencement of the construction work:

How long the construction work is expected to take (in weeks):

The maximum number of people carrying out construction work on site at any one time.

The number of Contractors expected to work on site.

5 **Information on Construction Work:** Provide name, full address & telephone number of those selected to work on this project (if required continue on a separate sheet).

Name	Address	Telephone and Email

Signed: by or on behalf of the Project Supervisor for the Construction Stage

Position: Date:

Appendix C

Hot Work Permit

Not envisaged for this project.

TENDER ISSUE

Appendix D

SCHOOL Construction Fire Policy

None disclosed by Herbertstown National School at time of preparation

TENDER ISSUE

Appendix E

Indicative list of Proposed Safety File Contents

Section No.	*Sub-Section No:*		Section
1			**Introduction**
2			**AF1 and AF2 Forms**
3			**List of Design Teams and Contractors**
4			**Residual Risks**
	4.1		*Preliminary Health and Safety Plan*
	4.2		*Construction Health and Safety Plan*
	4.3		*Residual Risks*
	4.4		*Asbestos Survey Report*
	4.5		*ACM (Asbestos Containing Materials) Disposal Certificate - Waste Transfer Form (WTF)*
	4.6		*Air Monitoring Report & Certificate of Reoccupation*
5			**Planning Application (Non-Applicable)**
6			**Fire Certificate (Non-Applicable)**
7			**Disability Access Certificate (Non-Applicable)**
8			***Design Information / Work Requirements / Specifications***
	8.1		*General Information*
	8.2		*Specifications*
	8.3		*Design Drawings*
9			**Schedules (Non-Applicable)**

10			***Designer's Assessments (DRA's) of Safety during Construction and Maintenance taking into account of the Principles of Prevention***
11			**Building Control (Amendment) Regulations 2014 (BC(A)R) Certificates of Compliance (Non-Applicable)**
12			**As-Built Drawings**
13			***CPR 2013 Compliant Products used, Suppliers and Data Sheets / Maintenance Regime and Requirements / Remaining H&S Hazards associated with Products used*** ***Certificates required Declaration Of Performances, Agrément Certificates, CE Certificates. Certificates must be compliant with LIST OF BODIES NOTIFIED UNDER DIRECTIVE : Regulation (EU) No 305/2011 - Construction products dated 22/02/2023***
	13.1		*Breathable Membrane*
	13.2		*Battens*
	13.3		*Slates*
	13.4		*Other Products Used*
14			**Electrical Operation & Maintenance (O+M) Manual (Non-Applicable)**
15			**Mechanical Operation & Maintenance (O+M) Manual (Non-Applicable)**
16			***Demos* (Non-Applicable)**

Appendix F

School Exclusion Zones

None disclosed by Herbertstown National School at time of preparation

TENDER ISSUE

Appendix G

School Fire Officer Review of Evacuation Routes impacted by the project – for information purposes only

None disclosed by Herbertstown National School at time of preparation

TENDER ISSUE

Appendix H

Designers Risk Assessments – DRA

Hazard Assessment for Designers

NOTES

1. It is expected that the Contractor will comply fully with the Safety Health and Welfare at Work Act (Construction) Regulations 2013 and the Safety Health and Welfare at Work (General Application)(Amendment) Regulations 2012 (S.I. No. 445 of 2012)

2. It is expected that the Contractor will comply with the various “Safe Systems at Work Plan” published by the HSA, in particular the Hare Building (2005) document.

3. Other parties please take note: These are designers risk evaluations of design options carried out in-house for the purpose of our complying with designers’ duties under the safety, health and welfare at work (construction) regulations 2006. The evaluations relate only to those aspects/ elements of the project which we are responsible for designing under the terms of our appointment by our client. Other parties should not rely on these evaluations for their own purposes: in particular, contractor, who must deal with and control all risks arising during construction, must carry out their own definitive risk assessment ad initio for that purpose.

TENDER ISSUE

Project: Proposed Replacement of ACM (Asbestos Containing Materials) Slates to Herbertstown National School, located In Herbertstown, Co. Limerick and Associated Works

Client: Herbertstown National School Board of Management

Job No.: 25FPC027

Current Issue: T1

Current Stage: Tender

No. of Pages: 17

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T1	First Issue	07/10/2025	M. Ryan	B. Browne

TENDER ISSUE

Designer's Assessment of Safety during Construction and Maintenance taking account of the Principles of Prevention. This assessment has been carried out as recommended in the ACEI / IEI / RIAI publication "Designing for Safety". Before reading this assessment you are advised to refer to that document and in particular, but not exclusively to, paragraphs 19-22 inclusive)

Tick (X) the appropriate Yes, TBC or No box below, and if a hazard exists describe it in the left-hand column below and describe the decisions and actions to be taken in the right hand column below. If in doubt tick TBC for the hazard until such time as it has been established, beyond doubt, whether the hazard exists or not.

Fortress Planning

Design Risk Assessment

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
1	**Burial Under Earthfall:**			X	**Actions to be taken to reduce the risk:-**	**Action By:-**
1.1	Designer not aware of any risk.					N/A
2	**Engulfment in Swampland:** (15) Architectural designer not aware of any risk.			X		N/A
3	**Falling From a Height:** (15)	X				
3.1	3.1.1 During the course of the works there is a risk of falling from a height e.g. scaffold, works on or near edges of roofs. Works requiring use of ladder of scaffold etc. 3.1.2 There is a risk of temporary structures collapsing or materials and tools falling or dropping onto people below. 3.1.3 There is a risk of working at high levels in high winds. See 8. Work on or near a Fragile roof See 26. After Build Maintenance				Example of actions to be taken to reduce the risk:- Suitable edge protection, safety harness equipment and safe working platforms should be provided to eliminate the risk. Safe access to roof perimeters is to be provided during the course of the construction works. Limit for ladders during construction, cleaning and maintenance operations eg: • Sequence work to provide hard standing for mobile access equipment. • On completion the surrounding perimeter is to provide a suitable hard standing for mobile access equipment for cleaning and maintenance purposes.	Main Contractor / PSCS
4	**Unstable Ground:** (15)			X		
4.1	Designer not aware of any risk.					N/A
5	**Underground Services:** (12, 13)			X		N/A
5.1	Designer not aware of any risk.					N/A
6	**Undermining Existing Foundations:** (15)			X		N/A
6.1	6.1.1 The risk of undermining foundations is considered to be low. See 7. Works or Near Existing Boundaries / Structures See 14. Demolition					Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
7	**Work on or Near Existing Boundaries / Structures:** (15)	X				
7.1	7.1.1 Works are required adjacent to existing structures:- 7.1.2 Injury as a result of collapse of structures during works. See 14. Demolition				Example of actions to be taken to reduce the risk:- Any buttress, temporary support or temporary structure to be designed, installed and maintained to withstand any foreseeable loads which may be imposed on it, and must only be used for the purposes for which it is so designed, installed and maintained. No part of a structure shall be so loaded as to render it unsafe to any person A detailed method statement outlining the works proposals including temporary works proposals should be prepared. Dust and noise reduction techniques, such as silencers, should be used on equipment and plant. Normal good housekeeping procedures should prevail during the operation in particular, holding skips and other containers should be kept moistened and/or covered. The construction area should be cleaned on a daily basis or more frequently if required, to maintain an environment as free from dust as possible. Construction workers should wear protective clothing, which should be removed before leaving the construction zone.	Main Contractor / PSCS
8	**Work on or Near Fragile Roof:** (16)	X				
8.1	8.1.1 Fall through the roof can result in serious injury or death. 8.1.2 Falling from height. Even if the roof doesn't break immediately, losing balance near edges can cause falls. 8.1.3 Structural collapse. Fragile roofs may give way				Conduct a risk assessment before work. Use safety harnesses, edge protection, or scaffolding. Do not walk on fragile sections unless properly supported (e.g., using crawl boards). Clearly signpost and barricade hazardous areas.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
	unpredictably due to rot, age, or poor support. 8.1.4 Cuts and abrasions. Broken roof sheets (e.g., asbestos cement) can cause lacerations. 8.1.5 Exposure to hazardous materials. The existing roof contains asbestos which causes respiratory risks if damaged. See 3. Falling from a height See 26. After Build Maintenance				Train workers in fragile roof awareness. Remove all ACM-containing slates, ensuring asbestos is handled by licensed contractors following all regulations.	
9	**Installation of Scaffolding:** (17)	X				
9.1	9.1.1 The proposed developments require access up to 2 storeys and the use of scaffold is envisaged. Example of Hazard (non exhaustive):- 9.1.2 Risk of death or injury from falling from a height without suitable guarding while working form a height. 9.1.3 Risk of collapse of scaffold or access ladders due to poor supervision, maintenance or incorrect/insufficient fixings. 9.1.4 There is a potential risk of collapse due to high winds. See 3. Falling from a height				Example of actions to be taken to reduce the risk:- Scaffolds should be designed, erected, altered and dismantled only by competent people and the work should always be carried out under the direction of a competent supervisor. Contractor to keep records of inspection, maintenance, repair or modification that meet the requirements. Employ off site assembled components for items such as mechanical ductwork and consider prefabrication generally so that subassemblies can be erected at ground level and then safely lifted into place to reduce the requirement or duration for scaffolding and working at height. Reduce the need for working and maintenance at height by ensuring an adequate base to allow safe working of mechanical lifting plant.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
10	**Collective Protection Needed:**	X				
10.1	10.1.1 The works may require temporary works i.e. formwork, false work, shoring, temp bracing, temp underpinning, access scaffolding, crane, protection of vehicular and pedestrian traffic etc. Example of Hazard (non exhaustive):- 10.1.2 Poor design leading to failure of temporary works leading to injury or death. 10.1.3 Pupils, staff and visitors may be at risk from Contractor's activities on existing entrance road and footpath to the school main entrance as well as around the existing buildings confining the area of works and crane set up.				Example of actions to be taken to reduce the risk:- A professional engineer should be employed to act as the "designer of temporary works" and be responsible for the design and the preparation of the drawings for the temporary works. During the erection or dismantling ensure that partially assembled structures or components are supported to safely withstand any loads likely to be imposed on them. Workers delivering materials to or working on a temporary decking or formwork must be aware of the safe carrying capacity of the surface and of precautions necessary to prevent overloading. Contractor to maintain clean and safe footpaths around the site and erect site hoardings as appropriate.	Main Contractor / PSCS / PSCS
11	**Chemicals:** (18, 19, 20, 21, 22, 23)		X			
11.1	11.1.1 The works may require operations that involve chemical or biological substances. 11.1.2 Use of solvents, adhesives, sealants, foams, epoxy resin and acids etc. during works. 11.1.3 Pouring of concrete and use of lime mortars. 11.1.4 Waterborne disease, mould growth, bird droppings 11.1.5 Physical contact or inhalation of gases, noxious fumes, dust and vapours may lead to injury.				Example of actions to be taken to reduce the risk:- Materials and substances to used strictly in accordance with the manufacturers recommendations and instructions. Water based paints and varnishes to be used internally. Ensure adequate ventilation to works within confined spaces. Ensure the use of PPE at all times. On the basis of site investigation identify the presence of any hazardous materials.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
	See 13. Asbestos See 15. Lead See 17. Biological See 35. Carcinogens					
12	**Confined Spaces:** (20)			X		
12.1	Designer not aware of any risk.					N/A
13	**Asbestos:** (18)	X				
13.1	This hazard relates to existing roof where the ACM Slates are being replaced. 13.1.1 Inhalation of asbestos fibres. The primary hazard. Breathing in asbestos fibres can cause serious lung diseases, including asbestosis, lung cancer, and mesothelioma. Risk increases when slates are broken, drilled, or cut. 13.1.2 Fragility and fall risk. Asbestos cement slates are brittle, making walking on them dangerous. Can crack under weight, leading to falls or injuries. 13.1.3 Cuts and abrasions. Broken slates have sharp edges, which can cause physical injury. 13.1.4 Environmental contamination. Improper handling can release fibres into the surrounding environment, creating a risk for others on site. 13.1.5 Hidden damage. Slates may appear intact but have internal fractures, increasing the risk of accidental fibre release. 13.1.6 Legal and regulatory risks. Asbestos is a controlled material. Unauthorized removal or disturbance can result in legal penalties and non-compliance with safety regulations.				Conduct a risk assessment before work. Use safety harnesses, edge protection, or scaffolding. Do not walk on fragile sections unless properly supported (e.g., using crawl boards). Clearly signpost and barricade hazardous areas. Train workers in fragile roof awareness. Remove any ACM-containing slates before extension building works reach the wall plate, ensuring asbestos is handled by licensed contractors following all regulations.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
14	**Demolition:** (21)	X				
14.1	14.1.1 Demolition is restricted to removal of ACM Slates, battens and membrane 14.1.2 Hidden/Unknown Materials. Presence of asbestos-containing materials (ACMs) identified (e.g., slates, corrugated sheets). See 13. Asbestos Lead paint, contaminated timbers, or hazardous adhesives. See 15. Lead 14.1.3 Falls from Height. Even on a single-storey structure, workers may be exposed to falls when removing roof coverings. 14.1.4 Manual Handling & Falling Debris. Risk of injury from handling heavy/deteriorated materials. Falling roof timbers, masonry, or slates during demolition. 14.1.5 Dust and Airborne Particles. Silica dust from masonry. Asbestos or other hazardous fibres if present. See 13. Asbestos 14.1.6 Services Hazards. Unidentified or live utilities (electricity, water) concealed within the existing roof. 14.1.7 Fire Risk. If hot works (cutting, burning) are used during demolition. 14.1.8 Noise and Vibration. May impact not only workers but also the stability of the protected structure and surrounding environment.				Structural instability - Structural survey before works. - Sequence demolition carefully to maintain stability. - Competent engineer to oversee. Damage to fabric - Works supervised by competent professional. - Use hand tools where possible (limit mechanical impact). - Protect adjacent walls, windows, and finishes with coverings. - Monitor vibration if machinery used. Hidden/unknown hazardous materials - Licensed contractors to remove ACMs before works. - Safe handling & disposal in line with regulations. - PPE including RPE where required. Falls from height - Use scaffolding, edge protection, and fall arrest systems. - Exclusion zones below work areas. - Safe access platforms instead of ladders where possible Manual handling & falling debris - Mechanical aids for lifting heavy materials. - Team lifting for awkward loads. - Exclusion zones beneath demolition areas. - Hard hats and protective footwear mandatory. Dust and airborne particles - Wet suppression or local extraction for masonry dust.	Main Contractor / PSCS

TENDER ISSUE

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					- RPE (Respiratory Protective Equipment) as appropriate. - Stop work if asbestos suspected until specialist assessment complete Unidentified live services - Survey and isolate all services before work begins. - Lock-off/tag-out procedures. - Verify with testing equipment prior to demolition. Fire risk from hot works - Hot works permit system. - Fire extinguishers on site. - No combustible material left unprotected near works. Confined/restricted workspace - Pre-plan material removal routes. - Limit worker numbers in tight spaces. - Maintain clear escape routes at all times. Noise & vibration - Low-impact demolition techniques preferred. - Hearing protection as required.	
15	**Lead:** (21)			X		
15.1	Designer not aware of any risk.					N/A
16	**Ionising Radiation:** (25)			X		
16.1	Designer not aware of any risk.					N/A
17	**Biological:** (18, 19, 20, 21, 22, 23)		X			
17.1	17.1.1 It has been assumed for the purposes of preparing design solutions that no ground contamination may be anticipated. Example of Hazard (non exhaustive):-				Example of actions to be taken to reduce the risk:- On the basis of site investigations identify the presence of any hazardous materials and report findings and recommendations to PSDP.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
	Inflammatory skin condition caused by exposure to irritants contained in industrial materials. See 11, Chemical See 13. Asbestos See 15. Lead See 35. Carcinogens					
18	**Overhead Lines:** (13, 14, 26)		X			
18.1	Designer not aware of any risk.					N/A
19	**Drowning:** (27)			X		
19.1	Designer not aware of any risk.					N/A
20	**Underground Works:** (27)			X		
20.1	Designer not aware of any risk.					N/A
21	**Explosives:** (27)			X		
21.1	Designer not aware of any risk.					N/A
22	**Compressed Air Systems / Divers:** (27)			X		
22.1	Designer not aware of any risk.					N/A
23	**Heavy Steel Structures:** (28)			X		
23.1	Designer not aware of any risk.					N/A
24	**Precast Concrete Frames:** (28)			X		
24.1	Designer not aware of any risk.					N/A
25	**Heavy Prefabricated Plant:** (28)			X		
25.1	Designer not aware of any risk.					N/A
26	**After Build Maintenance:**	X				
26.1	26.1.1 Elevation treatments that are likely to require maintenance include roof. Example of Hazard (non exhaustive):- 26.1.2 Risk of falling when working at height, cleaning, maintenance and repair, access and falling objects.				Example of actions to be taken to reduce the risk:- Finish of materials chosen are durable and should not cause excessive staining. Only periodic maintenance is anticipated. A safe access strategy to be devised for routine maintenance and replacement of elements. Safe and level surfaces are to be provided to allow mobile plant to allow for the safe cleaning to the entire perimeter.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
	26.1.3 Hazardous substances, manmade mineral fibres, dust etc. 26.1.4 Use of toxic solvents, cleaning solutions, paints, sealants and adhesives. See 3. Falling from a height.					
27	**Roof Access:**	X				
27.1	27.1.1 Roof Access is not envisaged on a general day to day basis, however access for maintenance and repair and periodic inspection will be required. Example of Hazard (non exhaustive):- 27.1.2 Risk of falling when working or maintaining roofs and plant at height. See 3. Falling from a height.				Example of actions to be taken to reduce the risk:- Safe access to roofs is proposed via MEWP or scaffolding. Finish of roofing material chosen is durable and only periodic maintenance and/or repair is anticipated. Safe and level surfaces are to be provided to allow mobile plant to allow for the safe cleaning to the entire perimeter.	Main Contractor / PSCS
28	**Window Cleaning:**			X		
28.1	Designer not aware of any risk.					N/A
29	**General Cleaning:**	X				
29.1	29.1.1 Outside of day-to-day general cleaning, periodic cleaning of the building interior and other external elements (outside of general use areas) will be required such as high level walls, etc. Example of Hazard: 29.1.2 Injury as a result of falling from a height. See 26. After Build Maintenance				Example of actions to be taken to reduce the risk:- A method statement for cleaning and regular maintenance should be prepared. Maintenance and cleaning at high level around the external perimeter to be undertaken using extended cleaning pole. Safe and level surfaces are to be provided to allow for the safe cleaning to the entire perimeter.	Main Contractor / PSCS
30	**Statutory Inspections:**	X				
30.1	30.1.1 Statutory inspections may be undertaken as part of the construction process or as part of an inspection process at a later date. Example of Hazard (non exhaustive):- 30.1.2 Falling from heights.				Example of actions to be taken to reduce the risk:- Those unfamiliar with the building should be accompanied at all times by someone familiar with the construction process, the building layout the plant and services installed and associated risks. Refer to all relevant safety files prior to inspections.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
31	**Plant Maintenance:**			X		
31.1	Designer not aware of any risk.					N/A
32	**Contaminated ground:**			X		
32.1	Designer not aware of any risk.					N/A
33	**Site Restrictions**: (2, 3, 4, 5, 6)	X				
33.1	33.1.1 Note some Specific site restrictions apply and are indicated in the preliminary Health and Safety Plan and the Works Requirements Documents. Note the site will be active during construction works so risk is high. Example of Hazard (non exhaustive):- 33.1.2 Injuries occurring as a result of poorly secured site / increased traffic movements both on site and in the immediate vicinity. 33.1.3 Site operations generally including lifting of heavy goods, excavations, general deliveries, storage of materials, etc.				Example of actions to be taken to reduce the risk:- The PSCS is to liaise with the PSDP and submit a detail Method statement and health and safety plan regarding proposal to comply with the Site Restrictions. Contractor to prevent unauthorised access and ensure safe public pedestrian routes for general and emergency access as well as agree set down locations. Delivers of materials and storage to be within site area and be safely cordoned off. Liaise with ESB regarding the protection to be required on site. Apply exclusion zones around cranes and heavy plant.	Main Contractor / PSCS
34	**Other Work Activities:** (7, 8, 9, 10, 11)	X				
34.1	34.1.1 Injuries may occur while trying to move materials / people to work areas. Persons or plant may have to travel adjacent to excavations. Example of Hazard (non exhaustive):- 34.1.2 Potential death or injury to construction personnel from accidents between personnel and plant machinery.				Example of actions to be taken to reduce the risk:- Contractors to take measures to ensure the safety of construction personnel. Personnel access routes and material lift zones to be separated if possible. Clear signage of these routes to be maintained.	Main Contractor / PSCS

TENDER ISSUE

No	Key Hazards Identified Where a heading below includes a number in brackets, please refer to the corresponding advice note at the end of this document. Eg:	YES Applies to this project	To be confirmed	NO N/A for this project	Decisions/Action List the decisions and actions to be taken to eliminate, reduce, evaluate, combat, adapt etc, the risks present at this stage. (See also the Principles of Prevention copied in at the end of this document)	
35	**Carcinogens:** (22)	X				
35.1	35.1.1 Substances classified as carcinogens include zinc chromate and certain classes of bituminous substances which are used in caulking and sealants. See 12. Chemical				Example of actions to be taken to reduce the risk:- Contractors to take measures to ensure the safety of construction personnel. Protective clothing and masks to be provided for personnel when using materials containing substances classified as carcinogens. Contractor to notify the Project Supervisor Design Process if any of these materials will be used on site.	Main Contractor / PSCS
36	**Other Hazards:**	X				
36.1	Continuation of existing residential activities during the course of construction 36.1.1 Access to the roads adjacent the site will be shared with residents. 36.1.2 Noise, dust, emissions and vibration effects to adjoining properties occupants during construction works: Example of Hazard (non exhaustive):- 36.1.3 Regular exposure to high levels of noise causes hearing loss. 36.1.4 Dust and emissions from demolition and construction work can impact on air quality. 36.1.5 Vibration White Finger (VWF) triggered by continuous use of vibrating hand-held machinery				Example of actions to be taken to reduce the risk:- This item to be discussed as part of the contractor site inductions. Contractor to note the “National Guidelines for the prevention of Nosocomial Invasive Aspergillosis during construction/renovation Activities” All site personnel to be fully trained and be provided with protective clothing / equipment required. Plan site layout–machinery and dust causing activities should be located away from adjoining properties. It is essential to have effective dust and emission control measures in place for every dust generating activity carried out on site. Erect effective barriers around dusty activities or the site boundary. Contactor to seek to lower exhaust emissions from off road construction vehicles and plant used.	Main Contractor / PSCS

TENDER ISSUE

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					Effective vehicle cleaning and specific fixed wheel washing on leaving site and damping down of haul routes. All loads entering and leaving site to be covered. No site runoff of water or mud. To avoid vibration use a mechanical vehicle e.g. mini digger rather than hand-held tools, use noise and vibration reduced tools when selecting one for purchase/hire, wear heavy duty gloves and do not use hand-held equipment for prolonged periods but stop and take a break or change work practice.	

Items to be drawn to the attention of contractor(s): (For inclusion in Preliminary H&S Plan). List any risk that will be passed on to the Contractor and they will have to consider at Tender Stage and Construction Stage.
Note: Only risks that are deemed, by the Designer, to be significant and unusual, and which the Contractor cannot reasonably know about or deduce, should be drawn to the contractor's attention. Information about risks that a Contractor could be expected to routinely identify and deal with should not be included. To do otherwise could result in significant information being swamped by a mass of routine everyday information.

Risks that the client has taken responsibility for (at this stage)
List any risks that the Client has agreed to take responsibility for at this stage. Acceptance by client must be in writing and must accompany this document.

TENDER ISSUE

Advice Notes

Non-exhaustive list of parameters to be considered:

1. State land uses for area adjoining site and on roads to the site entrance.

   Assess location of proposed site entrance in relation to existing uses and activities especially in relation to dust, noise, dangerous processes and traffic. Note access arrangements to those parts of the site which will continue to be used by the client.

2. Review working hours with Client, having regard to the adjacent land uses and buildings and note any restrictions on such hours.

3. The contractor is to install suitable hoarding and ensure site remains secure at all times.

   Site parking restrictions.

   Storage restrictions, segregated from the works.

   Cleaning regime is to be implemented on site and this will include access roads to site.

4. Impact of traffic on immediate local environment.

5. Traffic management plan for the site.

   The contractor is to take into account pedestrian traffic especially near the site entrances and feeder roads to the site.

   Highlight any schools or other heavily pedestrianised areas near the site or site entrance.

6. Separation of site traffic to (adjacent) premises must be established where possible.

   The contractor is to ensure and maintain fire vehicle, bin and delivery access to buildings adjacent to the site at all times.

   Separation of site traffic and traffic to (adjacent) premises must be established where possible. Speed limits.

   The contractor shall implement an appropriate booking in and out system for all site operatives and visitors.

   Procedures to safepass and other certification methods.

   Contractors personnel shall carry appropriate (and visible) identification at all times on site.

   The contractor shall implement a site specific Health and Safety induction procedure.

   Vehicular and personnel routes shall be separated on site especially near the access to the site.

   Review access times to the site.

7. Obtain advice from Client and include.

8. Layout of existing and new services included in drawing package. Known services to be identified with the Client and Engineer prior to commencement on site. All diverted services to be documented. Reference to complexity of project is needed.

9. Fixtures, and fittings of machinery review with Client/Services Engineers. Will Electrical terminations and data terminations be required for equipment and machinery?

10 State if new services are to be installed by services providers such as Bord Gaís, ESB, etc. as separate contract to the Client

11. To be advised by the Design Team and Client if and when other items of work activities become known.

12. Obtain advice from Client, Civil Engineer and/or Services Engineer and include here.

    Enter drawing numbers of relevant drawings if any.

13. Obtain advice from Client, Civil Engineer and/or Services Engineer and include here.

    Enter drawings numbers of relevant drawings if any.

    If services are to be re-located prior to commencement of other works on site.

    Service Engineer to assess and advise, include advice.

14. Obtain advice from Client, Civil Engineer and/or Services Engineer and include here.

Enter drawings numbers of relevant drawings if any.

If services are to be re-located these should be re-located prior to commencement of other works on site, Services Engineer to assess and advise, include advice.

Where electrical cables are near access roads or cross (site) traffic routes, and external roads an assessment is to be made of the design to establish if this risk can be eliminated or reduced.

Where this cannot be eliminated protective measures must be put in place at the outset of the contract, Services Engineer to assess and advise, include advise.

15. Works involving particular risks, which would be appropriate to specify in the Preliminary Safety and Health Plan are:

- Items 1 & 2 of the Schedule 1 where the existence of a particular risk would not be evident and reasonably deducible from drawings or other support documentation to a competent Project Supervisor for Construction Process.
- Items 3 to 10 of Schedule 1 where such risks are reasonably foreseeable by the Project Supervisor Design Stage.

Non-Exhaustive List of Work involving particular risks to the safety and health of persons at work

1. Work which puts persons at work at risk of burial under earthfalls, engulfment in swampland or falling from a height, where the risk is particularly aggravated by the nature of the work or processes used or by the environment at the place of work or site.
2. Work which puts persons at work at risk from chemical or biological substances constituting a particular danger to the safety and health of such persons or involving a legal requirement for health monitoring.
3. Work with ionising radiation requiring the designation of controlled or supervised areas as defined in Article 20 of Directive 80/836/Euratom.
4. Work near high voltage power lines.
5. Work exposing persons at work to the risk of drowning.
6. Work on wells, underground earthworks and tunnels.
7. Work carried out by divers at work having a system of air supply.
8. Work carried out in a caisson with a compressed-air atmosphere.
9. Work involving the use of explosives.
10. Work involving the assembly or dismantling of heavy prefabricated components.

In preparing this section of the Preliminary Safety and Health Plan ensure full consultation with the Structural, Civil and Services Engineers and Temporary Works Designer and include their advice where relevant.

16. Project Supervisor for Construction Stage is to assess risk already outlined for existing fragile roofing materials and more specifically for roof lights if they exist.

17. The installation of high level services at all levels requires extreme caution and care including all scaffolding, etc.

High level Systems should, where possible, be commissioned prior to scaffolding removal to reduce the necessity for hoists, etc. Method statement required.

The use of collective protective measures such as nets and mobile platforms is to be considered by the Contractor wherever possible during the erection of the works.

An assessment should be made to review if the work can be avoided or reduced, where not possible to eliminate this type of work control measures as stated above are to be requested.

18 Where friable asbestos is identified, and prior to the main renovation work continuing, the asbestos must be removed.

This in most cases, will involve employing a specialist contractor who will give 28 days notification to the HSA and will also prepare a method statement outlining the exact procedures to follow in order to remove the asbestos safely.

All data sheets must be retained for the Safety and Health file.

[For building constructed prior to the mid 1970's an inspection report by expert organisation is to be included in the Preliminary Safety and Health Plan with request to monitor the site for potential of concealed Asbestos especially with regard to insulation and services]

19. Obtain advice from the Client and include.

20. Obtain advice from the Client and include.

Obtain advice from the Services Consultants that the design of the service ducts, plant rooms is reviewed and assessed and that sufficient space is provided for installation, commissioning and maintenance.

21. Lead paint has not been used in significant quantities since the mid 1970s.

    Where disturbed during construction or accessible to children after completion, lead should be removed at the earliest possible time during construction. Lead content in paint to be assessed, if applicable, and included in the Preliminary Safety and Health Plan.

22. Substances classified as carcinogens include zinc chromate, and certain classes of bituminous substances, which are used in caulking or sealants.

    [Obtain advice from the Design Team and Client. If no advice is received state that the Project Supervisor Design Process has not been notified by the Design Team or Client of any materials that may present an exceptional hazard or risk. No R45/R49 substances specified. Note: fire-stopping and cavity barriers executed in mineral fibre quilts and batts will be used to be non-shed variety and where cut suitable masks to be used and gloves and other site personnel to be provided with suitable protection where working near works involving putting up of batts and quilts.

23. These are a component of many coatings, sealant and foams, particularly of "two pack" coatings or urethanes.

    Obtain advice from the Design Team and Client. If no advice received state that the Project Supervisor Design Process has not been notified by the Design Team or Client of any materials that present an exceptional hazard or risk. In case of use, all people involved must be fully trained in the use of same.

24. Obtain advice from the Design Team and Client. If no advice received state that the Project Supervisor Design Process has not been notified by the Design Team or Client of any materials that present an exceptional hazard or risk. No such substances are to be used by the Contractor unless no equivalent alternative exist. In case of use, all people involved must be fully trained in the use of same.

25. Are ionisation smoke detectors to be installed throughout the building. Obtain advice from Services Engineers and Client of any equipment to be installed

    Ionising radiation is also used in airport and other security systems where property or people are scanned.

26. Obtain advice from Client, Civil Engineer and/or Services Engineer and include here.

    Enter drawing number of relevant drawings if any.

    If services are to be re-located these should be re-located prior to commencement of other works on site or at the earliest possible time. Services Engineer to assess and advise, include advise.

    Where electrical overhead powerlines are near access roads or cross (site) traffic routes, an assessment is to be made of the design if this risk can be eliminated or reduced, where this cannot be eliminated protective measures must be put in place at the outset of the contract, Services Engineer to assess and advise, include advice.

27. Obtain advice from Client, Civil Engineer and Services Engineers and include.

    Ponds, rivers, culverts shown on Civil Engineering drawing number(s) and included in Appendix B.

    Obtain advice from Client, Civil Engineer and Services Engineers on each specified topic and include.

28. Fabrication, delivery and erection of structural steelwork and precast concrete panels should be the subject of a detailed method statement from the Main Contractor and Temporary Work Designer to be lodged with the Project Supervisor Construction Stage and the Project Supervisors Design Process prior to commencement.

    Where boilers, Air Handling Units and associated plant are to be lifted into high level plant rooms, a Method statement should be required. The M & E contractor is to advise the Project Supervisor Construction Stage on this prior to the construction stage of the project.

The Principles of Prevention:

Regulation 15(1) of S.I. No. 291 of 2013 states that all designers must take account of the General Principles of Prevention which are contained in Schedule 3 to the Safety, Health and Welfare at Work Act 2005. They are as follows:

a) The avoidance of risks.
b) The evaluation of unavoidable risks.
c) The combating of risks at source.
d) The adaptation of work to the individual, especially as regards the design of places of work, the choice of work equipment and the choice of systems of work with a view, in particular to alleviating monotonous work, and work at a predetermined work rate and to reducing their effect on health.
e) The adaptation of the place of work to technical progress.
f) The replacement of dangerous articles, substances or systems of work by non-dangerous or less dangerous articles, substances or systems of work.
g) The development of an adequate prevention policy in relation to safety, health and welfare at work which takes account of technology, organisation of work, working conditions, social factors and the influence of factors related to the working environment.
h) The giving to collective protective measures priority over individual protective measures.
i) The giving of appropriate training and instructions to employees.

It should be noted that:

- Only risks that can reasonably be foreseen at design stage can be assessed.
- Risks to those building and to those who might be affected by this work (eg: members of the public) must be considered. Risks during construction, and subsequent maintenance or repairs must be considered.
- Risk assessment may be simple or elaborate depending on the nature of the project and the risk in question. Conventions, generally taken, define a “hazard” as a condition or event with the potential to cause harm, and define a “risk” as the probability (P) that harm from a particular hazard will occur, combined with the likely severity (S) of the harm. R = S x P. Note: it is accepted that this is a very subjective area where good judgement counts more than rigid formulae.
- As the project proceeds, designers need to assess the design and the materials to be used, to establish whether a risk is being introduced and to consider whether this risk can be removed or minimised.

Appendix I

General Risk Assessments

Likelihood Rating

Rating	Definition
1	Highly unlikely
2	Unlikely
3	Possible
4	Some exposure likely
5	Exposure likely / probable

Consequence Rating

Rating	Definition
1	Slight / Superficial injury e.g. bruises, grazes
2	Over 3 days injury / lost time
3	Other reportable accident / major injury e.g. fractures
4	Permanent disability e.g. amputation, loss of eye
5	Major injury to more than one person, fatality, etc.

Risk Rating Matrix

	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

1-5	Acceptable – No Further Action, but ensure controls are maintained
6-10	Adequate – Look to improve at next review
11-16	Unacceptable – Activity needs improvements as soon as possible
17-25	Unacceptable – Stop activity and make immediate improvements

TENDER ISSUE

General Hazard Identification & Associated Risk Control

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
1	Falling from a height, burial or engulfment where work is particularly aggravated by; • The nature of the work • Or process used • Or by the environment at the place of work	X		Contractor Public	X X			X	Risks associated with this hazard are deemed to be within a reasonably competent contractor's ability to foresee and deal with. It is not possible to eliminate this particular risk as works involve replacement of roof slates It is the contractor's responsibility to ensure that all design and plans work to minimise the need to work at height where practicable. Prefabricate or assemble components at ground level whenever possible. Contractor to ensure safe method of construction is adopted for all scaffolding and to be designed, erected, altered, and dismantled only by competent, certified personnel in accordance with S.I. No. 291 of 2013 (Safety, Health and Welfare at Work (Construction) Regulations). - Scaffolds to be inspected and tagged before first use, weekly thereafter, and after any alterations or severe weather. - Full edge protection, toe boards, guardrails, and safe access ladders or stair towers to be provided..	PSDP Main Contractor PSCS

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									- Method statement to be issued by Contractor in advance of the works.	
									Roof Work Controls - Use of temporary edge protection systems, safety harnesses with fall arrest lanyards, and safety nets where appropriate. - Work platforms and crawling boards provided where necessary for stability. - Exclusion zones established below roof edges to prevent injury from falling materials.	
				Maintenance	X				Access and Housekeeping - Safe access and egress routes maintained at all times. - Materials and tools to be stored securely to prevent falls or displacement.	
									Supervision and Training - All operatives to hold valid Safe Pass and Working at Height training certification. - Site induction and toolbox talks to reinforce safe working procedures. - Continuous supervision by competent site management to ensure compliance. Weather and Environmental Considerations - Roof work to be suspended during adverse weather (high winds, ice, heavy rain). - Regular monitoring of weather forecasts and site conditions.	

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No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either <u>eliminate</u> or <u>control</u> risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
2	Risk for Chemical or Biological Substances or where the activity has a statutory requirement for health monitoring ACM (Asbestos Containing Materials) Slates have been identified on site and will be removed and disposed of.	X		Contractor	X			X	These are deemed to be within a reasonably competent contractor's ability to foresee and deal with. Adequate personal safety equipment to be worn to eliminate the risk of contact with biological substances.	PSDP Main Contractor PSCS
				Public	X				Workers are potentially at risk from exposure (infections) to various biological agents, which may include: - Leptospira or 'Weil's' disease which is caused by a bacterium found in the urine of rats.- Health risks associated with coming into contact with pigeon/bird droppings (e.g. histoplasmosis, cryptococcosis, and psittacosis). Employers are required, under the Safety, Health and Welfare at Work (Biological Agents) Regulations, to assess the risk of 'incidental exposure' to biological hazards, which would include the examples above. Good occupational hygiene practices should be implemented.	

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				Maintenance		X			Good occupational hygiene practices should be implemented including additional practices to combat Covid-19 (washing/sanitising stations throughout the site) Evaluate the Unavoidable Risks - Assess potential exposure routes (airborne fibres, debris). - Evaluate risks to workers, school staff, and pupils. - Determine the scope and sequencing of removal to minimise exposure duration and area affected. Combat Risks at Source - Appoint a licensed asbestos removal contractor competent in roof-slate removal and disposal. - Implement controlled wet removal techniques to suppress dust and fibre release. - Enclose or cordon off the work area with secure barriers and signage to prevent unauthorised access. - Provide dedicated waste routes and sealed, labelled containers for asbestos waste. Adapt Work to the Individual	

TENDER ISSUE

									- Ensure all operatives are trained and medically fit for asbestos work. - Provide suitable PPE, including disposable coveralls, Type FFP3 respirators, and appropriate gloves and footwear. Adapt to Technical Progress - Use modern, compliant removal methods and vacuum filtration equipment (Class H vacuums). - Follow current HSA Code of Practice for the Management and Control of Asbestos at Work (2021). Replace the Dangerous by the Non-Dangerous or Less Dangerous - Replace asbestos slates with non-hazardous, modern roofing materials suitable for future PV installation. Develop a Coherent Prevention Policy - Coordinate with the Project Supervisor Construction Stage (PSCS) and school management to ensure isolation, evacuation, and communication procedures are in place. - Schedule works when the school is unoccupied where possible (e.g., weekend, holiday periods).	

TENDER ISSUE

									- Give Collective Protective Measures Priority over Individual Measures - Use containment, barriers, and exclusion zones as primary protection. - Rely on PPE only as a last line of defence. Give Appropriate Instructions to Employees - Ensure all personnel are fully briefed on asbestos hazards, site procedures, emergency arrangements, and decontamination requirements. - Maintain strict site supervision and record of briefings and air monitoring results. Risk of asbestos exposure eliminated or effectively controlled through licensed removal, containment, safe work procedures, and adherence to the Principles of Prevention and HSA Code of Practice for the Management and Control of Asbestos at Work (2021).	

TENDER ISSUE

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
3	Ionisation Radiation (Activities defined in Directive 96/29/Euratom)		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
4	Work near High Voltage Power lines (1Kv AC or 1.5Kv DC)		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

TENDER ISSUE

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
5	Risk of Drowning		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
6	Wells, Underground earthworks or Tunnel		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
7	Divers requiring Air Supply		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

ISSUE

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
8	Cassions with Compressed Air Atmosphere		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
9	Explosives		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
10	Assembly/Dismantling Heavy Prefabricated Components	X		Contractor	X			X	These are deemed to be within a reasonably competent contractor's ability to foresee and deal with as the project will involve the Assembly / Dismantling Heavy Prefabricated Components such as steel frame, etc.	PSDP Main Contractor PSCS
				Public		X			Where possible, mechanical lifting aids should be used to transport and positioning into position to reduce manual handling performed by workers.	
				Maintenance		X			The Contractor is to use safe methods of work and method statement to be issued by Contractor in advance of the works.	

TENDER ISSUE

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
11	Working on the internal road network/busy pedestrian area		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
12	Interface with public	X		Contractor	X			X	The Contractor should take due consideration of the access requirements of adjacent property owners and the public in the planning of the works.	PSDP Main Contractor PSCS
				Public	X			X	The site is located in School campus which shall remain in use throughout the duration of the works. Construction site to be adequately secured to prevent access to the site.	
				Maintenance		X				

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
13	Working on the internal road network/busy pedestrian area		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

TENDER ISSUE

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
14	Potential of Noise, vibration, fumes and excessive dust during site works.	X		Contractor	X			X	Noise and vibration shall be kept to a minimum and the Contractor shall take all necessary steps to abate these to avoid inconvenience to others.	PSDP Main Contractor PSCS
				Public	X				Attention is drawn to the recommendations given in BS 5228-1:2009: “Code of practice for noise and vibration control on construction and open sites. Noise" and BS 5228-2:2009: “Code of practice for noise and vibration control on construction and open sites. Vibration” also to the requirements of the Safety, Health and Welfare at Work (General Application) Regulations 2007-2010.	
				Maintenance		X			Ensure roads/footpaths are kept clean at all times.	

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No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
15	Work near existing gas mains		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
16	Work near existing Asbestos Cement watermain		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
17	Accessing Manholes		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
18	Slips, trips and falls	X		Contractor	X			X	Trenches, footpaths, roads and all areas within the contractor's responsibility to be kept clear of trip hazards and construction debris to reduce the risk of slips, trips and falls during the construction process.	PSDP Main Contractor PSCS
				Public	X			X		
				Maintenance		X				

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No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
19	Pipe and drain installation		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

ISSUE

No.	Hazard Identified (Schedule 1 Particular Risks)	Applicable to Project?		Who is at Risk?			Within Fortress Planning scope and reasonably practicable to eliminate risk?		Using "Principles of Prevention" what action is proposed to either eliminate or control risk?	Refer risk information onwards to:
		Yes	No		Yes	No	Yes	No		
20	Cutting and Falling Trees		X	Contractor					Not envisaged at this stage of the contract.	
				Public						
				Maintenance						

Appendix J

Competency Assessment for PSCS / Contractor

BPC 2 Competency Assessment for PSCS/Contractor

Client to assess competency, based on information submitted by the PSCS/Contractor

Contractor: _____ Project: _____

Tick duties being assessed: ◯ PSCS and Contractor ◯ PSCS only ◯ Contractor only

Where details or evidence is specifically requested, these must be attached to this questionnaire and submitted to the client. Questions marked "*" relate specifically to PSCS. All remaining questions must be answered by the Contractor and PSCS.

	Client ticks if response is adequate
Section 1:	
If you answer "yes", proceed to Section 2. If you answer "no", respond to the remaining questions first.	
1.1 Do you have a third-party accredited Safety Management System (e.g. Safe-T-Cert)?	☐
◯ Yes ◯ No → 1.2 Provide an outline of your Safety Statement (e.g. table of contents)	☐
1.3 Provide evidence of how you manage health & safety on your projects	☐
1.4 Provide an example of how you assess risks for construction activities	☐
1.5 Detail how you take account of the General Principles of Prevention	☐
1.6 Provide an example of how you managed hazards for a similar project	☐
1.7 Detail how you assess competency for persons engaged in a project	☐
1.8 Detail how you assess the health and safety resources required	☐
1.9 Detail how you implement and manage time constraints for a project*	☐
1.10 Detail how you take corrective action and issue directions*	☐
Section 2:	
Answer all questions.	
2.1 Provide details of similar projects previously completed	☐
2.2 Provide details of previous PSCS* and/or Contractor appointments	☐
2.3 Provide details of experience for the staff you propose for this project	☐
2.4 Provide evidence of relevant qualifications and/or relevant safety training for staff	☐
2.5 Provide evidence of membership of trade associations (e.g. CIF, CIOB)	☐
2.6 Detail how safety is communicated and coordinated*	☐
2.7 Provide an example of a previous Safety and Health Plan*	☐
2.8 Describe how you coordinate the implemetation of safe working procedures*	☐
2.9 Detail any accidents/incidents associated with your projects	☐
2.10 Detail any previous convictions/enforcement action by the Health and Safety Authority	☐

In accordance with the Statutory Declarations Act 1938, *I/we attest to the completeness*, accuracy and truthfulness of the statements I/we have made in completing this form and to any information I/we have attached.

Signed by Contractor/PSCS: _____

Date: _____

Submission approved, signed by Client: _____ Date approved by Client: _____

Appendix K

Suggested Measures for Reducing Particular Risks

The following is a non-exhaustive list of measures for reducing Particular Risks. It would be envisaged that such risks would be considered by the design and build Tenderers and Contractor during the tender stage and designed out or mitigated during the development of the conceptual design into the Design for the Works. Any such risks identified should be subject to more detailed consideration and inclusion into the Construction Stage Health & Safety Plan for the works.

i. Detailed traffic management proposals should be prepared for all works on and adjacent to public roads at tie ins of works to existing carriageways and at all points where the works cross live carriageways;

ii. Tracked machinery should be transported to site over public roads by low loader using access restrictions defined within the contract documentation.

iii. Method statements and safety measures should be prepared for the safe operations of plant and other construction activities where these are in the vicinity of ESB power lines;

iv. The use of transport vehicles and earth moving should be planned so that sufficient clearance both laterally and vertically shall be ensured for vehicles and machinery next to excavations, so as not to trap or crush persons or cause damage;

v. The transport of materials over side roads crossing the site should be controlled by manned plant crossings;

vi. Method statements and safety measures should be prepared to reduce risk from ground collapse, e.g. provision of shoring in excavations / trenches, adequate batter back of temporary slopes, provision of dewatering equipment;

vii. Suitable firefighting equipment shall be provided and maintained on the site. All possible precautions shall be taken to provide for the safe and secure storage of petroleum, explosives, gas bottles and other potentially dangerous goods such that risks to site personnel and to members of the public are minimized;

viii. Appropriate measures should be taken on site to provide protection at ground level from falling material;

ix. Appropriate measures should be taken at all site access points to provide suitable wheel washing facilities and reduce risk of mud and dust on public roads;

x. Suitable road cleaning plant should be provided at all times to keep existing highways clean from mud or dust.

xi. All vehicles transporting materials on or off site should be covered to reduce the risk of materials falling onto public highways etc.;

xii. The use of transport vehicles, earth moving and materials handling shall be planned such that the stability of proposed or existing embankments and sides of cuttings shall be maintained at all times;

xiii. Measures should be provided for the protection of persons working at heights including consideration of but not limited to use of scaffolding, barge boards, safety netting. All temporary platforms and high-level access should include secure guard rails and otherwise in order to prevent falls.

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xiv. Measures should be provided for the safe operation of concrete pumping equipment and for the use of skips;

xv. Adequate provision of ear protection should be made when working with or near machinery and construction plant;

xvi. All areas of the site should be made secure against unauthorized access;

xvii. All open excavations and areas liable to fill with water should be clearly marked and protected wherever practical;

xviii. All dangerous chemical substances and other substances stored on site should be clearly labelled. Suitable protective clothing and protective masks should be provided where necessary in accordance with manufacturer's recommendations;

xix. All hazardous materials should be stored in secure facilities;

xx. Procedures should be implemented to ensure that all specialist construction activities are planned and executed by suitably qualified and experienced personnel and coordinated with other construction activities on-going in the vicinity;

xxi. Suitable exclusion zones should be determined and established, and appropriate safety measures taken wherever rock blasting operations are required to ensure safety of the workforce within the site and the public beyond the site limits.

xxii. All public access whether pedestrian or vehicular should be maintained in a safe manner through or adjacent to the site where required.

xxiii. Precautions should be taken against collapse of excavations in trenches and deep excavations for manholes and access chambers;

xxiv. Measures should be taken to ensure that members of the workforce and the public cannot access incomplete access chambers, culverts or drainage provisions;

xxv. Method statements and appropriate safety measures should be prepared to protect the workforce when working adjacent to or over existing watercourses;

xxvi. Method statements and appropriate safety measures should be taken to ensure the environmental protection of all existing watercourses as specified within the contract documents;

xxvii. Measure should be taken to reduce the risks associated with interaction between general public and site work activities and vehicles accessing the site including control of access to site and safe storage of all machinery and plant

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Principles of Prevention (as per the Safety, Health & Welfare at Work Act 2006)

a) The avoidance of risk.

b) The evaluation of unavoidable risk.

c) The combating of risks at source.

d) The adaptation of work to the individual.

e) The adaptation of the place of work to technical progress.

f) The replacement of dangerous articles, substances or systems of work by non-dangerous or less dangerous articles, substances or systems of work

g) The development of an adequate prevention policy in relation to safety health or welfare at work which takes account of technology, organisation of work, working conditions, social factors and the influence of factors relating to the working environment.

h) The giving of collective measures of priority over individual protective measures.

i) The giving of appropriate training and instructions to employees.

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Appendix L

Site Rules

SAFETY RULES FOR CONTRACTORS & SUB-CONTRACTOR EMPLOYEES

"DO":

(a) Tie ladders securely at all times.

(b) Under the Safety, Health and Welfare at Work (Work at Height) Regulations 2006 (S.I. No. 318 of 2006), all work that requires work at height must be risk assessed prior to starting. Ensure you have seen your company risk assessment.

(c) Wear a safety helmet at all times in construction areas. Lightweight bump caps are not acceptable.

(d) Wear appropriate eye protection at all times on site. Close fitting safety glasses are the minimum acceptable protection. Specific tasks such as grinding or opening up process equipment will require the use of goggles or full-face visor.

(e) Wear safety footwear incorporating steel toecaps and reinforced mid soles.

(f) Wear ear defenders or ear plugs if your working area is noisy.

(g) Carry a pair of gloves at all times and wear them when there is any risk of hand injury.

(h) Wash your hands frequently and thoroughly.

(i) Keep your work area tidy.

(j) Observe the site speed limit of 10 km/h.

(k) Wear a high visibility vest at all times on site

(l) Report all accidents, incidents, which could have had serious consequences (near misses), and unsafe work conditions to your immediate supervisor or safety officer.

(m) Evacuate to your designated Assembly Point if required.

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SAFETY RULES FOR CONTRACTORS & SUB-CONTRACTOR EMPLOYEES

"DO NOT":

(a) Stand on the top two steps of a step ladder

(b) Erect, dismantle, alter or modify any scaffolding unless you hold the relevant CSCS card and are trained to do so.

(c) Climb outside of scaffolding.

(d) Ride as a passenger on any forklift, dumper or other mobile plant.

(e) Leave tools or materials lying about at height.

(f) Throw tools or materials down from a height

(g) Enter any excavation over 1.2 metres deep unless it is shored or battered to a safe slope

(h) Enter any manhole or other confined space unless you have received confined space training

(i) Drive any vehicle on site unless you hold a full driving licence and are over 18.

(j) Reverse any vehicle on site unless you have a clear view to the rear or are being directed by a competent person.

(k) Work alone outside normal working hours.

(l) Create tripping hazards for yourself or others with electrical leads, hoses or discarded materials.

(m) Attach lifting equipment to any part of the buildings or plant unless you have been trained to do so and hold the relevant CSCS card.

(n) Smoke on site.

(o) Use chemical storage drums for any other purpose whatsoever.

(p) Eat or drink outside the designated canteen area.

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Appendix M

Planning Drawings (Non-Applicable)

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Appendix N

RAMS Register (Sample)

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RISK ASSESSMENT AND METHOD STATEMENT (RAMS) REGISTER

Fortress Planning

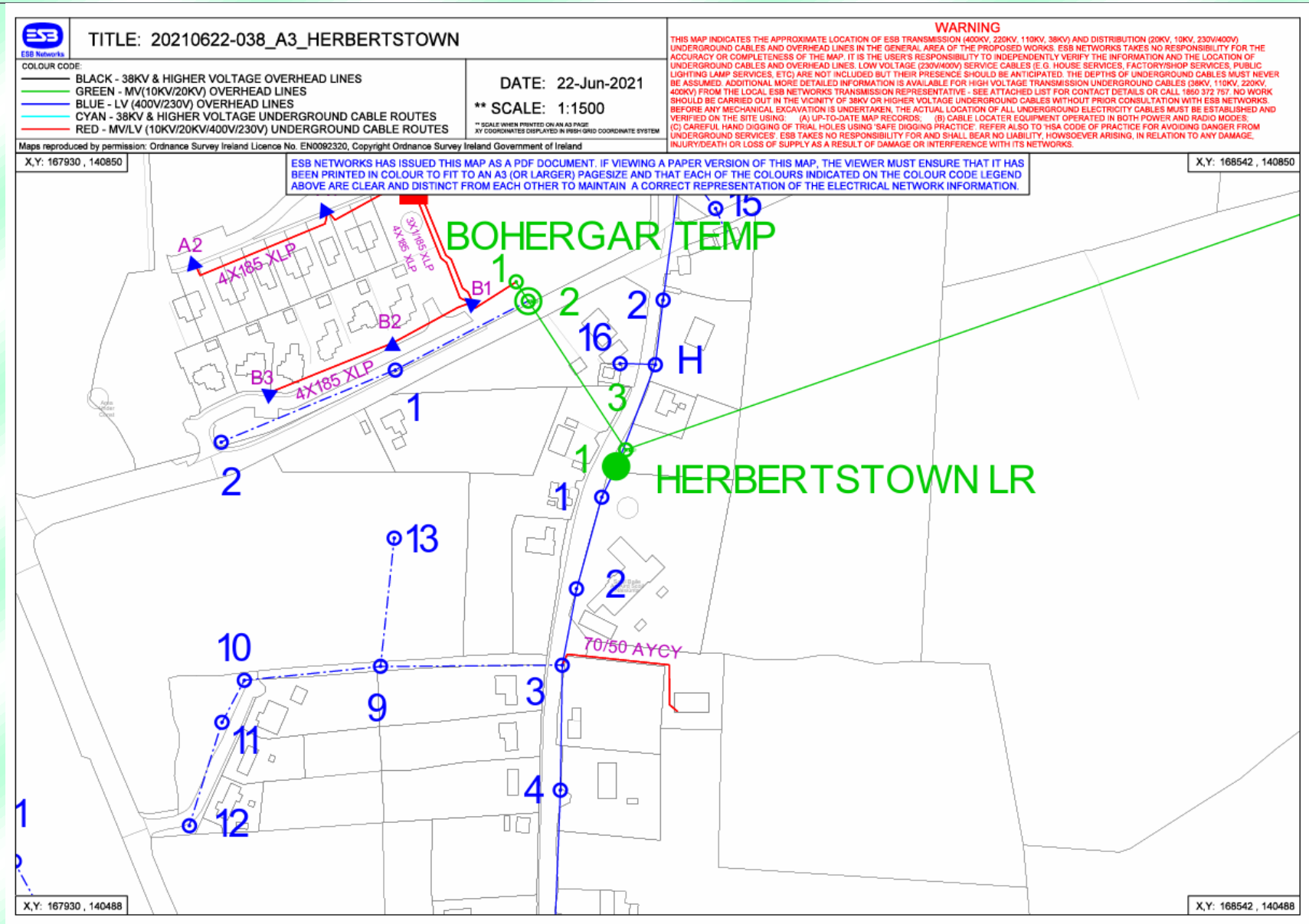
Project Name:	UHL - Inpatient 16 Bed Ward	Project No.	578-24

RAMS No.	Programme Ref.	RAMS Title	Originator (Contractor)	Prestart Meeting Held (Y/N)	Start Date	Date Received	Contractor Approval	Client Approval	Revisions						Date of Next Review	Briefing Date

Appendix O

ESB Network Map

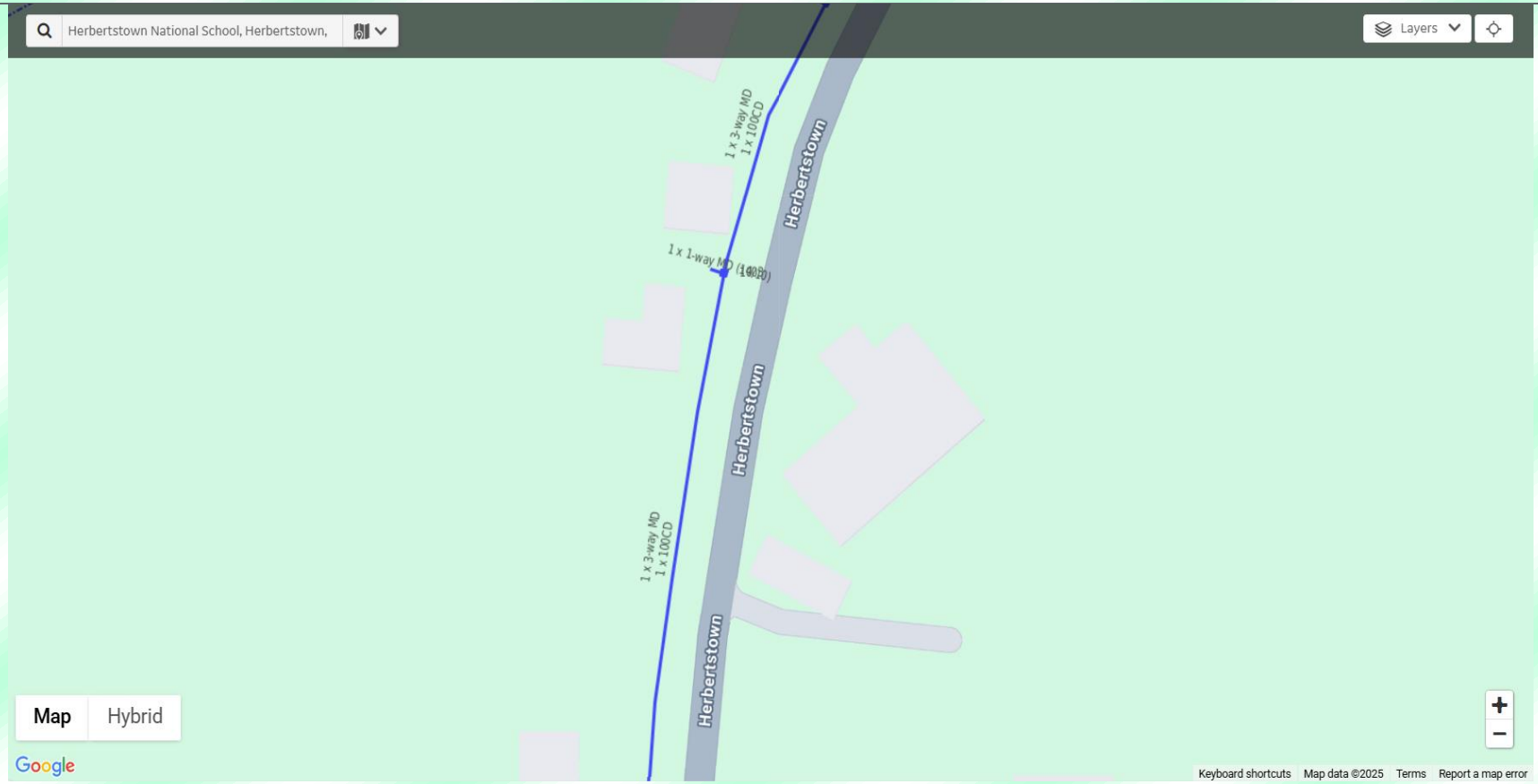
TENDER ISSUE


TITLE: 20210622-038_A3_HERBERTSTOWN
COLOUR CODE:
BLACK - 38KV & HIGHER VOLTAGE OVERHEAD LINES
GREEN - MV(10KV/20KV) OVERHEAD LINES
BLUE - LV (400V/230V) OVERHEAD LINES
CYAN - 38KV & HIGHER VOLTAGE UNDERGROUND CABLE ROUTES
RED - MV/LV (10KV/20KV/400V/230V) UNDERGROUND CABLE ROUTES
DATE: 22-Jun-2021
** SCALE: 1:1500
** SCALE WHEN PRINTED ON AN A3 PAGE
XY COORDINATES DISPLAYED IN IRISH GRID COORDINATE SYSTEM
Maps reproduced by permission: Ordnance Survey Ireland Licence No. EN0092320, Copyright Ordnance Survey Ireland Government of Ireland
WARNING
THIS MAP INDICATES THE APPROXIMATE LOCATION OF ESB TRANSMISSION (400KV, 220KV, 110KV, 38KV) AND DISTRIBUTION (20KV, 10KV, 230V/400V) UNDERGROUND CABLES AND OVERHEAD LINES IN THE GENERAL AREA OF THE PROPOSED WORKS. ESB NETWORKS TAKES NO RESPONSIBILITY FOR THE ACCURACY OR COMPLETENESS OF THE MAP. IT IS THE USER'S RESPONSIBILITY TO INDEPENDENTLY VERIFY THE INFORMATION AND THE LOCATION OF UNDERGROUND CABLES AND OVERHEAD LINES. LOW VOLTAGE (230V/400V) SERVICE CABLES (E.G. HOUSE SERVICES, FACTORY/SHOP SERVICES, PUBLIC LIGHTING LAMP SERVICES, ETC) ARE NOT INCLUDED BUT THEIR PRESENCE SHOULD BE ANTICIPATED. THE DEPTHS OF UNDERGROUND CABLES MUST NEVER BE ASSUMED. ADDITIONAL MORE DETAILED INFORMATION IS AVAILABLE FOR HIGH VOLTAGE TRANSMISSION UNDERGROUND CABLES (38KV, 110KV, 220KV, 400KV) FROM THE LOCAL ESB NETWORKS TRANSMISSION REPRESENTATIVE - SEE ATTACHED LIST FOR CONTACT DETAILS OR CALL 1850 372 757. NO WORK SHOULD BE CARRIED OUT IN THE VICINITY OF 38KV OR HIGHER VOLTAGE UNDERGROUND CABLES WITHOUT PRIOR CONSULTATION WITH ESB NETWORKS. BEFORE ANY MECHANICAL EXCAVATION IS UNDERTAKEN, THE ACTUAL LOCATION OF ALL UNDERGROUND ELECTRICITY CABLES MUST BE ESTABLISHED AND VERIFIED ON THE SITE USING: (A) UP-TO-DATE MAP RECORDS; (B) CABLE LOCATER EQUIPMENT OPERATED IN BOTH POWER AND RADIO MODES; (C) CAREFUL HAND DIGGING OF TRIAL HOLES USING 'SAFE DIGGING PRACTICE'. REFER ALSO TO 'HSA CODE OF PRACTICE FOR AVOIDING DANGER FROM UNDERGROUND SERVICES'. ESB TAKES NO RESPONSIBILITY FOR AND SHALL BEAR NO LIABILITY, HOWSOEVER ARISING, IN RELATION TO ANY DAMAGE, INJURY/DEATH OR LOSS OF SUPPLY AS A RESULT OF DAMAGE OR INTERFERENCE WITH ITS NETWORKS.
ESB NETWORKS HAS ISSUED THIS MAP AS A PDF DOCUMENT. IF VIEWING A PAPER VERSION OF THIS MAP, THE VIEWER MUST ENSURE THAT IT HAS BEEN PRINTED IN COLOUR TO FIT TO AN A3 (OR LARGER) PAGESIZE AND THAT EACH OF THE COLOURS INDICATED ON THE COLOUR CODE LEGEND ABOVE ARE CLEAR AND DISTINCT FROM EACH OTHER TO MAINTAIN A CORRECT REPRESENTATION OF THE ELECTRICAL NETWORK INFORMATION.
X,Y: 167930 , 140850
X,Y: 168542 , 140850
BOHERGAR TEMP
HERBERTSTOWN LR
A2
B1
B2
B3
4X185 XLP
3X1/185 XLP
4X185 XLP
70/50 AYCY
X,Y: 167930 , 140488
X,Y: 168542 , 140488

Appendix P

EIR Network Map

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Herbertstown National School, Herbertstown,
Layers
1 x 3-way MD
1 x 100CD
Herbertstown
1 x 1-way MD (1
Herbertstown
1 x 3-way MD
1 x 100CD
Herbertstown
Map
Hybrid
Google
Keyboard shortcuts
Map data ©2025
Terms
Report a map error

TENDER ISSUE

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