INTRODUCTION
The purpose of this statement is to safeguard the safety, health and welfare at work of the school’s employees and students and also the safety and health of other people who might be at the workplace including visitors, contractors and members of the public. This statement was written according to the Guidelines on Managing Safety and Health in Post Primary Schools Parts 1 and 2.

SCOPE
This statement applies to the entire school community on the school’s grounds and on any external school related activities including extracurricular and co-curricular programmes.

RELATION TO MISSION STATEMENT
St. Fintina’s Post Primary School is committed to providing each student with a holistic education to enable him/her to achieve full potential. This must be done in a safe environment for the entire school community.

RATIONALE
It is a legal requirement under Section 20 of the Safety, Health and Welfare at Work Act, 2005, for every employer, in conjunction with employees, to prepare a Health and Safety Statement. It represents the Board of Management’s commitment to safety and health, and specifies how the schools Safety and Health Management System (SMS) should be implemented. This statement includes five key elements; Policy and Commitment, Planning, Implementation, Measuring Performance, and Audit and Review. This statement should be read in conjunction with other relevant policies e.g. Code of Discipline, Critical Incident Policy and Substance Use Policy, Anti-Bullying. AUP etc.

POLICY AND COMMITMENT
The Board of Management and staff of the school under the auspices of Louth and Meath ETB are committed to the implementation of the Health and Safety Policy that is displayed prominently in the school.

Definition
A Safety Statement is a written programme of the school’s commitment to safeguard the safety, health and welfare of staff while they work and the safety and health of other people who might be affected by work activities in the school including pupils, parents/guardians and visitors.

A Safety and Health Policy is a declaration that a workplace is as safe and healthy as reasonably practicable and that all statutory requirements will be complied with. (Guidelines on Managing Safety and Health in Post-Primary Schools)
SCHOOL PROFILE
St. Fintina’s Post-Primary School is a mixed co-educational non fee-paying day school under the patronage of Louth and Meath Education and Training Board. The school has been designated disadvantaged and is part of the Developing Equality of Opportunity in Education (DEIS) Programme. The socio-economic background of the students would range from working class to middle class families with the majority being working class. Approximately 10% of the students would have special educational needs with a small number of these being students whose primary language is not English.

The present building consists of four specialist rooms that formed the original 1966 school. These are Woodwork, Science, Information Technology and Home Economics. This block also includes administration office, toilets and a staff room. The rest of the school consists of prefabricated buildings housing 11 general purpose classrooms, locker-room and (old) canteen, with a basketball court and a small games field. There is also a small prefab building used for Guidance and Counselling. There is a new canteen and social area for the students. The entire school area is covered by CCTV for student and staff security. There are ramps provided for students with special needs, a sheltered walkway and adequate lighting is provided. There are also storage sheds and a boiler house.

RESOURCES FOR SAFETY AND HEALTH
The school has the following resources in the school;
- Defibrillator located in staff room,
- First Aid boxes in all classrooms, staffroom, canteen and for sports activities,
- Various wall, floor signage and line marking
- Fire extinguishers located throughout school
- Fire alarm and emergency lighting
- Specific equipment pertaining to specialist classrooms e.g. Science Labs
- Trained personnel
- Intruder alarm and CCTV surveillance
- Effective supervision on the school campus and on school related trips
- A variety of related policies and procedures
- Good links with parents and members of the local community
- Support from external professional agencies such as HSE, NEPS and HSA etc.
- A Safety Committee and a Safety Co-ordinator
- Access to skilled service and maintenance personnel
In accordance with the Safety, Health and Welfare at Work Act 2005, it is the policy of the Board of Management/ETB to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all staff and to protect pupils, visitors, contractors and other persons at the school from injury and ill health arising from any work activity. The successful implementation of this policy requires the full support and active cooperation of all staff, contractors and pupils of the school.

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

LMETB, as employer, undertakes in so far as is reasonably practicable to:

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

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

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

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

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

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

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

Signed: ____________________________ Date: ____________________________

Secretary to BOM
Board of Management
- To comply with its legal obligations under the 2005 Act;
- To ensure that the school has a written risk assessments and an up to date safety statement;
- To review the implementation of the SMS and the safety statement;
- To set safety and health objectives;
- To review the safety statement at least annually and when changes that might affect workers’ safety and health occur;
- To review the school’s safety and health performance;
- To allocate adequate resources to deal with safety and health issues;

The Principal/Deputy Principal
- To comply with the requirements of the 2005 Act
- To maintain the safe upkeep of the premises
- To report to the Board of Management on safety and health performance;
To manage safety and health in the school on a day-to-day basis;
To communicate regularly with all members of the school community on safety
and health matters;
To ensure all accidents and incidents are investigated and all relevant statutory
reports completed;
To ensure fire drills are organised
To contact emergency services in the event of an accident
To ensure the fire alarm and fire extinguishers are regularly serviced
To organise safety and health training for staff
To ensure contractors and visitors comply with the school safety and health
regulations
To ensure the HSA are informed of accidents

Health and Safety Co-ordinator
To assist the principal in managing safety and health in the school
To check fire extinguishers and First Aid kits at the start of each half-term and
replenish stock.
Confer with the school management where supplies equipment and materials
need to be purchased
To be vigilant about safety and health issues and advise school management of
any concerns
To advise staff on safety and health issues and brief new staff on same
To call Safety Committee meetings at least once per half term and to keep the
minutes of such meetings
To co-ordinate fire drills once per term and get feedback from staff and keep
records of same
To ensure all safety signage is in place around the school
To ensure safety audits are undertaken by staff and to prioritise and address
concerns in consultation with the principal.
To survey staff on training needs and to record all training undertaken in the
Safety and Health folder
To ensure all accidents and near misses are recorded
To ensure students, going on work experience, are briefed on safety and health
in the workplace
To monitor the HSA website and keep updated on H&S developments
To keep the Safety and Health folder up-to-date

Teaching Staff
To comply with all statutory obligations on employees as designated under the
2005 Act;
Take reasonable care of personal safety, health and welfare.
To ensure the safety and health of students and other members of the school
community are safeguarded at all times
• To co-operate with school management in the implementation of the safety statement;
• To inform pupils of the safety procedures associated with individual subjects, e.g. Science, Technology subjects;
• To ensure that pupils follow safe procedures, e.g. use personal protective equipment (PPE) and adhere to laboratory rules;
• To conduct risk assessments of their immediate work environment;
• To formally check classroom/immediate work environment to ensure it is safe and free from fault or defect
• To ensure passage ways and exits are free from obstruction at all times
• To check that equipment is safe before use;
• To ensure that risk assessments are conducted for new hazards, e.g. new machine or chemical product;
• To advise students in relation to safety and evacuation procedures
• To report accidents, near misses, and dangerous occurrences to the safety co-ordinator and school management

**Supervisors**
Teachers who undertake supervision duties have responsibilities for the students prior to school starting and during breaks.
The responsibilities of those supervising at St. Fintina’s Post Primary School include the following:
• ensuring the level of supervision is suitable with the activities students are involved in and the age and the maturity of the students;
• enforce rules of conduct that are outlined in the school’s Code of Behaviour;
• ensure students do not enter areas that are out of bounds during the break times;
• investigating, recording and reporting incidents/accidents that occur as detailed in the school incident reporting procedure;
• ensuring students involved in accidents receive first aid or medical attention as required;
• keeping order in the canteen, the laptop storage area and yard area;
• actively participating in fire safety including drills and fire fighting training and being familiar with fire fighting equipment and its uses.

**Ancillary Staff**
• To comply with all statutory obligations on employees as designated under the 2005 Act;
• Take reasonable care of personal safety, health and welfare
• Get familiar with the school safety statement and undertake work in accordance with its requirements
• To ensure wet floors in common areas are mopped and any obstructions removed
Check the safety of equipment before use and report defects to the principal

Ensure that manufacturers/suppliers instructions are followed in relation to equipment, machinery and chemicals

Be vigilant to possible hazards and report findings to the safety co-ordinator

Wear personal protective equipment (PPE) as required

Report any potential bullying or dangerous activities by students to school management

Report accidents or near misses to the principal

Students

- Take reasonable care to protect his or her safety and health and the safety and health of other members of the school community
- Cooperate with the safety systems and signage in place in the school
- Observe any safety rules and procedures which may be defined for working in laboratories, workshops etc.
- Do not interfere with or misuse any safety equipment
- Study the school safety statement and be familiar with emergency procedures
- Report immediately to the school management any accident resulting in injury or any situation where a member of the school community may be in danger
- Report potential safety risks to the safety co-ordinator

Canteen Staff

The canteen staff has responsibility for food storage and hygiene in the canteen. Part 2 Chapter 2 Section 13 of the Safety, Health and Welfare at Work Act 2005

Duties include:

- take reasonable care for their own safety, health and welfare and that of any other person who may be affected by their acts or omissions while at work;
- co-operate with the Principal and any other person to such extent as will enable the Principal or the other person to comply with any of the relevant statutory provisions;
- report to the Principal, without unreasonable delay, any defects in plant, equipment, place of work or system of work, which might endanger safety, health or welfare, of which she becomes aware;
- know what to do in case of fire, familiarise themselves with the best escape route from their workstation so that in the event of an emergency they are able to lead themselves to safety;
- ensure the canteen is run by HACCP principles;
- ensure scrupulous cleanliness is maintained at all times.

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.

- Any contractor will require to be suitably qualified and experienced
- The contractor and the principal meet in advance to discuss any likely hazards and how these will be addressed
- Comply with the school safety statement and the company safety statement
- Ensure the work area is secured and doesn’t endanger workers or school personnel
- Undertake work in accordance with site plan and relevant permit
- The school management is consulted about moving plant equipment and materials safely onto the school campus.
- Plant and equipment moved onto the school site is in good working order
- The contractor consults with the principal before using power tools or plant equipment
- Workers wear personal protective equipment on site
- Supply documentation and insurance details when required

(further details on Pages 24/25 of Guidelines on Managing Safety and Health)

Safety Committee

- Monitors and reviews the school safety statement
- Studies risk assessments and safety audits undertaken by staff
- Organise walk-through inspections
- Discuss safety training needs
- Discuss issues impacting on safety and health
- Assess fire drill evaluations
- Examine accident reports
- Draft action plans to address potential risks
- Manage safety resources and assess that resources are being used effectively to remedy risks and to improve the Safety and Health Management System in the school
- Provide on-going evaluation of safety and health practice in the school

The safety committee consists of the following personnel:

- The principal
- The deputy principal
- The safety co-ordinator
- The caretaker
- A teacher representative
- A student representative

The committee meets once per half-term and is chaired by the safety co-ordinator
HAZARDS
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.”

A hazard is anything that has the potential to cause harm to people, property or the environment

Physical Hazards
Some common causes of accidents are:

- Manual handling (heavy awkward or hard-to-reach loads,)
- Slipping/tripping hazards (poorly maintained or untidy floors, passage ways or stairs)
- Falling from a height (from mezzanine floors or scaffolding)
- Getting caught or cut by machinery especially moving parts of machinery blades or rollers, equipment (poorly maintained or whose guards have been disabled)
- Falling objects
- Introduction of new machinery or work systems
- Fire (from flammable or combustible materials)
- Electricity (poor wiring or not being protected by residual current devices)
- Special hazards of maintenance of equipment and the workplace itself (the roof, windows or gutters)
- Injury by another person
- Hot substances or surfaces
- Hand tools (noise, eye injury, electrocution)
- Poor housekeeping

Health Hazards
- Negative stress (e.g. from poor work organisation or control, repetitive strain, etc.)
- Noise (e.g. if people must raise their voices to be heard)
- Harmful dusts (e.g. from grinding)
- Unsuitable lighting levels
- Sources of radiation
- Extremes of temperature
- Injury through poor design of tasks or machinery
- School bags
- Stress
- Bullying/Harassment

Chemical Hazards
- Immediate problems,(e.g. acute toxic effects or catching fire)
- Long-term effects of exposure on health (e.g. cancer-causing)
- Likelihood of skin problems (e.g. skin irritation or sensitiser causing dermatitis)
- Likelihood of chest problems
Risk Assessment
Risk means the likelihood, great or small, that someone will be harmed by a hazard together with the severity of the harm suffered.
Risk also depends on the number of people who might be exposed to the hazard.
It is the employer’s duty under section 19 of the 2005 Act, to ensure a risk assessment is carried out. Risk assessment is a key component of any safety statement and involves the following steps:
   1. Identify the hazards
   2. Evaluate the risk in proportion to the hazard
   3. Put in place appropriate control measures to eliminate or minimise the risk

A major risk assessment was undertaken by all staff and covering all areas of the school in 2012. The task was co-ordinated by Mr Gorry, the safety co-ordinator. The templates in the “Guidelines on Managing Safety and Health in Post- Primary Schools” were used to complete this task. The completed templates were scrutinised by the safety co-ordinator and a list of possible hazards and risks was drafted. This list is discussed at safety committee meetings and at meetings between the principal and safety co-ordinator and risks are prioritised and addressed on an on-going basis. As far as is practicable protective and preventative measures are put in place to reduce and control risks.
Following the implementation of this safety statement an annual safety audit will form part of the school’s SMS

EMERGENCY PROCEDURES, FIRE SAFETY, FIRST-AID, ACCIDENTS AND DANGEROUS OCCURRENCES/NEAR MISSES
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
The school has a formal procedure to deal with emergency situations e.g. fire, suicide. This is outlined in the school’s Critical Incident Policy.

Fire Safety
The following controls are in place:
   • There are fire extinguishers visibly located in each room and these are checked regularly and serviced annually. Twenty percent of this equipment is randomly replaced each year.
   • There are fire blankets in the Home Economics room and in school canteens
   • The school has a fire alarm with sounders strategically situated throughout the school campus. This is serviced regularly.
   • There is a designated Fire Assembly Area with room identification numbers clearly marked
• Evacuation routes have been designed for each classroom
• Fire exits are clearly marked
• Timed fire drills take place at least twice a year. There is an evaluation of each drill to identify where there is room for improvement
• All school personnel are made aware of emergency evacuation procedures and these are posted in all rooms
• There is a roll call at the beginning of each lesson and teachers carryout a roll call at the Assembly Point during a fire drill
• There is emergency lighting in the main corridor and
• There are smoke detectors in the main building and inn the canteen areas
• Smoking on school grounds is prohibited for all school personnel, visitors, contractors and workers
• The caretaker ensures that all lights, data projectors and photocopiers are switched off each evening
• Teachers are requested to ensure all computers are powered off at the end of the day and there is a central shutdown of all network computers and laptops each evening
• There are gas detectors in the Home Economics and Science laboratory
• Teachers in specialist rooms are requested to check that appliances, power equipment and gas supplies are shut off each evening

EMERGENCY EVACUATION PROCEDURES
The school undertakes to have at least two fire drill procedures per year.

Teachers/Staff – Fire Drill Procedure.

In the event of hearing the fire alarm:

1. If you have a class group, inform the students that they should leave the room through the emergency exit in an orderly manner and to leave all belongings behind them
2. Inform them they should line up in the Assembly Area at the number of your classroom e.g. if leaving room 7, line up at room 7.
3. Guide the students to the Assembly Area using the evacuation route for your classroom. Bring your teacher’s journal to call the roll.
4. At the Assembly Area, instruct the students to line up and call the roll to check all are present.
5. When this is done, wait for further instruction. If the all-clear is given then instruct students to return to their classroom through the main doors of the classroom.
6. If you do not have class you should proceed directly to the Assembly Area.
If the fire alarm sounds during recreation time, tutors should then call the roll in the assembly area and all other teachers should proceed to the Assembly Area.

Tutors will find lists of their class groups on the staff room notice board which should be used for the roll call.

**Students – Fire Drill Procedure**

In the event of hearing the fire alarm

1. Proceed to leave the classroom in an orderly manner
   - Do not run or push
   - Do not bring any belongings with you
2. Leave through the emergency exit and proceed to the Assembly Area using the evacuation route for the classroom you are in.
3. When at the Assembly Area, line up in front of the number of the classroom from which you have come.
4. Wait in the Assembly Area until your teacher has called the roll and gives you permission to return to class.
5. When returning to class, enter back through the front door of the classroom.

If the fire alarm sounds during recreation time, you should proceed immediately to the Assembly Area and line up at the classroom number of your tutor. You should wait then until the roll is called and you are dismissed.

**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.

Precautionary measures include the following:

- The location of First Aid boxes are clearly signed in each room
- These boxes are checked once per term and restocked where necessary. This is co-ordinated by the safety officer.
- A First Aid kit is brought on all sport outings
- There is a defibrillator located in the staffroom and this is checked regularly by the safety officer.
- The majority of staff has participated in Basic First Aid training and defibrillator training
- A list of emergency telephone numbers is posted in the office
- Teachers are made aware of students with medical conditions at the start of the year
Procedures for managing ill students
A student who feels ill during the day reports to the office and contacts a parent or guardian on the school phone. Depending on the severity of the illness s/he either returns to class or sits outside the office until s/he is signed out by a parent/relative. A student feeling ill in class is escorted to the office by another student and contact is made with home. If a student is too ill to move school management should be notified immediately. In cases where contact cannot be made with a parent/guardian then school management will assess the situation. If the student is feeling extremely unwell then s/he will be brought to the doctor as quickly as possible by the principal/deputy principal or teacher in charge. Medication is not to be administered to students by staff.

Accidents and Dangerous Occurrences
Prevention
Students are supervised before schools begins each day and during recreational periods. Teachers intervene where horseplay or where students are engaging in potentially dangerous behaviour. Teachers are required to be punctual and not to leave classes unsupervised. It is school policy not to place students outside classrooms unsupervised. In classrooms bags should be safely stored and passage ways kept clear. Teachers should ensure that cables and wires are not trailing as far as practicable. In specialist rooms students are not to use equipment/appliances unsupervised or without safety gear, where necessary. It is the duty of class teachers to report broken furniture to the caretaker and to check equipment for visible faults before use. Spills are to be cleaned up immediately. Handrails are used in conjunction with steps throughout the campus. Signage is used to draw attention to wet floors especially on the main corridor during rainy days. There is a student movement plan in place in the school. Students are not allowed access concealed areas of the grounds during recreational periods. Students are not permitted to leave school grounds during the day unless they are collected or have a permit to go home. Specialised rooms are locked before school starts and during recreational periods. Students are advised to participate in the personal accident insurance scheme which is compulsory for students taking part in sport.

Procedures for injuries and accidents
Classroom
Accidents or injuries are assessed by the class teacher and First Aid Kits/Eye Wash Kits/Burn kits/Ice Packs (fridge in HEC room) are used to administer initial treatment.
The class representative or another student is sent to report the incident to a member of school management.
The principal/deputy principal will assess the injured party and decide on the next course of action.
Depending on the seriousness of the injury the student will:
- Remain in school following first aid treatment
- Be sent home with a parent
- Brought to the doctor
- Ferried to hospital by ambulance
The teacher completes an incident report before the end of the day
School management will investigate the incident to determine probable cause. If possible a strategy will be devised to minimise the risk of such an incident occurring in the future.
Parents to be advised of all injuries no matter how minor

**Out of class**
Any incident occurring on school grounds is assessed by the staff member first on the scene.
The injured party is brought to the office area where initial first aid treatment is administered.
School management is informed and s/he determines the subsequent action to be taken. Procedures as outlined for in-class incidents are followed.
The teacher completes an incident report before the end of the day

**Serious/Severe/Critical incidents**
If the injured party cannot stand up or is complaining of neck, back or leg injury then the school management should be summoned immediately and no attempt should be made to move him/her.
The person should be covered and kept warm
All students should be moved away from the scene
The school management or teacher in charge determines the scale of the injury and what action is to be taken
If the person is not breathing then CPR should begin without delay. One person should be asked to call 999 and another sent to alert school management and fetch the defibrillator from the staffroom. A parent or the next-of–kin is contacted. If the person hasn’t recovered by the time the defibrillator arrives then it should be switched on and the pads attached to the chest and side of the body. The instructions of the defibrillator are followed until medical personnel arrive.
The first member of staff on the scene completes an incident report before the end of the day
The incident is investigated internally by the school management and the findings communicated to all appropriate personnel. Corrective action will be taken where possible
If required the Garda Síochána will be contacted by school management
School trips and Games
These are classified as work-related activities so the school’s Safety Statement applies in such situations.

Precautions
A list of students and adults going on the outing is compiled by the organiser and a copy is given to school management
The roll is called on the outward and return journey
A First Aid kit is brought to sporting events
A reliable bus operator is used on all outings
The trip organiser travels with the students on the bus
A copy of the trip details is given to school management

Accidents and injuries
The teacher assesses the injuries and administers basic first aid
School management is to be contacted where an injury is serious and may require medical attention.
Accidents must always be reported to school management and an incident report completed
(Consult the Tours policy for more comprehensive instructions)

Recording and Reporting
All accidents or near misses are recorded in the Incident Recording File in the office by the class teacher or the member of staff first on the scene.
Accidents or near-misses will be reported to the Board of Management by the principal
The following are reportable to the Health and Safety Authority (HSA):
A pupil is injured as a result of a work-related activity (tours and trips included) and requires medical treatment by a registered medical practitioner
An injury to an employee in the course of their employment which prevents him/her from performing the normal duties of work for 3 calendar days not including the day of the accident
The death of any employee which was caused by an accident during the course of their work
The Incident Report form (IR1) is used for reporting work-related accidents
The Incident Report form (IR3) is used for reporting dangerous occurrences
These are available on the HSA website: www.hsa.ie

SPECIAL RISK PERSONNEL AND POTENTIAL RISK FACTORS

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS
The names of students with health issues are reported to staff at the start of the year as well as any specific details on how to manage situations which may arise with these students. Every care is taken to ensure the safety of this higher risk group.
- Careful supervision
- Access and egress carefully considered
- Individual needs are assessed in relation to evacuation
PREGNANT PERSONNEL
The school will take all necessary steps to comply with The Safety, Health and Welfare at Work Regulations 2007. These regulations pertain to employees who are pregnant, just have had a baby or are breast-feeding.
School management should be informed as early as possible when an employee or student becomes pregnant.
The school management will examine the school environment to identify any elevated risks to the health and safety of this female and her developing child.
Risks including the following will be considered:
Physical shocks
Heavy load handling
Abrupt movement and postures
Exposure to harmful chemicals
Excessive standing
Increase risk of falling
Excessive heat exposure
(List of risks is not exhaustive)
If a risk is identified then a strategy will be identified to minimise or eliminate the risk.
The findings will be communicated to pregnant staff member or student.

LONE WORKERS
These would include ancillary staff and contractors who work on their own without close supervision.

Risks
Accidents and emergencies arising out of their work
Sudden illness
Injuries from equipment or substances
Falls from heights
Injuries from lifting heavy objects and goods

Risk Assessment
Does the workplace present a special risk to lone workers?
Can all equipment, substances and goods be handled by one person?
Are these workers aware of the risks and procedures for handling heavy loads?
Is the person medically fit to work alone?
How will the person be supervised?
What training is required to ensure competency in safety matters?

Controls
All lone workers to ensure that they have their mobile phones with them at all times and that the principal’s and at least one other worker’s contact details are stored on it.
Take reasonable care to look after their safety and health
Check in to the office at the start of work and check out when leaving
Inform school management if attempting potentially dangerous tasks
The worker checks all equipment and appliances before use for visible faults
Manufacturer’s instructions are obeyed when operating equipment and appliances
Check that all electric equipment is powered off and unplugged when not in use
Use personal protective equipment where necessary
Check that all climbing equipment is firmly secured before use
Be familiar with the content of the school’s Safety Statement
Do not allow unauthorised personnel (students) near the immediate work area and use
signage where temporary hazards present themselves
Listen for emergency alarm
Check workplace for risks and report identified risks to the safety co-ordinator
Report accidents or near misses to the school management
Complete an accident report on accidents or on near misses

WORK EXPERIENCE
Leaving Certificate Vocational Programme students spend one week on work experience
during the first year of their programme. For some it may be their first time in a work
environment so students need to be familiar with the possible safety and health risks.

 Students are advised to seek experience with reputable companies and
organisations
 Students are made aware of potential safety risks associated with the work
environment. The Choose Safety teaching and learning resource pack may is
used in preparing students for work experience
 Each student must furnish the programme coordinator with the name of the
company/organisation as well as a contact name and telephone number
 The students are requested to enquire about safety and health procedures on
site before they commence work experience
 Employers are requested in the cover letter from the school to provide induction
training and to pay attention in particular to safety and health issues
 A copy of the school’s insurance is given to the employer outlining what is/isn’t
covered while the student is on site
 Employers or supervisors are contacted during the placement by the programme
coordinator. A random sample of sites will be visited by the coordinator
 All employers are required to complete an assessment report
 Students are required to complete an evaluation report which includes safety
and health procedures
 Students are obliged to report any accidents or near misses to the programme
coordinator and complete an incident report
 This will be examined by school management and the Safety Committee

Stress
“Stress occurs when an individual perceives an imbalance between the demands placed
on them on the one hand, and their ability to cope on the other” (Professor Tom Cox,
Institute of Work, Health and Organisation).
Causes of short-term stress include:

• tough deadlines,
• having to carry out tasks we find very difficult,
• having to do many things at once,
• having to act in difficult circumstances or under external pressures

Stress generally comes from aspects of personal lives but aspects of the work environment may exacerbate the state from time to time. Each individual employee brings into the school his/her own particular personality, medical history, psychological make-up and coping skills. As a result, what may be stressful for one employee may not be for another.

**Effects of Stress**
The experience of stress can change the way a person feels, thinks and behaves and can also produce physical changes. When you are stressed, you are less likely to eat well, get adequate sleep, take exercise and relax. You can also experience irritability reduced attention span and memory impairment. Irritability due to stress can create secondary problems such as the loss of social support. Being stressed over a prolonged period of time has been associated with increased blood pressure and cardiovascular problems.

St Fintina’s Post Primary is committed to a healthy workforce by placing value on both physical and mental health. The school acknowledges that stress problems have many causes and is committed to promoting a working environment where staff who feel they are at risk of suffering from the negative effects of stress can raise the issue in confidence, so that necessary support mechanisms can be put in place.

**Aims**
• encourage staff well-being within the school and discourage the stigma attached to stress;
• raise awareness of ill health associated with stress, its causes and associated factors;
• to reduce as far as is reasonably practicable within the confines of a school environment the sources of stress;
• enhance the factors within the school that reduce the risk of stress;
• educate staff in techniques for coping with pressure and stress;
• provide systems of support and make sure they are well publicised;
• encourage staff to get help at an early stage;
• make sure there is confidentiality for those who want help.
Procedures

- Clear policies on behaviour exist in the school and these should be consistently applied.
- High priority is given to staff training and management supports and encourages participation in relevant in-service courses in so far as is reasonably practicable.
- The Board of Management and the Principal ensure, as far as is reasonably practicable, that the physical work environments for staff are safe and do not expose them to risks that may give rise to stress at work.
- It is school practice to ensure that staff takes time to review and celebrate positive achievements.
- Social occasions for staff are organised throughout the school year to give staff a chance to relax and socialise with each other outside of the workplace.
- If an employee feels that they are suffering from work-related stress it is important that they seek medical help. They should then discuss with the Principal the causes of their stress and as far as reasonably practicable the Principal will deal with the issue concerned.

As an employee how can I cope with stress at work?

Employees should try to channel their energy into solving the problem rather than just worrying about it, thinking about what may resolve any issues and offering solutions. Employees can use some of the following techniques for coping with stress at work:

Manage Your Work Load
- Set priorities
- Manage time effectively
- Set limits to work and draw boundaries
- Define problems precisely
- Break work up into manageable units
- Recognise your own worth
- Improve communication
- Be more assertive
- Make decisions
- Plan your time – including your free time
- Decide your career goals
- Avail of training opportunities
- Maintain Physical Fitness
- Eat a sensible diet
- Have sufficient rest
- Decide on some agreeable form of exercise and make it a habit
- Develop interests outside work
HARASSMENT AND BULLYING

St Fintina’s Post Primary School is committed to providing all of its employees with an environment free from harassment.

Harassment can be defined as behaviour, which is persistent and results in the person subjected to the behaviour feeling upset, threatened, humiliated or vulnerable. An individual can be harassed on grounds of their:

- race
- age
- religious belief
- national/ethnic origin
- sexual orientation
- disability
- membership of the travelling community.

The harassment can include conduct offensive to a reasonable person, e.g. oral or written slurs, physical contact, gestures, jokes, displaying pictures, flags/emblems, graffiti or other material which state/imply prejudicial attitudes which are offensive to fellow employees.

Sexual harassment can be defined as conduct towards another person, which is sexual in nature, or has a sexual dimension, and is unwelcome to the recipient.

Examples of this type of harassment include:

- sexual gestures
- displaying sexually suggestive objects, pictures, calendars
- sending suggestive pornographic material
- unwelcome sexual comments and jokes
- unwelcome physical conduct such as pinching, unnecessary touching, etc

If you think that you are being harassed/ bullied at work you should seek advice from the principal.

Procedures

It is often preferable for all concerned that complaints of harassment or bullying are dealt with informally whenever possible. This is likely to produce solutions, which are speedy, effective and minimise embarrassment and the risk of breaching confidentiality.

- In the first instance a person who believes that they are the subject of harassment or bullying should ask the person responsible to stop the offensive behaviour.
- When this action does not result in a cessation of the harassment or bullying, or where a more serious incident has arisen the employee should use the formal procedure.

Where formal complaints have been made, then the employee should contact their School Principal as soon as possible. Submission of all claims will be governed by the time limitation as outlined under the relevant legislation.
The person making the complaint will be required to put their allegation in writing. In the interests of natural justice the alleged harasser will be made aware of the nature of the complaint, his or her right to representation and will be given every opportunity to rebut the detailed allegations made. When the investigation has been completed both parties will be informed as to whether or not the complaint has been upheld. All complaints received will be treated seriously, confidentially and dealt with as soon as is practicable. Strict confidentiality and proper discretion will be maintained, as far as is possible, in any necessary consultation to safeguard both parties from innuendo and harmful gossip. Management will maintain a record of all relevant discussions, which take place during the course of the investigation.

**School Bags**

School bags may give rise to two possible risks:

- The weight of schoolbags may cause back problems for students
- Careless storage of bags could cause trips and falls for school personnel

There are three common school bag designs, namely the rucksack, shoulder strap bag and the sports bag. The rucksack design is the most efficient when it is worn correctly on the back and not over one shoulder.

The following are possible ways of reducing the risk:

- Strap both handles of the bag on your shoulders if possible.
- Stand and walk with a straight back. If your back is arched you could be doing damage to it.
- Take care and be aware of others in the vicinity when removing your school bag from your back.
- Don’t stand for long periods with your school bag on your back.
- Always store your bag safely.
- Use your locker efficiently and only carry the books you need for class
- Use your laptop

**Cash Handling**

Employees who have responsibilities for the shop, canteen and collecting cash should deposit cash in the safe in the office. Under no circumstances should cash be kept in rooms. Employees responsible for lodging cash should vary their routine for lodgement.

**Noise**

The daily personal noise exposure limit is 80 decibels. As a rough guide if a normal conversation cannot be heard 2M away from the speaker then it is likely that the noise levels are above this limit. All personnel using machinery or electric tools should wear hearing protection. A noise audit should be undertaken at regular intervals to determine the levels of exposure.
LOGISTICAL ISSUES

Pedestrians
1. Pedestrians are requested to use the Pedestrian Crossing when crossing the street in front of the school.
2. Students are advised to be extremely careful when entering and exiting school grounds and to use the safe cross code
3. On school grounds pedestrians are advised to be extremely vigilant of vehicular traffic and walk carefully on the left hand side as per school policy
4. Students are not permitted to loiter in the village before school and are not allowed to leave school grounds during the day without permission. Pupils who break this regulation will receive a sanction from school management.
5. It is recommended that pupils wear an item of high visibility so that they are more readily visible in dark conditions
6. Students are recommended not to use personal electronic devices requiring the use of earphones whilst walking to or from school as this may compromise their awareness of other road users.

Vehicular traffic
1. Members of staff and visitors are to be extremely careful as they approach and drive onto the school grounds
2. Cars entering the grounds must give way to traffic parking and pedestrians on the driveway
3. Motorists must drive slowly and park in designated parking areas
4. Special care is needed when opening the car door onto the driveway
5. Parents are not permitted to drop off or pick up students on school grounds
6. Students are not allowed to park motor cycles or cars on school grounds
7. Drivers must ensure that they do not block any of the access or exit routes to and from the school
8. Staff or visitors should never bring an uninsured vehicle onto school grounds
9. Drivers must obey signs and traffic controls in place on the school campus
10. Cars are parked on school grounds at the owner’s risk

Cyclists
1. Cyclists must alight from their bicycle before they encroach on school grounds
2. They walk carefully with their bicycle paying attention to traffic and pedestrians on the driveway
3. Bicycles must be parked carefully and locked.
4. The school is not responsible for bicycles parked on school grounds
SECURITY
1. The school is fitted with an intruder alarm and outdoor lighting
2. If the intruder alarm is sounding do not approach the school until instructed by school management or the caretaker that it is safe to do so.
3. Money collected from students is never to be left in classrooms but put in the school safe and lodged as soon as possible in the bank.
4. The dates and times of bank lodgements are staggered.
5. The school is introducing an electronic system of payment “Wisepay” to reduce the amount of cash being handled
6. Any visitors/parents must report immediately to the school office and are to remain in the foyer until contact is made with a member of staff.
7. Students are not allowed to leave the school premises during the day unless they are signed out by a family member or have a pass to go home for lunch.
8. Students are not allowed to loiter on the streets before school starts each morning.
9. There is a limited number of key holders for the school
10. There is a fence around the premises and the main gates are locked each evening
11. The intruder alarm is monitored and serviced at regular intervals

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.
The steps involved are as follows:
1. The school assesses staff training needs using Tool 6 (B) of the Guidelines on Managing Safety and Health
2. A training plan is then developed detailing the course type, the staff involved and the training schedule
3. Staff are notified
4. The course is delivered and the training record is retained
5. A review is undertaken annually to identify refresher and further training

Preventative Measures
1. A Health and Safety officer and a Health and Safety committee have been appointed to oversee the provision for safety and health in the school.
2. All staff, workers, students and visitors are made aware of the Health and Safety Statement
3. A check on safety equipment is done every half-term and a record kept
4. Fire alarm, intruder alarm and fire extinguishers are serviced regularly
5. Machines and equipment throughout the school are checked regularly, maintained and serviced.
6. A risk assessment is undertaken across the board to identify hazards and potential risks which are subsequently minimised or eliminated
7. There is a system in place for reporting accidents
8. A variety of associated policies and procedures have been created to safeguard the health and safety of school personnel, visitors and workers.
9. Waste is appropriately managed in the school and is not allowed to accumulate as much as is practicable
10. There is careful supervision of students at all times.
11. Students are only allowed to use tools and equipment following adequate training
12. A training schedule is in place for staff in the use of Health and Safety equipment and procedures
13. Fire Drills with feedback are undertaken at least twice a year
14. A student management system is in place in the school
15. There is a non-smoking policy for all school personnel, workers and visitors on school grounds
16. Chemicals and cleaning products are locked in cupboards when not in use
17. Staff are requested to take all necessary precautions when using these products

Communication and Consultation
Staff, students, Board of Management members and the Parents’ Association were consulted in the drafting of this statement. All staff, students, parents/guardians and visitors to the school have access to the safety statement. The statement is available on the school website and a copy can also be requested from the school. The school personnel are encouraged to bring safety, health and welfare matters to the attention of management. Central to the communication framework within the school are the establishment of the safety committee and the selection and appointment of a safety co-ordinator. The names of all persons with responsibilities for safety, such as, the safety co-ordinator and safety committee members are communicated to the staff. Emergency procedures and specific hazards and control measures are also communicated to employees including substitute, temporary and new employees and those returning from leave of absence as well as contractors.

MEASURING PERFORMANCE
The school management and safety committee will undertake periodic review meetings to check if the risk assessments have been carried out and if and when measures have been taken to address issues arising from the assessments and when they have been signed off on. The safety committee may carry out walk through inspections and checks in all school areas particularly in areas such as fire detection installation and reviewing reported accidents and/or near misses.

- The inspection of equipment and furniture takes place at the start of each half term and this is undertaken by members of the Safety Committee
• The safety committee tracks the status of all hazards reported, indicate the control measures required and the action taken to date
• The safety committee conducts walk-through inspections to identify fire hazards or other safety and health hazards.
• The Principal will contain in his report to the Board of Management information relevant to the schools safety and health management system.

AUDIT AND REVIEW
Auditing and reviewing the SMS by the Board of Management are the final steps in the management cycle.
The school will evaluate the impact of the safety and health plan at the end of each school year taking into account feedback from the school community, significant incidents and/or accidents, dangerous occurrences, new regulatory and legislative requirements and other relevant developments.
An annual safety and health min- audit will be carried out a major review will take place 5 years after the implementation of this plan. This is a comprehensive review and report on all aspects of safety and health management in the school. The safety statement will be revised as necessary, in light of the review and evaluation process. All members of the school community will be informed of the full contents of the revised safety statement.

Staff consulted: 6th January 2014- 13th January 2014
Students consulted: 7th January 2014
Parents consulted: 27th January 2014
BOM consulted: 13th February 2014
Ratified by BOM: 13th February 2014
Ratified by LMET: March 2014
Implemented on: __________________________
Review date: ______________________
St Fintina’s Post Primary School

Materials Technology Wood

Safe Working Practice Sheets
<table>
<thead>
<tr>
<th>TITLE</th>
<th>SHEET NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules of the M.T.W. Room</td>
<td>1</td>
</tr>
<tr>
<td>Lathe</td>
<td>2</td>
</tr>
<tr>
<td>Scroll Saw</td>
<td>3</td>
</tr>
<tr>
<td>Table Saw</td>
<td>4</td>
</tr>
<tr>
<td>Dermatitis &amp; irritant substances</td>
<td>5</td>
</tr>
<tr>
<td>Fire Safety</td>
<td>6</td>
</tr>
<tr>
<td>Crosscut Saw</td>
<td>7</td>
</tr>
<tr>
<td>Planer/Thicknesser</td>
<td>8</td>
</tr>
<tr>
<td>Manual Handling</td>
<td>9</td>
</tr>
<tr>
<td>Stand Drill &amp; Mortiser</td>
<td>10</td>
</tr>
<tr>
<td>Bandsaw</td>
<td>11</td>
</tr>
<tr>
<td>Drilling</td>
<td>12</td>
</tr>
<tr>
<td>Workshop Grinding Machine</td>
<td>13</td>
</tr>
<tr>
<td>Tools</td>
<td>14</td>
</tr>
<tr>
<td>Router</td>
<td>15</td>
</tr>
<tr>
<td>Jigsaw</td>
<td>16</td>
</tr>
<tr>
<td>Hand Sanders</td>
<td>17</td>
</tr>
<tr>
<td>Strip Heater / Plastic Forming</td>
<td>18</td>
</tr>
</tbody>
</table>
Safe Work Practice Sheet

Sheet No. 1

Section: M.T.W. & Construction Studies
Title: H&S in the M.T.W. Room
Date last updated Jan 2014

1. General:
   a. Do Not Run
   b. Never throw an object to or at another person.
   c. Keep sharp blades covered while moving around the room.
   d. Use all tools as directed.
   e. Wear appropriate safety gear.
   f. Always report an accident.
   g. Press the emergency trip switch in the event of an accident involving electrical equipment.

2. Tidiness:
   a. Keep work area neat and tidy. Put away unwanted tools.
   b. Hang up coats, Put schoolbags under benches.

3. Machines:
   a. Never touch or start any machine without the teacher’s permission.
   b. If an accident does happen, press the power trip switch.

4. Hand Tools:
   a. Treat all hand tools with respect.
   b. Use tools only as directed by teacher.
   c. Check that tools are sharp and in perfect working order.

5. Hand-held Tools:
   a. Unplug the tool before changing bits, blades or sanding paper.
   b. Make sure the tool is switched off before plugging it in.
   c. Always wear the correct protective gear.
   d. Keep moving parts pointing away from you.
   e. Do not put a power tool down until it has stopped operating.
   f. Do not distract others while they are using power tools.
   g. Only use tools as directed.
   h. Keep electric cables away from moving parts.

6. Chemicals:
a. Wear gloves to protect hands.
b. Wear a facemask or respirator to prevent inhalation of harmful fumes.
c. Always wash hands after using chemicals.

Safe Work Practice Sheet
Sheet No. 2

Section: M.T.W. and Construction Studies.
Title: Lathe
Date last updated: Jan 2014

1. Always wear a face visor while working.

2. No loose clothing or neck ties. No long hair or jewellery.

3. Be aware of position of stop button.

4. Drive mechanism appropriately guarded and headstock mandrel protected

5. Check that work piece is secured properly; rotate by hand before switching on.

6. Students are not allowed alter rotation speeds

7. Do not measure or make adjustments while lathe is rotating.

8. Remove tool rest before sanding

9. Use sanding paper on underside of work. Take great care with use of steel wool or polishing cloth.

10. Always use the correct tool for the job.

11. Always take up an appropriate working stance while working on the lathe.

12. Always keep work area clear.

13. Do not allow distractions while lathe is operating.

14. All debris to be put into waste bins.

15. Safe operational area is marked around the machine

16. A visual check is undertaken prior to use
17. The machine is serviced by a competent person and a record of service retained

18. Pupils are instructed by the teacher before using the machine

**Safe Work Practice Sheet**

**Sheet No. 3**

Section: M.T.W. and Construction Studies
Title: Scroll Saw
Date last updated: Jan 2014

1. Always note position of First Aid box.

2. Always be aware of position of power cut-off switch.

3. Use dust mask and switch on dust extraction system.

4. No loose clothing or neck ties.

5. Ensure work piece is held flat on worktable.

6. Hold hands back from blade.

7. Goggles or Safety glasses to be worn as required.

8. Machine guards to be retained on all rotating or reciprocating machinery.

9. Never allow yourself to be distracted while using any machine.

10. Good housekeeping and cleanliness is vital. All debris to be put into waste bins. Wash hands when finished working.
1. Circular saw is to be used by qualified personnel only.

2. All necessary adjustments to be carried out before starting saw.

3. Turn on dust extraction system before operating saw.

4. Ensure work area is free from debris.

5. Know the location of emergency stop button.

6. Top guard flanged on both sides must not extend beyond roots of blade teeth

7. Extension guard to be adjusted as close as practicable to the work piece.

8. Riving knife should have a radius not exceeding that of the largest saw blade the table can accommodate. At table level the distance between knife and blade should not exceed 12mm.

9. A push stick should be used on work pieces 300mm or less or on last 300mm of longer pieces.

10. A rip fence is in place which is adjustable parallel to the blade.

11. Bottom guard must be fixed and the crown guard extends down each side of the blade and the adjustment ensures that the teeth are covered at all times.

12. Dangling jewellery is prohibited and long hair must be tied back.

13. A safe operational area must be marked out around the saw and warning signs are displayed adjacent to the saw.

14. The machine is serviced by a competent person and a service record is maintained. The power supply has to be appropriately guarded and any defective cabling removed.
Dermatitis is an irritation or inflammation of the skin. The skin can become itchy, red, blistered or crusty. It occurs mostly on the hands. Damage by irritants (acids, alkalis, oils) is caused by strength and concentration. Damage by sensitisers (chromates, dyes, resins) is by allergic reaction.

Harmful Agents: -
Cement powder.
Fresh concrete.
Detergents, cleaning agents.
Diesel, kerosene.
Coolants.
Grease.
Oils.
Solvents.
Turpentine.
Disinfectants and Chemicals.
Formaldehydes.
Formalin.
Fillers.
Fixers
Inks.
Thinners.
Retarders.
Degreasers.
Etchers.

Prevention:
PVC gloves.
Clean overalls - no gaps between cuffs and gloves.
Wash hands regularly.
Hot water, cleaners, towels.
Barrier creams.
Fire can kill or maim in many ways e.g. by asphyxiation, irradiation, poisoning or burning. Most accidental fires begin with smouldering and the evolution of smoke and gases. The phenomenon that first threatens human life is the loss of visibility on escape routes.

1. Become familiar with the 2 escape routes from the woodwork room.
2. Know the correct fire extinguisher to deal with particular fire types.
3. Become familiar with extinguisher and alarm call point positions.
4. Obey NO SMOKING rules. All work places are no smoking areas.
5. Report incidences of accumulated waste paper, cardboard to Head of Department / caretaker.
6. Do not allow accumulation of waste wood/shavings/sawdust.
7. Do not use radiant electric fire. It is a well-known source of ignition.
8. Adopt orderly methods of stacking in stores where paper and cartons are used. This reduces risk of fire and of it remaining undetected.
9. Store equipment and packages in properly appointed areas.
10. Avoid placing anything over heaters to dry. This practice can lead to a dangerous build-up of temperature by blocking heat-dissipating surfaces.
12. Never use unfused multiple point adapters on socket outlets.
13. Check electrical cables frequently for signs of wear. Unqualified staff must not affect temporary repairs.
Report incidents of uncollected full refuse sacks, packing cases, packing materials, and workshop waste.

Dangerous chemicals, stocks of paint, lacquer, flammable solvents and thinners, even held in small quantities can fuel a small fire and lead to an inferno.

Departments should hold only quantities of flammable liquids required for immediate use.

Seal containers immediately after use.

Keep flammable liquids away from open flame or hot surfaces.


Ventilate room during painting/varnishing operations.

Control use of blow torch.

Carefully remove and change clothing that has contacted flammable liquid.
Safe Work Practice Sheet

Sheet No. 7

Section: M.T.W.
Title: Crosscut Saw
Date last updated: Jan 2014

1. Ensure saw is securely fixed before operating.
2. Electrical power to be switched off when room is unoccupied.
4. Use all safety equipment required for safe use.
5. All mains powered equipment in this area to be checked annually and a dated record maintained.
6. Keep hands well clear of rotating blade.
7. Never allow yourself be distracted while operating a power saw.
8. Keep work area clean, bin all offcuts immediately
9. Due care should be taken when working with any electrical devices.
Safe Work Practice Sheet

Sheet No. 8

1. Never operate a system or press a switch or operate a valve if you are unaware of its function.

2. Do not switch on the power supply until all lines are connected up.

3. Ensure that all cylinders and leads are mechanically supported or safely locked when system is not in operation.

4. Ensure all leakage and return lines lead to the tank.

5. If accumulators are fitted, ensure that the oil is discharged from them before commencing any other work. If work is to be carried out on the gas side of an accumulator - discharge the gas - slowly.

6. Before dismantling any hydraulic experiment/circuit ensure that the oil pressure has been released to the reservoir.

7. Do not attempt to stop a leak or tighten a joint while it is under pressure.

8. Remember pressure control valves are fitted for safety reasons - Do not adjust without authorisation.

9. Some value pumps contain strong springs under tension; make sure you understand each component that you dismantle.

10. A student must never operate a hydraulic circuit without consulting with a member of staff to ensure that the circuit is safe.
1. Manual handling means any transporting or supporting of a load by one or more people, and includes lifting, putting down, pushing, pulling, carrying or moving a load, which, by reason of its characteristics or of unfavourable ergonomic conditions, involves risk, particularly of back injury.

All persons lifting loads, even light loads, are exposed to risk of back injury unless safe manual handling techniques are used.

2. Before lifting a load, assess its weight and centre of gravity to determine if assistance is required. If required, inform another and get assistance.

3. Observe correct body posture when lifting and carrying all loads, namely:
   - good firm grip with palms of both hands,
   - feet apart with leading foot in direction of travel to allow follow through and to prevent hands reaching out excessively,
   - arms and elbows close to body keeping load as close to the body as possible,
   - raise head and keep chin up,
   - relax both knees which prevents bending and stooping,
   - crouch and lift with a straight back.
   - Refer to manual handling guidance documents which are available.
Safe Work Practice Sheet

Sheet No. 10

Section: M.T.W.
Title: Stand drill & Mortise machine.
Date last updated: Jan 2014

1. Do not use a machine unless you are competent to use safely.
2. Wear Safety Glasses.
3. Wear correct fitting overall or shop coat.
4. Keep protective clothing buttoned up.
5. Keep hair short or wear a cap.
6. Ensure all guards are in correct position before starting machine.
7. Make sure work area is clear and clean before starting up.
8. Ensure components are properly secure before starting machine.
9. Do not attempt to operate machine until you know how to use machine properly.
10. Ensure chuck keys are disengaged before starting machine.
11. Use correct sized spanners for appropriate work.
12. Use “soft hammer” if “tapping” down work piece in machine vice.
14. Switch off machine at mains after each class period.
Safe Work Practice Sheet

Sheet No. 11

Section: M.T.W.
Title: Band saw
Date last updated Jan 2014

1. Wear Safety eye protection.

2. Keep hands clear of blade. Do not feed the work piece with your thumbs directly in line with the blade; use a push-stick to feed in narrow work.

3. Never allow yourself become distracted when operating a band saw.

4. Only feed the work piece into the band saw when blade has reached maximum speed.

5. Never adjust the thrust wheel and guides unless the machine has stopped.

9. Never leave the band saw until the blade has stopped running.

10. The top blade guard should be set to the lowest position possible

11. The remainder of the blade should be enclosed with a removable guard

12. Machine is fitted with an emergency stop control in an appropriate location and easily accessible

13. Ensure the blades are in good condition with no missing teeth

14. Before use a visual check should always be carried out

15. Dangling jewellery should be removed and long hair tied back before using the saw

16. There needs to be warning signs clearly displayed near the saw

17. Saw is serviced by a competent person and a record of service is kept

18. A safe operational area is marked out around the machine

19. A dust extraction system is fitted to the saw and exposure to dust is controlled
Bench and pedestal drilling machines present a danger from the rotating spindle and must be guarded. Rotating spindles can entangle loose clothing, gloves or long hair. The eyes are exposed to ejected chips and dust.

1. Wear goggles.
2. Ensure spindle guard is installed and used.
3. Do not use gloves.
4. Ensure work piece is securely clamped.
5. Check chuck key is removed from machine chucks before switch on. Never leave the key in the chuck.
Safe Work Practice Sheet

Sheet No. 13

Employer: St. Fintina’s
Section: M.T.W.
Title: Workshop Grinding Machine
Date last updated: Jan 2014

These are rotating abrasive wheels used for sharpening chisels and other tools and are found in every workshop. There are many documented cases where operators have received crushed hands due to the tool being pulled into the down turning nip between the wheel and the rest. Grinding wheels can also cause cutting, entanglement and eye injuries.

1. Wear goggles.
2. Ensure shield is in position.
3. Never use excessive pressure on the work piece - this could burst the wheel.
4. Never stop wheel by applying pressure to it.
5. Maintain 3mm maximum clearance between tool rest and wheel.
6. Never attempt to fit, dress or remove an abrasive wheel unless you have been trained and authorised to do so.
1. Examine all hand tools for secure fixing and burred edges. Reject if necessary.

2. Do not use hammers with chipped heads or cracked shafts.

3. Dress and sharpen blunt chisels.

4. Always use the correct tool for the job - if in doubt ask your teacher.

5. Do not use files without handles.

6. Do not use spanners with worn jaws.

7. Do not use screwdrivers as wedges, as chisels or punches.

8. Do not use worn vice jaws.

9. Only run power tools from proper sockets, with proper plug fittings.

10. Store tools and work so they cannot fall from shelves / Storage lockers.

11. Treat all tools with respect.
Safe Work Practice Sheet

Sheet No. 15

Section: M.T.W.
Title: Router.
Date last updated: Jan 2014

1. Wear correct protective equipment; Ear, eye protection and dust mask.
2. Keep guards in place when operating machine.
4. Before making adjustments to the router, switch off and remove plug from socket. Always allow cutter to stop rotating before making adjustments.
5. Ensure router power switch is off before reconnecting to mains.
6. Do not switch on router with cutter in contact with work piece.
7. Keep machine and surrounding area clean.
8. Switch machine off immediately if anything goes wrong.
9. Check direction of cutter rotation before starting.
10. When routing, keep hands, hair and clothing clear of the cutter.
11. Never use a router unless you are trained and authorised to do so.
Safe Work Practice Sheet

Sheet No. 16

Section: M.T.W.
Title: Jigsaw
Date last updated: Jan 2014

1. Make sure work piece is well secured.
2. Remove any nails, screws and other fasteners that might damage blade.
3. Check that there is sufficient space for the blade underneath the work piece.
4. Do not cut materials that are thicker than the maximum cutting depth.
5. Keep fingers clear of blade.
6. Use safety goggles.
7. Use sharp blades only, do not force saw.
8. Make sure saw blade has stopped before setting down.
9. Make sure the power flex trails behind, never in front of cutting blade.
1. Always hold sanders with both hands.

2. Ensure belt/disc has stopped before setting down on bench.

3. Use sanders with a dust collection system.

4. Always wear correct protective clothing and equipment.

5. Material being sanded must be securely clamped.

6. Unplug sander before changing sheets and after use.

7. Switch on sander before offering it to the wood piece.
1. Never touch hot plastic materials, as they can burn and stick to your skin.

2. Wear heat-proof gloves while heating and bending plastic.

3. Always work in a well-ventilated area and wear a respirator if there is any danger of inhaling toxic fumes.

4. When cutting plastics with hand tools, wear safety glasses, goggles or visor.

5. When using power tools to cut, sand or drill plastic, wear safety goggles and a dusk mask or respirator.

6. The heating system is shielded to prevent accidental contact with hot surfaces.

7. Before use a visual check is carried out to ensure all guards and covers are fitted.

8. Ensure the device is disconnected or isolated when not in use.

9. Warning signs are prominently displayed.
Workshop Rules

Practical rooms can present particular hazards to their occupants. Rotating machinery can cause serious cuts, eye or entanglement injuries. Electrical equipment can cause shocks or burns. Various dangerous chemicals and gases may be used in some workshops. An attempt is made to address most hazards in the Ancillary Safety Statement for M.T. W. and Construction Studies and the safe work practice sheets contained therein.

1. Smoking, eating and drinking is prohibited in all laboratories, workshops and practical rooms.

2. Never run in corridors or laboratories/workshops. Exercise care when opening or closing doors on entering or leaving rooms.

3. Conduct yourself in a responsible manner and don't act in a way that could be dangerous to yourself or others. Never indulge in horseplay as it can have serious consequences.

4. Only enter laboratories/workshop/room when a member of staff is present. Special permission must be sought from the Head of Department / teacher by groups of students wishing to work in rooms at lunchtimes. Even when such permission is granted no student is ever allowed to work alone in a laboratory/workshop.

5. All bags and coats to be left in a designated area and not on benches or machinery. Workbenches should be kept tidy while working and left tidy when finished.

6. All accidents, however minor, must be reported to the teacher.

7. Do not remove or interfere with laboratory/workshop equipment. Report any malfunctioning or dangerous equipment to teacher immediately. Never attempt to effect repairs no matter how trivial.

8. Become familiar with position and use of safety equipment for each room in which you work (personal protective equipment, fire extinguishers, electrical cut-off switches etc.).

9. Study carefully, and obey, the safe work practice sheets for each machine with which you work. If in doubt consult the teacher.

10. Obey the various safety notices that are posted.
St Fintina’s Post Primary School

Safety in the Science laboratory
Safety in the Science Laboratory

Although accidents may occur in the best organised laboratory, most can be prevented by adequate forethought, due care and constant vigilance. The human factor is directly responsible for many accidents. Safety as a topic is always a compulsory component of any course in Science whether explicitly stated or not; it must permeate all aspects of the teaching of the subject and be included in all aspects of examining sciences.

1. 1 General services

- All fittings, piping, joints, cabling, earth case, etc., must conform to the various minimum standards laid down by regulatory bodies.
- Outlets for services such as gas, electricity and water should not be placed in such a way as to constitute an electrical or fire hazard.
- It should be possible to isolate the supply of gas and electricity.
- Each sink outlet should pass through a dilution trap.
- Gas taps should be such that they cannot be turned on accidentally.
- Fume cupboards which operate quietly and effectively are essential in laboratories where volatile/toxic/harmful/corrosive or irritant chemicals are used.
- There should be at least one properly ventilated general chemicals store outside the laboratories with 6 to 10 air changes per hour. The preparation room area may be used as a store.
- Cupboards that can be securely locked should be provide for storing restricted chemicals.
- Suitable fire extinguishers and a fire blanket must be provided to comply with the fire regulations.
- Provision should be made for removal of combustible waste on a daily basis (liquids and solids separately).

1. 2 Electrical services and equipment

- All electrical wiring and fittings should comply with the Safety Health and Welfare at Work (General Application) Regulations 1993 Part VIII.
- All electrical equipment must be constructed, installed, maintained, protected and used so as to prevent danger.
- Earthing and automatic disconnection of supply or other means must be provided to prevent danger from exposed parts becoming live.
- Adequate protection must be given to equipment which is exposed to the elements, to adverse conditions such as damp, dust, flammable atmospheres, etc.
- Circuit breakers of the residual current device (RCD) type, tripping on 30 mA, should be used on all electrical socket supply circuits in the laboratory.
• Plugs should comply with BS 1363, be made of a durable material and contain
an appropriate fuse (in accordance with the specifications of the equipment and
normally not greater than 5A). In all cases fuses of the correct rating should
replace blown fuses, e.g. in plugs, power packs or other items of equipment.
• Leads or plugs should be replaced immediately when they show sign(s) of
damage. When replacing leads, approved 2- or 3-core cable (each conductor
should be 0.75 mm minimum cross section-area)
• All mains-operated equipment must be properly earthed or doubly insulated and
installed according to the manufacturer's instructions.
• All electrical equipment should be checked regularly (at least once per year) by a
competent person to ensure that its case is earthed and not live, the cable is
satisfactory and the plug is not broken or damaged.
• Portable electrically operated equipment should be inspected at regular intervals
and a record kept of inspections made.

1.3 Hygiene and first aid
• One or more fully trained first-aid persons should always be available on the
school premises during normal class times. [Safety, Health and Welfare at Work
(General Application)
• A fully equipped first aid kit must be provided. In accordance with the Safety,
Health and Welfare at Work (General Application) Regulations
• A special hand basin with hot and cold water supply along with soap dispenser
and disposable towels or hand drier should be available in the laboratory.
• An eye wash fountain is provided.

2.1 Laboratory rules for pupils
• DO NOT enter the laboratory without permission.
• DO NOT use any equipment unless permitted to do so by the teacher.
• Make sure you know exactly what you are supposed to do. If in doubt, ask the
teacher.
• Long hair MUST always be tied back securely.
• ALWAYS wear eye protection when instructed to do so.
• ALWAYS check that the label on the bottle is EXACTLY the same as the material
you require. If in doubt, ask the teacher.
• DO NOT eat, drink or taste anything in the laboratory or any food brought into
the laboratory.
• Any substance accidentally taken into the mouth must be spat out IMMEDIATELY
and the mouth washed out with plenty of water before reporting to the teacher.
• Any cut, burn or other accident MUST be reported at once to the teacher.
• Any chemicals spilled on the skin or clothing MUST be washed at once with
plenty of water and reported to the teacher.
• Always WASH your hands after practical work.
• Never throw an object to or at another person.
• Coats, schoolbags and other baggage should be stored safely.

2. 2 Teacher’s preparation for practical work
• From the very first practical class in first year pupils must be taught to use equipment without endangering themselves or others and essential practical techniques must be carefully demonstrated.
• Be alert to student allergies and medical conditions
• All experiments or demonstrations should be tested in advance by the teacher in order to establish possible hazards before being performed with a class.
• Work methodically and at an even, reasonable pace.
• All potentially hazardous procedures should be demonstrated behind a safety screen.
• Pupils must wear safety glasses, goggles or a face shield where there is ANY possibility of injury to the eyes and must always wear them when laboratory work involves the use of chemicals.
• Know the location and proper use of all safety equipment. Know how to get help if something goes wrong.
• Understand your experiment and associated risks

2. 3 Conduct and management of classes in laboratories
• Laboratory doors should be locked when laboratory is not in use.
• Where theory classes are taught in the science laboratory, all equipment and materials present should be made safe.
• Practical work should not be allowed to commence or continue without the supervision of the science teacher.
• All equipment and materials essential for each practical class should be assembled before the class begins so that it will not be necessary for the teacher to leave the laboratory unattended.
• Clothing, laboratory coats and aprons should be such that they do not interfere with practical work or safety.
• Eating, chewing gum, drinking and smoking must never be allowed in the laboratory.
• Movement of pupils during practical classes should be kept to a minimum.
• Details of any accident, however trivial, must be entered as soon as possible on the Laboratory Accident Record Book and then on the school/college accident report form and submitted to the school management.
• Continually watch for unsafe conditions.
• Model best practice and adhere to safety regulations
2.4 Cleaning up
- A practical/demonstration class is never fully completed until all the apparatus and materials are safely stored away in their correct positions. Pupils should be trained to do this.
- Benches must be wiped down with soap and water after each experiment
- Care should be taken with the proper disposal of waste material
- Before leaving the laboratory, gas, water and electricity should be turned off. In addition, the main gas supply should be turned off at the end of the day

2.5 Storage and stock control
- Only authorised persons should have access to chemical stores which should be kept locked when not in use.
- Damaged materials, especially glassware (chipped or cracked and out-of-date chemicals must not be used.

2.5.1 Storage
- All chemicals should be properly labelled in accordance with the European Classification Packaging and Labelling of Dangerous Substances Regulations (1994)
- Chemicals held and used in the school must be logged and recorded according to the Safety, Health and Welfare at Work (Chemical Agents) Regulations 1994 (Control of Chemicals).
- The employer must also have written procedures in place to handle all foreseeable emergencies (worst possible situation), as well as written procedures for handling each chemical held in stock.
- Non-compatible chemicals are stored apart to prevent them mixing;
- Hazardous chemicals are held in conditions which will reduce their known danger;
- Chemicals are held in alphabetic order to facilitate retrieval.
- Flammable solids and liquids, which might react violently upon contact if breakage occurs, should be stored separately (Bottles containing concentrated acids or other corrosive liquids should be kept on plastic drip trays at or near floor level.
- Acids and Bases should be stored separately
- Flammable liquids should be stored in a clearly labelled fire resistant steel cupboard with a metal tray of sufficient capacity to contain any spillage at floor level.
- Flammable material storage should be located as far as practicable away from escape doors. Reagent bottles of flammable liquids in the laboratory should not exceed 250 cm
- Flammable liquids should be stored in a cool, well-ventilated area so that they cannot come in contact with oxidising agents, particularly nitric acid, hydrogen peroxide and potassium manganite (VII) (potassium permanganate)
• Chemicals that give off Noxious Vapours e.g. fuming nitric acid, bromine, etc., should be stored where there is adequate ventilation to remove any vapours that may be accidentally discharged.
• Small cylinders of compressed gas, e.g. hydrogen, oxygen, carbon dioxide, should be stored at floor level in a well-ventilated, cool, dry place, away from heat or corrosive flames. They should be chained or clamped firmly in an upright position or used in the special stands which are available.
• All gas pipes should be clearly labelled, indicating their contents at regular intervals.
• Cylinders of propane/butane must not be permitted in the laboratory.
• Chemicals, particularly those stored in sealed glass containers, must never be stored in direct sunlight.
• Radioactive materials must be stored in a safe and secure storage area, properly labelled, according to the procedures laid down by the Radiological Protection Institute of Ireland's licensing arrangements with the school.
• Pipettes and burettes should be washed thoroughly after use and stored vertically to facilitate drainage (burette taps should be left open).
• Volatile solvents with low flash point should be stored in a spark-proof refrigerator.

2. 5. Stock control
• When ordering hazardous materials and materials which are difficult to dispose of the quantities ordered should be kept to the minimum necessary (2 year’s stock maximum). Non-hazardous stable and easily disposed of materials can be ordered in larger quantities (5 year’s stock maximum). Never repeat a previous year’s order without making sure that there is less than one year’s supply of each material on the list.
• New stock should be date stamped on receipt and entered in a stock control book or computer records.
• Any stock which has lost its label or shows signs of deterioration must be disposed of by the recommended method.
• Inspection, for the purposes of disposal of out-of-date chemicals in store rooms, refrigerators, fume cupboards, laboratory’s etc., should be undertaken at regular intervals.

2. 6 Waste disposal
2. 6. 1. General
• In schools the quantities of toxic, noxious or otherwise hazardous materials which must be destroyed are usually unlikely to cause environmental damage if properly neutralised before disposal. Nevertheless, waste must be disposed of in accordance with the European Communities (Waste) Regulations, 1979 (S.I. No. 390 of 1979) that is, without danger to health or the environment, or it must be handed to a local authority or an EPA approved permit holder for
disposal. Toxic and dangerous waste must be disposed of in accordance with The European Communities (Toxic and Dangerous Waste) Regulations, 1982 (S.I. No. 33 of 1982).

- Subject to requirements which may be specified by the local authority in relation to effluent disposal, dilution with large quantities of water and disposal via the laboratory drainage system may be used in the case of small amounts of acids, alkalis and solutions containing small quantities of metals.
- Mercury, when spilled, must be recovered if possible. It should be stored in a labelled plastic screw cap bottle for recovery and recycling.
- Organic waste should be collected in labelled bottles for disposal. It should never be flushed down the laboratory sink.
- Halogenated solvents must be recovered and purified by distillation for reuse. Waste residues should be disposed of by a licensed waste disposal company (see “Golden Pages”).
- In cases where teachers cannot safely dispose of waste chemicals it may be possible to:
  (a) Refer to the Department of Education and Science Guidelines for the disposal of unwanted chemicals (Safety in the School Laboratory Disposal of Chemicals; published Autumn 1996; revised 2001).

2. 6. 3 Biological waste

- Potentially infectious material, e.g. blood, serum, urine, bacteriological and fungal cultures, must not leave the laboratory unless it has first been treated in the autoclave.
- The safest method of disposing of biological waste is by incineration.
- Disinfectants may be used to sterilise pipettes etc., which cannot be autoclaved. Hospital type disinfectants are recommended.
- Where recyclable laboratory ware is greasy it should be washed with soap and hot water and rinsed with cold water before sterilising.

2. 6. 4 Radioactive waste

- Radioactive waste must be disposed by special arrangement with the Radiological Protection Institute of Ireland.

2. 6. 5 Glass and sharps waste

- Non-infectious or non-contaminated glass and sharps waste should be placed in metal bins and may be disposed of with domestic waste to landfill sites.

3. 1 General electrical safety precautions

- Electric current passing through the human body can cause danger to life if it is greater than 20 mA a.c. (50 Hz) or 80 mA d.c. Pupils must not use high voltage power packs which can supply more than 5 mA d.c. on short circuit.
All electrical equipment should be protected by a residual current device (RCD).

- No electrical apparatus, lead or connection should be touched with damp or wet hands or when standing on a wet surface.
- The connecting leads should be short. Trailing cables are very dangerous.
- If equipment is to be opened for examination it must be disconnected from the mains.

3.2 Safety precautions in physics

3.2.1 Electrical equipment

- Experiments involving the use of integrated circuits (IC) can sometimes be hazardous. If the incorrect connections are made to an IC overheating will result, which can cause the IC cladding to fracture ejecting broken pieces.
- All large capacitors (>10 mF and 36 V) should be stored with a suitable resistor across the terminals, as they can recover as much as 10% of their original energy when not in use.

3.2.2 Non-ionising radiation

Only continuous wave lasers of power not exceeding 5 milliwatts should be used in schools.

The following precautions should be taken when the continuous wave laser is in operation.

(a) Make sure that the beam or its reflections are not directed towards the students as it could damage their eyes.
(b) Apparatus is arranged so that any reflections should occur in a vertical plane and not horizontal as this reduces the chance of irradiating students.
(c) Do not darken the room more than necessary so that the pupil of the eye is not over dilated.
(d) Keep the laser out of unauthorised student hands.
(e) Have a matt surface as a target to terminate the direct beam.
(f) Display a notice warning students, and instruct students before commencing each practical, not to look directly into the beam.
(g) Generally it is good practice to arrange your experiments in such a way that the laser light is at waist level.
(h) UV sources, even when in dark glass envelopes, should not be viewed directly.
(i) Light or sound vibrations at about 7 Hz should be avoided.

3.2.3 Ionising radiation

- Extra precautions must be taken when handling sources of ionising radiation as there are usually no apparent indications of danger. Damage to tissue could result from exposure to such sources and this effect would not be immediately evident. It must be emphasised that students under 16 years of age must not be involved in experiments or demonstrations involving sources of ionising radiation. Schools shall acquire only radioactive sources and equipment that
meet the requirements set out in these Guidance Notes. If you are in doubt as to whether a particular radioactive source or piece of equipment will meet those requirements, further advice can be sought from the Regulatory Service of the Radiological Protection Institute of Ireland (RPII).

- All radioactive sources must be of a type designed for the purpose of educational use and must be acquired only from a supplier licensed by the RPII to distribute such sources.
- The number of sealed radioactive sources held by a school should be as low as possible.
- A long forceps must be used when handling sealed radioactive substances.
- All radioactive sources and their containers must have the internationally recognised ionising radiation trefoil symbol for ionising radiation hazard clearly displayed.
- Radioactive sources must be stored in a safe, secure and segregated location, preferably in the school laboratory preparation area/store. Disused or unwanted sources should be visually checked at regular intervals.
- Damaged or misplaced radioactive sources must be reported immediately to the teacher responsible for radiation safety.
- The experiment to determine the half-life of radon (thoron) must only be carried out by the teacher as a demonstration experiment. Ideally, this experiment should be carried out in a fume cupboard.
- The apparatus used to determine the half-life of radon (thoron) must be of a type designed specifically for this experiment. The squeeze bottle, tubing and connections must be inspected regularly for the development of cracks or other malfunction.
- Devices such as the Wilson Cloud Chamber apparatus or the thoriated gas mantle are not sealed sources but access to the radioactive substances therein is somewhat restricted.
- Disused or unwanted sources must be safely stored until notification by the Department of Education and Skills.
- Packaging that once contained radioactive sources must have all labels and other markings, indicating the presence of such sources, removed or defaced before disposing of the packaging material as ordinary refuse.
- Schools must keep up-to-date records of all radioactive sources held. These records must include the date of acquisition, the name and address of the supplier, the source type and serial number and the activity of each source.
- A record must also be kept of the usage of the radioactive sources. This record should include each date and time that a source was removed from its storage location and from its shielding, the time over which the source was used and confirmation that the source was immediately returned to its shielding and storage location at the end of the experiment or demonstration. The science teacher involved must sign each entry in the record.
- Schools that have equipment, such as discharge tubes and high voltage rectifier
tubes that are capable of emitting X-rays should take note of the following points:

- Equipment, such as discharge tubes, that are not designed for but are capable of emitting X-rays (usually at voltages in excess of 5 kV) must be of a type designed for educational use and must be acquired only from a supplier licensed by the RPII to distribute such equipment.
- Equipment capable of emitting X-rays should only be operated for short periods.
- Equipment capable of emitting X-rays must be shielded with lead sheeting. A lead thickness of about 2 mm will provide more than adequate shielding for this type of equipment.
- Equipment capable of emitting X-rays must be electrically isolated when not in use and placed in secure storage.
- Animals for dissection should be obtained from accredited suppliers.
- “Specific Risk Material” which encompass the skull, including the brain, eyes, the tonsils and vertebral material from bovines and ovines should not be used in schools in the context of Bovine Spongiform Encephalopathy (BSE)

- Disposable gloves should be used at all times when handling or dissecting biological specimens.
- Gloves should be worn and care should be taken when handling material preserved in formalin (methanal solution) as the vapour is irritating to the nose, throat, eyes and skin. Formalin should never be allowed to come into contact with hydrogen chloride with which it forms a known carcinogen.
- Preserved materials should be handled with gloves in a well-ventilated area and thoroughly washed with water for at least four hours before use. For thorough washing the material should be completely submerged in a bucket (or suitable large receptacle) of water and the water continuously replaced by a running tap.
- Dissecting instruments should always be washed and sterilised after use.
- Materials for dissection or microbiological work must never be placed in refrigerators used for domestic purposes.
- Food for human consumption must not be stored in laboratory refrigerators.
- The use of Millon's reagent for protein studies is not recommended as it contains a high concentration of mercury. Depending on the nature of the protein, suitable alternative reagents should be used, e.g. Biuret, Sakaguchi, Albustix and Cole's modification of Millon's reagent.
- Ninhydrin reagent should be used only in a fume cupboard.

3. 3. 2 Students as subjects of experiments

- Experiments in physics, chemistry or biology which use pupils as the subject and are outside the range of normal everyday experience can give rise to a number of problems.
3. 3. 3 Disposable and ordinary syringes
- Disposable syringes must never be obtained second hand from any source, e.g. hospitals, as they cannot be sterilised.
- Syringes used for nutrient solutions may promote the growth of micro-organisms and should be destroyed by incineration after use.
- Care should be taken by the teacher to ensure that no syringes of any type are taken from the laboratory.
- Excessive pressure on a syringe fitted with a needle can cause the needle to blow off and the liquid to spray out and either or both could strike another student.
- Used disposable syringes and needles should be placed in a contaminated sharps box (a special commercially available yellow plastic box into which syringes/needles can be placed where they will not present a danger to teachers or students). This box should be kept locked away when not in use and should be disposed of by incineration when two/thirds full.

3. 3. 4 Steam sterilising
- Large autoclaves need periodic testing and certification to ensure that their chambers reach a temperature high enough to sterilise their contents. Certification is not considered necessary with domestic-type pressure cookers. However, they should be checked to ensure that they can achieve the necessary temperature to sterilise their contents. All pressure vessels are dangerous unless properly used and serviced.

The following rules apply to the use of both autoclaves and pressure cookers:

a) Bottles containing media for sterilisation must have their caps loosened before autoclaving.
- Never exceed the pressure for which the piece of equipment was designed.
- Fill with water to the specified level.
- All air should be expelled from the machine before the steam vent is closed.
- Never overload and ensure that openings to the pressure valve and the safety valve are not obstructed.
- After use allow the pressure to fall to atmospheric pressure (or below 80oC) before opening.
- Open with care, lift the side of the lid away from you first and use it as a shield.
- Wear a visor and heat-resistant gloves when opening and unloading.

3. 3. 5 Field trips
Before taking pupils on a field trip the teacher should:
1. Examine the site for hazards;
2. Obtain the local telephone numbers of doctors, hospital, Gardaí, rescue services;
3. Obtain the location of local public telephones in the area of the field trip or carry at least two fully charged and paid up mobile phones;
4. Pupils should be fully instructed about all the potential hazards of the area that they may encounter;
5. Pupils should dress properly for the area and the weather;
6. The use of glass collection jars and containers should be avoided plastic containers (bags and bottles) are much safer.
7. Detailed information must be left with a responsible person stating the location of the field trip and the expected time of return.
8. Bring a first Aid kit

3. 4. Special hazards with chemicals
While sensible precautions should be taken when carrying out any experimental work in the science laboratory, this is particularly necessary where experiments involving the use of chemicals are concerned. Many chemicals are poisonous, corrosive, irritant, harmful, flammable or explosive.

- It is important to appreciate that different forms of the same substance (e.g. dust, vapour, gas) can present very different levels of risk and a combined or sequential exposure to a variety of substances may have additive effects.
- The teacher has a general DUTY OF CARE to these young people in their care and part of their scientific education involves learning to work safely with substances that can present hazards to their health and safety. It should be remembered that some hazards (e.g. lead) may present a greater risk to young people than to members of the teaching or technical staff in the school.

3. 4. 1 General principles of chemical safety
The following short list of general principles should be adopted.

- Always use a spatula when working with solid chemicals.
- Solutions and chemicals spilled on the floor or bench should be cleaned up immediately. A respiration mask (with suitable carbon filter) should be available for wearing when dealing with a spillage of volatile chemicals which might give off harmful vapours.
- Safety spectacles must be used for all experiments, particularly those involving heating, chemicals or where splashing may occur.
- When carrying out investigative experiments, such as the effect of heat on substances, only very small quantities (10-100 mg) should be used.
- Should chemicals come in contact with skin the affected area must be washed thoroughly with water (or soap and water) and reported to the teacher.
- Highly concentrated solutions of reagents must only be used when absolutely necessary.
- All gas cylinders should be securely shut off at the cylinder valve when not in use. They must always be shut off at the end of the day.
- Fume cupboards must be used when toxic, harmful, corrosive or irritant vapours are being emitted. Chemical fumes should not be inhaled.
3. 4. 2 Explosions
   • All unplanned explosions even when no one is injured should be reported as serious potential incidents to the Principal and should be recorded in the Laboratory Accident Record Book.

Some of the more common causes of accidental explosion

Ignition of hydrogen:
   (i) Before igniting hydrogen coming from a gas preparation apparatus, a sample test-tube full of the gas should be collected and tested at a distance not less than 2 metres from the apparatus. This should be repeated until the gas burns quietly without an explosive pop.
   (ii) Hydrogen from a gas cylinder fitted with a flashback arrestor provides a convenient alternative and safer source of hydrogen. The faster flow rate (which can be obtained) will flush air out of the apparatus much more easily. Similar precautions should be taken in the reduction of a metal oxide by heating in hydrogen.

Chlorates:
These should never be mixed with easily oxidised materials such as sulphur or phosphorus. The preparation of oxygen using potassium chlorate (V) /manganese (IV) oxide mixture must be replaced by the release of oxygen from hydrogen peroxide (20 vol.) in the presence of a catalyst such as manganese (IV) oxide. Concentrated strong acids should not be added to chlorates. Lead and zinc chromates are suspected carcinogens.

Preparation of chlorine:
Explosions have occurred when chlorine was prepared from concentrated hydrochloric acid and potassium manganite (VII) (potassium permanganate) either because of accidental contamination with sulphuric acid or the inadvertent use of concentrated sulphuric acid.
This experiment should only be demonstrated by the teacher using a fume cupboard and the use of manganese (IV) oxide (manganese dioxide) is recommended.

Oxidants:
Ammonium nitrate should not be heated because of danger of explosion. Manganates (permanganates) and sodium peroxide are powerful oxidants and their use requires care.

3. 4. 3 Violent reactions
The following list indicates a number of hazardous materials or mixtures which can react suddenly and violently with little or no warning.
   ✓ strong or concentrated acids with strong or concentrated bases;
   ✓ oxidizing agents with: metal powders or reducing agents; metal hydrides in contact with water;
alkali or alkaline earth metals with water, acids or chlorinated solvents (potassium, sodium, and phosphorus must be used only in very small quantities and with due understanding of their properties. • 
hydrocarbons with halogens, chromic acid or peroxides; 
concentrated nitric acid with alcohol mixture usually reacts only after some delay and with violence, if either is contaminated, and reacts violently with many organic compounds;

3. 4 Other chemical hazards
Alkaline solutions are especially dangerous, 50% NaOH in the eyes can cause permanent blindness in 15 seconds.
Dibenzoyl peroxide (benzoyl peroxide): When it is allowed to become dry or when heated above 40 C it has been known to cause explosions.
Bromine and iodine vapour are dangerous to nose, lungs and eyes.
Liquid bromine bottles fracture easily. It is safer and more convenient to buy bromine in packs of sealed ampoules each containing 1, 2 or 2.5 cm
Carbon disulphide is extremely flammable and explosive. Its vapour is toxic and it can be absorbed through the skin. It should not be used in school laboratories.
Chlorine and hydrogen sulphide should only be prepared in an efficient fume cupboard as should ammonia, hydrogen chloride, the oxides of nitrogen and sulphur (IV) oxide.
Ethoxyethane (Diethyl ether or ether) readily forms peroxides which can accumulate to cause a dangerous explosion. The presence of peroxide can be tested by using acidified potassium iodide solution. Accumulated peroxides in ether can be destroyed by washing the ether solution with a solution of a reducing agent, e.g. iron (II) sulphate. Diethyl ether should not be prepared in school laboratories as it is highly flammable.
Hydrogen peroxide"100 volumes" (30% w/w) must not be handled by students. It is safe to store in a well-ventilated area in plastic bottles (out of sunlight) provided that it is kept free from impurities which could catalyse its decomposition. Students should not use concentrations of greater than "20 volumes"
Hydrolysable substances present hazards because the products may cause a dangerous build-up of pressure if the stopper becomes jammed. Silicon tetrachloride is particularly dangerous in this respect and has caused several accidents with the bottle exploding. Bottles of phosphorus (III) chloride, sulphur dichloride oxide (thionyl chloride), benzoyl chloride, ethanol chloride (acetyl chloride), and bromine and aluminium chloride should all be opened with considerable caution.
Mercury if used without special care can give rise to dangerous concentrations of vapour, especially in warm and poorly ventilated places. The vapour is very toxic if inhaled over a long period and has a cumulative toxic effect on all tissues, particularly the kidneys. Mercury must never be used for playing games in the
laboratory. All mercury waste should be disposed of in accordance with the methods described in 2.6.2

Labelling of chemicals

- The need for adequate labelling extends far beyond the immediate requirements of the individual user, both for safety and experimental procedure reasons. All chemical reagents and materials should be correctly labelled as there is a danger of samples becoming accidentally exchanged. Labelling of all laboratory samples must now follow the rigorous system adopted by the European Union for dangerous chemicals and modified as necessary for non-hazardous chemicals, biological materials, and radioactive substances.

In general labels should include the following data:

**Sodium hydroxide**

- Name of sample.
- Concentration when appropriate.
- A word or symbol to indicate the hazard if necessary (see later).
- In the case of dangerous chemicals the risk and safety phrases.
- Name of the teacher in charge of the class and the date.

Labelling of Radioactive substances

- All stores and laboratories containing radioactive substances shall have clearly displayed at the entrance in black on yellow background.
  1. The trefoil radioactivity warning symbol.
  2. Radiation KEEP OUT.
- The shielding container in which the sealed low level radiation source is stored should be clearly labelled on the outside with black on a yellow background:
  1. Trefoil radioactivity warning symbol.
  2. Caution radioactive substances.
- Each sealed radiation source is labelled by the manufacturer and should not be tampered with. Each source should clearly show stamped on its case:
  1. Radioactive isotope present.
  2. The strength of the source at manufacture in Becquerel Bq (or Curie Ci-old system).
  3. The type of radiation emitted-α β.γ

Chemical symbols

There are seven commonly used symbols and fourteen classifications. These indicate the general nature of the risk in each classification.

**Symbols**

A liquid having a flash point of less than zero degrees Celsius and a boiling point of less than or equal to 35 degrees Celsius. **EXTREMELY FLAMMABLE**

A substance which:

(a) may be hot and finally catch fire in contact with air at ambient temperature without any
application of energy; **HIGHLY FLAMMABLE**

(b) is a solid and may readily catch fire after brief contact with a source of ignition and which continues to burn or to be consumed after removal of source of ignition;

**HIGHLY FLAMMABLE**

(c) is a gas and flammable in air at normal pressure; **HIGHLY FLAMMABLE**

(d) in contact with water or damp air, evolves highly flammable gases in dangerous quantities; **or HIGHLY FLAMMABLE**

(e) is a liquid having a flash point below 21 degrees Celsius **HIGHLY FLAMMABLE**

A substance which is a liquid having a flash point equal to or greater than 21 degrees Celsius and less than or equal to 55 degrees Celsius. **FLAMMABLE**

A substance which if inhaled or ingested or penetrates the skin may involve extremely serious acute or chronic health risks and even death. **VERY TOXIC**

A substance which if it is inhaled or ingested or penetrates the skin may involve serious, acute or chronic health risks and even death. **TOXIC**

A substance which if it is inhaled, ingested or penetrates the skin may involve limited health risks. **HARMFUL**

A substance which may on contact with living tissues destroy them. **CORROSIVE**

A non-corrosive substance which through immediate, prolonged or repeated contact with the skin or mucous membrane can cause inflammation. **IRRITANT**

**Carcinogenic**

"May cause cancer" or "Possible risk of irreversible effects" Category 1 and Category 2

**TOXIC HARMFUL**

Mutagenic Danger of mutation to the cell's hereditary system. Many chemicals are suspected, none are known at this time. **TOXIC HARMFUL**

Harmful for reproduction (Teratogen) Causes damage to the unborn child in the womb. **TOXIC HARMFUL**

Substance or preparations which if disposed of in an improper manner can cause damage to the environmental plants animals and/or aquatic life. **DANGEROUS FOR THE ENVIRONMENT**

**The Teacher and the Law**

1. If negligence is shown in a laboratory accident, the teacher may be held responsible. Negligence can only be ascertained in a court of law but may be defined as the failure to take care when care is called for. The measure of care expected of a science teacher is that of a careful parent for his/her children having regard to all the circumstances.

2. Teachers cannot claim from their employer for an accident if this is not due to some negligence on their employer's part. The employer is not absolutely liable to his/her employees for the safety of the premises in which they have to work. The employer is only liable for those defects of which he/she knows or ought to have known, had he/she been reasonably diligent in examining the state of the premises from time to time.

3. For this reason, science teachers should be careful to notify necessary repairs to fume cupboards, gas, electrical plugs, faulty apparatus, etc., to those responsible. Teachers should also determine if their professional organisation provides suitable insurance.
4. The type of insurance coverage provided may vary from one type of school to another.

**ETB generally takes out the following policies.**
(a) Public liability policy which insures committees and their employees against claims for injuries by pupils.
(b) Employers liability which insures Committees against claims for injuries to employees.

3.4.5 Fire Safety
1. Be familiar with evacuation procedures
2. Know the correct fire extinguisher to deal with particular fire types
3. Do not allow an accumulation of flammable materials
4. Do not use unfused multiple point adapters on socket outlets
5. Check electrical equipment frequently for signs of wear
6. Seal containers immediately after use.
7. Exercise extreme care when students are using Bunsen burners
8. Keep flammable liquids away from open flames or hot surfaces
9. Ventilate room during experiments with flammable materials
10. Dangerous chemicals can fuel a small fire and lead to an inferno

**Material Safety Data Sheets (MSDS)**
The Material Safety Data Sheets (MSDS) gives employers and workers detailed information about the hazards of specific chemicals and how to control them. Chemical Manufacturers and suppliers are obliged under the 1989 Act, the European Chemical Agents Regulations 1994 to provide dangerous substances users with an up-to-date Material Safety Data Sheet on each dangerous substance which they use or hold in stock.
The layout of these MSDSs is specified in the Chemical Agents Regulations and is outlined below. Each user is obliged to hold an up-to-date (not more than three years old) Material Safety Data Sheet on each dangerous substance which they hold in stock.
Material Safety Data Sheets are very often written with the needs of the large industrial user being paramount.
Some of the suggestions may not be very practical in the school laboratory. One good example is when handling conc. acid or alkali they will always recommend wearing face shield, goggles, neoprene gloves, rubber apron, and rubber boots, etc.
This may be necessary when handling Winchesters, but when handling 250 cm bottles in the laboratory dexterity and manual manipulation is of utmost importance. Here safety glasses and laboratory coat are more satisfactory in a laboratory where there is plenty of water available to clean up spills. The language used is technical and the terminology is not consistent from company to company. In short they are not user friendly to school science laboratories. Each employer is required to provide this information in a format which his/her MSDS’s on Chemicals used in Second Level Irish Schools are available on
Abbreviated chemical safety information is available in the “Green Book” published by the Department of Education and Science 1996 revised 2001. This book is now available on the internet from the above site. Obligatory Headings for Material Safety Data Sheets (They are only required for dangerous substances although they form a very good basis of information for all chemicals)

- Identification of the substance/preparation and of the manufacturing company or supplier;
- The common name and the chemical name of the material, unless this information is a trade secret;
- The name, address, and phone number of the manufacturer, and emergency telephone numbers you can use to get immediate information on specific chemical hazards;
- The date the MSDS was written or last revised;
- Composition/information on ingredients:
  - Any hazardous ingredients in the chemical.
  - Physical information that will help you identify the chemical and how it behaves.
- Hazards identification. Corrosive, Toxic, Flammable etc.
- Physical appearance, Colour, odour, labelling, CAS Number, EC number, UN number, ADR number.
- First-aid measures: Emergency and first-aid treatments.
- Fire-fighting measures:
  - The material’s flash point, auto-ignition temperature, and upper and lower flammability limits;
  - Materials to use to put out fires involving this chemical;
  - Special fire-fighting techniques and equipment;
  - Any unusual fire or explosion hazards.
- Accidental release measures:
  - How to deal with spills and leaks:
  - Clean-up techniques;
  - Personal protective equipment to be used during clean-up; and
  - How to dispose of waste materials.
- Handling and storage:
  - Measures to control the chemical’s hazards:
  - Engineering controls;
  - Safe storage of the chemical;
  - Safe handling practices;
  - Incompatibility with other chemicals; and Types of containers in which it is safe to store it.
- Exposure controls/personal protection:
  - Personal protective equipment.
• Physical and chemical properties:
• Melting point, boiling point, water miscibility, density, concentration, vapour pressure,
• **Stability and reactivity:** Dangers from chemical reactions with this material: Whether the chemical itself is stable or unstable; Conditions and other materials that can cause reaction with this chemical; and any dangerous substances that can be produced when it reacts.
• **Toxicological information:** Information about the chemicals health hazards. Safe exposure limits, such as the Occupational Exposure Limits (OEL) (the concentration of a potentially harmful substance in the air below which it will not cause harm to the majority of people). Permissible Exposure Limit (PEL) and the Threshold Limit Value (TLV) are similar and are found in literature. { The OEL is the time-weighted average concentration of a chemical agent, for a normal 8 hour working day and a 40 hour work week to which nearly all workers can be exposed, day after day without adverse effect.

Many substances have Maximum Exposure Limits (MEL), also known as Short Term Exposure Limits (STEL). The MEL is the time-weighted concentration of a chemical agent which should not be exceeded over any 15 minute period in the working day. Chemicals which have adverse health effects following brief single or multiple exposures are given a MEL in addition to their OEL. A full listing of OELs and MELs is revised and published annually by the Health and Safety Authority. These values are based on The chemical’s main routes of entry into the body (the ways in which a potentially hazardous substance can enter the body, inhalation, injection, ingestion or through the skin); Medical conditions that can be made worse by exposure; Whether the chemical can cause cancer (certain chemicals are known to cause cancer. and Whether it is a mutagen (certain chemicals are suspected of causing mutations in the cell structure and this can be passed on by hereditary); and Whether it is toxic for reproduction (formally known as teratogens, these cause malformation of the child in the womb- a large number of chemicals are known to be harmful for reproduction but a full list does not exist, alcohol is an example).

**Ecological information:** Negative effects the material is known to have on the environment, e.g. fish, animals, birds and plants. Disposal considerations: Safe methods for disposal which have minimal destructive effect on the environment e.g. burn, neutralise, dump in land fill, evaporate and dump with household waste.
Guidance Notes on the Safe Use of Ionising Radiation in Post Primary Schools

Introduction
In most school circumstances, the study of the properties of radioactive substances and the ionising radiation these substances emit has been mainly confined to experiments involving small sealed radioactive sources and the experiment to determine the half-life of thoron. There has been an increasing tendency to limit these laboratory studies to demonstration experiments. Schools may also carry out experiments with electrical equipment that, although not intended to, can generate X-rays. Common sense and attention to both the local rules outlined in Section 3.2.3 of this Safety Booklet and the guidance notes on radiation protection that follow will ensure that this important subject may be studied in safety. Queries on these matters should be addressed to the Radiological Protection Institute of Ireland (RPII). Further information may also be found on the Institute’s web site.

Organisation of Radiation Protection in Secondary Education
Responsibility for the organisation of radiation protection in a school holding sources of ionising radiation lies with the School Authorities. The School Authorities must appoint a competent person with responsibility for the practical implementation of radiation safety procedures. The person appointed as Radiation Protection Officer (RPO) must have the necessary training and experience in the use of sources of ionising radiation. The Principal must ensure that the RPO is given the appropriate support in carrying out his/her duties in this regard and, if necessary, training in radiation protection. The RPO shall ensure satisfactory compliance with the regulations of SI No 125 of 2000 that are relevant to the use of sources of ionising radiation in secondary education (Ref 1) The RPO must have control of all sources of ionising radiation in the school and must draw up the required radiation safety procedures. These procedures must be prominently displayed in the school laboratory and a copy made available to each science teacher for whom they have relevance. Students involved in demonstrations and experiments involving the use of sources of ionising radiation must be made fully aware of the safety procedures relevant to their laboratory studies. It should be noted that only science teachers, who are competent to do so, should conduct demonstrations or experiments with sources of ionising radiation.

Types of Ionising Radiation
(i) Alpha Radiation
Alpha radiation is a radioactive process in which a particle comprising two neutrons and two protons (a helium nucleus) are ejected from the nucleus of an unstable isotope of a heavy element such as uranium, thorium or plutonium. Due to their relatively large mass and a charge of +2, alpha particles produce intense ionisation over short distances if inhaled or ingested. It is therefore very important that
unsealed radioactive sources, such as the thorium compound in the thoron generator, are handled with extreme care in order to prevent contamination of persons. Alpha particles, which can only travel a few centimetres in air and can be stopped by a sheet of paper, do not present an external radiation hazard as they cannot penetrate human skin.

(ii) Beta Radiation
Beta radiation is a radioactive process in which an electron is ejected from the nucleus of an unstable isotope of an element such as strontium, caesium or thallium. Beta particles are more penetrating than alpha particles and can travel distances of a few metres in air. Beta particles can, therefore, present a particular external radiation hazard to the skin and the eyes. It is possible, however, to stop these particles using low density shielding materials such as Perspex or aluminium.

(iii) Gamma Radiation
After the emission of an alpha or a beta particle by an atom, the resulting nucleus is often in an excited state. This excess energy is then lost by the emission of a photon of electromagnetic radiation called a gamma ray. Gamma rays are identical to visible light or microwaves except that they are of much higher energy and can therefore ionise atoms of the medium through which they travel. Gamma rays lose their energy more slowly than alpha and beta particles and penetrate much further greater than the latter. Like beta particles, gamma rays can present an external hazard to those handling radioactive substances that emit this type of ionising radiation. Important gamma emitters are cobalt-60 and caesium-137 (these radionuclides also emit beta particles). Other examples of gamma emitter are uranium and thorium (these heavy radionuclides also emit alpha and beta particles). Gamma rays require dense shielding even for partial absorption. Materials such as lead or concrete best shield gamma rays.

(iv) X-radiation
X-ray production occurs whenever electrons of high energy strike a heavy metal target like tungsten or copper. Some of the equipment used for the teaching of physics, such as discharge tubes, may result in the unintended generation of X-rays. The properties of X-rays are almost identical to those of gamma rays and can be shielded in like manner.

General Aspects of Radiation Protection
Protection against sources of ionising radiation is best achieved under the general heading of ‘TIME, DISTANCE AND SHIELDING’ These precautions may be summarised as follows:
TIME – The teacher must ensure that as short a minimum amount of time is spent experimenting with or demonstrating with sources of ionising radiation.
DISTANCE – The teacher must ensure that a reasonable distance as is maintained between sources of ionising radiation and the students.
SHIELDING – The sealed radioactive sources designed for school science are usually
supplied in a lead pot. The teacher should ensure that additional shielding is available when radioactive sources are removed from their pots for experimentation or demonstration and when operating equipment capable of generating X-rays. The sealed radioactive sources used in school science are quite low in activity and should not exceed 185 kBq (1 Becquerel is equivalent to one nuclear transformation event per second). The radioactive sources used in devices such as the Wilson Cloud Chamber have considerably lower activities. The radon (thoron) generators supplied to schools are unsealed sources with masses in the region of 20 g of the thorium or uranium compound and corresponding activities in the region of a few hundred kBq. The combination of using only radioactive sources of low activity, adopting the radiation protection measures of time, distance and shielding and those other precautionary measures set out in Section 3.2.3 of this booklet will ensure that any radiation doses, arising from the use of appropriate sources of ionising radiation in school science, are kept As Low as Reasonably Achievable in keeping with the ALARA principle of radiation protection (Ref 2 and 3).
St Fintina’s Post Primary

Home Economics Department

Safe Working Practice Sheets
## INDEX

<table>
<thead>
<tr>
<th>TITLE</th>
<th>SHEET NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules of the Kitchens</td>
<td>1</td>
</tr>
<tr>
<td>Gas Ovens</td>
<td>2</td>
</tr>
<tr>
<td>Electric Ovens</td>
<td>3</td>
</tr>
<tr>
<td>Deep fat fryer</td>
<td>4</td>
</tr>
<tr>
<td>Dermatitis/ irritant substances</td>
<td>5</td>
</tr>
<tr>
<td>Fire Safety</td>
<td>6</td>
</tr>
<tr>
<td>Electrical Equipment with a motor</td>
<td>7</td>
</tr>
<tr>
<td>Kettles</td>
<td>8</td>
</tr>
<tr>
<td>Irons</td>
<td>9</td>
</tr>
<tr>
<td>Refrigerator</td>
<td>10</td>
</tr>
<tr>
<td>Microwave</td>
<td>11</td>
</tr>
<tr>
<td>Washing Machine/ Tumble Dryer</td>
<td>12</td>
</tr>
<tr>
<td>Coffee/ Tea makers</td>
<td>13</td>
</tr>
<tr>
<td>Barbecue</td>
<td>14</td>
</tr>
<tr>
<td>Infa Red Grill&amp; sandwich toasters</td>
<td>15</td>
</tr>
<tr>
<td>Sewing Machines</td>
<td>16</td>
</tr>
<tr>
<td>Hand Utensils</td>
<td>17</td>
</tr>
</tbody>
</table>
1. **General:**
   a. Do Not Run
   b. Never throw an object to or at another person.
   c. Keep sharp blades covered while moving around the room.
   d. Use all equipment as directed.
   e. Wear appropriate safety gear.
   f. Always report an accident.
   g. Press the emergency trip switch in the event of an accident involving electrical equipment.

2. **Tidiness:**
   a. Keep work area neat and tidy. Put away unwanted equipment.
   b. Hang up coats, Put schoolbags at the back of the room

3. **Machines (electrical):**
   a. Never touch or start any machine without the teacher’s permission.
   b. If an accident does happen, press the power trip switch.
   c. Students are taught from in first year how to use the equipment safely

4. **Hand Utensils:**
   a. Treat all hand tools with respect.
   b. Use utensils only as directed by teacher.
   c. Check utensils are in perfect working order.

5. **Hand-held Equipment:**
   a. Make sure the tool is switched off before plugging it in.
   b. Always wear the correct protective gear.
   c. Keep moving parts pointing away from you.
   d. Do not put hand held equipment down until it has stopped operating.
   e. Do not distract others while they are using equipment
f. Only use tools as directed.
g. Keep electric cables away from moving parts.
h. Unplug after use

6. **Chemicals:**
a. Wear gloves to protect hands and apron to protect clothes
b. Always wash hands after using chemicals.

**Protective and Preventative Measures:**
- The Home Economics room door should be locked when the room is not in use.
- Where theory classes are taught in the Home Economics room, all equipment and materials present should be made safe.
- Practical work should not be allowed to commence or continue without the supervision of a Home Economics teacher. The teacher should never leave the room unattended during class time.
- Special training and supervision is given when students are using sharp utensils such as knives. Students are taught from the start how to use these correctly.
- When involved in cookery classes, hair needs to be tied up and loose fitting clothing or jewellery should not be worn.
- Any cuts or open wounds should be protected from foreign objects.
- Adequate washing facilities should be provided, with suitable sinks; clean, running, hot and cold or warm water; soap or other cleaning agents; and towels.
- Spilled materials must be cleared up immediately.
- Utensils should be cleaned and put away after use.
- Grease should be cleaned regularly from stovetops, hoods and walls.
- Rubber gloves are available to be worn while cleaning.
- No attempt should be made to clean any equipment until it is cool.
- Empty cans and food containers should be promptly removed.
- Hands should be washed thoroughly and often before handling food and dishes.
- Doors and drawers should be closed immediately after use.
- Broken crockery and glass should never be handled with bare hands. It should be swept up with a brush and dustpan.
- Movement of students during classes should be kept to a minimum.
- School bags should be stored so that they do not become a tripping hazard or block exit routes.
- All access routes, walkways, emergency escapes and fire-fighting equipment must be kept free of materials, rubbish and obstructions of any type.
- Ensure that the following fire signage is posted:
  a) clear instructions on what to do in the event of an emergency situation;
  b) a map highlighting the route to take to evacuate the building;
  c) the assembly point number to which classes and teachers evacuate.
1. Ensure the pilot lights are working

2. Always check the main burners have actually lit when turned on. Delayed ignition can cause an explosion

3. Close doors gently after lighting oven

4. Stand back from the oven door when opening while in use

5. Never leave oven doors open

6. Never leave handles of cooking pots overlapping the hob edge

7. Turn off gas at the mains when leaving the kitchen unattended or if you suspect a fault

8. Gas detection system is in place

9. Ensure fire blanket is close to the cooker
1. Always ensure the main switch has been turned off when not in use

2. Never leave handles of cooking pots overlapping the hob edge

3. Always leave the grill door open while in use

4. Stand back from the oven door when opening while in use

5. Never leave oven doors open

6. Remove pots that are boiling over from the hob heat immediately

7. Ensure the controls are set to the off position after use before switching off the mains
Safe Work Practice Sheet

Sheet No. 4

Section: Kitchens
Title: Deep fat fryer
Date last updated: 2014

1. Always lower the food into the hot fat slowly. Never drop it.

2. Never use a fryer without ensuring that it has enough fat to cover the thermostat.

3. Never leave the fryer unattended while in use.

4. Switch off the power after use.

5. Do not refill pan with oil whilst in use.
Dermatitis is an irritation or inflammation of the skin. The skin can become itchy, red, blistered or crusty. It occurs mostly on the hands. Damage by irritants (acids, alkalis, oils) is caused by strength and concentration. Damage by sensitizers (chromates, dyes, resins) is by allergic reaction.

Harmful Agents in Kitchen
Bleaches
Oils
Detergents
Hob cleaner
Brillo pads
Abrasives/ cleaning agents
Disinfectants

Prevention:
Rubber gloves.
Aprons
Wash hands regularly.
Hot water, cleaners, towels.
Barrier creams.
Fire can kill or maim in many ways e.g. by asphyxiation, irradiation, poisoning or burning. Most accidental fires begin with smouldering and the evolution of smoke and gases. The phenomenon that first threatens human life is the loss of visibility on escape routes.

1. Become familiar with evacuation plan
2. Know the correct fire extinguisher to deal with particular fire types.
3. Become familiar with extinguisher and alarm call point positions.
4. Obey NO SMOKING rules. All work places are no smoking areas.
5. Report incidences of accumulated waste paper, cardboard to Head of Department / caretaker.
6. Do not use radiant electric fire. It is a well-known source of ignition.
7. Adopt orderly methods of stacking in stores where paper and cartons are used. This reduces risk of fire and of it remaining undetected.
8. Store equipment and packages in properly appointed areas.
9. Avoid placing anything over heaters to dry. This practice can lead to a dangerous build-up of temperature by blocking heat-dissipating surfaces.
11. Never use unfused multiple point adapters on socket outlets.
12. Check electrical cables frequently for signs of wear. Unqualified staff must not undertake temporary repairs.
13 Report incidents of uncollected full refuse sacks, packing cases, packing materials, and workshop waste.

14 Dangerous chemicals, stocks of paint, lacquer, flammable solvents and thinners, even held in small quantities can fuel a small fire and lead to an inferno. The Departments should hold only quantities of flammable liquids required for immediate use.

15 Seal containers immediately after use.

16 Keep flammable liquids away from open flame or hot surfaces.

17 Recognise flammable liquids: Many Laboratory Chemicals. Methanol, Floor cleaners, Adhesives, Floor sealers, Correction fluids and Methylated spirits.

18 Ventilate room during painting/varnishing operations.

19 Control use of blow torch.

20 Carefully remove and change clothing that has contacted flammable liquid.
Safe Work Practice Sheet

Sheet No. 7

Section:  Kitchens
Title:    Electrical Equipment with a Motor to include:

Food Processor/ liquidiser/ Juicer/ Electric beater/ Carving Knife/ Ice cream maker/
Yoghurt Maker/ Pasta Maker

Date last updated:  2014

1. Follow the manufacturer’s instructions

2. Never use with wet hands

3. Choose correct speed and blade and settings

4. Use pusher to feed material down the chute

5. Never use a machine with a broken bowl lid, feed chute or without safety lock

6. Unplug the machine before cleaning. Wipe the motor base with a damp cloth. Do not immerse motor in water

7. When changing blades, unplug machine first

8. Never overfill the machine
Safe Work Practice Sheet

Sheet No. 8

Section: Kitchens
Title: Kettles
Date last updated: 2014

1. Follow manufacturer’s instructions

2. Operate with dry hands

3. Switch off and unplug before filling

4. Ensure its filled with the minimum amount of water necessary

5. Do not overfill

6. Allow to cool before refilling

7. Check for faults regularly and report faults to the H&S co-ordinator
Safe Work Practice Sheet

Sheet No. 9

Section: Kitchens
Title: Irons
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Operate with dry hands
3. Ensure its filled with the minimum amount of water necessary
4. Do not overfill
5. Allow to cool before refilling
6. Choose correct temperature
7. Empty water after use and allow to cool before storing
1. Avoid opening fridge door too quickly
2. Cool foods before placing in the fridge
3. Cover foods in the fridge
4. Store raw and cooked meats separately
5. Use food in rotation
6. Thaw frozen food in the fridge
7. Do not over pack. Allow air to circulate
Safe Work Practice Sheet

Sheet No. 11

Section: Kitchens
Title: Microwave
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Unplug before cleaning
3. Do not operate when empty
4. Ensure the door seal is clean and intact
5. Have faults dealt with by a qualified person
6. Use only suitable containers / materials
Safe Work Practice Sheet

Sheet No. 12

Section: Kitchen
Title: Washing Machine/ Tumble Dryer
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Use suitable detergents
3. Avoid overfilling the machine
4. Choose the correct programme
5. Any faults should be checked by a qualified person
6. Do not leave on overnight
7. Remove lint regularly from dryer
Safe Work Practice Sheet

Sheet No. 13

Section: Kitchens
Title: Coffee/ Tea Makers
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Keep hands back when filling with boiling water
3. Pour gently to avoid splashing
4. Never use with wet hands
5. Unplug after use
6. Allow to cool before cleaning
7. Remove all tea/ coffee residue before cleaning
Safe Work Practice Sheet

Sheet No. 14

Section: Kitchens
Title: Barbecue
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Only use in the presence of teacher
3. Use suitable coals
4. Allow time for barbecue to heat up
5. Never leave unattended
6. Ensure all food is cooked through
7. Allow to cool before cleaning
8. Clean as instructed and appropriate
Safe Work Practice Sheet

Sheet No. 15

Section: Kitchens
Title: Infrared grill & sandwich toasters.
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Choose correct setting
3. Wait for indicator light
4. Never use with wet hands
5. Allow to cool before cleaning
6. Unplug while not in use
7. Never immerse base in water, use a damp cloth to clean
8. Never leave unattended
Safe Work Practice Sheet

Sheet No. 16

Section: Kitchens
Title: Sewing Machines
Date last updated: 2014

1. Follow manufacturer’s instructions
2. Ensure the machine is threaded correctly
3. Use only under the supervision of teacher
4. Unplug when not in use
5. Choose correct settings
6. Keep hands away for needle area
8. Test stitch on a sample piece of fabric before use
9. Service regularly and keep record of service in subject folder
10. Pupils instructed on correct use of sewing machines and on storage of needles
1. Use as instructed by teacher

2. Ensure blades are sharp

3. Keep blades pointed away from body

4. Always cut in the direction away from you

5. Curl in fingers tips where appropriate

6. Never walk around the kitchen with a sharp object, only use a work unit

7. Wash each utensil separately and using a damp cloth or brush

8. Report and cuts immediately to the person in charge

9. Knives are stored separately from other cutlery
Home Economics Room Standards

Practical rooms can present particular hazards to their occupants. Rotating machinery can cause serious cuts, eye or entanglement injuries. Electrical equipment can cause shocks or burns. Various dangerous chemicals and gases may be used in some workshops. An attempt is made to address most hazards in the Ancillary Safety Statement for Kitchens and the safe work practice sheets contained therein.

1. Smoking, eating and drinking is prohibited in all laboratories, workshops and practical rooms.

2. Never run in corridors or laboratories/workshops. Exercise care when opening or closing doors on entering or leaving rooms.

3. Conduct yourself in a responsible manner and don't act in a way that could be dangerous to yourself or others. Never indulge in horseplay as it can have serious consequences.

4. Only enter laboratories/workshop/kitchen when a member of staff is present. Special permission must be sought from the Head of Department / teacher by groups of students wishing to work in rooms at lunchtimes. Even when such permission is granted no student is ever allowed to work alone in a laboratory/workshop/kitchen.

5. All bags and coats to be left in a designated area and not on units or machinery. Units should be kept tidy while working and left tidy when finished.

6. All accidents, however minor, must be reported to the teacher.

7. Do not remove or interfere with laboratory/workshop/ kitchen equipment. Report any malfunctioning or dangerous equipment to teacher immediately. Never attempt to effect repairs no matter how trivial.

8. Become familiar with position and use of safety equipment for each room in which you work (personal protective equipment, fire extinguishers, electrical cut-off switches etc.).

9. Study carefully, and obey, the safe work practice sheets for each machine with which you work. If in doubt consult the teacher.

10. Obey the various safety notices that are posted.
St Fintina’s Post Primary School

Ancillary Safety Statement

For

The Art, Craft and Design Practical Room
St Fintina’s Post Primary School
Ancillary Safety Statement
for the
Art, Craft and Design Practical Room

1. Art, Craft and Design Practical Room

In St Fintina’s art is a subject that aims to develop the student’s visual creativity in a safe working environment. This Ancillary Safety Statement must be read in conjunction with the Parent Safety Statement so that all the work activities are covered.

2. Organisation and Responsibilities

The overall assignment of responsibilities and the identification of “responsible persons” are detailed in the Parent Statement. During class timetabled hours the art teacher and other staff members using the Art, Craft and Practical room are responsible.

We are encouraged to develop in our students a positive attitude and approach to safety in the range of activities they encounter and make them aware of a safe working environment.

All students will act responsibly to maintain a healthy and safe working environment. It is in everyone’s duty within the art class to act responsibly to prevent injury to themselves and others.

3. Hazard Identification and control

While recognising that a safety audit cannot identify every single hazard, a safety audit will be carried out to reduce the overall risk from hazards.

The hazards currently identified in respect of maintenance staff are listed in the Hazard Identification and Control Sheets accompanying this Ancillary Statement.
Art, Craft and Design Practical Room Standards

1. Enter art room in a punctual and quite manner.
2. Have all necessary equipment/materials with you for class.
3. Sit in your assigned seat.
4. Wait in your place until folder/art materials are handed out by assigned student/s.
5. Listen to and follow instructions first time given by teacher.
6. Inappropriate behaviour by any one or number of students must be brought to the attention of the teacher immediately.
7. Do not talk out of turn.
8. Raise your hand to ask question.
9. Use your own equipment/materials unless given by teacher.
10. Work quietly (refer school standards).
11. Help make the art class an enjoyable and safe working environment to be in.
Art, Craft, and Design Practical
Room Organisation

1. Students sit in allocated seats (seating Plan) for the duration of the school year. Changes may be made only by the teacher.

2. The layout of desks is appropriate to individual and group work.

3. The layout of desks is appropriate to view teacher demonstrations in a safe manner.

4. Sink/Clean up and storage areas at back of the room with adequate space allowing safe access for students and staff.

5. All bags to be kept under desks.

6. Walkways and floor area to be kept clear at all times.

7. Spillages to be cleared immediately.

8. No movement around room with or without equipment without permission.

9. Heavy and large objects used for class lesson to be kept on floor area.

10. Sharp equipment e.g. Knives to be kept in locked press teacher access only.
Manual handling means any transporting or supporting of a load by one or more people, and includes lifting, putting down, pushing, pulling, carrying or moving a load, which, by reason of its characteristics or of unfavourable ergonomic conditions, involves risk, particularly of back injury, to employees.

All staff lifting loads, even light loads, are exposed to risk of back injury unless safe manual handling techniques are used.

Before lifting a load, assess its weight and centre of gravity to determine if assistance is required.

Observe correct body posture when lifting and carrying all loads, namely:
• Good firm grip with palms of both hands,
• Feet apart with leading foot in direction of travel to allow follow through and to prevent hands reaching out excessively,
• Arms and elbows close to body keeping load as close to the body as possible,
• Raise head and keep chin up,
• Relax both knees which prevents bending and stooping,
• Crouch and lift with a straight back.

Ensure that sharp objects are not placed in plastic bags where they may protrude and cause injury whilst being transferred.
Safe Work Practice Sheet
Sheet No. 2

Section: Art Teacher
Title: Materials Appreciation
Date last updated: Jan 2014

Hazards, which are common to all workshops, are clay and printing equipment, oil spills on floors, unsafe equipment, eye injuries, cuts from sharp tools/materials, chemicals and flammable liquids and manual handling of heavy loads.

1. Follow class rules, teacher demonstration and instruction appropriate to area of study i.e. printing, clay modelling.

2. Jewellery must be removed before working with clay.

3. Persons assigned to hand out equipment also collect all equipment handed out.

4. Schoolbags to be under tables at all times throughout class.

5. Minimum movement of students during class task time to avoid spillages/accidents.

6. Equipment to be handed to each other in a safe manner not thrown.

7. Maintain floor in a clean condition and keep free from materials e.g. paint, water etc.

8. Place refuse in bins provided. Glass, tin other objects placed in a separate container provided for the purpose, which will be removed separately.


10. Keep passageways clear.

11. Replace unused stock neatly in the storage area.

12. All spraying of work to be done outside classroom/well-ventilated area.

13. All large work, equipment and materials to be stored at low level e.g. bags of clay etc.

Dermatitis is an irritation or inflammation of the skin. The skin can become itchy, red, blistered or crusty. It occurs mostly on the hands. Damage by irritants (acids, cleaning agents) is caused by strength and concentration. Damage by sensitizers (dyes, resins) is by allergic reaction.

**Harmful Agents:**

- Paint powder.
- Dyes
- Detergents, cleaning agents.
- Charcoal.
- Clay Fibres
- Oils.
- Solvents.
- Turpentine.
- Disinfectants and Chemicals.
- Varnishes
- Glues
- Fillers.
- Fixers
- Inks.
- Thinners.
- Etchers.

**Prevention:**

- Bring to teacher’s attention health issues.
- Wear face masks, gloves, apron etc.
- Encourage students through teacher demonstration to use equipment in a safe manner.
- Work in well-ventilated area.
- Equipment/materials to be placed at reaching distance e.g. batik pot.
- Appropriate space between each student
- Wash hands regularly, using hot water, soap and/or cleansers.
- Dry hands thoroughly after washing.
- Where necessary use appropriate barrier creams.
1. Do not climb on shelves to reach heights - use stepladders.

2. Keep aisle ways clear.

3. Do not keep flammable liquids in the general store. They must be kept in a protected store.

4. Store heavy items at low level.

5. Store medium weight items on middle shelves.

6. Store light items on high shelves.

7. Store items on shelves in such a way that they cannot accidentally fall off.

8. Keep all flammable materials, papers, boxes etc. away from heaters.

9. Store material lengths (piping, steel stock, or racking etc.) parallel to the aisle.

10. Before lifting a load, determine if assistance is required.

11. Only Maintenance staff are permitted in plant rooms and services ducts. Doors to these areas must be kept locked at all times.
1. The least hazardous chemical cleaners are used

2. Personal Protective Equipment PPE is provided and worn, as directed

3. Chemical products/materials are labelled and stored safely and students do not have unsupervised access to chemical products

4. Solvents and flammable materials are stored in metal cabinets

5. Electric equipment checked on a regular basis and defects brought to the attention of the safety co-ordinator

6. Students to be advised in the safe use of knives and cutters

7. Knives to be kept sharp and checked for damaged blades

8. Knives and cutters counted out to students at the start and counted back in
Safe Work Practice Sheet

Sheet No 6

Section: Art Teacher
Title: Clay/Ceramics
Date last updated: Jan 2014

1. Clay dust to be kept to the minimum and cleaned as quickly as possible. Dry sweeping of dust is not advisable.

2. Dust masks to be worn when necessary

3. Protective clothing/aprons to be cleaned regularly to prevent clay dust build up

4. Non-toxic glazes to be used

5. Kiln to be interlocked to prevent opening while operational

6. Wax pot to be strictly supervised when in use so as to minimise chances of burn
St Fintina’s Accident Report Form

Injured Party Details:
Name___________________ DOB______________ Sex: Male ____ Female____
Pupil_____ Staff member_____ Visitor_____ Contractor_____

Accident Details:
Location/Room_______________ Activity/Subject________________________
Date____________ Time_________ Supervisor___________________
Date reported to school management_________________
Witnesses________________________________________________________________

Type of accident:
• Injury/ Damage by third party_____ Name of Perpetrator________________________
• Slip/ Trip /Fall_______ Caught in/under________________________
• Sharps_____________ Exposure to substance____________________
• Manual handling_______ Accident________________________
• Property cause__________ Other _______________________________

Type of injury:
Fatality_______ Bruise______ Concussion__________ Internal_____________
Graze_________ Fracture_________ Sprain_________ Torn ligaments__________
Burns_________ Scalds__________ Trauma_______ Cuts__________
Other (specify)________________________________________________________

Part of body injured
Head_____ Eyes_____ Face_____ Neck____ Back____ Spine____ Chest____ Abdomen___
Shoulder______ Upper arm____ Elbow____ Lower arm____ Wrist____ Hand_____
Finger_____ Hip______ Thigh____ Kneecap______ knee joint______ Lower leg_____

102
Ankle_____ Foot_____ Toe____ Multiple____ Trauma______ Shock____
Other specify__________________________________________________

Brief descriptions

Events leading to accident
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

How the accident/incident happened
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What First Aid was administered?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Follow-up procedures
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Parents/family contacted_________ Medical assistance____________________________

Was safety equipment in use?_______ Were safety instructions given?___________

Date accident reported to HSA (if required) ____________

Incident investigate by___________________

Report completed by_______________________

Signature__________________________                        Date_______________
### Safety Statement

<table>
<thead>
<tr>
<th></th>
<th><strong>Safety Statement</strong></th>
<th><strong>YES</strong></th>
<th><strong>NO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Does your school have a safety statement?</td>
<td></td>
<td></td>
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<tr>
<td>1.2</td>
<td>Is it current? (i.e. reviewed in the last 12 months)</td>
<td></td>
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<tr>
<td>1.3</td>
<td>Is it authorised/signed/ratified by the Board of Management/VEC?</td>
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<tr>
<td>1.4</td>
<td>Does it contain a clearly defined safety and health policy?</td>
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<tr>
<td>1.5</td>
<td>Does the safety and health policy include a commitment to prevent injury and ill-health and continual improvement in safety and health management and performance?</td>
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<td>1.6</td>
<td>Does it include a commitment to comply with identified legislative requirements that relate to occupational safety and health hazards?</td>
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<td>1.7</td>
<td>Does it provide a framework for setting and reviewing safety and health action plan?</td>
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<td>1.8</td>
<td>Is the safety statement documented - in a written format either on paper or electronically?</td>
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<td>1.9</td>
<td>Is the safety statement communicated to all persons within the school?</td>
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<tr>
<td>1.10</td>
<td>Is the safety statement communicated to interested parties, visitors, and contractors?</td>
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<tr>
<td>1.11</td>
<td>Have formal risk assessments been completed?</td>
<td></td>
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<tr>
<td>2</td>
<td><strong>Hazard identification, risk assessment and determining controls</strong></td>
<td>yes</td>
<td>No</td>
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<tr>
<td>2.1.</td>
<td>Has your school a written procedure for conducting hazard identification, risk assessment and determining of control measures?</td>
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<tr>
<td>2.2</td>
<td>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).</td>
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<td>2.3</td>
<td>Does this procedure take into account activities of all persons with access to the school?</td>
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<tr>
<td>2.4</td>
<td>Are the risk assessments documented and kept up to date?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th><strong>Legal and other requirements</strong></th>
<th>yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Is there a written procedure for identifying and assessing the legal and other safety and health requirements?</td>
<td></td>
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<tr>
<td>3.2</td>
<td>Is the information kept up to date?</td>
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<tr>
<td>3.3</td>
<td>Is the relevant information communicated to interested parties?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th><strong>Action plan</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Has your Board of Management/VEC a written safety and health action plan?</td>
<td></td>
<td></td>
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<tr>
<td>4.2</td>
<td>Are the safety and health tasks identified in the action plan assigned a timeframe for completion?</td>
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<tr>
<td>4.3</td>
<td>Is each task assigned to a person with responsibility for completion of the task?</td>
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<tr>
<td>4.4</td>
<td>Does the plan show a commitment to prevent work related-injury and ill-health?</td>
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<tr>
<td>4.5</td>
<td>Has the Board of Management/VEC established, implemented and maintained a programme for achieving the requirements of the safety and health action plan?</td>
<td></td>
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<tr>
<td>4.6</td>
<td>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?</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th><strong>Resources, roles, responsibilities, accountability and authority</strong></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Are safety and health roles and responsibilities defined?</td>
<td></td>
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<tr>
<td>5.2</td>
<td>Are safety and health roles and responsibilities assigned to individuals?</td>
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<td></td>
<td><strong>Are safety and health roles and responsibilities documented?</strong></td>
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<tr>
<td></td>
<td><strong>Are safety and health roles and responsibilities communicated to individuals?</strong></td>
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<tr>
<td>6</td>
<td><strong>Competence, training and awareness</strong></td>
<td></td>
<td></td>
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<tr>
<td>6.1</td>
<td>Are employees appropriately competent?</td>
<td></td>
<td></td>
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<tr>
<td>6.2</td>
<td>Does the Board of Management/VEC identify staff safety and health training needs and set this out in a written plan? e.g. fire safety, first aid etc.</td>
<td></td>
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<tr>
<td>6.3</td>
<td>Once training needs are identified, is the appropriate training provided to meet these needs?</td>
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<tr>
<td>6.4</td>
<td>Are training records retained?</td>
<td></td>
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<tr>
<td></td>
<td><strong>Communication</strong></td>
<td></td>
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<tr>
<td>7</td>
<td>Has the Board of Management/ETB established a formal procedure for internal communication among the various levels and functions of the school?</td>
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<tr>
<td>7.2</td>
<td>Has the Board of Management/ETB established a formal procedure for communication with contractors and other visitors to the school?</td>
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<tr>
<td></td>
<td><strong>Participation and consultation</strong></td>
<td></td>
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<tr>
<td>8.1</td>
<td>Has the Board of Management/ETB established a formal procedure for the participation of staff in hazard identification, risk assessment and the implementation of control measures?</td>
<td></td>
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<tr>
<td>8.2</td>
<td>Has the Board of Management/ETB established a procedure for the involvement of staff in incident investigation?</td>
<td></td>
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<tr>
<td>8.3</td>
<td>Has the Board of Management/ETB established a procedure for the participation of staff in the development of safety and health policies? Does this procedure ensure adequate attention is paid to the needs of individuals with disabilities?</td>
<td></td>
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<tr>
<td>8.4</td>
<td>Has the Board of Management/ETB established a procedure for consulting staff if any changes are made that affect safety and health policy?</td>
<td></td>
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<tr>
<td>8.5</td>
<td>Has the Board of Management/ETB established a procedure for the representation of staff on safety and health matters?</td>
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<tr>
<td>8.6</td>
<td>Has the Board of Management/ETB established a procedure for consulting with contractors (building, maintenance, window cleaning) on safety and health issues?</td>
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<tr>
<td></td>
<td><strong>Emergency preparedness and response</strong></td>
<td></td>
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<tr>
<td>9.1</td>
<td>Has the Board of Management/ETB established procedures to identify potential emergency situations? e.g. floods, fire, bomb threat, fatalities, serious incidents, suicide etc.</td>
<td></td>
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<tr>
<td>9.2</td>
<td>Does this procedure establish how the school should respond to such emergency situations?</td>
<td></td>
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</tr>
<tr>
<td>9.3</td>
<td>Has the emergency plan taken into account the needs of relevant interested parties? e.g. emergency services, neighbours etc.</td>
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<tr>
<td>9.4</td>
<td>Is the procedure subject to periodic review and update and revised where necessary?</td>
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<tr>
<td>9.5</td>
<td>Is the emergency evacuation plan displayed throughout the school?</td>
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<tr>
<td>9.6</td>
<td>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?</td>
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<tr>
<td>9.7</td>
<td>Is there an audible fire warning system in your school?</td>
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<tr>
<td>9.8</td>
<td>Are fire assembly points identified and clearly demarcated?</td>
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<tr>
<td>9.9</td>
<td>Are directional fire signs displayed (pictorial only, must not contain text)?</td>
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<tr>
<td>9.10</td>
<td>Does your school have emergency lighting systems in place?</td>
<td></td>
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<tr>
<td>9.11</td>
<td>Are fire exits kept clear at all times?</td>
<td></td>
<td></td>
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<tr>
<td>9.12</td>
<td>Are fire drills carried out? (recommended 2 per year)</td>
<td></td>
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<tr>
<td>9.13</td>
<td>Are the outcomes of fire drills recorded, e.g. time taken, reports of faults or hindrances that require action?</td>
<td></td>
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<tr>
<td>9.14</td>
<td>Is all first-aid fire fighting equipment (fire hose reels, emergency lighting, fire extinguishers, fire blankets etc.) in place?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.15</td>
<td>Are all fire installations and equipment inspected and serviced as per requirements?</td>
<td></td>
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</tr>
</tbody>
</table>

Date of Audit________________

Carried out by__________________________________________
<table>
<thead>
<tr>
<th><strong>NAME OF PERSON WHO HAD ACCIDENT:</strong></th>
<th><strong>CLASS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE AND TIME OF ACCIDENT:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ACCIDENT LOCATION:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TYPE OF INJURY:</strong></td>
<td></td>
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<tr>
<td><strong>DESCRIBE CAUSE OF ACCIDENT</strong></td>
<td></td>
</tr>
<tr>
<td>Statement 1</td>
<td></td>
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<tr>
<td>Statement 2</td>
<td></td>
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<tr>
<td>Statement 3</td>
<td></td>
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<tr>
<td><strong>CORRECTIVE ACTION REQUIRED</strong></td>
<td></td>
</tr>
<tr>
<td>First Aid/ Medical treatment</td>
<td></td>
</tr>
<tr>
<td>Discipline Action</td>
<td></td>
</tr>
<tr>
<td><strong>SIGNATURE:</strong></td>
<td><strong>DATE:</strong></td>
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</tbody>
</table>
This is to help the school correct any potentially hazardous actions/conditions, which might exist in the workplace – today’s near miss could be tomorrow’s accident.

<table>
<thead>
<tr>
<th>Location of incident</th>
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</thead>
<tbody>
<tr>
<td>Date of incident</td>
</tr>
<tr>
<td>Describe how the event occurred</td>
</tr>
<tr>
<td>What caused the incident?</td>
</tr>
<tr>
<td>Who was involved?</td>
</tr>
<tr>
<td>What should be done to prevent a recurrence?</td>
</tr>
<tr>
<td>When was principal notified?</td>
</tr>
<tr>
<td>Name (of person completing report)</td>
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<tr>
<td>Item inspected</td>
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Signed_______________________                                              Date___________________
General Classroom Safety Inspection

Inspection Carried out by: __________________________ Date: _________________

Room number________

Hazard Classification: H = High; M = Moderate; L= Low

<table>
<thead>
<tr>
<th>Area/Equipment</th>
<th>Details of Hazard</th>
<th>Hazard class H,M,L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor is in good condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No protruding objects or potential hazards such as extension cords</td>
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<td></td>
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<tr>
<td>Exits are free of obstruction</td>
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<td></td>
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<tr>
<td>Emergency procedures are clearly posted</td>
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<td></td>
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<tr>
<td>Safety signage is visible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture is in good repair</td>
<td></td>
<td></td>
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<tr>
<td>Lights are all working</td>
<td></td>
<td></td>
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<tr>
<td>Sockets safe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment is secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and in good condition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers have full pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency exit doors have been checked</td>
<td></td>
<td></td>
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<tr>
<td>First Aid kit is accessible and is appropriately stocked</td>
<td></td>
<td></td>
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<tr>
<td>Schoolbags are neatly stored</td>
<td></td>
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<tr>
<td>other</td>
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</tbody>
</table>

Corrective action taken:

Date:___________________
Materials Technology Room Safety Inspection

Inspection Carried out by: __________________________ Date: _________________

Hazard Classification: H = High; M = Moderate; L = Low

<table>
<thead>
<tr>
<th>Area/Equipment</th>
<th>Details of Hazard</th>
<th>Hazard class H,M,L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power machines properly lubricated, guarded and in good condition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Signs enforcing safe operation of machinery are posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid kit stocked and readily accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers with clip intact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety zones identified for each machine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cutting edges are sharp and in good working order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wires, plugs and connectors are in good working order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Automated equipment: cables are neat, wires are not frayed limit and emergency switches are operational and unobstructed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand tools are sharp, properly stored operational and free of dirt and grease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom rules posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Personal Protective equipment provided and in a good state of repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe and unblocked means of entering and exiting room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency procedures are clearly posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper storage of flammable liquids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service record for equipment displayed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Safety statement for room displayed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective action taken:

Date_________________________
### General Office Inspection Report:

<table>
<thead>
<tr>
<th>1.0</th>
<th>Housekeeping</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Is the overall condition of room/area tidy with surplus items stored away safely?</td>
<td>Y/N</td>
</tr>
<tr>
<td>1.2</td>
<td>Are heavy items stored at an appropriate height for ease of manual handling?</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Are passageways, especially emergency exits, kept free of obstruction?</td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>Are floor coverings damaged or worn so as to be a tripping hazard?</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Are there trailing cables, which are likely to be a tripping hazard?</td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td>Are filing cabinets anchored and interlocked (only 1 drawer opens at a time)?</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>Are sufficient bins provided for rubbish, and are they emptied regularly?</td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>Are areas cleaned regularly?</td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td><strong>Any further observations</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.0</th>
<th><strong>ELECTRICAL SAFETY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Are all plugs and sockets in good condition</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Are all electrical leads / cables free from obvious damage (no exposed cores / frayed cables/ burn marks)</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Are electrical repairs carried out by trained and competent personnel only?</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Are there any multi-point adapters in use?</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td><strong>ANY OTHER ELECTRICAL SAFETY OBSERVATIONS</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.0</th>
<th><strong>FIRE SAFETY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Are fire exits &amp; escape routes accessible and unimpeded</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Is a fire drill conducted at least annually?</td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>Do all personnel know where fire extinguishers are located</td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>Are all flammable materials stored securely in appropriate locations?</td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>Do all staff know the alternative escape routes in the event of fire?</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>Are the escape routes clearly marked?</td>
<td></td>
</tr>
<tr>
<td>3.7</td>
<td><strong>ANY OTHER FIRE SAFETY OBSERVATIONS</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.0</th>
<th><strong>VDU ERGONOMICS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Are all chairs in use at VDU stations fully adjustable (Height adjustable, backrest height adjustable, backrest tiltable)</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Do staff take regular breaks from display screen work</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>Is there adequate space underneath desks to swivel knees 90 degrees in each direction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Are windows fitted with blinds to eliminate glare</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Where chairs have armrests are these adjustable</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>Is the temperature in the office 17.5 degrees or above</td>
<td></td>
</tr>
<tr>
<td>4.7</td>
<td>Are headphones provided for staff who spend extended time on the phone</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>ANY OTHER VDU SAFETY OBSERVATIONS</td>
<td></td>
</tr>
<tr>
<td><strong>5.0</strong></td>
<td>MANUAL HANDLING</td>
<td></td>
</tr>
<tr>
<td>5.1</td>
<td>Are staff who routinely lift / Push / Pull loads trained in correct manual handling techniques</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Are ladders, kickalongs available to access higher shelving/storage space?</td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>Are trolleys / other manual handling aids available to transport loads</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Are heavy items stored at an appropriate height for ease of manual handling?</td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>ANY OTHER MANUAL HANDLING OBSERVATIONS</td>
<td></td>
</tr>
<tr>
<td><strong>6.0</strong></td>
<td>EMERGENCY PREPAREDNESS</td>
<td></td>
</tr>
<tr>
<td>6.1</td>
<td>Is a member of staff trained in occupational First Aid</td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Is the First Aid box located in a prominent position – With contact details for First Aid Treatment</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>Are all staff aware of what to do in the event of an emergency (requiring First Aid / Spotting a fire etc)</td>
<td></td>
</tr>
<tr>
<td>6.4</td>
<td>Any further observations</td>
<td></td>
</tr>
<tr>
<td><strong>REMEDIAL MEASURES REQUIRED</strong></td>
<td><strong>Date</strong></td>
<td></td>
</tr>
<tr>
<td>Personnel responsible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Home Economics Room Safety Inspection

Inspection Carried out by: __________________________ Date: _________________

Hazard Classification: H = High; M = Moderate; L = Low

<table>
<thead>
<tr>
<th>Area/Equipment</th>
<th>Details of Non-Conformance</th>
<th>Hazard class H,M,L</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cooking units are clean and free from grease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All appliances fully operational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gas and electrical shut off valves are readily assessable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Wires, plugs and connectors are in good working order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First Aid box fully checked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Kitchen rules clearly posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Emergency procedures are clearly posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hand washing signs and proper hand washing techniques are clearly posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fire extinguishers not discharged</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Storage area neat and clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Safe and unblocked means of entering and exiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Floor in good repair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective action taken:

Date_________________________
Art Room Safety Inspection

Inspection Carried out by: __________________________ Date: _________________

Hazard Classification: H = High; M = Moderate; L= Low

<table>
<thead>
<tr>
<th>Area/Equipment</th>
<th>Details of Hazard</th>
<th>Hazard class H,M,L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art materials handled, stored and disposed of properly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guarded equipment and tools are stored securely when not in use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spills are cleaned immediately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper clean up after activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Protective equipment provided and in a good state of repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency procedures are clearly posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers show full pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper ventilation for activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage area neat and clean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid kit stocked and readily accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No trailing cables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe and unblocked means of entering and exiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture is in good repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Risk of falling objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemicals and solvents appropriately stored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety signage posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H&amp;S statement available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective action taken;

Date___________________
# Science Laboratory Safety Inspection

**Inspection Carried out by:** __________________________ Date: _________________

**Hazard Classification:** H = High; M = Moderate; L= Low

<table>
<thead>
<tr>
<th>Area/Equipment</th>
<th>Details of Hazard</th>
<th>Hazard class H, M, L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted areas clearly marked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical spill kit easily accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Aid kit stocked and readily accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master shut off valves for water, gas and electricity accessible and in working order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All chemicals labelled with hazards, date of purchase etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current chemical inventory list</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposal arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety Data sheets for each chemical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency procedures are clearly posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Protective equipment provided and in a good state of repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab rules posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functioning sink and eye wash station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire extinguishers with current inspections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Corrective action taken:**

Date: _____________________
# Exterior Safety Inspection

**Inspection Carried out by:** __________________________ **Date:** ________________

Hazard Classification: H = High; M = Moderate; L= Low

<table>
<thead>
<tr>
<th>Area/Equipment</th>
<th>Details of Hazard</th>
<th>Hazard class H,M,L</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior lighting all working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Driveway and yard in good repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire assembly area well marked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire alarm working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps and rises marked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cars parked safely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency exits unobstructed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handrails and guardrails where required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No cracked or broken windows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCTV cameras cleaned and working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gutters and downspouts are secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refuse bins appropriately stored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roofs in good repair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All doors locks are working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety signage posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exterior of prefabs secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corrective action taken:

Date_________________________
# St Fintina’s Health and Safety Training Chart

<table>
<thead>
<tr>
<th>Training</th>
<th>Legislation</th>
<th>Details</th>
<th>To be received by</th>
<th>Refresher date</th>
</tr>
</thead>
<tbody>
<tr>
<td>H&amp;S Training</td>
<td>Safety Health and Welfare at Work Act 2005</td>
<td>Overview of the School SMS</td>
<td>All staff</td>
<td>Annually or induction</td>
</tr>
<tr>
<td>Induction training</td>
<td>Safety Health and Welfare at Work Act 2005</td>
<td>All new staff receive induction training on safety and health matters</td>
<td>All staff and contractors should receive training on emergency procedures</td>
<td>Commence on employment or appointment</td>
</tr>
<tr>
<td>Manual handling</td>
<td>Safety Health and Welfare at Work Act 2005</td>
<td>This should include instruction and practical training</td>
<td>Caretaker or staff involved in heavy lifting</td>
<td>Every three years</td>
</tr>
<tr>
<td>First Aid</td>
<td>Safety Health and Welfare at Work Act 2005</td>
<td>Occupational First Aid training should be provided by approved organisation</td>
<td>Certain members of staff</td>
<td>Re-certification Every two years</td>
</tr>
<tr>
<td>Fire safety</td>
<td></td>
<td>This should be continuous, commencing on appointment</td>
<td>All staff</td>
<td>Once per year</td>
</tr>
<tr>
<td>Defibrillator training</td>
<td></td>
<td>Knowledge on the use of the school’s AED</td>
<td>As many staff as possible</td>
<td>Every two years</td>
</tr>
</tbody>
</table>
### St Fintina’s Health and Safety Training Record

<table>
<thead>
<tr>
<th>Course</th>
<th>Participants</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic 1st Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AED Training</td>
<td>Tom Stack</td>
<td>3.10.2012</td>
</tr>
<tr>
<td></td>
<td>Deirdre Shine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eugene Gorry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ann McDonagh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elaine Tiernan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monica Clarke</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sinead Purcell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orla Murray</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jill McCoy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ann Hamilton</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brendan Cantwell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandra O’Rafferty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maria O’Donnell</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shirley McDonagh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Morven Connolly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ann Hamilton</td>
<td></td>
</tr>
</tbody>
</table>
## St Fintina’s Safety and Health Action Plan

<table>
<thead>
<tr>
<th>Hazard</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current controls:

Target:

Tasks required:

Timeframe:

Remits (Who?)

Resources

Success criteria

Evaluation procedures

Signed: _____________________  Date achieved: _____________________