

Malahide Community School
Draft Health and Safety Statement
May 2018

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School Profile

Malahide Community School is a co-educational post-primary school under the joint patronage of the Archbishop of Dublin and Dún Laoghaire Education and Training Board. The school offers a number of educational programmes: Junior Certificate, Leaving Certificate and Leaving Certificate Vocational Programme (LCVP), as well as an optional Transition Year (TY). Currently, the school caters for 1220 students.

School Layout:

Malahide Community School is located in Malahide, County Dublin, Ireland. The school has one main building and two other buildings. There is a wide entrance to the grounds with a wide exit situated at the opposite end, both aligned to the road. A one way system is in operation and it is clearly signed in this school. Cars may also drive around the rear of the building; this system is again one way. Parking areas are available for both Teachers and Students at several locations on site mostly surrounding the main green. Teacher and Student parking is segregated.

There is a large green area that centres the school grounds alongside the main building; there is also a secondary green area that contains the schools memorial garden. Emergency evacuation assembly points also line this green area.

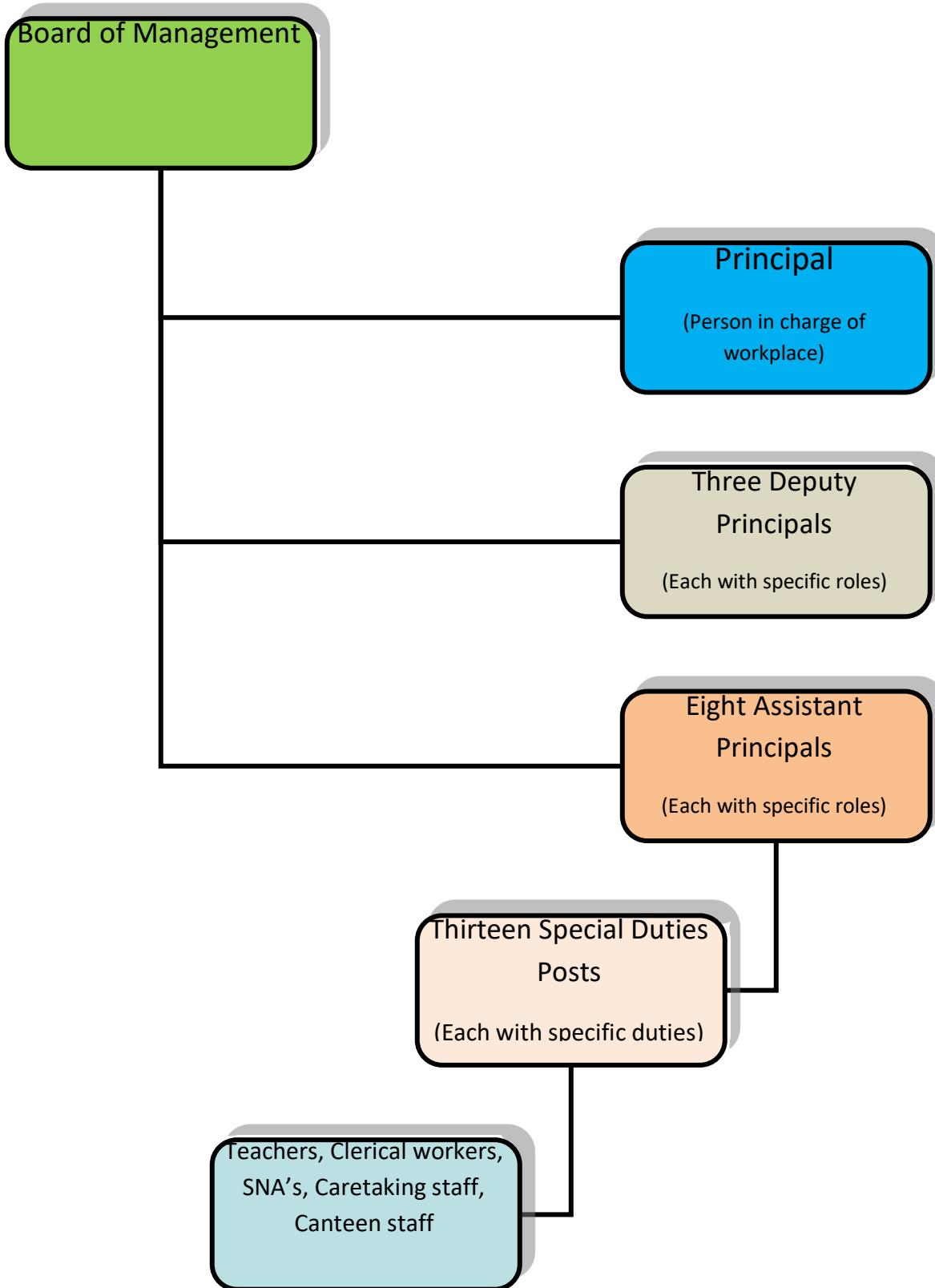
The main building built in 2007 is where the majority of activity takes place for day time and night time classes. Outside the main door entrance is a “lay by” area for delivery of goods. Through the main door entrance a reception and a financial controller’s office can be found. The main staffroom is close by, across from a Student Council office. Another large staffroom can be found on the 2nd floor. Whole staff meetings usually take place there. Stairwells on all corners of the building lead to 1st and 2nd floors. Emergency exits and secondary entrances are situated close to these stairwells. An elevator is also available. There are numerous classrooms both standard and specialized on all floor levels. There are offices for those at senior management and middle management and chaplaincy on all floor levels. Lockers for students line most corridors on all floor levels. Adequate toilet and wash facilities are available to both staff and students on all floor levels with facilities available for the disabled also. There is a large sized canteen area flanked by a library on the ground floor. This canteen area contains seating, kitchen, storage and WC facilities. Also based on the ground floor are the Guidance Department offices. The Board Room and

one of the Deputy Principals' offices flank the Guidance Department at either side. The Principal's office is situated across the corridor. All the main Technology/Practical subjects are based on the ground floor. At the back of both Woodwork rooms is a large gate that allows access to the waste disposal area. The building itself surrounds a court yard area that is accessible through 5 separate doorways. There are small/medium sized trees growing there. A water tap for student use is situated there alongside permanently fixed seating areas for students. CCTV is in operation on all floor levels and the exterior of the building.

The second largest building on site (PE Hall) is used mainly as a gymnasium and as the main centre for domestic and State Exams at Leaving Certificate level. It is also used by clubs and teams from the locality. Outside this building are signed emergency evacuation assembly points that line two tarmac surfaced basketball courts. Storage/service rooms adjoin this building. CCTV is in operation from the exterior of the building.

The third and smallest building (Scoil Iosa Hall), is used mainly for school musicals, Year Head assemblies and as the main centre for Junior Cycle students during domestic and State Exams. Occasionally, it can house visiting/international students in classrooms down a left side corridor. Drama groups from the locality regularly use this building also.

Structure of Management/Personnel in Malahide Community School



1.0 Health & Safety Policy

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

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

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

- a) Promote standards of safety, health and welfare that comply with the provisions and requirements of the Safety, Health and Welfare at Work Act 2005 and other relevant legislation, standards and codes of practice;
- b) Provide information, training, instruction and supervision where necessary, to enable staff to perform their work safely and effectively;
- c) Maintain a constant and continuing interest in safety and health matters pertinent to the activities of the school;
- d) Continually improve the system in place for the management of occupational safety and health and review it periodically to ensure it remains relevant, appropriate and effective;
- e) Consult with staff on matters related to safety, health and welfare at work;
- f) Provide the necessary resources to ensure the safety, health and welfare of all those to whom it owes a duty of care, including staff, pupils, contractors and visitors.

The Board of Management is committed to playing an active role in the implementation of this occupational safety and health policy and undertakes to

review and revise it in light of changes in legislation, experience and other relevant developments.

Signed: _____

Chairperson, Board of Management

Date: _____

2.0 Roles & Responsibilities

Employer's (BOM) responsibilities include:

- Managing and conducting school activities in ways that ensure the safety, health and welfare of employees and others who may be affected.
- Providing a safe place of work that is adequately designed and maintained.
- Providing safe means of access and egress for the place of work.
- Providing safe plant, equipment and machinery.
- Providing safe systems of work (e.g. operating procedures).
- Preventing improper conduct, which is likely to put an employee's safety and health at risk.
- Preventing risk to health from any article or substance (including plant, tools, machinery, chemical substances and equipment) as applicable to the place of work.
- Providing appropriate information, instruction, training and supervision, taking account of the employee's capabilities, when an employee begins work or is transferred to new tasks, and when new technology is introduced.
- Providing suitable protective clothing and equipment where hazards cannot be eliminated.
- Preparing and revising emergency plans.
- Designating staff to take on emergency duties as necessary.
- Providing and maintaining welfare facilities (e.g. toilets, changing rooms, canteen area, etc.).
- Providing, where necessary, a competent person to advise and assist us in securing the safety, health and welfare of all of our employees.

Employee's (Staff) responsibilities are to:

- Comply with relevant health and safety legislation.
- Ensure that you are not under the influence of an intoxicant while at work as this could endanger your safety, health and welfare or that of others.
- Do not engage in improper conduct or other behaviour that is likely to endanger your safety, health and welfare or that of others.
- Co-operate with your employer and any other person to help them comply with their legal duties.
- Use in the manner prescribed to provide the protection intended, any suitable appliance, protective clothing, convenience, equipment or other means provided (whether for your use alone or for use in common with others) for securing your safety, health and welfare while at work.
- Report to your employer or immediate supervisor, without unreasonable delay, any defects of which you become aware in plant, equipment, place of work or system of work that might endanger the safety, health or welfare at work of any employee or that of any other person.
- Not to intentionally or recklessly, interfere with or misuse any appliance, protective clothing, convenience, or equipment provided in pursuance of any of the relevant statutory provisions or otherwise, for securing the safety, health and welfare of persons arising out of work activities.
- Attend any training as may be required of or as may be prescribed to you involving safety, health and welfare at work or relating to work carried out by you.

Further Information

Note:

- Form 1.1 –Responsibilities & Other Arrangements
- Form 1.2 – List of Persons identified as Being Responsible for Health & Safety

3.0 Consultation & Participation

Key Actions:

We recognise that staff involvement in health and safety is an integral part of our safety management system. We are committed to providing adequate and appropriate consultation and welcome the views of all employees on issues relating to health and safety.

We will consult with all relevant employees:

- When there is a change, update or modification to a particular work process.
- When new machines or processes are introduced.
- When new substances or materials are introduced.

Furthermore, should any of our employees raise any matters relating to their health and safety that are connected in any way to our work activities we will consider such matters and will endeavour to take any action that we consider necessary or appropriate to deal with the matters raised.

Further Information

- See Section 4 – Safety Representative & Safety Committee

4.0 Safety Representative & Safety Committee

Key Actions:

Management shall if they wish, select and appoint a Safety Representative or Officer. The appointed Safety Representative can consult and make representations to management on health and safety matters relating to the workplace. The purpose of these representations and consultations is to:

- Prevent accidents and ill health;
- Help highlight problems; and
- Help identify solutions.

When the Safety Representative makes representations, we will consider these and act on them when it is appropriate to do so.

The functions of our Safety Representative include:

- Having given reasonable notice to the employer, regular inspection of the workplace according to a schedule agreed between him/her and the employer that is based on the nature and extent of the hazards in the place of work.
- Being given access to information that relates to the safety, health and welfare of employees.
- Having the power to investigate accidents and dangerous occurrences subject to any limitations as outlined in the legislation.
- Being given the opportunity to receive appropriate health and safety training to help them perform the function of a Safety Representative.
- Accompanying an inspector from the Health & Safety Authority during an inspection of the workplace.

Note: The Safety Representative shall not suffer any disadvantage in their employment through discharging their functions and cannot be held criminally liable for failure to perform any function of a Safety Representative.

Our Safety Representative(s) is:

Further Information

Form 1.1 – Responsibilities & Other Arrangements

Safety Committee:

A safety committee facilitates the consultation process by assisting in drafting and/or reviewing the safety statement, risk assessments, policies and procedures within the Safety Management System on behalf of the employer.

The safety committee will help plan, monitor and evaluate safety and health throughout the year. To do this it may:

- Agree how scheduled meetings will be convened, how minutes are taken and reported upon during school year
- Outline planning programme for coming year – actions
- Outline roles and responsibilities of all staff in line with legislation
- Prepare reports for board of management and staff meetings
- Ensure current information regarding health & safety matters are evaluated
- Seek to address significant and/or long term developments
- Examine if resources are being used effectively
- Provide ongoing evaluations of safety and health practice.

Our safety committee members as of September 2018 are:

- Shane Cusack (Chairperson)
- Niall Feeney
- Joe Doyle
- Gerry McFadden
- Criona Kelly
- Shane Dolan
- Joanne O' Neill
- Louise Keane
- John Causey

5.0 Contractors Responsibilities

Definition: *A contractor is a person or organisation which signs a contract to do certain work for payment within a specified time.*

Key Actions:

All contractors involved in a work activity on our premises must comply with our policy for safety, health and welfare.

Contractors carrying out work must:

- Be competent to carry out the work.
- Have adequate resources to carry out the work.
- Provide their own:
 - Safety Statement.
 - Insurance.
- Ensure that work activities do not affect the well-being of our employees, visitors or customers.
- Ensure they identify potential hazards arising from their work activities and implement appropriate control measures and safe systems of work while carrying out work.
- Report to the designated person on arrival at our workplace.

To ensure compliance with the legislation we will provide contractors with the relevant sections of our safety statement to ensure that they are both aware of and can take account of the hazards in our workplace.

Further Information

- Form 1.1 – Responsibilities & Other Arrangements

6.0 Visitors

Definition: *A visitor is a person other than an employee or contractor.*

Key Actions:

Visitors may not be aware of the potential hazards associated with our place of work.

To minimise the risk of injury to our visitors we will:

- Practice good housekeeping including:
 - Keeping walkways clear.
 - Cleaning up spills immediately.
- Restrict access to hazardous areas.
- Prevent visitors from using equipment or machinery.
- Ensure appropriate safety signs and notices are displayed.
- Ensure safe walkways and access routes are maintained.
- Put procedures in place to ensure visitors are evacuated in a safe and timely manner in the event of an emergency.

Visitors are required to:

- Report to reception immediately
- Conduct themselves in a safe manner at all times.
- Observe the fire policy and, in the event of an emergency, to identify themselves to an employee and be escorted to the designated assembly point.

Further Information

- Responsibilities included in Appendix 1 Form 1.1

7.0 Persons Responsible for Performing Tasks

Key Actions:

As an employer we are obliged to ensure that persons are nominated and made responsible for tasks assigned to them by:

- Identifying responsible persons in the workplace (where required) who will take responsibility for various tasks.
- Briefing them on these tasks.
- Entering their name against this task and getting the responsible person to countersign.

We will review and follow up on a regular basis to ensure arrangements are put in place and that assigned persons are carrying out their roles effectively.

Further Information

- Form 1.2 – List of Persons Identified as being Responsible for Health & Safety

8.0 Accident Reporting & Investigation

Key Actions:

If an accident or incident occurs in our place of work or in the course of our work activities which has affected our employees or a third party we will:

- Ensure details of the accident are recorded.
- Promptly investigate the accident so as to determine the root cause and on completion of the investigation, implement remedial measures to prevent a re-occurrence.
- Ensure that accidents are reported to the Health & Safety Authority on Form IR1 and the state claim agency where:
 - Employees are out of work for more than three consecutive days (including the weekend) and where they cannot continue with their normal duties.
 - Members of the public are injured by a workplace activity and are treated by a registered medical practitioner.
 - A fatal accident has occurred.
 - Occurrence of other incidents as per guidelines

Further Information

- Reports to the Health & Safety Authority will be made, **online**, via the HSA's website, www.hsa.ie, or alternatively by hard copy i.e. completing the Form of Notice of Accident (IR1) available from the HSA and posting the completed form to:

Workplace Contact Unit,
Health & Safety Authority,
Metropolitan Building,
James Joyce Street,
Dublin 1.

- Form 1.6 – Accident Investigation Form

9.0 Dangerous Occurrence Reporting

Key Actions:

Certain specified Dangerous Occurrences shall be reported to the Health & Safety Authority and the state claims agency.

- We will ensure that any such occurrence will be reported to the Health & Safety Authority, by hard copy (i.e. completing the Form of Notice of Dangerous Occurrence (IR3) available from the HSA) and posting the completed form to:

Workplace Contact Unit,

Health & Safety Authority,

Metropolitan Building,

James Joyce Street,

Dublin 1.

We will always investigate dangerous occurrences so that you can:

- Identify the root cause of the occurrence.
- Ensure remedial measures are put in place to prevent a re-occurrence.
- Retrain staff and modify control measures or work practices as necessary to prevent a re-occurrence.

Further Information

- Form 1.7 A list of dangerous occurrences

10.0 Welfare Facilities & Workplace Requirements

Key Actions:

Where required we will provide in the workplace adequate welfare facilities and a suitable and safe workplace environment for use by our employees and visitors, including but not limited to:

- Toilet facilities.
- Canteen and food preparation areas.
- Changing areas.
- Adequate ventilation, temperature and lighting.
- Interior walls, floors and traffic routes that are maintained in good condition and kept clean.
- Fire detection and fire-fighting equipment.
- Emergency routes and exits.
- Pedestrian and traffic management systems.

We will:

- Provide and maintain welfare facilities in a clean hygienic condition.

Welfare Facilities	Detail as Necessary
Toilet facilities (separate male and female if required)	
Washbasins and washing facilities (hot and cold water and soap)	
Accommodation to take meals. Ability to boil water, clean surfaces, seating with backs, adequate lighting and heat	
Potable drinking water	
Facilities to take shelter from the elements	
Facilities to dry clothing and suitable changing areas for nature of the work	

11.0 Personal Protective Equipment (PPE)

Key Actions:

We will ensure that all our employees are adequately protected and where it is not reasonably practicable to reduce or eliminate the risk, then as a last resort will provide PPE appropriate to the task/work environment.

As required, we will ensure:

- The provision of adequate and suitable PPE.
- That PPE is used, maintained and replaced in accordance with the manufacturer's instructions.
- That we record information to include supply of and training in the use of PPE as appropriate.
- PPE is provided free of charge to employees.

On receipt of appropriate PPE, We expect our employees to:

- Use PPE correctly and whenever it is required.
- Report any defects in or damage to their PPE immediately.
- Participate in any training or instruction we provide on the fitting, use and inspection of PPE.
- Inform us of any medical conditions they have that may affect the correct use of the PPE provided for them.
- Look after any PPE provided to them.

We will:

- Ensure PPE is suitable for the task/environment.
- Always read the manufacturer's instructions.
- Replace damaged PPE.
- Monitor and supervise employees to ensure correct use and application.

Further Information

- Form 1.3 – Personal Protective Equipment Register

12.0 Emergency Procedures

Key Actions:

Emergency refers to any event that may require an evacuation of the premises (e.g. gas leak, fire, bomb threat, etc.). The person who becomes or is made aware of a potential emergency should first sound the alarm. On hearing the alarm, all employees, contractors, visitors and pupils must:

- **GO IMMEDIATELY** to the emergency exits, closing all doors as they leave.
- **NOT** wait to find out what is happening.
- **NOT** stop to collect personal items.
- **GO** at once to their assembly point and wait for further instruction.
- **NOT** re-enter the building until authorised to do so by the emergency services.

Fire Detection & Warning Systems:

- Carry out periodic fire evacuation procedure drills and check your fire detection and warning systems on a regular basis to ensure they are working correctly.
- Ensure your fire safety detection/warning systems and fire-fighting equipment is serviced and maintained by a competent person.

FIRE DRILL

FIRE EVACUATION PROCEDURES:

Alarm sounds.

Ring Fire Brigade (999 or 112) immediately!

The designated person responsible for this duty will be the secretary in the school office at the time of the event.

Evacuation:

Everyone should leave the building immediately and walk down the corridors in single file to their nearest stairwell. Leave all books, bags etc. behind. Remain silent. The teacher should be the last person to leave the room and should close the door to prevent the fire from spreading. The teacher should bring the class attendance list with them.

Assembly:

Everyone should assemble at the appropriate assembly point (according to the stairwell used for evacuation). The first student from each room who reaches the assembly point must find their room number and stand in front of it allowing all the other members of the class to form a line in front of each other. The teacher will then take the roll and wait with their class till the designated fire officer checks that their roll is correct and any missing persons have been reported.

In the event of a fire occurring during break times when classes are not in session, students should evacuate the building immediately as above and assemble at the room number of their **tutorial class**. There they will be met by their tutors who will take the roll and wait with them until the designated fire officer checks that the roll is correct or report any missing persons.

This procedure should take no longer than 4 to 5 minutes.

Fire Warden Procedures:

The Fire Wardens will be any two members of staff in the staff room (on the ground floor) at the time of the event.

1. Alarm sounds.
2. Locate Fire Packs from beside the pigeon holes. Contained within each fire pack are:
 - Reflective jacket
 - Clipboard with list of occupied rooms for each day
 - Pen
3. Wearing reflective jacket, move to the assembly point indicated on the Fire Pack.
4. Check off evacuated rooms. The teacher from each room will be standing with their class groups. The Fire Warden will check with each teacher that their roll has been taken and any missing persons have been reported.
5. Report to the Lead Fire Wardens (the Deputy Principals).
6. Report all rooms accounted for and any missing persons.

Breaking-Glass Alarm System:

A Break Glass Alarm System is installed in the School.

Full operating instructions and procedures are held by Principal.

Emergency Lighting:

Emergency lighting is installed in all corridors and escape route staircases. In the case of an electrical power disruption, all emergency lights automatically come into operation.

Fire Extinguishers and Fire Hoses:

Fire extinguishers and hoses are positioned at Fire Points throughout the premises. Full operating instructions, procedures and test certificates are held by the School Principal.

Further Information

- Form 1.5 – Emergency Information

13.0 First Aid

Key Actions:

After assessment of the type of hazards that exist in our workplace, we will ensure adequate provision of first-aid equipment and facilities. Furthermore, we will appoint Occupational First Aiders in our workplace.

We will:

- Ensure first-aid equipment is prominently placed, that employees are aware of its location and is accessible to all employees

Re: Blood and Bodily Fluids: (HSE Department of Public Health Recommended)

- Blood and bodily fluid spills including nose bleeds, playground injuries and vomiting are incidents which can and will occur in all schools at some point in time. Public Health Specialists were recently required to urgently attend an education facility when an incident potentially placed children at risk.
- Blood and bodily fluids are a biohazard which can facilitate the transmission of infectious diseases including hepatitis and HIV. Any bodily fluid spill should be cleaned according to the instructions on this simple poster (attached). This poster will be displayed in prominent positions in our school. Science projects for school or for national competitions, involving blood or bodily fluids, should be strictly prohibited to prevent risks to students.

Further Information

- Form 1.5 – Emergency Information

Managing cuts and blood/body fluid spills in a school or childcare setting

WARNING



Blood and other body fluids are biohazards.

Assume *all* blood and body fluids are potential sources of infection.

If you or a child/student comes into contact with blood or body fluids:

Before ...

Is emergency care needed?

Get the First Aid Kit

Wash your hands

Wear gloves

During ...

Encourage needle stick wounds to bleed by squeezing gently

Clean and cover the wound with a waterproof dressing

After ...

Remove your gloves & wash your hands
Correctly dispose of needles/syringes

Dispose of used gloves & disposable towels into a plastic bag

Tell someone ...

1. Seek urgent medical advice - a doctor will assess the need for blood tests, vaccines against tetanus and Hepatitis B, and medications
2. Contact the parents if the injury happens to a child/student
3. Are you a student? Tell a member of staff, don't worry, you will not be in trouble
4. Document the event

Cleaning up blood or body fluid spills:

1. Make the area safe

- Keep everyone away from the spill
- Cordon off the area if necessary
- Use a hazard sign, etc if needed

2. Keep yourself safe

- Cover any broken skin with a waterproof dressing
- Wear disposable gloves and, if available, a disposable apron *

3. Cleaning

- Check for sharps and broken glass. If present, remove safely and place in suitable container
- Put paper towels over the spill to soak up fluid
- Remove these and discard into a plastic bag
- Clean the spill area with warm water and a suitable detergent (washing-up liquid) and a disposable cloth
- Apply a chlorine based disinfectant to the affected surface :
 - For household bleach use
 - 1 part bleach to 100 parts water for urine, faeces or vomit **
 - 1 part bleach to 10 parts water for blood **
 - Allow the surface to dry and then rinse with water to remove any chlorine residue
 - Discard gloves, aprons, paper towels and cloths into a plastic bag and then directly into domestic waste
 - Wash and dry your hands thoroughly

* Basic protective clothing (i.e. disposable gloves and aprons) should be made easily available for staff use

** Always refer to manufacturers instructions

Department of Public Health
31st October 2017

References:

HSE Public Health Medicine Communicable Disease Group. *Management of Infectious Diseases in Schools*, 2014.
HSE/HPSC. *Management of Infectious Disease in Childcare Facilities and Other Childcare Settings*, 2012.



Building a
Better Health
Service

Seirbhís Sláinte
Níos Fearr
& Forbairt

14.0 Administering of Medication

Administration of Medication Protocols and Procedures:

The administration of medication to children is a **parental responsibility**, although older children have the right to be responsible for their own welfare. If it is necessary for medication to be taken during the school day then the parents must make arrangements for it to be given either by **themselves or by representatives**. If the school agrees to undertake the role of "**representative**" then it is expected that parents must provide **a written request** detailing all valid information and confirming that they will indemnify the school in respect of the administration of any medicine. If parental instructions are changed these must be given in writing.

Verbal instructions will not be accepted.

In respect of children with chronic medical conditions such as asthma, epilepsy, diabetes and anaphylaxis, proper and clearly understood arrangements will be set in place. Parents are encouraged to provide maximum support and assistance in helping the school accommodate the student's medical requirements. This includes measures such as self-administration (where necessary and only after approval from a GP), or under parental supervision.

Medication must be provided in an original dispensed container specifically for school use with the following information on the label:

- Name and strength of medicine;
- Dose;
- Time of administration e.g. lunch, between 1:10pm -1:50pm;
- Length of treatment / stop date where appropriate; (if applicable)
- Expiry date whenever possible;
- Possible side effects.

The medication must have been dispensed within the last three months. GPs must be asked to give consideration to arranging times for medication that do not coincide with school time.

Teaching Staff:

School staff members are not required to administer medications in school. Principals may suggest that prescribed medication may be administered or allow supervision of self-administration to avoid children losing teaching time by missing school. Each request is considered on individual merit typically by the Year Head/Senior Management. **Teaching staff have the right to refuse to be involved.**

Teachers of Malahide Community School have a professional duty to safeguard the health and safety of students when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere (E.g. trips). This, however, does not imply a duty upon teachers to personally undertake the administration of medication. **Teachers will not take responsibility for administration of any medication which, if administered incorrectly or for another reason, could have a damaging effect on the health of a child.**

Teaching staff who agree to administer medication understand the basic principles and legal liabilities involved and have confidence in dealing with any emergency situation that may arise. Regular training relating to medication and relevant medical conditions is essential.

Storage of Medication:

Whenever possible children are allowed to be in charge of their own medication, either keeping it securely on themselves or in lockable facilities such as their lockers. Medications stored in a locked cupboard/press/filing cabinet and in a cool place, but allowing for ease of access for the child. Inhalers are accessible throughout the day. Each inhaler is labelled with the child's full name and directions for use. A spare inhaler must be provided by the parent for storage in the school. The responsibility to voluntarily store medication is restricted to those that have agreement from Parent/Guardian and/or Medical Practitioner. Typically in Malahide Community School upon written agreement this responsibility lies with the relevant Year Head. Items requiring refrigeration are kept in a clearly labelled closed container in a food refrigerator.

EMERGENCY SITUATIONS:

Where teachers have voluntarily agreed to give medication in cases of emergency, e.g., adrenalin in the case of anaphylaxis, this medication will be the smallest dose possible to ensure recovery until a medical practitioner can take over. At no time will an emergency dose be such that it could harm the child if administered inappropriately. This must be confirmed in writing from the child's GP. Injection needles will not be held on school premises. If at all possible EPIPEN type injections must be used.

OUT-OF-SCHOOL ACTIVITIES

School trips:

Medication required during a school trip must be carried on the child if this is normal practice. **If not, a member of staff may volunteer but cannot be directed to carry the medicine. Where there is no voluntary agreement the parent or nominated carer may be requested to be present.** Parents must inform staff in writing if their child requires a travel sickness remedy. This must be carried by the child whenever possible.

Clubs / Sports events:

Often a different member of staff is in charge of clubs and sports events to the usual staff member responsible for the supervision or administration of a child's medication. MCS will inform all relevant staff members of the need for medication and what to do should a medical emergency occur. The accessibility of medication, particularly for use in an emergency is regularly reviewed.

Travel to and from School:

If a child travels to and from school by school transport then it may be appropriate to consider who should keep the medication especially that required in emergencies. Choices include: a) the child, b) a staff member (if available) or c) the driver. It is best to ensure that the responsible person is one who, if required, is in a position to administer emergency medication.

Inhaler Use:

Generally inhalers are unlikely to be misused either by the child itself or by others. The need for a child to have ready access to their inhaler will override any concerns about misuse. Where there is no consent for the child to carry medication inhalers must be readily available at all times, including prior to, and during exercise. P.E Teachers will work with Year Heads to formulate a plan for inhaler access if necessary.

Simple Analgesia:

Migraine sufferers; particularly older students will be allowed to carry small quantities of medication. The school must be advised of this matter in writing from Parent/Guardian and Medical Practitioner

NON-PRESCRIBED MEDICATION:

As the variety of medication available for purchase 'over the counter' increases so does the amount of self-diagnosis and treatment. Alternative therapies such as homeopathic or herbal remedies are becoming more popular and may require several treatments during the day. Other non-prescribed medications may include cough and cold remedies, simple analgesics, antihistamines and hay fever preparations.

Malahide Community School must be made aware in writing by a Parent/Guardian of non-prescribed medications carried by any student.

EMERGENCY MEDICATION

General Considerations:

This type of medication must be readily accessible in an emergency when time is of the essence. A copy of the consent form will be kept with the medication and will include clear, precise details of the action to be taken.

There should be specific guidance on:

- Where medication is to be stored;
- Who should collect it in an emergency;
- Who should stay with the child;
- Supervision of other pupils nearby;

- Supporting students witnessing the event;
- Arranging for an ambulance / medical support.

Specific specialised training (Example First Aid) is required for those staff prepared to act in emergency situations. This training will be undertaken at least **annually or until a certification expires. Training will be facilitated by a recognised and certified provider.**

Problems can occur out of school and it is important to consider what action should be taken if an emergency situation arises.

A number of specific medications are dealt with in the appendix to this guide.

RECORD KEEPING

Parental Consent:

A parental consent form is available and must be completed whenever there is a request for medication to be administered. This form details relevant information as follows:

- Student's name;
- Reason for the request;
- Clear, concise dosage instructions;
- Duration of medication e.g. 5 days, continuous;
- Emergency contact name/address.

Administration Records:

A record will be kept of the full name of the student, the name of the medication, the date received by the school and the quantity received.

Teaching staff that take responsibility for the administration of a medication must keep a record that includes the name of the student, the name/type of medication, the time of administration and the person responsible for the administration.

Reasons for any non-administration of regular medication will be recorded and parents informed as soon as possible. **A student will never be forced to accept a medication.**

Changes to instructions will only be accepted when received in writing. **Verbal messages will not be accepted.**

Where a student is self-administering there must be a written request which states whether or not the self-administering needs to be supervised **or** if privacy for the student is needed. If it is supervised then a record will be kept as above.

Return of Medication:

Medication will be returned to the child's parent/guardian whenever:

- The course of treatment is complete;
- Labels become detached or unreadable (N.B. Special care should be taken to ensure that the medicine is returned to the appropriate parents);
- Instructions are changed;
- The expiry date has been reached;
- End of term.

All medication returned, even empty bottles, will be recorded. If it is not possible to return medication to the Parent/Guardian then it will be taken to a community pharmacy for disposal.

Parents are responsible for ensuring that the school has adequate supplies of the medication and renewing any medication for chronic conditions.

No medication will be disposed of into the sewerage system or in the refuse. Current waste disposal regulations make this practice illegal.

NOTE:

Any concerns not outlined above regarding the administering of medication in Malahide Community School must be made in writing to the appropriate Year Head or member of Senior Management.

APPENDICES:

Adrenaline:

This must be carried by the child with a spare dose / kit stored in the school. There must be clear written, dated instructions with regard to dose, frequency and further action to be taken provided by the Parent or Guardian. This will be kept with the medication, with a spare copy kept by the school. Parents/Guardians are asked to ensure that dosage requirements are regularly updated and new, dated instructions issued to the school when necessary.

Glucose:

Children with diabetes are encouraged to keep to their diets. Glucose, in the form of sweets, drinks or food are readily available to treat hypoglycaemia. If blood glucose monitoring is necessary then a clean private area will be made available.

15.0 Pregnant Employees

Key Actions:

There are specific regulations dealing with pregnancy at work, which we will apply when any of our employees declares that they are pregnant, have recently given birth or is breastfeeding and who provide an appropriate medical certificate.

On becoming aware that an employee is pregnant, we will assess the specific risks from the employment to that employee and take action to ensure that she is not exposed to anything that would damage her health or that of her developing child.

- We will carry out a specific risk assessment for that employee, taking particular account of any medical advice that the employee has received. If a risk cannot be eliminated or reduced to an acceptable level We will:
 - Adjust the working conditions or hours of work or both; or
 - If this is not possible, provide alternative work or if this is not possible, grant the employee health and safety leave.

We will:

- Identify hazards in the workplace that could pose a health and safety risk to new and expectant mothers and take appropriate action to remove or reduce the risk.
- The earliest stages of pregnancy are the most critical ones for the developing child; it is in an employee's best interest to notify us when she is pregnant.
- Pregnant employees will have suitable facilities to rest.

Further Information

- Form 1.1 – Responsibilities & Other Arrangements

16.0 Work Related Stress & Dignity at Work

Key Actions:

As your employer we will as far as reasonably practicable ensure that:

- No employee's workload is so great that he or she will have to consistently work overtime.
- No employee will be subjected to harassment from or degrading behaviour by colleagues or managers, and everyone in the workplace treats others with respect and courtesy even if they do not 'get along'.
- No employee has to work in an environment which is unsafe and in which there are worries about accidents.
- Employees are trained so they can do their jobs effectively and safely.
- Everyone knows what his or her core job is.
- We have a Dignity at Work Policy in place outlining our procedures with regard to addressing bullying and harassment at work.

17.0 Forms & Registers

Key Actions:

Forms and registers provide the backbone of any good safety management system. They allow us to record specific items such as training, issue of PPE and statutory inspections.

In the Appendix of this document, you will find the key forms and registers that should be filled out: however, we have also included in the *BeSMART.ie* ‘Learn More’ section other forms and registers which you may find useful (e.g. statutory forms).

List of Forms & Registers:

- Form 1.1 Responsibilities & Other Arrangements
- Form 1.2 List of Persons Identified as Being responsible for Health & Safety Tasks
- Form 1.3 Personal Protective Equipment Register
- Form 1.4 Training Register
- Form 1.5 Emergency Information
- Form 1.6 Accident Investigation Form

18.0 Our Risk Assessments

Key Actions:

We have carried out risk assessments in consultation with our staff and have reviewed our workplace and work practices, both identifying the hazards that exist and assessing the risks arising from these hazards.

- Where additional controls are required to avoid or reduce the risk, they have been identified on the risk assessment action list and will be implemented by the responsible person.
- We will make every reasonable effort to give priority to the implementation of controls for those hazards of most concern.
- Where we believe that the necessary competence to carry out particular risk assessments is not available in-house additional expertise will be obtained.

We will:

- When a process, task or activity significantly changes or a new one is introduced then:
 - The existing risk assessment will be reviewed and amended as required, or
 - A new risk assessment carried out.
- This will always be done in consultation with our staff members.

19.0 Our Action List

Key Actions:

Following the completion of the risk assessment, this action list was generated. This is a list of controls We indicated during the risk assessment process that are required to be implemented in order to reduce the risk of accident/ill-health in our workplace.

We will:

- Assign a responsible person to complete each task?
- Assign a realistic goal date and the resources required to carry out each action.
- Follow up to ensure satisfactory completion.

20.0 Communications Policy

Good communication is essential to the smooth running of an efficient school. In recognition of this fact, Malahide Community School has in place a policy on communication between the various individuals, groups and organisations connected with the school.

Teachers:

The teachers carry out informal meetings on a daily basis, before school, during school and after school. Regular staff meetings are held. The Principal in consultation with staff members draws up the agenda. Minutes are recorded. Circulars from the Department of Education and Science are available to all teachers to read and each teacher is asked to initial each Circular on the circular list to indicate having read it.

Teachers and Students:

Teachers communicate with students on an ongoing basis while teaching. However, occasionally, it is necessary to make announcements. These can be written or verbal. Notices can take the form of verbal announcements over intercom, a letter home carried by the pupil, written notes in homework journals or posted to Digital platforms such as email and Schoology. From time-to-time, however, it will be necessary to send written communication on selected days.

Student to Student:

Students communicate with each other formally and informally throughout the school day. It should be noted that communications between students regarding out of school activities i.e. celebration of festivals, birthday parties/outings/trips etc. should take place before school, during break or after school time. This would also include the exchange of cards and presents between students.

Board of Management:

The Board of Management holds regular meetings. The agenda is set and notice of the meeting sent to each board member. Minutes are recorded. Communication to the Board is kept by the Secretary and dealt with at every meeting. The Secretary also keeps a list of Circulars.

Parents' Representatives on the Board of Management give representation to matters concerning the parent body. Should a parent(s) have a concern regarding their child, they should, in the first instance, speak with their child's teacher. Occasionally, parents may wish to have a matter discussed at Board of Management level. For this to happen, the matter should be forwarded in writing to the Chairperson of the board at least 10 days before the next planned Board of Management meeting. Parents will be informed of upcoming Board Meetings.

Parent/School Communications:

There is regular contact with parents as individuals both informally and formally. Parents/guardians who wish to meet with the Principal or Staff are asked to make an appointment so as to minimize disruption for everyone concerned, primarily the students. The following "flowchart" identifies the correct communication procedures for Parents wishing to address concerns:

“Communications Flowchart”

Student Attendance:

When a student is absent parents are requested to inform the school either in writing via the homework journal or by contacting the relevant Year Head.

Regular and unbroken attendance has a direct bearing on a student's progress in school. In view of this we actively discourage students taking extended holidays during the academic year. Should an extended absence be planned, parents/guardians are expected to inform the school in writing beforehand. It is school policy not to prepare work for pupils taking extended leave, except in exceptional circumstances (E.g. admittance to hospital)

Parents' Association:

There is a Parents' Association setup for the school. There will be regular contact, both formal and informal, between the school/Board of Management and the Parents' Association. The Parent/Principal/Teacher relationship, fully recognising the intense involvement of parents in their child's education and the professional role of the Teacher, is a wonderful resource to the school. The Principal will receive feedback from the meetings of the Parents' Association about issues concerning the parent body. The parent representatives on the Board of Management will report back to the Parents' Association following Board meetings, subject to the restraints of confidentiality imposed by the Board.

Department of Education and Science:

Generally speaking, communication to the school is addressed to the Chairperson of the Board or the Principal or both. Teachers read the circulars and a list are kept of circulars received. Relevant circulars may also be brought to the attention of the Parents' Association.

The Inspectorate:

The Principal or Chairperson communicates with the Inspectorate by phone call or in writing.

Other Agencies:

There is regular two-way communication with other agencies such as the Health service executive, Psychological Services, Social Services, Gardai, Community Employment Scheme and the County Council.

Professional Development:

As a process of professional development, teachers communicate on a regular basis with sales representatives, Education Centres and Colleges of Education. As a growing and vibrant school, the professional development of teachers will be motivated by the emerging needs of the pupils and the school in general

21.0 School Trip/Outings Policy

Introduction:

The staff of Malahide Community School will be organising trips and tours, in Ireland and abroad which will be greatly beneficial for both teachers and students. These activities serve to significantly enrich both the academic curriculum taught in school and the social and personal development of those students participating in them. The organisation, particularly of school tours requires a significant investment of staff time and energy. The purpose of the following information (rules, forms, contracts, etc.) is to assist the teacher(s)/group leader(s) when organising any trip or tour.

Scope of Educational Outings and Trips policy:

This policy applies to all members of the staff of Malahide Community School who take students off site. It is applicable to the students participating in the activity and to their parents/guardians.

The Code of Behaviour of Malahide Community School applies to all students of Malahide Community School and relates to all school activities both during and outside of normal school hours; it applies both on and off the school grounds and anywhere students are clearly identified or identifiable as students of the School.

Outings and Trips:

The Code of Behaviour also applies to all outings and to trips, whether or not they involve an overnight stay.

Before a student is accepted for a trip, his/her previous behaviour may be taken into consideration.

Parents/guardians will be notified, in advance, of all trips and both parents and student should sign the appropriate consent form. In this way parents, students and teachers enter into a partnership promoting good and appropriate behaviour at all times.

Rationale for having trips/outings and the need for a relevant policy:

Malahide Community School strives to provide an effective education for all its students and is committed to the education, in the broadest sense of the word, of all students who attend the school. Malahide Community School provides an academic education, which also recognises that exposure to a variety of experiences and cultures, is part of a holistic education.

The curriculum content of some subjects requires field studies/trips/outings/recreational activities, which take place off school grounds.

Trips assist in bonding between students, as well as providing teachers with an opportunity to get to know students in a non-classroom environment.

There should be a balanced programme of outings and trips for the school year that does not prove too costly to parents and does not overburden the school timetable.

All educational trips must be consistent with the rationale as specified by the Department of Education and Science in Circular Letter M 20/04. All reasonable efforts will be made to satisfy all of the criteria contained in this circular.

To assist staff in the planning of trips and outings, so that they are aware of all necessary precautions. These must be observed in order to provide for the health and safety of staff and students. It also ensures that trips and outings take place efficiently and smoothly and that the standard of supervision is firmly within guidelines and standards.

To clarify expectations of behaviour for all trips and to outline the conditions whereby a student may be refused permission to be included on a trip.

Objectives:

That the health, safety and welfare of our students is safeguarded by ensuring that reasonable care has been taken in the nature of the trip chosen, the level of supervision provided, the venue, the means of transportation, the demands on the physical resources of the students, having regard to their age and capacity, and the dangers to which they may be exposed.

That students gain maximum educational benefit and enjoyment from all trips/outings

That staff are aware that the degree of care required of them should be that of a “careful parent” which would vary with the circumstances and the age of the student.

Day Trips within Ireland (including Northern Ireland):

Day trips may take place during the school day or may extend beyond normal school hours.

Day trips must have the approval of the Principal or Deputy Principal

Members of staff who wish to take students on a day trip must put their request in writing to the Deputy Principal who must approve the trip. As much notice as possible must be given. Included in the proposal should be the educational or other benefits that the students will derive from the trip. Occasionally the Principal/Deputy Principal may refuse to sanction a trip if the school cannot provide adequate resources or if the educational benefit is not recognized.

Specific parental permission is required for a day trip that:

- is expected to extend beyond normal school hours
- has one of its destinations in Northern Ireland includes an activity which requires supervision by trained professionals (such as walking/hiking, cycling, skiing)

Students who have a history of inappropriate behaviour may be excluded from day trips and overnight trips to include trips going abroad.

Once the Principal has approved a trip, the organiser will:

- Inform parents/guardians, forward brief details of the trip to the Deputy Principal for inclusion in the calendar and on the Malahide Community School website
- Place a list of students participating in the trip on the Staff Notice Board and record those names as on “Activity” on VSWARE.

On all day trips there must be an appropriate ratio between the number of students and the number of staff traveling. This ratio will vary depending on the nature of the trip and the age of the students traveling. Students in First Year will require most

supervision. On a private coach there should be at least one member of staff in addition to the driver. On public transport there should be at least one member of staff for every twelve students in First Year to Third Year.

Day trips may involve a financial cost to the student. For example, a fee may be charged to cover the cost of transportation to/from sporting events. In the case of financial difficulties, application for assistance may be made. This application may be made to the trip organizer, Year Head or Principal. This application should be made in writing.

The School will always have the mobile/contact numbers of the Coach Company or staff involved in case of delays or any other occurrences.

On occasion it may be suitable for Senior Cycle students (Fifth and Sixth Year students, and also Transition Year students in certain circumstances) to travel independently to and/or from an event. In such an instance, the organiser of the trip must advise parents in advance. Junior Cycle students may not do so.

For trips that extend beyond normal school hours, it is the responsibility of parents/guardians to ensure that arrangements are in place for their son/daughter's journey to/from the School. The organiser of the trip must be informed in advance of these arrangements.

A member of staff should never travel alone with a student, however if there is an exceptional circumstance then Parental permission should be sought in advance.

An Accident/Incident Report Form must be completed for all accidents or incidents which have occurred. Examples of reportable incidents include: persistent lateness at the rendezvous point; not staying with the group; rudeness to teachers; and serious breach of school rules, particularly in relation to alleged or proven alcohol or substance abuse.

Overnight trips, outside the Republic of Ireland:

Members of staff, who wish to take students on an overseas trip, must submit their request for approval to the Principal. Included in the proposal, should be the educational or other benefits (such as student wellbeing) that the students will derive from the trip.

The number of students participating varies depending on the nature of the trip and the staff/student ratio will be appropriate to the age group and as recommended by the travel agency.

In the case of trips being oversubscribed, priority is given to those students who are studying the appropriate subject. If the trip is activity based then over subscription will result in a lottery. Staff in charge reserve the right to refuse any student they deem unsuitable for the trip. Those considered unsuitable would include:

- Students who in the past have proved unruly or misbehaved on trips.
- Students who have a poor behavioural record in the school.

The initial letter to parents should contain a draft itinerary and deadline for registering and payment of non-refundable deposit. Parents must be made aware that the organiser reserves the right to make minor changes to the itinerary.

If a passport is required, a photocopy of the student's passport must be included with the deposit. All passports must be valid for at least six months following the trip.

In date EHIC cards must be presented to the trip organiser in advance of the trip. They should also be in date for at least 6 months after the trip

Visas may be necessary for the destination and some countries require them to be processed together. There may be an additional cost to secure a visa. Parents should be informed that students with non-EU passports may need visas for EU countries.

Students must have their E111 or European Health Insurance Card for travel to countries in the EU.

It is important to impress upon parents that the onus is on them to ensure that their son/daughter has all necessary up-to-date documentation well in advance of the trip.

Parents will be informed in good time if there are any mandatory or recommended inoculations for the destination. Parents will be made aware that the onus is on them to make arrangements for their son/daughter to receive all necessary inoculations.

Students must attend all information meetings and co-operate with all requests pertaining to the trip.

Following receipt of the deposit, parents will receive the Permission Letter and Application Form. All sections of which must be completed and the form returned to the organiser by a specified date. Details of accommodation, travel arrangements, any special local conditions, personal items that the student needs to bring, guidelines for spending money and money for extras such as meals and excursions will also be provided to parents.

Mobile phone communication between teachers/supervisors and students on the trip may be necessary. A list should be made of participants' mobile phone numbers and students should have the mobile phone number of trip leader – to be carried with them at all times while on the trip. A mobile phone should be available from the School, as staff members are not required to give their personal mobile phone numbers to students. However if a staff member agrees, personal mobile phones can be used as a means of communication with Parents/Guardians of students on the trip.

The trip organiser should have two emergency contact numbers; usually this will be the Principal and the Deputy Principal.

If necessary two members of staff can carry out inspection of rooms, or personal property (bags and suitcases etc.) with the student present. This will only be done for good reasons based on reasonable grounds, such as concern for physical safety, suspected possession or use of a banned substance or other concerns.

Staff should not have any physical contact with a student's clothing. If a search is deemed necessary, the student should be asked to empty his/her own pockets or to search the clothing that he/she is wearing.

If a student is found to be in serious breach of any of the rules in the School Code of Behaviour, the staff member present in must contact the Principal/Trip Organiser immediately.

An Accident/Incident Report Form must be completed for all accidents or incidents which have occurred. Examples of reportable incidents include: persistent lateness at the rendezvous point; not staying with the group; rudeness to teachers; and serious breach of school rules, particularly in relation to alleged or proven alcohol or substance abuse.

General Guidelines for the PE Programme:

Each Coach/Trainer/Manager is responsible for taking a properly equipped first-aid kit to his/her match.

If a minor accident occurs the Trainer will treat it on the spot. In the event of a serious accident the coach will ring an ambulance directly.

Any accident deemed to be of a serious nature is recorded on an accident report form, a copy of which is submitted to the Principal. PE staff will appraise students of the necessary safety equipment for each respective sport.

The PE staff or designated Teachers organise transport to and from all matches, using appropriate means.

When an away match is organised during school hours when PE activities are scheduled for other students, the number of staff traveling must be dependent upon the staffing requirements of the activities in school. Generally **two teachers** will travel with a team. The needs of the students in school must receive priority when organising such matches.

Transition Year Programme:

The Transition Year programme at Malahide Community School aims to give students a wide variety of experiences. Many of these experiences take the form of outings and trips.

At the start of the year parents will be notified of all trips that have been approved by the Principal as part of the Transition Year programme. For certain trips permission slips will be required by the school from the parent/guardian.

Pupil/Teacher Ratio:

A pupil/teacher ratio 12:1 is recommended, however, this can vary depending on the type and circumstance of the trip or tour. The school will endeavour to provide a pupil/teacher ratio appropriate to the activity.

Contact Number:

A contact number will be given to all parents and students before the trip. The purpose of this number is for parents or students travelling to contact the group leader in case of emergency, Teachers are not required to give out their personal mobile number to students or parents.

Monitoring and Review:

As part of the Development Planning process Malahide Community School will monitor, review and evaluate this Policy and all related work and procedure on an ongoing basis to ensure legal compliance and the maintenance of best practices.

Rules Malahide Community School Day Trips

The purpose of the rules set out below is to ensure the enjoyment of the trip is not hindered for any student or teacher.

RULES:

1. All school rules including those included in the schools Health and Safety Policy apply while on Day Trips. In particular the Policy on Alcohol and Drugs applies.
2. Students are expected to wear full school uniform unless told otherwise by the teacher. All students should note that while in school uniform they are ambassadors for the school and should behave accordingly.
3. Being in the possession of or consumption of alcohol or any other behaviour altering substances in any form will be considered a serious violation of the rules and immediate action will follow.
4. The excessive consumption of behaviour affecting caffeine infused drinks such as Red Bull/Monster, espresso coffees or other drinks with enhanced caffeine is prohibited.
5. Smoking is prohibited as under the school rules.
6. Students are to remain with the group at all times.
7. Students are expected to treat teachers/supervisors/instructors/tour guides with respect at all times.
8. Teachers reserve the right to search students' bags/rooms at any time if they suspect contraband is present.
9. All students are expected to turn up on time for all roll calls.
10. Foul language is not acceptable from any student on the trip at any time.
11. All students should carry a mobile phone with them on day trips so that parents can be informed of any possible changes to the schedule of the trip.

ILLNESS/INJURY

Should a student become ill or injured on a trip then parents will be informed and medical attention will be sought for the student if necessary. Parents should note that injury or illness to a student may require a lesser supervision of remaining students on any trip should be necessary for a teacher to accompany a student seeking medical attention.

Rules for Malahide Community School Overnight Trips

ADDITIONAL NOTE:

Teachers are required to provide a level of supervision that a reasonably prudent parent/guardian would. Teachers are not expected to provide 24 hour supervision or to patrol corridors throughout the evening/night. All extended school tours will provide periods of time without direct supervision e.g. after 'lights-out', after a designated bedtime or during shopping / recreation opportunities etc. Parents who are concerned that such a level of supervision is inappropriate or insufficient should not permit their son/daughter to participate in such trips. The onus is on the student to behave, at all times, as outlined in the school's Code of Behavior and below.

Example (Walking Trip/Cycling Trip/International Trips)

The purpose of the rules set out below is to ensure the enjoyment of the trip is not hindered for any student or teacher.

RULES:

1. All school rules including those outlined in the Schools Health and Safety Policy apply. In particular the Policy on Alcohol and Drugs applies, with the exception of uniform policy.
2. Being in the possession of or consumption of alcohol or any other behaviour altering substances in any form will be considered a serious violation of the rules and immediate action will follow.
3. Smoking is prohibited as under the school rules.
4. Students are expected to attend all set meals unless permission given by a teacher.
5. Students are to remain with the group during the day and evening unless an alternative is authorised by the teachers.
6. Hotel rooms/ Hostel rooms/Apartments are to be kept clean and tidy at all times. Failure to do so may result in sanctions.
7. Students are expected to comply with set bed times and lights out times.
8. It is forbidden for male students to enter the rooms of female students and vice versa. It is forbidden for the male students to enter the rooms of other male students unless given permission to do so by a teacher. It is forbidden for the

female students to enter the rooms of other female students unless given permission to do so by a teacher.

9. Students are expected to treat teachers/supervisors/instructors/tour guides with respect at all times.
10. Teachers reserve the right to search students' bags/rooms at any time if they suspect contraband is present.
11. All students are expected to turn up on time for all roll calls and meal times.
12. Foul language is not acceptable from any student on the trip at any time.
13. FREE TIME – during trips it is common for students to be given some free time. During such time students should always travel in groups (minimum 3). Under no circumstance should any student walk about on their own. During this time students are expected to treat their surroundings with the utmost respect and are also expected to adhere to all the school rules applicable above.

SANCTIONS

Failure to comply with the rules of the trip will lead to sanctions which will be decided by the teachers/supervisors on the trip. Sanctions might include fines, loss of pass for certain activities, etc. More serious breaches of rules will result in phone calls to parent/guardians with possible follow up action in the school after the trip. Where necessary, behavioural meetings will be convened by the staff. In the event of very serious and uncontrollable incidents students may be required to return home. The costs in such an event will be charged to the parents/guardian. This will be done after full communication with the parents/guardians.

The teachers accompanying the group reserve the right to amend any rule during the trip as necessary. Clear notice will be given of any such changes, to the students.

ADVICE:

Any student taking part on a trip should try their best to adhere to the following while on the trip:

- Try to find out as much as you can about your destination before you go.
Do your best to help fellow students and teachers at all times.
- Do your best to ensure that all students are included in group activities at all times.
- During foreign trips, try to speak the language of your host country if known. Refrain from using bad language at all times on the trip.
- Do your best to be considerate of others at all times.
- During the trip, students may be given necessary and reasonable instructions about detailed matters like dress, punctuality, behaviour etc.
Prompt and good natured compliance is essential

RULES FOR SKI TRIPS

The purpose of the rules set out below is to ensure that the main purpose of the trip, i.e. skiing is not hindered for any student or teacher.

Skiing:

1. All school rules including those in the schools Health and Safety Statement, in particular the Policy on Alcohol and Drugs applies while on a school ski trip.
2. No student is allowed to ski or be on the ski slopes unless taking part in an official ski lesson or supervised by a teacher. This rule will be strictly enforced.
3. When skiing with a teacher or instructor led group students must remain with the group and not ski so far ahead so as to lose contact with the teacher or instructor.
4. Students should not go on a lift until the whole group is down at the start of the lift – this will certainly apply on all lifts other than those on the beginner slopes.
5. Students must not ski recklessly so as to endanger themselves or any other person on the slopes.
6. Students are to ensure that at the start of each session they are properly equipped to take part in the session.
7. The 'borrowing' of equipment allocated to another person is strictly forbidden unless permission has been given by a teacher and the other person concerned. This applies most strictly to hired equipment.
8. All students must attend roll calls at the start of the day, at lunch time and at the end of skiing as directed by staff members.
9. All students must obey the instructions of the ski instructor at all times.
10. Any student or students who do not wish to ski must accompany the rest of the group as normal to the ski slopes where they will remain for the day. Students will, under no circumstances be allowed to stay in the hotel on their own.

Apres Ski:

1. All school rules found in Health and Safety Statement and in particular the Policy on Alcohol and Drugs, applies with the exception of uniform policy.
2. Being in the possession of or consumption of alcohol or any other behaviour altering substances in any form will be considered a serious violation of the rules and immediate action will follow.
3. The excessive consumption of behaviour affecting drinks such as Red Bull/Monster, espresso coffees or other drinks with enhanced caffeine is prohibited.
4. Smoking is prohibited as under the schools Code of Behaviour.
5. Students are expected to attend all set meals unless permission given by a teacher.
6. Students are to remain with group during the day and evening unless authorised by the teachers.
7. Hotel rooms/Apartments/Chalets are to be kept clean and tidy at all times. Failure to do so may result in sanctions.
8. Students are expected to comply with set bed times and lights out times.
9. It is forbidden for male students to enter the rooms of female students and vice versa. It is forbidden for the male students to enter the rooms of other male students unless given permission to do so by a teacher. It is forbidden for the female students to enter the rooms of other female students unless given permission to do so by a teacher
10. Students are expected to treat teachers/supervisors/instructors/tour guides with respect at all times.
11. Teachers reserve the right to search students' bags/rooms at any time if they suspect contraband is present.
12. **FREE TIME** – during trips it is common for students to be given some ‘free time’. During such time students should always travel in groups (minimum 3). Under no circumstance should any student walk on their own. During this time students are expected to treat their surroundings with the utmost respect and are also expected to adhere to all the school rules applicable above.

SANCTIONS:

Failure to comply with the rules of the trip will lead to sanctions which will be decided by the teachers/supervisors on the trip. Sanctions might include fines, loss of pass for certain activities, etc. More serious breaches of rules will result in phone calls to parent/guardians with possible follow up action in the school after the trip. Where necessary disciplinary meetings will be convened by the staff. In the event of very serious and uncontrollable incidents students may be required to return home. The costs in such an event will be charged to the parents/guardian. This will be done after full communication with the parents/guardians.

The teachers accompanying the group reserve the right to amend any rule during the trip as necessary. Clear notice will be given of any such changes, to the students.

22.0 Work Experience Policy

The Board of Management and Staff of Malahide Community School are willing to provide opportunities of work experience for students from the wider school community. This includes students on Transition Year Programmes, students from Colleges of Education and students studying childcare or Special Needs Assistance (SNA) programme.

School placement is a critical part of Initial Teacher Education and is designed to give the Student Teacher an opportunity to experience teaching, learning and assessment in a real environment, to apply educational theory in a variety of teaching and learning situations and school contexts, and to participate in school life in a way that is structured and supported. This policy outlines the procedures to be followed to ensure the process works for everyone's benefit. MCS currently takes students from all the ITE Colleges.

Aim

- To provide an opportunity for the Student Teacher in MCS to develop his/her teaching skills in a supportive environment
- To establish a professional working relationship between Student Teacher and school which is based on mutual respect and understanding
- To ensure that the school recognises that the Student Teacher will be on a learning curve during their induction time and will offer as much guidance and support as possible
- That the Student Teacher will respect the school's expectation that he/she will behave in a professional manner and will follow the professional advice and guidance offered.

Objective:

- That Student Teachers will develop their skills they need to become effective teachers.
- That the Student Teacher will develop his/her self-confidence as teaching professionals.

- That the guidance Student Teachers receive will enable them to become reflective practitioners in a profession that is constantly evolving.
- That the Student Teacher will receive regular guidance and feedback on their training.
- That Mentors will be supported by Management and by the school in their specialised role.
- That cooperative teachers will receive guidance.
- That cooperative teachers will be fully committed to their role .

GENERAL PROCEDURE FOR PLACEMENT AND ASSIGNMENT

Request from 3rd Level Institution should be sent to Deputy Principal or from the Student Teacher themselves.

The Deputy Principal will assign Student Teachers to subject teachers / cooperating teachers taking into account – the availability of the Student Teacher, the workload of the subject teacher, their previous experience in the programme and the needs of the school timetable and subject departments. (The subject teacher's interest in mentoring the student in a reciprocal relationship) The cooperating teacher must understand the significance of the supportive role they are undertaking.

After assignment, the Deputy Principal will consult with the relevant teachers, with respect to accommodating the timetable of the school and the Student Teacher.

Preferably, Student Teachers will not be allocated 6th or 3rd Year classes unless the needs of the school dictate otherwise.

The Deputy Principal and subject teacher will meet with the Student Teacher prior to the commencement of placement.

The Deputy Principal will provide an Induction Training Day prior to attending the school. During this induction, the Student Teacher will be provided with the::

- Timetable
- Map of the school
- Staff Induction Book
- Names of Year Heads and relevant room numbers
- Child Protection Guidelines and Policy
- School Journal containing policies and rules, etc

- Keys
- Login/email information

They will also receive;

- A Copy of the Code of Professional Conduct (Teaching Council).
<http://www.teachingcouncil.ie/en/Publications/Fitness-to-Teach/Code-of-Professional-Conduct-for-Teachers1.pdf>
- A Copy of the Children First Guidelines, 2017.
http://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf

Relevant policies- Homework, S&S Policy, Attendance Policy, Substance Use Policy, Health & Safety Statement, School Tours Policy, Code of Behaviour, Anti-Bullying, Acceptable Use Policy, rules pertaining to Practical Subject areas, etc.

Relevant Procedures including, but not limited to, daily attendance, booking school facilities, procedure for certified/self-certified sick leave. Procedures for referring students to the Year Head/Student Support Team, procedures for supervising exams, etc. will also be provided.

Role of the Student Teacher

Student Teachers are expected to:

- Be Garda Vetted
- Register with the Teaching Council
- Participate in the S+S programme. This includes presenting to the school at 8:30 am
- Take a proactive approach to their own learning
- Participate constructively in a broad range of placement experiences
- Engage fully in school life
- Be flexible with respect to the school's timetable
- Attend PME meetings held by the PME Mentor
- Attend Parent Teacher meeting where applicable, in conjunction with the subject teachers

- Participate in subject and extra-curricular activities, including the Open Nights, Subject Specific Weeks, whole school activities, and in the general life of the school.
- Be available for Supervision of Breaks as per the supervision roster
- Seek and avail of opportunities to observe and work alongside other teachers
- Engage in a respectful and courteous manner with staff and students having due regard for the values and standards set out in the various school policies. This includes planning extra classes or introducing new initiatives by discussing such with the Subject Teacher or Department Coordinator.
- Notify the school and the cooperating teacher if they are unavailable to take their classes on any given day

Student teachers may be involved in the assessment and reports for the classes they are assigned to for the duration of the term, in conjunction with the Subject Teacher

Student Teachers should not meet with parents on their own without prior approval from the Subject teacher.

School Policies on Social Media, Professional Conduct, etc should be adhered to at all times.

Role of Subject Teacher

Each subject teacher will:

- Organise a formal meeting with the Student Teacher prior to commencement of placement.
- Familiarise the Student Teacher with VSWARE and Schoology.
- Furnish the Student Teacher with relevant subject plans, teaching materials, etc.
- Introduce the Student Teacher to the class and outline the plan of work for the class. He/she should ensure that the Student Teacher is familiar with class rules/ procedures.
- Be observed by the Student Teacher for 2 weeks following the initial observation classes.

- Will observe the Student Teacher for 2 weeks following this period and provide relevant feedback to the Student Teacher.
- Must remain on the school premises when the Student Teacher is in his\her classes unless otherwise agreed with Principal.
- Will be available to meet with / be contacted by the Supervisor of the Student Teacher, where possible.
- Must regularly communicate with the Student Teacher to discuss lesson and term planning, curriculum, teaching methods, the pupils' progress etc.
- May observe and may be observed by the teacher, by arrangement with the Student Teacher, throughout the year.
- Will work collaboratively with the Student Teacher and bring any concerns regarding the Student Teacher's practice or professional conduct to the attention of the PME Mentor or Deputy Principal.
- Will provide ongoing support and guidance enabling the Student Teacher to develop professionally.
- Will retain primary responsibility for the progress of the pupils.

SUBJECT SPECIFIC STUDENT TEACHERS:

SCIENCE:

All Student Teachers must be observed during at least one practical class by a qualified science teacher.

Student teachers are responsible for performing each Science Experiment, before performing it with the students. This is to ensure that the Student Teacher is aware of all health and safety risks associated with each practical experiment.

TY STUDENTS PARTAKING IN TY WORK EXPERIENCE:

Students partaking in Work Experience as part of Malahide Community School Transition Year program are bound to the Schools Code of Behaviour while on placement. We expect our Students to behave in a responsible and respectful manner.

It is the responsibility of the Parent/Guardian to ensure proper communication with the Student's employer to ensure Child Protection Guidelines are met. It is also the responsibility of the Parent/Guardian to ensure their son/daughter is insured by the employer. Malahide Community School will be of assistance in this regard however ***this is not the responsibility of Malahide Community School.***

To ensure the placement is educationally beneficial. Parent/Guardian(s) and Students have a very important role to play.

Below are guidelines Malahide Community School requires both Parent/Guardian and Student to follow to ensure the Work Experience is a successful one for that of the Student.

- To complete the required number of days at this placement (excluding school holidays unless by prior agreement between the employer and student)
- To be in attendance for work each day for the duration of the placement and not change placement during this time without the knowledge and consent of both employer and Work Experience Co-ordinator
- To inform both the employer and the school (Mr Pat Duff) in the event of any absence from the placement and present a letter explaining same on return to the school.
- To organise the necessary travel arrangements to and from the placement
- To be punctual and well-mannered while on placement

- To be aware any inappropriate behaviour deemed unacceptable to the employer or the school can and will result in the student being withdrawn from the Work Experience Program
- To keep a daily record of the experience (required for credit for the programme)
- To bring a packed lunch or money for lunch to work while on placement
- To observe all health and safety procedures and training provided while on this placement
- To dress appropriately (including wearing protective clothing if required) for the duration of the placement
- To use this valuable opportunity to learn new skills and gain new insights into the world of work
- To return all forms/records at the end of the placement in the format as requested by the Work Experience Co-ordinator Mr Duff.

23.0 Extra –Curricular Activities (ECA) Policy

Malahide Community School strives to be a welcoming place, inclusive in intake, comprehensive in curriculum, fair and just in its structures and behaviour management strategies, and consultative in decision-making. Malahide Community School is taking positive steps to fulfill its mission in partnership with parents, staff, students and the local community.

Within this holistic approach to the provision of education, an important element in a comprehensive curriculum is the provision of a wide range of Extra Curricular Activities (ECA), including sporting, artistic, musical, cultural, literary, social/leisure and spiritual activities. These activities are a sine qua non for the school's objective of full development of students based on the core principles of self-respect and respect for others.

Policy Rationale

The school recognises that ECA represent a valuable aspect of the learning process and contribute to the development of a rounded individual. ECA supplement and complement in-school learning and activities and provide opportunities for students to broaden their horizons in ways that would not be possible with the confines of the school premises alone. This is particularly important for all pupils as ECA provide them with opportunities to explore and expand their gifts and talents in other areas.

Policy Goals:

Within the remit of modern regulatory and legislative developments in education, the ECA policy has the following goals:

- Ensure consistent approaches to the planning and implementation of ECA in the school.
- Provide the school community with a clear understanding of the role of ECA in the school.
- Enable students to take full advantage of ECA with a view to achieving a rounded education.

- Encourage parents to take an interest in and share responsibility for their children's overall development through support of the school's ECA.
- Provide teachers and other staff members with assurance and guidelines to help them with what is effectively voluntary work for the benefit of the students and the whole school community.

Policy Content:

The content section addresses the various specific issues that need to be considered. Although many of the issues will be the same as those affecting other aspects of school activity, the fact that ECA, by definition, take place either outside of school or off the school premises, or both, means that there are certain unique issues that need to be addressed. The major issues that require attention include (in no particular order):

- Proposing ECA
- Insurance
- Transport
- Health and Safety
- Behaviour and Discipline
- Supervision

Proposing ECA:

As ECA is a dynamic programme, there will be times when teachers and others have ideas for new activities that should be added. To facilitate consideration of these in a formal manner, teachers should complete the appropriate proposal form. Such a form would provide details of the following for a proposed activity:

- Proposed date, time of departure, and time of return for the activity
- Proposed itinerary
- Aims and objectives of the activity
- How these aims and objectives will be met
- Possible follow-up activities
- Breakdown of the various costs associated with the activity, and a total cost
- Any special funding available for the activity
- Cost to the students
- Provision for those who cannot afford the cost
- Supervision levels required for the activity

- A note that the activity is covered by the school's insurance

Insurance:

In the modern, increasingly litigious society, it is important that all organisations have adequate insurance coverage, including schools. Given that ECA take place outside of school hours or/and school premises, it is important to ensure that the school's insurance coverage meets any potential liabilities that may arise from ECA. At a minimum, adequate insurance, from the school's perspective will include:

- Public liability insurance to protect the school if the school's actions result in bodily injury to others, including students.
- Employer's liability insurance to cover the school from claims by employees who suffer bodily injury in the course of employment by the school for ECA.
- Group personal accident insurance to cover the school for situations where accidents occur for which the school cannot be deemed negligent.
- Travel insurance, if the activity involves overseas travel

The school will verify that the host of a particular off-campus ECA has adequate insurance, along with any company or individual transporting groups to and from ECA.

Transport:

As ECA often requires travel, transportation issues arise that should be dealt with by any ECA policy. Among the major issues here are that the form of transport chosen is appropriate for the number of people traveling and for the distance being traveled

Health & Safety:

For any school, the wellbeing of the students in its care is a top priority, and ECA create unique situations in which the health and safety issues that are part of the everyday education process take on added significance due to such factors as location and the type of activity in question. The aim of this policy is to minimise the risk of serious harm befalling a student or staff member. It is clear that bumps, bruises, and even injuries are inevitable in some physical activities and are in fact part of the maturation and development process for children. However, the following health and safety precautions that those responsible for ECA must consider:

- A medical questionnaire for parents to complete that would indicate whether a student suffers from any condition that would create undue risk by participating in a certain activity or that teachers should be aware of so that they can address if the condition's symptoms occur.
- The availability of basic First Aid boxes at appropriate ECA to have at hand to deal with minor injuries.
- Training in First Aid for teachers involved in ECA.
- A health and safety leaflet or talk to students taking part in ECA
- Good knowledge of an ECA venue from a health and safety perspective. This would cover such things as the adequacy of any equipment being supplied, the health and safety qualifications of any outside supervisors of ECA, the location of and distance to the nearest hospital, the availability of a local doctor, and emergency evacuation procedures for indoor activities.
- A thorough inspection of any accommodation that student might be staying in during ECA for proper hygiene and safety standards.
- Close supervision of students that are known to be at a higher health risk than normal (e.g. asthmatics or epileptics).
- Clear procedures for teachers on handling emergency medical situations.
- The provision by the school of reliable mobile phones to all teachers taking part in ECA
- Adequate levels of adult supervision

Behaviour and Discipline:

The success of the school's ECA programme is dependent on the good behaviour of the students involved. As a general rule, the school's existing policy on student behaviour will apply to ECA, as the students are representative of the school at such activities. However, given the nature of ECA settings, including being off school grounds and in the public view, there are certain behavioural issues that should be emphasised. The reason for this is that off-campus activities have a tendency to see pupils feel less inhibited about indiscipline and to see teachers relax somewhat in their approach to discipline. The behavioural issues that should be highlighted include

- Wearing of full school uniform unless instructed otherwise by the school.
- No smoking or alcohol consumption during ECA.
- Compliance with all instructions of bus drivers and other outside authorities with responsibility for ECA, such as instructors or guides.
- No leaving the tour group, for any reason, without permission.
- Strict adherence to any safety and health precautions associated with a particular activity.
- Agreement to take a prescribed action, such as waiting at a particular location or contacting a teacher by phone, if a student becomes separated from a group.
- The utmost respect to be shown to the public, ECA organizers, and property of others when on ECA.
- Remaining in assigned accommodation and rooms during overnight, or longer, trips

Again, as regards disciplinary procedures for transgressions of the code of behaviour while involved in ECA, the standards used within the school proper will be applied. Among the disciplinary options available to teachers should be exclusion from further ECA for cases where a student is overly disruptive or constitutes a danger to himself / herself or others.

Supervision

Recognising that teachers and other staff members give up a large portion of their own time voluntarily to ensure the success of ECA, any ECA Policy strives to provide teachers with assistance and guidance in their supervisory duties associated with

activities. Clearly, teachers have to be extra vigilant when taking children out of the school, having to pay attention to such things as road safety, behaviour on transport, risks posed by particular venues, and the health and safety of the students at all times. To this end, the following has been taken into consideration:

- Setting levels for supervisor/student ratios. These levels will vary according to the activity being undertaken, its duration, and the ages of the students taking part, but minimum ratios should be established.
- Providing teachers with such equipment as mobile phones, First-Aid kits, and emergency contact details.
- Making First Aid and safety courses available to teachers.
- Facilitating teachers in becoming “au fait” with ECA venues.

Roles and Responsibilities:

The following responsibilities for ECA have been outlined.

Board of Management:

- To ensure that the policy is developed and evaluated going forward.
- To approve the policy.
- To consider reports from the Principal/Deputy Principal on implementation of the policy
- To support and affirm teachers involved in ECA

Principal/Deputy Principal:

- To put in place the structures and procedures for the implementation of the policy.
- To monitor policy implementation.
- To support and affirm teachers involved in ECA

ECA Teachers:

- To implement the policy and provide feedback on its application.
- To keep records of ECA incidents and report these to the Principal/Deputy Principal.
- To ensure student awareness and acceptance of the policy

Parents:

- To read, understand, and support the policy.
- To provide any relevant information requested by the school regarding their children and ECA.
- To encourage their children to participate in ECA.
- To support and affirm teachers involved in ECA

Students:

- To obey all instructions of supervisors of ECA.
- To always act in a safe manner when involved in ECA.
- To acknowledge the work being done through ECA on their behalf by being always respectful.
- To gain enjoyment and fulfillment from their involvement

Success Criteria:

The following will be used to measure the successfulness of the ECA policy:

- Increased pupil participation in ECA.
- More teachers willing to supervise ECA.
- A reduction in the number of ECA injury events.
- A reduction in disciplinary incidents arising from ECA.
- More and varied activities for students to participate in.
- Reduced insurance premiums.

Monitoring Procedures:

Monitoring of the ECA Policy implementation should involve teachers reporting to the ECA Coordinator / Designated person on individual activities; the C/C coordinating this material and working with the Principal/Deputy Principal on developments and issues to be addressed; and the Principal/Deputy Principal reporting to the Board of Management on implementation success and suggestions for the future.

Review Procedures:

The policy shall be reviewed following two years of its implementation and annually thereafter, with the review team comprising the ECA Coordinator/Designated person, the Principal, and the Deputy Principal. This review should survey the views and experiences of teachers, students, and parents in relation to the success of the policy, analyse the ECA records to examine the impact of the policy on the ECA programme, and address any policy areas that need amendment or improvement.

24.0 Third Party Use of School Premises Policy

On occasion the school premises are used by outside bodies. The use of the school premises by other bodies increases considerably the exposure to claims for compensation over and above those arising from the use of the premises as a school.

Any request for use of the school facilities must be made in writing to the board of management or their appointed person i.e. Principal/Director of Adult Education

The Board of management determines the circumstances in which use may be made for community purposes of the school buildings or grounds. The Board of management will prepare regulations and conditions governing the terms on which school facilities may be used.

The Board of management will keep a record of all lettings / use of facilities by outside bodies.

The Board of management will ensure that no body is granted a lease or rental agreement or right which could in any way give occupancy rights to the user group.

Where lettings are granted, the Board of management will ensure that an agreement is entered into which takes account of the following requirements:

- Usage should not affect school work in any way.
- Lettings should not result in a net cost to the school, taking attendance of school personnel, wear and tear, heat, light and power and other overheads into account.
- Applications for use of school facilities should provide the Board of management with full information and should be from bodies which are properly constituted with a responsible person nominated to take charge of the activity.
- Caretaking arrangements need to be put in place especially to control the opening and closing of school premises.

- Health and Safety guidelines are addressed.
- Child Protection Guidelines are followed.

The Board of management may also wish to specify that the activity in question be in keeping with the ethos of the school. Persons or organisations using school facilities must be required as a first step to obtain suitable insurance cover to indemnify the school against any claims that may arise from their use of school facilities. In the case of a Parents' Association, the school's Policy may be extended, at the request of the Board of Management, to cover the Association's legal liability for damages and legal costs arising out of a school related activity which has been approved in writing by the Board of management.

Requirements regarding the hire of school facilities

Where a school offers any of its facilities e.g. halls, sports facilities for use by a third party, it is most important to ensure that the school takes all reasonable steps to ensure that it is not put in a position where they could be liable to any person who suffers damage of any kind (e.g. injury) on the school premises in connection with the activity being organised by the third party.

Accordingly, the Board of Management will adhere to the following guidelines when hiring out any part of the premises of such a school.

- An insurance policy should be affected by the third party indemnifying the school and the board of management against any claim arising out of the third party's presence on school property.
- The policy must be inspected by the school authorities and a copy retained for school records.
- It should be a condition of the permission for the third party to use the school's facilities that it gives an undertaking to notify the school of any change in cover in its insurance policy.
- It should also be a condition of the permission to use the school facility that the school be authorised to write to the insurance company requesting to be notified of any change in the policy as it affects the indemnity.

- The third party should be informed that in the event that the policy should cease, the permission to use the school facility shall be withdrawn immediately. The school authorities must be notified immediately of the cessation of insurance cover.
- Steps should be taken to ensure that persons / groups hiring school facilities are aware of their responsibilities under health and safety legislation.
- All activities carried out on school properties must comply with all appropriate legislation.

25.0 Bullying and Harassment Policy

The management of Malahide Community School is committed to a policy to treat all staff members equally in line with published Equal Opportunity Policies and the Code of Practice on Workplace Bullying 2007.

Harassment and bullying is behaviour that is destructive to a positive working atmosphere and will not be endured. All staff members have the right to working in an environment free from any form of harassment causing stress, bullying or intimidating behaviour. If any staff member experiences unwanted or offensive behaviour toward them, and makes a complaint through the identified channels, they can expect the complaint to be fully investigated and the proper outcome to be identified. Breach of this policy will lead to disciplinary action in accordance with the Industrial Relations Act, 1990 (Code of Practice on Grievance and Disciplinary Procedures) (Declaration) Order, 2000.

Bullying and harassment are not new and nor is the behaviour which they describe. What is perhaps “new” is the use of the words in the context of work and the recent recognition of the adverse effect of such behaviour on the victim and the organisation in which s/he may work. Harassment undermines the confidence and dignity of the individuals affected by it. It can also tarnish the work atmosphere where bullying is tolerated or is accepted as the norm. Harassment and bullying can occur in any kind of workplace and this policy aims to inform staff members of their rights and responsibilities under this policy.

Definition of Harassment & Bullying:

Harassment occurs if any person feels intimidated, humiliated, patronised or embarrassed by the derogatory, offensive or discriminatory remarks or actions of others. Harassment may interfere with job performance, undermine job security or create a threatening or unpleasant work atmosphere.

Sexual harassment is unwanted behaviour of a sexual nature by one staff member towards another.

Examples of sexual harassment include:

- Inappropriate jokes and pranks
- Lewd comments about appearance
- Unnecessary body contact
- Display or circulation of sexually offensive material
- Request for sexual favours
- Threat of actual sexual violence
- Threat of dismissal, loss of promotion etc. for refusal of sexual behaviours

Bullying is defined as any form of repeated, unwelcome and unacceptable conduct that could be regarded as offensive, humiliating or intimidating.

Examples of bullying include:

- Verbal abuse
- Shouting, making jokes, unfair and excessive criticism, ridicule in front of other individuals, spreading false truths about the individual around the company.
- Nonverbal abuse
- Looks, a gesture, displaying emblems on clothing, exclusion, whistling, isolation at work breaks, social events etc.
- Physical abuse
- Hitting, bodily contact that is abusive in nature, physical intimidation.

GRIEVANCES PROCEDURE:

INTRODUCTION:

The Board of Management of Malahide Community School has adopted the Grievance Procedure for teaching staff, SNAs and ancillary staff employed in Community and Comprehensive Schools as developed and agreed between ACCS, ASTI, TUI and other relevant unions

The procedure was prepared in accordance with the Labour Relations Commission's Code of Practice on Grievance Procedures and was formally agreed between the parties in May 2013. This Grievance Procedure supersedes all existing local procedures.

There is a statutory obligation on employers to provide all new employees with written details of disciplinary and grievance procedures within 28 days of taking up employment. The school will provide a copy of this Grievance Procedure to staff on appointment within this timeframe and will include the procedure in employee's induction.

POLICY:

It is the policy of the school to:

- Encourage management and staff at all levels to develop channels of communications and working relationships that will prevent or minimise the incidence of grievances.
- Endeavour to foster a working environment and working relationships in which the informal resolution of differences is the norm.
- Provide effective and fair facilities by which staff can seek redress of grievances.
- Resolve grievances fairly within the timeframes specified in the stages and at the earliest stage when a grievance/s arises.

PRINCIPLES:

The agreed Grievance Procedure provides a comprehensive method for the resolution of grievances in the interests of the avoidance of conflict. Issues raised under it will be processed in accordance with the principles of full consultation and agreement during the process and in accordance with the general principles of natural justice and fair procedures which include:

- That the employee/s concerned has/have the right to a fair and impartial determination of the issues concerned, taking into account any representations made by, or on behalf of, the employee/s and any other relevant or appropriate evidence, factors, circumstances.
- That the employee/s concerned is/are given the opportunity to avail of the right to be represented during the procedure [includes a colleague of the employee's choice and a registered trade union member but not any other person/body unconnected with the school]
- That an employee/s will not be penalised in any way for making a complaint in good faith regardless of whether or not the complaint is upheld.
- Pending the outcome to the processing of a grievance under the Formal Procedure, both parties will maintain the status quo ante which refers to and describes the position that obtained immediately prior to the decision/action/change that gave rise to (1) the collective grievance involving the majority of staff affected by the proposed change (2) the individual grievance of one employee, in which case the status quo ante refers to this employee only.
- That every effort be made to adhere to the time limits prescribed in the procedure. The time limits laid down for Stages 2, 3 and 4 under the Formal Procedure may be extended only by mutual agreement of the parties concerned.
- That all relevant documentation concerning the grievance be made available at each of the meetings at each of the stages of the procedure.

- That an employee/s may withdraw a complaint at any stage of the procedure.
- In the event that a grievance is referred to a third party (e.g. an Independent Officer nominated by the Labour Relations Commission), both sides will co-operate fully with the proceedings in accordance with the Industrial Relations Acts, 1946 – 2001.

DEFINITION OF GRIEVANCE:

A grievance may be defined as a complaint which an employee/s has concerning any aspect of his/her/their employment, working environment or professional working relationships.

The process is for the purpose of discussing and resolving matters which are not subject to the Teachers' Conciliation Council or national industrial relations fora. This procedure covers individual and collective grievances, i.e. complaints raised by an individual employee or on behalf of a group of employees.

EXCLUSIONS:

The grievance procedure does not cover:

- Matters relating to improvements in pay or existing terms and conditions of employment which are of general application, i.e. matters appropriate to the collective bargaining process or;
- Matters which will develop into a claim covered within the scope of the Teachers' Conciliation and Arbitration Scheme or;
- Matters which will form a claim for statutory entitlement where provisions already exist within the State's Industrial Relations machinery for the hearing and/or adjudication of such issues.
- Complaints of bullying/harassment or sexual harassment shall be dealt with under the agreed codes for dealing with such complaints.
- Any matter which comes within the ambit of the Department of Education and Skills CL 60/2009.
- Anonymous allegations.

- Matters which are the subject of legal proceedings.
- Matters unrelated to employment.

INFORMAL RESOLUTION OF GRIEVANCES:

Management and employee opinions may be at variance on occasion but most routine complaints are capable of being resolved on an informal basis without recourse to the formal grievance procedure.

Where a complaint arises, the parties concerned (staff member/s and management representative/s) are encouraged to strive to understand the other party's position and should seek, as far as possible, a mutually acceptable solution through informal means.

Without prejudice to his/her right to invoke immediately the Formal Grievance Procedure, a staff member who believes s/he has been treated unjustly or unfairly is encouraged to raise his/her grievance with his/her Principal as a matter of first instance, or to raise his/her grievance through an informal approach by his/her union representative.

With the agreement of all parties, the informal stage may be reverted to at any stage throughout the formal procedure, without prejudice to whatever stage the parties are at within the formal procedure. However, it is important that this action is recorded in a Statement signed by the parties to the grievance, recording the exit at the relevant stage.

MEDIATION:

Mediation, if appropriate and subject to the agreement of the parties to the grievance, is not excluded by way of a mechanism to resolving grievances at informal or formal stages.

Mediation can be at the request of either party to the grievance but has to be with the mutual agreement of both parties.

An external professional mediator may be drawn from a list approved by ACCS and the union head office/s of the member/s concerned. The Mediator appointed must be agreed between ACCS and the union head office/s of the member/s concerned.

Where the parties to the grievance agree to engage in mediation, a written Agreement to mediate between the parties must be agreed and signed before the start of mediation.

Information discussed and disclosed in the course of mediation must remain confidential to the mediation process.

Where a mutually acceptable agreement is reached following mediation, a written statement detailing the terms of the settlement, must be signed by the parties to the grievance.

In the event that mediation is unsuccessful, the grievance procedure can be re-invoked at the same stage without prejudice to the parties having engaged in the mediation process.

FORMAL PROCEDURE:

The formal procedure activates only when the grievance is set out in writing.

Stage 1

- The staff member or his/her union representative should refer the grievance to the school Principal in the first instance. The grievance should be set out in writing stating that the formal grievance procedure is being invoked and the details of the grievance. A meeting will be arranged within **5 working days** following receipt of the written notice.
- The staff member may attend accompanied by an employee representative [includes a colleague of the employee's choice or a registered trade union member but not any other person/body unconnected with the school]

Or

- Two colleagues [two representatives of school committee for TUI; the school steward and another colleague for ASTI] acting on behalf of the staff member.
- The Principal may be accompanied at this meeting by a Deputy Principal/Senior Colleague.

- At this meeting both sides shall seek a mutually acceptable resolution of the grievance.
- A statement of the outcome of the meeting shall be prepared by the Principal for signing off by both parties as soon as possible after the conclusion of the first meeting and before the start of Stage 2 of the procedure. If the matter is not resolved, it will be referred by the staff member to a Stage 2. A meeting must be held within a further **10 working days**.

Stage 2

- A stage 2 meeting shall be arranged by the Principal and attended by union representatives from outside the school, either Branch/Area representatives, or representatives from Head Office where requested by the school steward/school committee. The Principal may be accompanied at this meeting by the Deputy Principal/ Senior Colleague.
- At this meeting both sides shall seek a mutually acceptable resolution of the grievance. A statement of the outcome of the meeting shall be prepared by the Principal as soon as possible for signing off by both parties.
- If the matter is not resolved, it will be referred by the staff member to a Stage 3 meeting to be held within a further **10 working days**.

Stage 3

- The relevant trade union/Branch/Area/Head Office representative shall seek a meeting with the Board of Management of the school. The Board of Management may be accompanied at this meeting by representatives of the Association of Community and Comprehensive Schools.
- This meeting shall take place within **10 working days** of receipt of the request by the trade union to move to Stage 3.
- If the grievance is resolved by conciliation, the matter is concluded.

- If the grievance is not resolved by conciliation, the Board of Management shall adjudicate on the grievance and shall convey a decision, in writing, to the aggrieved employee and to any other party/parties concerned, within **10 working days of the hearing**.

Stage 4

- It is open to an aggrieved party to appeal the decision from Formal Procedure Stage 3 to Formal Procedure Stage 4 which will be heard by an Independent Officer nominated by the Labour Relations Commission and agreed between the respective signatories of this Grievance Procedure.
- In activating this stage of the procedure, written submissions (and supporting documentation) should be made directly to the Independent Officer within **10 working days** of the date of the issuing of the decision by the Board of Management at Stage 3.
- The written submission and supporting documentation should be simultaneously copied to the Board of Management by the aggrieved party.
- It should be clearly understood that by invoking Stage 4 of this procedure, that the emphasis involves conciliation with a view to resolution between the parties of the grievance at hand. However, in the event that this is not achieved, the parties will be subject to a decision adjudicated upon which will be binding on the parties.
- The Independent Officer will be responsible for inviting the parties to the grievance to attend an oral hearing on a date so determined by him/her but which **ideally** would not exceed **20 working days** from the date of referral by the party invoking stage 4. All documentation submitted to the Independent Officer by either party should simultaneously be copied by that party to the other party no later than **5 working days** in advance of the date of the oral hearing.
- At the oral hearing each party shall be invited to speak to their written statements (which will have been submitted no later than **5 working days prior to the oral hearing date**) following which the Independent Officer will seek to conciliate a resolution of the grievance between the parties concerned.

- Only in the event that the parties fail to reach agreement through this conciliation process, will the Independent Officer adjudicate an outcome on the grievance/s which shall be understood to be binding on the parties.
- The Independent Officer will have recourse, as s/he may require/determine, to technical advisory assistance only, concerning the specific nature of the grievance at issue. This may be undertaken by contacting both a management and union nominee understood to have particular expertise in the nature of the grievance concerned who would assist in providing advice as determined appropriate and on request only from the Independent Officer.
- A statement of the outcome of the conciliated agreement or, in the event of a binding decision having been necessitated, a statement detailing this determination, will issue **as soon as possible** to the Board of Management for implementation and copied to the party concerned to the grievance. This shall conclude the Grievance Procedure.

Every member of staff has a responsibility to ensure that harassment and bullying do not occur at any level or in any department. This individual responsibility extends to an awareness of the impact of personal behaviour that could cause offence to another member of staff and make them feel uncomfortable or threatened.

Management have a particular responsibility to ensure that the workplace is kept free from all forms of harassment and bullying so that staff may go about their work free from the threat of harassment or intimidation. As in all matters of discipline it is primarily the responsibility of management to establish and sustain proper standards in the workplace. Management will respond promptly to complaints of harassment or bullying and will deal with all complaints in an expeditious and supportive manner.

It is also the responsibility of all staff to make themselves familiar with this policy and procedure and to treat their colleagues with respect and dignity.

Note: Full procedure can be found at www.hsa.ie

26.0 Work at heights Policy

Introduction

Working at height means working in any place in the course of obtaining access to or egress from any place (except by a staircase in a permanent place of work), at or below ground level, from which, if measures required by the Work at Height Regulations 2007 were not taken, an employee could fall a distance liable to cause personal injury. These guidelines apply to all work at any height where there is a risk of a fall liable to cause personal injury. Please note that the previous ‘over 2m height’ definition of work at height has been removed from the Regulations.

In Malahide Community School, working at height includes simple tasks such as the retrieval of items from high-level shelving, putting posters up, putting decorations up, etc. as well as the higher risk activities involved in construction and maintenance work.

Examples of work activities that are classified as working at height in the Work at Height Regulations 2007 include:

- Working on a flat roof
- Erecting or working on scaffolding
- Using a ladder or step ladder for e.g. Shelf filling, window cleaning
- Working on a mobile elevated work platform (MEWP) (for example, to erect steel work)
- Working at ground level adjacent to an excavation;
- Working on formwork within an excavation
- Maintenance tasks (for example, changing lights or ceiling tiles in an office)
- Using trestles and ladders to paint or clean
- Work on staging, rigging or trestles, for example at a concert, for filming or a musical

Duties of the Board of Management as an Employer:

Malahide Community School has a duty to do all that is reasonably practicable to prevent anyone falling from a height in the course of their work. The Work at Height Regulations 2007 requires the risk of a fall to be prevented wherever a fall is liable to

cause personal injury. This means that for any height where there is a risk of a fall causing personal injury the employer must introduce measures to prevent injury.

The Work at Height Regulations require the employer to take a sensible, risk based approach to preventing falls and to ensure that:

- All work at height is properly planned and organised
- The risks from work at height are assessed and appropriate work equipment is selected and used
- All work at height takes account of weather conditions that could compromise health and safety
- Those involved in work at height are trained and competent
- The place where work at height is done is safe
- Equipment for work at height is appropriately inspected and maintained
- The risks from fragile surfaces are properly controlled
- The risks from falling objects are properly controlled

The Principal and/or Deputy Principal are responsible for ensuring that the measures outlined above are taken to ensure that staff works safely at height.

Duties of Employees:

All employees are required to be responsible for their own safety and the safety of others that may be affected by their work activities when working at height.

Employees must:

- Report any activity or defect that is likely to endanger you or another person.
- Ensure that you receive appropriate training for working at height.
- Use equipment for working at height in accordance with your training
- Comply with any instructions or procedures for working at height.

Following appropriate training; employees are responsible for using height safety equipment for e.g. safety harnesses as instructed. To carry out roof work, painting etc., employees must use scaffolding or an MEWP or height for hire equipment and must be trained in the use of the equipment before use. If height for hire equipment is brought onto the Campus only employees that are trained in FAS CSCS can use it.

Employees must restrict working at height during poor weather conditions when outdoors. Employees must ensure there is no safety issue before such work commences and allow sufficient time and manpower to complete the tasks involved in a safe manner.

Risk Assessments:

The purpose of a risk assessment for working at height is to identify the hazards and the control measures required to minimise the distance and consequences of a fall should one occur; and the work equipment required (i.e. kick stools, ladders, steps, fall arrest equipment etc). An adequate risk assessment will identify the hazards associated with working at height, who will be at risk, the likelihood and severity of harm from those hazards, the magnitude of risk, the control measures to reduce that risk and who has responsibility in ensuring the management of the risks. They must be undertaken for work at height carried out by College employees. A risk assessment also ensures that employees or contractors working at height have the appropriate training in the equipment to be used. Supervision proportionate to the findings of the risk assessment, and the experience and capability of those involved in the work will be provided.

Work equipment:

The equipment selected to work at height must be suitable. The following aspects of use must be considered when selecting working at height equipment.

- The environmental conditions in which it will be used.
- The nature of the work to be performed.
- Who will be using the equipment and training requirements.
- That the equipment meets the standard relevant to its intended use.
- All equipment must undergo a regular thorough examination by a competent person.

Falling objects:

Suitable and sufficient steps to prevent, so far as reasonably practicable, the fall of any material or object and steps to prevent any person being struck by any falling material or object which is likely to cause injury. Objects must not be thrown or tipped from height in circumstances where it will cause personal injury. Where there is an area, owing to the nature of the work at height, presenting a risk of someone being struck by a falling object, devices and warning signs preventing unauthorised persons from entering such an area must be erected.

Weather conditions:

Work at height shall only occur when the weather conditions do not jeopardise the health and safety of employees and others affected by that work.

Working environment:

Where there is an area, owing to the nature of the work at height, that there is a risk of someone falling, devices and warning signs preventing unauthorised persons from entering such an area must be erected.

Working from Ladders (including stepladders):

Working from ladders greatly increases the chances of falling compared to other methods of working at heights, such as a work platform for e.g. a MEWP. It is important to realise that there are limits to the safe use of a ladder. Most accidents involving ladders occur because these limits are exceeded. As such working on ladders should be minimised and where appropriate alternate methods introduced.

The Work at Height Regulations 2007 states that employers and users of ladders must make sure that:

- A secure handhold and secure support are available at all times
- The work can be reached without stretching,
- The ladder can be secured to prevent slipping
- The surface on which the ladder rests is stable and firm

The regulations also stipulate that anyone using a ladder or stepladder should ensure that it is marked in accordance with Irish, European or other appropriate standards.

27.0 Manual Handling Policy

Introduction:

This Policy has been drawn up with reference to the Safety Health & Welfare at Work Act 2005, the General Application Regulations 2007.

This policy outlines the measures that must be taken by both management and staff to eliminate or reduce the risk of injuries occurring and sets out guidance for the Moving and Handling of loads.

Policy Statement:

Malahide Community School recognises its responsibilities to implement as far as is reasonably practicable their duties in respect of the Safety Health & Welfare at Work Act 2005 and the General Application regulations 2007. Measures to achieve this will include suitable and appropriate ergonomic design of the workplace, operational procedures, training and the provision of mechanical aids.

The overall aim of all moving and handling tasks at Malahide Community School is to move the load effectively, safely and to eliminate injuries relating to such tasks.

Due consideration will be given to the moving and handling issues in the planning design of all new systems of work and services.

Definition of Terms:

Moving and Handling

The transporting or supporting of a load (person or object) by one or more workers which includes, lifting, putting down, pushing, pulling, carrying or moving of a load by means of hand or bodily force. The load includes, for the purposes of this Policy, students and any inanimate load e.g., all furniture, trolleys, beds etc.

Reasonably Practicable:

Is understood as, weighing out the potential risk of injury to staff and students versus the cost of supplying equipment to provide a safe working environment.

Introduction to Safer Handling

Safer handling requires a risk assessment to be made of all handling tasks, and the risk to either be eliminated or to be reduced to the lowest level that is reasonably practicable, as stated in the General Application Regulations 2007 Manual Handling.

According to this Policy, the whole or largest part of the student's weight should never be lifted manually except in life threatening situations. They should be encouraged to assist in their own transfers. Appropriate equipment and furniture should be used correctly to reduce the risk of musculoskeletal injury.

Scope of the Policy:

This Policy applies to all staff employed by Malahide Community School, contractual workers, voluntary workers, agency workers, and any other individual accessing school premises for work purposes. Breach of this policy may lead to disciplinary action.

Ergonomic approach:

All written risk assessments must be accessible to staff and incorporated as part of the daily care plan.

Sickness/absenteeism:

All staff who are absent from duty due to a Moving and Handling injury should follow the appropriate school Policy which is available through the office.

Monitoring review and audit:

This policy will be monitored by the designated person and reviewed at least every 3 years, or earlier in light of any relevant changes.

28.0 Display Screen Equipment Policy

General

Much research has been carried out on the question of Visual Display Units and the work environment. Given the School's policy of safeguarding the health and safety of all its employees and providing a safe working, the following guidelines should apply. This guideline should be operated and adopted at local level to best suit the special requirements of each School/Unit in consultation with staff.

Training and Development:

The Board of Management will ensure that developments take place with due emphasis being given to prior discussions between management and staff and further ensure that adequate attention is paid to training and development. Given that the School has the responsibility for ensuring that adequate training and development procedures are effective, management should ensure that staff are involved in developments relating to their School and should also ensure sufficient emphasis is placed on training so that staff can competently cope with the development.

Environment:

The school has the responsibility for maintaining a safe working environment and in co-operation with staff, should ensure that the physical working environment is such as to obtain effective working in an acceptable and safe environment. The following guidelines should, in general, be observed:

i) Equipment: (character dimensions, character generation, refresh rate, contrast, colours, keyboard design etc.)

Full regard should be had to the manufacturer's operating instructions, the operator should ensure that the machines are kept in a good state of repair and cleanliness; in general the display should present an image to the operator that is both clear and stable; corrective action should be taken immediately if any faults or problems arise. Due regard should also be had by both the University and the operator of the machine specifications.

ii) Working Environment: (lighting, glare, noise, heat etc.)

The illumination provided should be adequate but not excessive, due regard being had to the manufacturer's guidelines in this respect; the possibility of glare and reflection should be avoided e.g. by positioning the operator in front of an uncluttered surface and away from windows with the VDU screens at right angles to the incoming light; care should be taken to avoid the area becoming excessively hot from heat generated by the VDU terminal; attention should be paid to minimising excessive noise arising from ancillary equipment and other sources. Although believed to be totally insignificant, where requested the level of radiation can be assessed and monitored.

iii) Design of Workplace:

The workplace should be designed to take due account of the individual; the equipment should give the operator sufficient room to spread materials needed for the work in progress and to adopt a comfortable posture in the relevant work activities; if at all possible the seating should be adjustable to suit the individual operator, the more components of the workplace that can be adjusted by the individual operators to suit themselves the better.

Equipment:

All equipment should be kept in good working order with the brightness/contrast of the screen being adjusted to the level which best suits the environment and the operator. Any maladjustment, flickering etc. should be reported by the operator to Head of School/Unit so that maintenance can take place.

Eye Tests:

It is likely that a staff member will be involved in continuous operation of VDU's a full eye test should be given prior to employment. Staff currently operating VDU's on a continuous basis will be given the option of having a full eye test at yearly intervals. These eye tests will be carried out by a School nominated specialist and the cost of the test will be borne by the School.

Breaks from Continuous viewing:

In most tasks, natural breaks or pauses occur as a consequence of the inherent organisation of the work. These informal breaks help to maintain performance by preventing the onset of fatigue. The school should ensure as far as is practicable, that jobs are designed to permit natural breaks or changes in the pattern of activity, as an integral part of the tasks to be performed. Conscious of the need for variety in work duties, it is recommended that staff engaged in the continuous operation of VDU's should have breaks away from the screen at other work for a maximum of a half an hour in every 3 hours. The operation of this guideline should be adopted at local level to best suit the special requirements of each school in consultation with staff.

Special Safeguards:

- Pregnant women should have the option of not operating VDUs as far as reasonably practicable
- Staff suffering from photo sensitive epilepsy should seek medical advice before working on VDU's.
- Staff continually operating VDU's should be advised that certain drugs such as Valium and Librium affect the speed of eye movement and could lead to eye fatigue.

Review:

A review of this policy will be conducted on a yearly basis or significant change in work practice, layout or design.

29.0 Lone Working Policy

This policy is designed to guide all staff and contractors on the procedures required for lone or out of hours working.

1. Nothing in this policy shall supersede in whole or in part the duties of employers or employees under the following:
 - Existing statutory provisions relevant to health, safety and welfare at work act 2005
 - Common law
 - School Safety Statement
2. Malahide Community School strongly recommends that in the interest of health, safety and personal security, lone / out of hours work should only be undertaken when absolutely necessary and no other alternatives are available
3. Lone working/out of hours working is defined as follows
Any work undertaken outside of normal school working hours
4. The Following Risk Categories apply to Lone / Out of Hours Working

Category A Risk (Unacceptable)	Activities to be carried out 9am – 5pm Mon – Fri only
Category B Risk (High)	Activities to be carried out only by experienced staff with competent 'Buddy' in attendance
Category C Risk (Medium)	Activities to be carried out by sufficiently competent staff (may or may not require Buddy)
Category D Risk (Low)	Activities to be carried out by any staff member (e.g. computer work)

PROCEDURES:

1. The Principal or a designated person is responsible for drawing up a master list of typical out of hours working activities, undertaking a risk assessment for each activity, and categorising the risk associated with those activities in accordance with the definitions contained in above.
2. Based on an assessment of their experience and knowledge, each staff member will be defined as competent for a range of activities within the risk categories established. This assessment will be completed by a competent person
3. Staff members will be considered competent to engage in Category D activities. Staff members must be authorised by the principal or designated person to engage in Category B & C activities out of hours.
4. All persons requiring ‘Out of Hours’ access must have completed a Safety and Security Induction prior to commencing Lone working activities
5. The School Safety Officer will hold the master record of activities, associated risk categories and defined competencies. He/She will also retain an up to date listing of all of those who have attended the Induction.
6. Once an activity is on the master list, and the user defined as competent, the simple approval form should be authorised by the School Safety Officer or an appointed representative in order to permit lone/out of hours working.
7. Where a proposed ‘out of hours’ activity has not been previously risk assessed (not on Master list) the principal must ensure a risk assessment is carried out, categorise the risk and assess the competence of the person. In consultation with the School Safety Officer (if one has been appointed), that activity & associated risk category can then be added to the School Master list.
8. Where the Fire alarm is activated in the building after hours, those evacuating the building must assemble at the building fire assembly point. Otherwise emergency services will assume that they are still in the building.
9. In order to ensure the safety and security of persons working in buildings ‘out of hours’, access to each building is strictly limited to those authorised by the School concerned. Authorised persons must not admit any other person to the building out of hours.

Breaches of the above procedure will result in sanctions including revocation of out of hour's access rights

30.0 Substance Use Policy

Introduction

A drug can be defined as a chemical, which causes changes in the way the human body functions mentally, physically or emotionally. For the purpose of this policy we are concerned with drugs which have the power to change a previous mood and the way a person thinks about things and drugs or which the taker may become physically or more often psychologically dependent.

The school sees itself as having a role in the process of enabling students to increase control over and improve their health. We endeavour to promote the wellbeing of students by:

1. Providing a safe and healthy environment.
2. Promoting positive health behaviours.
3. Increasing knowledge about health.
4. Promoting the self-esteem and self-awareness of students.
5. Working in partnership with the parents and pupils.

To this end, in response to the encroaching drug culture in our society we feel the need to implement a comprehensive policy to address the problem of substance misuse.

The Policy will focus on: -

1. Strategies for prevention of substance misuse problems i.e. Walk Tall,
2. S.P.H.E.
3. Procedures for dealing with drug incidences in the school.

4. Guidelines and information for teachers to improve their response to the problem of substance misuse.

This document should be read with the Code of Behaviour /Discipline policy of the school.

Implementation of the Policy:

The policy will be available from the principal to the Board of Management, Teachers and other staff members. Parents and guardians will be made aware of the policy on enrolment of their child in the school. Malahide Community School has made policies accessible to Parents via the school website. Enrolment will be on acceptance of this and other school policies.

The policy will be regularly evaluated and updated where necessary.

The school wishes to make clear that the primary role of substance misuse prevention rests with the parents.

Prevention:

Smoking Policy

- Malahide Community School is a non-smoking area.
- Students are not permitted to smoke or possess cigarettes on the school premises or in any other place.
- The entire school campus is a “Smoke Free Zone.”
- Visitors must comply with the non-smoking policy.
- Students found smoking on school premises or in school uniform will be reported to the relevant Year Head and parents will be informed.

- Tobacco will not be permitted as a prize for school raffles.

Alcohol Policy:

- Malahide Community School is an alcohol free area.
- Students are not be allowed to bring alcohol into the school or to consume alcohol in school or during any school activities at any time.
- If a teacher is of the opinion that a student is under the influence of alcohol, she/he will immediately inform the relevant Year Head or member of Senior Management and consult on what action should be taken.
- Where a student comes to school under the influence of alcohol, their parents will be called in to take them home.
- Students breaking these rules will be dealt with according to the school's disciplinary procedure.
- Alcohol will not be used as prizes in school raffles.

Illicit Drugs and Solvents Policy:

- Students are forbidden from being in possession of or using illicit drugs or solvents in the school premises.
- Illicit drugs found on school premises should be locked away and the Gardaí contacted to dispose of them. Teachers are advised not to transport illicit substances at any time.
- If a teacher is of the opinion that a student is under the influence of illicit drugs or solvents, he/she will immediately inform the Principal and consult on what action should be taken.
- Where the school suspects trafficking of illicit drugs, an investigation will be carried out. Parents of any student involved will be informed. The advice and assistance of the Garda Juvenile Liaison Officer will be sought.

- The school Board of Management will expect Parents to inform the Principal or Teacher if they suspect their child of drug taking.

31.0 Child Protection Policy

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in accordance with the requirements of the Department of Education and Skills' 'Child Protection Procedures for Primary and Post Primary Schools', the Board of Management of Malahide Community School has agreed the following child protection policy:

1. The Board of Management has adopted and will implement fully and without modification the Department's 'Child Protection Procedures for Primary and Post Primary Schools as part of this overall child protection policy.
2. The Designated Liaison Person (DLP) is Mr. David Hayes (Principal)
3. The Deputy Designated Liaison Person (Deputy DLP) is Ms. Jean Marie Ward (Deputy Principal)
4. In its policies, practices and activities, Malahide Community School will adhere to the following practice in child protection and welfare:

The school has officially adopted the updated DES Child Protection Procedures for Primary and Post-Primary Schools, 2017.

The school has also officially adopted the 'Children First: National Guidance for the Protection and Welfare of Children', Dept. of Children and Youth Affairs, December, 2017.

The school has completed a Risk Assessment Statement and has a Child Safeguarding Statement in place. All School Personnel are currently being trained in the new Child Safeguarding Procedures. Staff have completed the Tusla eLearning Programme and will have completed the mandatory PDST eLearning Programme in this area, shortly. Staff will receive further training in the new Child Safeguarding Procedures on March 20th, 2018.

The school will:

- Recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations.
- Fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters.
- Adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect.
- Develop a practice of openness with parents that involve consulting them about issues that concern their children.
- Fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

- The following school policies support our Child Protection Policy – the Code of Behaviour, Anti-bullying Policy, Pupil Attendance Strategy, Health and Safety Statement, School Trips, Pupil Work Placements at post primary school.
- This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents via school website or upon request. A copy of this policy will be made available to the Department and the patron if requested.
- This policy will be reviewed by the Board of Management once in every school year.

32.0 School Code of Behaviour

MALAHIDE COMMUNITY SCHOOL

VISION

Malahide Community School aspires to engage, inspire and enthuse learners.

We are a school that believes in creativity, critical thinking, communication and collaboration to develop an understanding of the world. We encourage lifelong learning to prepare the whole school community for change and innovation as 21st Century citizens.

MALAHIDE COMMUNITY SCHOOL'S CODE OF BEHAVIOUR

Teachers, students and parents have rights and responsibilities and it is integral to the ethos of the school as a caring community that mutual respect and tolerance should characterise all relationships in our school. Effective learning depends on an orderly atmosphere in which students find encouragement to learn and have appropriate learning targets set for them. It is important that the learning environment of students encourages intellectual and emotional exploration so that they can develop their potential to become responsible self-actualising young adults. A good relationship between teachers and students makes it easier and more enjoyable for teachers to teach and for students to learn. As a school, we aim to promote a genuine interest in learning and we endeavour to create a positive learning environment where mistakes can be used as learning resources, without undermining confidence.

Roles and Responsibilities:

Malahide Community School acknowledges the contribution of all members of our school community. It is everyone's responsibility to promote good behaviour and minimise negative behaviour.

33.0 Students:

Students are expected to uphold the code of behaviour at all times.

34.0 Parents:

The central role of parents/guardians in the development and implementation of the code of behaviour is acknowledged. All parents are asked to sign that they have agreed with the code before sending their son/daughter to our school and to further support the school by signing the code in the school journal each year.

35.0 Staff:

The teaching staff play an essential role in the successful operation of our code. The important role played by the teaching and non-teaching staff particularly in relation to encouraging positive behaviour and reporting incidents of misbehaviour is also acknowledged.

36.0 The Board of Management:

All policies are developed with the authority of the Board of Management. The school acknowledges the role of the Board as the decision making body and its contribution to the Code of Behaviour. While individual members of the Board are not responsible for the day to day running of the school, the Board is the body to whom parents and students over the age of 18 may appeal, in writing, in cases of suspension or expulsion.

Please note that CCTV cameras are placed strategically around the school for the safety and security of students and staff

Setting Standards

In general, we aim to encourage our students to develop a sense of responsibility for themselves and towards others. This should be reflected in their attitude to work and to their behaviour in school. We expect students to conduct themselves with respect for the worth, self-esteem and reputation of others. Students should behave at all times in a manner appropriate to the ethos and inclusivity of our school. They are expected to be positive and cooperative in their dealings with members of the school community.

Our school respects, values and accommodates diversity across all nine grounds named in the Equal Status Act: gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Anyone who studies in, works for or visits our school should be dealt with in a courteous manner. We aspire to work with parents at all times to achieve these standards.

In keeping with our ethos and standards all our school rules may be summarised in three simple phrases:

- **Respect Yourself**
- **Respect Others**
- **Respect Your Environment**

These should be kept in mind as you read the school's rules and regulations. The main reasons for having school rules are:

- To ensure safety.
- To create an orderly atmosphere (in which students can benefit from their learning experiences) which supports teaching and learning.

The rules have been divided into the following categories:

Respect for Self and Others	Attendance and Punctuality
School Uniform and General Dress	Safety

The following are the school rules:

Respect for Self and Others

R1 The Teacher's authority must be respected at all times. All students must comply with teachers' instructions at once and without argument.

R2 Insolence or disrespect of any kind is strictly forbidden.

R3 Teachers have the right to teach and students have the right to learn in an atmosphere which is free from disruption. Those rights must not be impeded by the misbehaviour of any student.

R4 Deliberate physical violence or verbal abuse is strictly forbidden, as are all forms of bullying and harassment and may result in immediate suspension.

R5 Vulgar or crude language is never acceptable from anyone in our school community.

R6 Students are not allowed to have **mobile phones** switched on in the school during school hours. The use of cameras and/or the camera facility on mobile phones is forbidden on school grounds at all times. Any student found using a mobile phone during school hours is liable to have it confiscated. The phone will be given to the appropriate Year Head for safe keeping and will be returned to the student on Friday afternoon. Repeated flouting of the rule may lead to longer periods of confiscation.

R7 Circulating or publishing (including on the Internet) material recorded without consent with the purpose of humiliating, undermining the reputation of or causing damage to another person, whether considered a "joke" or not, may be considered as a serious breach of discipline. This could result in suspension or expulsion from school depending on the circumstances.

Respect for Property:

R7 Students are responsible for the care of their own property. All personal property must be marked with the owner's name. Those who carelessly mislay property should not subsequently claim that it was "stolen". It is the student's responsibility to check the Lost Property room for missing items.

R8 Students must respect the property of others. Those who take or borrow the property of others without permission are liable to serious sanctions.

R9 Vandalism against property is a serious anti-social act which spoils the environment for everyone. Any act of vandalism against the property of the school or of any person in the school is regarded as a serious offence and will be dealt with accordingly. Sanctions ranging from cleaning duties, financial compensation, suspension or other penalty as deemed appropriate by the school authority may be imposed against anyone responsible for such an offence.

Respect for the School Environment

R10 Chewing gum is not allowed in school. Any student using chewing gum is liable to community-based cleaning duty.

R11 Littering the school or school grounds is forbidden and students found littering are liable to community-based cleaning duty.

R12 Students are only allowed to eat or drink in the canteen, outside the building or in designated classrooms, not on the corridors or stairways. Students who avail of the canteen must behave in a manner that allows others to eat their food in a pleasant atmosphere and students must tidy up after themselves.

R13 iPods or personal music players should not be switched on during school hours. Any student found listening to a music device during school hours is likely to have it confiscated under the same conditions applicable to mobile phones.

R14 Students who have **school lockers** must accept the following conditions:

- a. No food or drink of any kind to be left in a school locker.
- b. Lockers are liable to inspection at any time.
- c. Re-programmable locks are provided to students for use with lockers. These locks must be returned at the end of each academic year.
- d. Students are responsible for all property left in their lockers
- e. Students should report any irregular interference with their lockers to their Year Heads.
- f. Students are only allowed go to their lockers before and after school and at both break times.
- g. Anyone infringing the above regulations may not be reallocated a locker.

Please note: Students whose behaviour is regularly inappropriate in school and consistently below the accepted school standard may be excluded from school activities, sports and trips.

Attendance and Punctuality

A1 Students must be on campus at 8:40 a.m. to be on time for registration at 8:45.

A2 Students are required to swipe in using their student I.D. card upon entering the school building. Students who are unable to do so, for any reason, must register with their Year Head or Class Tutor. **Registration is the sole responsibility of the individual student.** Those who fail to register will be recorded as absent and a text message will be sent to parent/guardian. If a message is sent in error, it is the student's responsibility to provide evidence to the Year Head that the error has occurred so that it can be corrected. Parents are informed on school reports about

the accumulated number of absences and may request an update at any time by contacting the appropriate Year Head.

A3 All students are required to have a journal with them while in attendance at school. This is the principal means of written communication between school and home. A note of explanation should be written in the school journal to account for late arrival, or the full-day or part-day absence of a student. Parents are required by the Education Welfare Act (2000) to provide an explanation for each absence. It is not sufficient merely to confirm the absence as follows: "my son/daughter was out".

A4 Students are required to attend all classes punctually and regularly.

A5 Students are required to sign in at the appropriate Year Head's office if they arrive in school after 8:45 a.m. and to sign out at the office if they are leaving early - after they have received permission from their Year Head, one of the Deputy Principals or the Principal.

A6 If a student should feel sick during the school day, the student must report to his/her Year Head, a Deputy Principal, or to the office. Under no circumstances is a student to contact a parent and arrange to be collected from the school without going through the appropriate procedures. Students must ensure that they sign out before they leave the school.

A7 The written permission of a teacher is required if a student is absent from any timetabled school activity.

Please note: We are obliged under the Education Welfare Act (2000) to report to the NEWB (The National Education Welfare Board) any student who is absent for more than 20 school days.

School Uniform and General Dress

U1 All students must wear the prescribed uniform including the school jacket and black or navy leather shoes. The school shirt must be worn and be visible at all times. A short sleeved plain white t-shirt may be worn under shirts - no other colour. All items should be in good order and adequately identified with the owner's name.

U2 Body piercing is not acceptable. The only items of jewellery allowed are the following: No more than 3 stud earrings worn in the ear, one ring or bracelet and a watch.

U3 Student's hair must be clean and neat; extreme hairstyles are not allowed.

U4 Neat beards are permitted for boys.

U5 The wearing of makeup is discouraged. If students insist on wearing makeup it must be discreet. Students wearing inappropriate makeup will be instructed to remove it.

U6 Leggings are not acceptable attire. They are not to be worn under any circumstances in school or on school activities.

Please note: Students who repeatedly and deliberately do not comply with the school's uniform code are liable to be excluded from the school until they do so.

Safety

Smoking: Parents and Students should be aware that smoking has been illegal in schools under the Tobacco (Health & Protection) regulation 1990 and now under the more recent Public Health (Tobacco) Acts. The maximum fine under the recent legislation is €3000.

S1 Smoking, including e-cigarettes, is strictly prohibited anywhere on the school campus, during school activities or at any time while in school uniform and the possession of lighters/matches/cigarettes is prohibited. Students found smoking are liable to serious sanction including suspension for up to five days.

S2 Alcohol or other mood-altering substances: Any student found either in possession of or under the influence of alcohol or other mood altering substances, either in school, on a school activity or at any time while in school uniform is liable to serious sanction up to and including expulsion. Medication prescribed to a student by a medical professional is not affected by this rule.

S3 Those who remain in the company of students who smoke or use alcohol or other mood altering substances and make no obvious effort to leave the scene will be liable for serious disciplinary sanctions.

S4 If a teacher suspects that a student is in possession either of a prohibited item (cigarettes, alcohol, etc.) or of the property of another, the teacher is entitled to require the student to empty his/her pockets and/or bags for inspection. This

should be witnessed by another member of staff. A student who refuses to submit to such an inspection faces serious sanction.

Safety Rules:

Students are responsible - i.e. answerable to school authorities - both for their own safety and for the safety of others. Please refer to our school Health and Safety policy. School Rules cannot cover every possible circumstance. The following list of safety rules is not exhaustive and should be taken as examples.

S5 Think Safety. Rough boisterous play anywhere on the school campus and running on the stairs or corridors are not allowed.

S6 Safety equipment such as fire alarms, fire extinguishers, CCTV cameras and first-aid kits are distributed throughout the school. Abuse of such equipment is a serious offense and will be dealt with accordingly.

S7 Disruptive or unsatisfactory conduct on a bus or train either travelling to or from school, on a school activity or at any time while in school uniform will be dealt with as a serious breach of school rules.

S8 Students are not permitted to bring a car or any motorised vehicle onto the school campus without the permission of the school authorities. Students should formally write to the school Principal for such permission.

S9 Laser pointers and laser pens are prohibited

Supporting the Code of Behaviour in our school

This code mirrors our ethos which supports positive behaviour in the following ways:

- We make the student the focus of school life through our wide and varied curriculum, which includes: sampling in 1st year; open choice of optional subjects in 1st and 5th years; Transition Year and LCVP, as well as the traditional Leaving Certificate.
- In classes and programmes such as SPHE, CSPE and RE which deal directly with the personal and social life of the student we encourage respect, tolerance, a sense of fairness and an understanding of the principles of natural justice.

- Through the collaboration of the parents and the whole school community we endeavour to create a positive climate of learning, respect and cooperation which encourages and challenges students to take responsibility for their own learning.
- There is a whole-school response to the academic, social and spiritual needs of our students. They are supported by the teachers, Tutors, Year Heads, Guidance Counsellors, Chaplain, and the Student Support team.
- Students are involved in the democratic process of the school through the Student Council and the Prefect System.

The following are examples of some of the methods we use to reward and encourage good behaviour:

- Positive comments by subject teachers, tutors and Year Heads.
- Positive comments by Deputy Principals and Principal.
- Positive notes home to parents in the journal.
- Display of students work.
- Whole class trips with tutors.
- Inter-class competitions for tidiness, punctuality and attendance, with class prizes.
- Commendations at the Merit Awards.
- Positive References when they leave school.

Strategies for early intervention in response to inappropriate behaviour

- Discussing their behaviour with a student after class
- A simple reprimand
- Changing a student's location in the classroom
- Extra schoolwork
- Discussing the student's behaviour with the tutor
- School community tasks such as picking up litter, cleaning graffiti off desks etc.
- Detention on a Wednesday or at the end of a school day. Students are given at least one day's notice of detention. The fact that it may be inconvenient to do detention on a particular day will not excuse a student from this punishment. Should a student fail to turn up to Detention, he/she may be required to do a

double detention and/or parents may be required to call in person to the school before that student is readmitted to class.

- **Notes to parents:** All students must have a homework journal which may be requested by teachers in order to write notes to parents. All notes must be acknowledged.
- **Referrals** to Year Head, Deputy Principal or Principal as appropriate

SANCTIONS

Depending on the seriousness of the behaviour the school uses the following sanctions to deal with serious misbehaviour and breaches of rules:

- **Progress Report:** in the case of students whose work is unsatisfactory
- **On Report:** where a student's behaviour and/or academic work is closely monitored until an improvement is achieved.

Note that the distinction between a Progress Report and an On Report is that the latter implies that a student's misbehaviour accounts for being put on such a report. The Progress Report implies unsatisfactory academic progress.

1. Parents may be contacted to discuss the progress/behaviour of their children.
2. Students may be required to sign contracts of behaviour (countersigned by parents/guardians). Failure to honour such contracts may result in suspension.
3. **Suspension:** In the case of a serious breach of school rules, persistent misbehaviour, bullying or serious aggression against any member of the school community, a student may be liable to suspension. The authority to suspend has been delegated by the Board of Management to the Principal or, in her absence, to the Deputy Principals.
4. Parents are contacted to discuss the sanction before formal issuing of a suspension letter. Parents have the right to appeal a suspension to the Board of Management.
5. **Permanent Exclusion:** In extreme cases where a student is putting the health and safety of other students at risk or persistently preventing other students from learning it may be necessary permanently to exclude the student from the school. Exclusion would usually happen after many of the above steps had been followed.

In many cases outside agencies would be involved in the decision. These might include National Educational Psychological Service (NEPS) through the School Psychologist; Social Workers from the HSE or Child Guidance Clinics; the Gardai, through the Juvenile Liaison Officer; National Educational Welfare Board (NEWB) through the local Education Welfare Officer; or Psychiatrists. Parents have the right to appeal against permanent exclusions and suspensions of more than an accumulated 20 days under section 29 of the Education Act 1998 and the Education Welfare Act 2000.

Note: The school authorities take no responsibility for students who leave school premises at lunch-time (i.e. 1.10 – 1.50 pm).

PE Participation

In order to address the growing concern over the fitness levels of adolescents we require that all our students bring suitable gear in order to fully participate in their PE classes/Sports modules throughout the year.

PE uniform (available to purchase in school in September) is required for all students from 1st to TY.

SCHOOL POLICY ON BULLYING:

All students of Malahide Community School have a right to enjoy a safe and happy learning environment. For this reason bullying in our school is totally unacceptable and will not be tolerated.

For the full updated policy please see the ‘Policies’ section of the school website; www.malahidecs.ie.

Bullying may be defined as repeated verbal, physical or psychological aggression conducted by an individual or group against others. More simply it may be described as any behaviour which takes the dignity away from another person. Repeated name calling or ‘slagging’ is a very common form of bullying. Another example would be deliberate isolation of another student.

Cyberbullying:

Cyberbullying can be an extension of face-to-face bullying, with technology providing bullies with another route to annoy their target. However, it differs in several significant ways from other kinds of bullying - the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; the false idea that the Internet is an anonymous space; and even the profile of the person doing the bullying and their target.

Cyberbullying, like all bullying, should be taken very seriously.

There are steps you can take to protect yourself:

- 1. Always respect others:** Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send.
- 2. Don't retaliate or reply:** Replying to bullying messages, particularly in anger, is just what the bully wants.
- 3. Think before you send:** If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?
- 4. Save the evidence:** Learn how to keep records of offending messages, pictures or online conversations. These will help you show to others what is happening and can be used by the school, internet service provider, mobile phone company, or even the police to investigate the cyberbullying.
- 5. Block the Bully:** Most responsible websites and services allow you to block or report someone who is behaving badly.

- 6. Make sure you tell:** You have a right not to be harassed and bullied online. There are people that can help. Tell your school. Your teachers or tutor can support you. Tell a parent or an adult you trust. Tell the provider of the service you have been bullied on (e.g. your mobile-phone operator or social-network provider).
- 7. Finally, don't just stand there:** If you see cyberbullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?
- 8. Treat your password like your big secret:** Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

MALAHIDE COMMUNITY SCHOOL'S ANTI-BULLYING POLICY:

- In our school everyone is valued
- Difference of any type, religion, appearance, personality, sexual orientation, background or interests does not make it acceptable to bully a student
- The students of this school have the right to be themselves and the responsibility to treat others as they would like to be treated
- Silence allows people to suffer
- We speak out when we know we should
- If you are bullied keep telling until someone helps you
- A RECORD OF INCIDENTS WILL BE KEPT
- APPROPRIATE PROCEDURES WILL BE FOLLOWED IN THE EVENT OF ANY REPORTED BULLYING INCIDENTS
- STUDENTS WHO PERSISTENTLY BULLY MAY BE SUSPENDED

You must not:

- HURT ANOTHER PERSON PHYSICALLY OR EMOTIONALLY –THREATEN OR INTIMIDATE DELIBERATELY EXCLUDE OR ISOLATE

ICT Acceptable Usage Policy (AUP)

& iPad and eBooks Code of Behaviour:

ICT Acceptable Usage Policy (AUP)

The role of ***Information and Communications Technology systems*** (ICTS) in MCS is to support and promote learning. The use of ICTS is a school resource and its use is considered as a privilege not a right. ICTS cover a wide range of resources and technologies; including; web-based and mobile learning. Whilst exciting and beneficial both in and out of the context of education, many ICTS, in particular web-based resources, are not consistently policed.

All users need to be aware of the range of risks associated with the use of these Internet technologies. MCS understand the responsibility to educate our pupils on eSafety issues and aim to teach the appropriate behaviours and critical thinking skills necessary to enable our pupils remain both safe and legal when using the internet and related technologies, in and beyond the context of the classroom.

This AUP includes the use all technologies owned by the school and by pupils and staff, whilst on the school premises. This ICTS AUP and iPad and Ebooks code of behaviour should be read carefully to ensure that the conditions of use are accepted and understood and signed. Access to the schools systems will be denied to students unless this policy is signed by the student, their parents/guardians and their tutor. In relation to the use of the Internet and the Google Apps for Education accounts all students must follow the code below:

Students will not:

- Intentionally visit Internet sites that contain obscene, illegal, hateful or otherwise objectionable materials.
- Send or receive any material that is illegal, obscene, and defamatory or that is intended to annoy or intimidate another person.
- Reveal their own or other people's personal details, such as addresses or telephone numbers or pictures.
- Arrange a face-to-face meeting with someone they only know through emails or the internet.
- Download files or images not relevant to their studies

- o will not undertake any actions that may bring the school into disrepute
- o Copy information into assignments and fail to acknowledge the source.
- o Publish work of no educational value as decided by the classroom teacher.
- o Publish work that is illegal, obscene, defamatory or that is intended to annoy or intimidate another person

Students will:

- o Report accidental accessing of inappropriate materials.
- o Only have access to chat rooms, discussion forums, messaging or other electronic communication fora that have been approved by the school.
- o Report any inappropriate or intimidating use of school email Accounts
- o Will use the Internet for educational purposes only.
- o only publish work in accordance with clear policies and approval processes regarding the content that can be loaded to the school's website
- o Only publish work that is their own creation and that does not infringe on copyright laws.
- o Pupils will continue to own the copyright on any work published.

Students will be aware that any usage, including distributing or receiving information, school-related or personal, may be monitored for unusual activity, security and/or network management reasons.

The School's Web space:

- Will be monitored and checked to ensure that there is no content that compromises the safety of pupils or staff.
- The school will endeavour to use digital photographs, audio or video clips of focusing on group activities. Content focusing on individual students will not use a named identifiable image.
- The school website will avoid publishing the first name and last name of individuals in a photograph.
- The school will ensure that the image files are appropriately named – will not use pupils' names in image file names or ALT tags if published on the web.

Non-school sanctioned Personal Devices:

- Pupils using their own technology in school, such as leaving a mobile phone turned on or using it in class, sending nuisance text messages, or the unauthorized taking of images with a mobile phone camera, still or moving is in direct breach of the school's acceptable use policy.

The school also reserves the right to report any illegal activities to the appropriate authorities.

Code of behaviour governing the use of iPad's and eBooks

The purpose of this code is to govern the use of iPads and ebooks by students in MCS. This code is informed by and serves as an extension of the following School policies: the School ethos, Code of behaviour and ICT acceptable usage policy. Respect is the fundamental core principle upon which this code of behaviour is based. The role of the iPad in the school context is a tool to support learning.

General iPad Rules:

1. The school reserves the right to decide on the appropriateness of available Apps. Any Apps deemed inappropriate will not be permitted on students' iPads. Students and their parents will be advised of prohibited Apps. At present **Snapchat** and **YikYak** are prohibited.
2. Students are strictly prohibited from inappropriate use of the camera on the iPad. No video, image or audio recording are to be taken unless specified and supervised by a teacher. Breaching this rule is a serious disciplinary offence and may result in suspension.
3. The images, videos, music and apps on a student's iPad must be appropriate and in keeping with the school's ethos. Sharing inappropriate material, images or videos is a serious disciplinary offence.
4. As part of students' homework and school preparation their iPads must be charged fully each evening, ready for class the following morning. Students will not be allowed charge their iPads in school.
5. Students may not use their iPads to communicate with anyone, inside or outside school, unless directly instructed to do so by a teacher, during the school day.
6. An MDM (multi device management) profile has been installed on all Students iPads by Wriggle at deployment. Students are not permitted to remove it. Students are strictly prohibited from installing any other profiles such as VPN (virtual private network) or games emulators on their iPads.
7. iPads are not to be used in between classes or at break times or at any time where the teacher has instructed the class not to use them.
8. All iPads must be stored in a locked locker at lunchtime and during PE.

9. Students are responsible for the safety and protection of their own iPad and that it is kept away from liquids or likely damage. If the iPad is lost or misplaced.
10. No student should request the use of another student's iPad. Students should not swap iPads or lend their iPad to anyone.

iPad Classroom Rules:

1. iPads are only to be used for Educational use and in adherence with the MCS's Acceptable Usage Policy and as directed by the classroom teacher.
2. Only the apps specified by the classroom teacher are to be open during class periods.
3. The iPad should be kept flat on the desk at all times, or as directed by the classroom teacher.
4. Students should close all apps at the end of each class.
5. No video, image or audio recording are to be taken unless specified by the classroom teacher.
6. Students may not use their iPads to communicate with anyone, inside or outside school, unless directly instructed to do so by a teacher, during the school day.
7. Audio output from your iPad is only permissible when requested by the classroom teacher.
8. No student should request the use of another student's iPad.
9. Students may not swap iPads or lend their iPad to anyone.

Sanctions:

The following sanctions may be applied as a result of breaching the AUP and iPad Code of behavior. The application of these sanctions is at the discretion of the classroom teacher and the yearhead.

- Confiscation of the iPad
- Removing access to Wifi
- Removing access to an app or function of the iPad
- Deletion of an app
- Canteen duty
- Detention
- Suspension

Support Procedures:

Technical Issues: If a student's *iPad* is not functioning students may:

- Bring their *iPad* to the weekly Wriggle *iPad* clinic in school. The technician may be able to resolve the issue on the spot or may need to bring the *iPad* away for repair.
- Contact Wriggle via the '*Wriggle Help*' app installed on all student *iPads* and if necessary arrange to have the *iPad* collected from the main school office for repair and return. (appropriate packing material will be available from the main school office).
- Contact Wriggle via helpdesk@wriggle.ie
- Contact Wriggle by phone (01 5009060)

SCIENCE LABORATORY SAFETY RULES

Student safety is paramount when carrying out experiments in the science laboratories in Malahide Community School. The following laboratory rules are designed to ensure that students learn in a safe and healthy environment. Students must adhere to these at all times.

1. Students must not enter the laboratory unless a teacher is present.
2. Follow all instructions exactly as directed by your teacher.
3. Safety glasses should be worn at all times during practical work.
4. No eating or drinking allowed in the laboratory.
5. Long hair must be tied back during practical work.
6. Do not run or rush around the laboratory.
7. Take care when handling any chemicals. Chemicals should never be tasted and should only be used under the supervision of a teacher.
8. Take care when using the Bunsen burner. The gas taps must never be tampered with.
9. When heating a test-tube always point the mouth of the test-tube away from yourself and others.
10. All equipment should be cleaned and put back in its correct place after use.
11. Any accident, however slight or minor MUST be reported immediately to your teacher.
12. Students must always behave in a responsible manner at all times in the laboratory.

Appendix – Forms & Registers

Form 1.1 – Responsibilities & Other Arrangements

**Form 1.2 – List of Persons Identified as Being Responsible for
Health& Safety Tasks**

Form 1.3 – Personal Protective Equipment Register

Form 1.4 – Training Register

Form 1.5 – Emergency Information

Form 1.6 – Accident Investigation Form

Form 1.7 – Trips & Outings

Form 1.8 – Medication Administration Consent Form

Form 1.1 –Responsibilities & Other Arrangements

List any other arrangements or responsibilities that are specific to your workplace here.

Area of Responsibility	Additional Responsibility or Arrangements if not Already Included
Board of Management	Review the implementation of the safety management system and safety statement. Sets Safety and health objectives Review school's safety and health performance
Designated Person Principal	Report to board of management on safety & health performance Manages safety in school on a day to day basis Ensures accidents are investigated and reports completed
Post-Holders (safety & health)	Duties as assigned Designated duties as agreed with the principal
Contractors	Must make available relevant parts of safety statement or safety file as appropriate

Consultation and Participation	
Pregnant Employees	
Work Related Stress and Dignity at Work	
Policies & Procedures	

Form 1.2 – List of Persons Identified as Being Responsible for Health & Safety Tasks:

No.	Tasks (Non-Exhaustive)	Responsible Person (Where Required)	Signature
1.	Ensuring our Safety Statement is accessible and available to all.		
2.	Person responsible for managing and co-ordinating work activities.		
3.	Ensuring records are maintained such as training and provision of PPE.		
4.	Ensuring forms and registers are collected and filled out as required.		
5.	Ensuring Safety Data Sheets are available and appropriate control measures implemented as required.		
6.	Ensuring accidents are investigated and reported, and remedial measures implemented to prevent re-occurrence.		

7.	Ensuring risk assessments are carried out and updated as necessary.		
8.	Ensuring the upkeep and maintenance of welfare facilities.		
9.	Ensuring the upkeep of First Aid Box and ordering of first aid supplies.		
10.	Coordinating and managing training requirements.		
11.	Ensuring the upkeep and maintenance of the premises. Coordinating contractors' activities.		
12.	Managing provision of emergency equipment and coordinating procedures including provision of fire extinguishers, fire drill, evacuation planning, etc.		

Form 1.3 – Personal Protective Equipment Register

Form 1.4 – Training Register

Form 1.5 – Emergency Information

Assembly Point

Emergency Information Sheet

Occupational First Aider	
Location of First Aid Box	
Nearest Hospital/A&E	
Local Doctor	
Emergency Services	
• Ambulance	112
• Fire Brigade	
Garda Station	
ESB Networks	1850 372 999
Bord Gáis	1850 205 050
Eircom	1901
Health & Safety Authority	1890 289 389

Form 1.6– Medication Administration Consent Form

ADMINISTRATION OF MEDICATION CONSENT FORM

Student's Name:			
Student's Class			
Student's Address:			
Date of Birth:			
Details of Medical Condition i.e. What the medication is for?			
Name of Medication:			
Dosage of Medication:			
Route for administration of medication (circle correct one)	ORAL (by mouth) INHALE	TOPICAL (rub in) INJECTION (Epipen)	
Frequency of dosage or times to be given:			
Any other information e.g. side effects or special precautions:			
Printed name of Parent:			
Signature of Parent or Guardian authorising the medication:			
Date:			

TRANSITION YEAR CYCLING TRIP

APPLICATION FORM (Sample)

I, _____ (STUDENT'S PRINTED NAME)

wish to apply for a place on this trip which will take place on the: (DD/MM/YY).

I have enclosed a deposit to the value of **€100.00** (if cheque please make payable to: **TRANSITION YEAR CYCLING TRIP**) and I accept that the programme and travel arrangements may be changed or altered at any time.

- Full school rules apply on this trip. Rules specifically for school trips can be found in the School Health and Safety Statement via school website.
- **Rules of the road apply on this trip** and 5 points of contact to be maintained with the bicycle.
- Good healthy food is supplied on the trip, therefore ordering takeaways is forbidden. Students found in possession of takeaway foods will have it confiscated
- Non-prescription drugs, mood-altering substances and alcohol are not allowed.
- Smoking and e-cigarettes are forbidden.
- Pupils are not allowed in anyone else's bedroom after lights out. The sanction for this is at the discretion of the organisers, up to and including **expulsion** from the trip.
- I will pay the cost of return home in the event of me being sent home as a result of poor behaviour.
- I will not hold the school organisers of this trip or the management of the school liable in any way for a refund of money. I also know that deposits are non-refundable and non-transferable in all circumstances.

- A place on this trip is conditional upon a good behavioural school record.
- I will inform the school organisers of this trip of any medical conditions I have immediately.
- I will abide by and accept all the decisions of the school organisers of this trip.
- I have read the rules of the trip above, the school's code of behaviour, the school rules and the MCS policy on school tours (available on website) and I accept them, and I will support the organisers and staff in the implementation of theses rules.

Student's signature: _____

Parent's / Guardian's signature: _____

Address: _____

Contact Number: _____

Students medical condition: (if any)

TITLE OF TOUR: *Ski Tour - Norway*(Date)

Consent Form (Sample)

This section to be signed by parent(s)/Guardian(s) only

Name of Student: (PRINTED) _____

Date of Birth: _____ (DD/MM/YYYY)

Address: (PRINTED)

Contact Numbers:

(Home) _____

(Mobile) _____

- I have read the information about the school tour to **Norway YYYY** and I agree to my son/daughter taking part in the tour and its activities.
- I will notify the organiser of any ailment, allergy, condition, or diet which requires his/her attention (e.g., asthma, epilepsy)
- I authorise the organiser to act on my behalf in an emergency and to sign on my behalf any consent forms required by medical authorities if they know that it would not be advisable to wait for my/our signatures.

Signature of parent(s)/guardian(s):

Behaviour:

This section to be signed by Parent(s)/Guardian(s), and Student

We understand that the following are just some of the rules that apply. Full school trip rules are applicable and are found within the school Health and Safety Statement via school website.

- Students will at all times behave in a proper manner and follow all rules laid down by the group leaders. Please note the use of video cameras on the trip will not be permitted.
- Students are only permitted to ski while under the supervision of a qualified ski-school instructor.
- Students at no time will be permitted to consume alcohol or any un-prescribed drugs.
- Students will not be permitted to purchase duty free alcohol for their parents.
- Any student failing to obey the above may have sanctions imposed during the tour, and may be subject to disciplinary sanction on return to school.
- A serious breach of behaviour may result in a student being sent home, at parental expense.
- Normal school rules will apply on the trip and students will cooperate with supervising teachers at all times.

I have read the above and fully understand the implications. I agree to be bound by same.

Parent(s)/Guardian(s) signature:

Student signature :_____

Poland Trip (Sample)

MEDICAL & DIETARY FORM (Krakow)

Student name: (PRINTED) _____

Class: _____

Date of Birth: _____ (DD/MM/YYYY)

Address: _____

Contact Numbers:

Home: _____

Mobile Number 1: _____

Mobile Number 2: (if any) _____

Parent/Guardian email: _____

Email 2 (if any): _____

Student confident in water: (Please circle) Yes No

Any medical information which is relevant, including allergies:

Any relevant dietary information:

I accept that the normal school rules apply on this trip and that the programme and arrangements may be changed or altered at any time. Full school rules can be found in the Schools Health and Safety Policy

I am aware that the acceptance of a place on the trip is conditional on a good behavioural record in school and should a student's behaviour become a cause for concern the place may be withdrawn.

I will inform the school organisers of any medical conditions concerning my child immediately.

I will contact the insurance company to ensure cover regarding any medical conditions that my son/daughter has.

Parent/Guardian's Signature: _____

Date: (DD/MM/YYYY) _____

CONSENT FORM (Krakow)

Name of Pupil: (PRINT) _____

Date of Birth: _____

Address (PRINT): _____

- I have read the information about the school tour to Krakow from (**Date to Date**), and I agree to my son/daughter taking part in the tour and its activities.
- I will notify the organiser of any ailment, allergy, condition, or diet which requires his/her attention (e.g., asthma, epilepsy)
- I authorise the organiser to act on my behalf (Locus Parentis) in an emergency and to sign on my behalf any consent forms required by medical authorities if they know that it would not be advisable to wait for my/our signatures.

Signature of Parent/Guardian (s)

BEHAVIOURAL FORM (Krakow)

I / We understand that the following rules are just some of the rules that apply to this trip. Full school trip rules can be found on the schools Health and Safety Statement available on school website.

- Students will at all times behave in a proper manner and follow all rules laid down by the group leaders. Please note the use of video cameras on the trip will not be permitted.
- Students at no time will be permitted to consume alcohol or any un-prescribed drugs.
- Any student who fails to obey the above will have sanctions imposed during the tour, as well as facing disciplinary action on return to school.
- A serious breach of discipline may result in a student being sent home, at parental expense.

I have read the above and fully understand the implications. I agree to be bound by same.

Signature of Parent/Guardian(s):

Signature of student:

**Guidelines and Rules for students of Malahide Community School
fulfilling their Work Experience with a Third Party:**

(Sample)

We the (Parent(s)/Guardian(s)) of _____
(Student PRINTED name) request him/her to engage in work experience/community service placement as part of the Transition Year Programme with:

Employer Name:

Employer Address:

We (parent(s)/guardian(s) and student) acknowledge that this placement is an integral part of Malahide Community Schools Transition Year Programme and we accept and commit to the conditions that follow:

- To complete the required number of days at this placement (excluding school holidays unless by prior agreement between the employer and student)
- To be in attendance for work each day for the duration of the placement and not change placement during this time without the knowledge and consent of both employer and Work Experience Coordinator.
- To inform both the employer **and** school Work Experience Coordinator in the event of any absence from the placement and present a letter explaining same on return to the school.
- To organise the necessary travel arrangements to and from the placement
- To be punctual and well-mannered while on placement

- To be aware any inappropriate behaviour deemed unacceptable to the employer or the school can and will result in the student being withdrawn from the Work Experience Programme. We acknowledge students on this programme are bound to the full rules set out in the Schools Health and Safety Statement available via school website.
- To keep a daily record of the experience (required for credit for the programme)
- To bring a packed lunch or money for lunch to work while on placement
- To observe all health and safety procedures and training provided while on this placement
- To dress appropriately (including wearing protective clothing if required) for the duration of the placement
- To use this valuable opportunity to learn new skills and gain new insights into the world of work
- To return all forms/records at the end of the placement in the format requested by the Work Experience Coordinator.

Student signature:

Parent/Guardian signature:

Date: (DD/MM/YYYY) _____

Are you aware of any health reasons why your son/daughter should not engage in work experience with the employer listed above?

Please circle: YES NO

If yes please give details:
