

# **National Programme of Training for Boards of Management of Primary Schools**

## **Handouts Legal Issues**



**June 2012**  
*(Amended Version)*

## National Programme of Training for Boards of Management

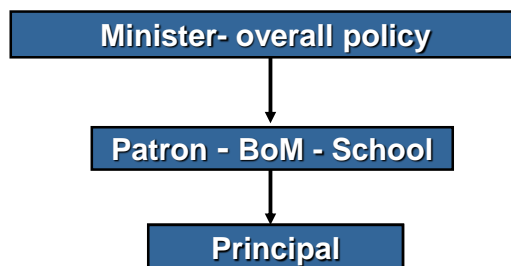
### Legal Issues

Policies and procedures arising from legislation,  
guidelines and circulars

2012

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## Overview



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## Legislation arising from...

- Requirements of the constitution
- Accountability/transparency
- Demands of democracy
- Health and Safety
- Employment
- Equality
- Other...

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## Legislation

- Education Act (1998) & Education Amendment Bill
- Education (Miscellaneous Provisions) Act (2007)
- Education for Persons with Special Educational Needs Act (2004)
- Education Welfare Act (2000)
- Teaching Council Act (2001) and amendments
- Safety, Health & Welfare at Work Act (2005, 2007)
- Employment Equality Act (1998)
- Equal Status Acts (2000 - 2008)
- Protection of Employees (Fixed-Term Work) Act 2003
- Data Protection Act (1988) & Data Protection (Amendment) Act (2003)

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## Legislation... contd..& other...

- Defamation Act 2009
- Rules for National Schools (1965) as they currently apply
- Circular Letters
  - Available on [www.education.ie](http://www.education.ie)
  - Also available on the websites of management bodies and INTO

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## When an issue arises...

- If situation warrants it, seek competent legal advice
- Check whether the school has a policy already in place
  - Are you confident that the policy conforms with legislation, guidelines etc?
  - Were the procedures followed?
- Gather detailed information
- Give parties an opportunity to present their case(s)
- Having considered the matter, make an informed decision
- Communicate decision
- Keep accurate records

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## Board as Employer...

- BoM is the employer of all staff
- Legislation re employment of persons in temporary/part time/fixed term contexts
- Procedures in line with regulations

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## Education Act 15 (1)...Board

It shall be the duty of the board to manage the school for the benefit of the students and their parents and to provide or cause to be provided an appropriate education

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## Education Act 1998 (9)

A recognised school shall provide education to students which is appropriate to their abilities and needs...

- Ensure needs are identified and provided for
- Promote moral, spiritual, social and personal development of students (health education)
- Equality of opportunity - students and staff
- Promote development of Irish language
- Access to records relating to educational progress
- Professional development needs identified and provided for
- Systems to monitor efficiency and effectiveness, attainment
- Establish and maintain admissions policy

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Three pupils in a senior class in St. William's NS are constantly causing trouble. Last week one of these pupils, Jimmy Tully, jeered, abused and threatened another pupil.

The principal suspended Jimmy after making a telephone call to Jimmy's mother at work.

Mrs. Tully has now written to the principal stating that Jimmy did not receive a fair hearing and was suspended without proper investigation or decision making procedures being adhered to.

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The BOM of St James' NS has recently ratified a code of behaviour. Parents have had ample opportunity to contribute to the drafting of this policy at various stages and a number have done so. In as far as possible, their contributions have been incorporated.

The code of behaviour has been sent to all families of enrolled pupils with a request that it be read, and that a form be signed to indicate acceptance of its provisions. As each new pupil is enrolled, the parents/guardians are required to sign the code of behaviour.

The parents of an existing pupil, however have refused to sign, indicating that they do not accept some of its provisions, notably those dealing with suspension/expulsion as well as the requirement that they notify the school in writing of reasons for all absences of their child. Their daughter has previously been suspended for three days for repeated misconduct.

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## Education Act 15, 2 (d)...Policies

Publish... as the board with the agreement of the Patron considers appropriate

- policy concerning admission to and participation in the school ...
- policy relating to expulsion & suspension...
- policy relating to students with disabilities or special needs...

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## Education Welfare Act (2000)...

**Section (23) (2)** A code of behaviour shall specify—

- (a) the standards of behaviour that shall be observed by each student attending the school;
- (b) the measures that may be taken when a student fails or refuses to observe those standards;
- (c) the procedures to be followed before a student may be suspended or expelled from the school concerned;
- (d) the grounds for removing a suspension imposed in relation to a student; and
- (e) the procedures to be followed relating to notification of a child's absence from school.

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## Education Welfare Act (2000)...

### Section (21)

Education Welfare Officer must be informed in writing by the principal if a pupil is suspended for 6 days or more.

### Section 23 (4)

Parents may be asked to confirm in writing that they will accept and support the code of behaviour as a condition of enrolment.

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## What the Courts have said...

Enforcement of discipline in a school is a matter for the teachers, the principal teacher, chairperson of the BoM and the Board itself.

It is not a matter for the courts no more than asking the courts to adjudicate on the ordering of a pupil to write out lines.

Disciplinary matters will only be reviewed by the courts on the grounds of procedures i.e. lack of fairness...

Murtagh v. BoM, St Emer's NS (1991)

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Johnny was an extremely troublesome pupil prior to his diagnosis with ADHD in fourth class. He is now going into 6th class and is doing quite well. However, his parents are concerned that Johnny's reputation and his records from primary school will influence the way he will be treated in the post-primary school. His father writes to the principal of the primary school asking what information and records the school normally provides to second level schools and whether he could see copies of those relating to Johnny before they are transferred. He has specifically mentioned the following:

- notes held by the teachers, SNA or the LS team
- any records in relation to misbehaviour or sanctions applied
- any formal assessment records
- copies of assessments from the school's psychologist
- all notes electronic or otherwise that school personnel may have.

The principal refers the letter to the BOM, expressing the belief that Johnny's father is contemplating a refusal to allow the records to be transferred. The principal also makes the Board aware of the potential dilemma the school may encounter if, and when, a request for information is received from the post primary school.

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## Access to Information

- Education Act 1998 s 9 (g)
- Education Welfare Act 2000
- Data Protection Acts 1988, 2003
- Freedom of Information Act 1997

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## Data Protection Guidelines for Schools

Management Bodies are preparing extensive data protection guidelines for schools. The project is at an advanced stage. As soon as the guidelines have been approved by the Office of the Data Protection Commissioner, they will be made available on a special purpose website which can be accessed by schools.

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## Access to Records Ed Act 9 (g)...

A recognised school shall...use its available resources to...ensure that parents of a student, or in the case of a student who has reached the age of 18 years, the student, have access in the prescribed manner to records kept by that school relating to the progress of that student in his/her education

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## Education Welfare Act (2000)

### Section 20

Principal shall notify principal of other school of...

- any problems relating to attendance
- other matters relating to child's educational progress as s/he considers appropriate

### Section 28

- Data controller may supply data... to data controller of another prescribed body
- Used for relevant purpose only
- Relevant purpose means the purpose of recording a person's educational... history or progress... to ascertain how s/he may be assisted in developing educational potential

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## Data Protection Acts (1988), (2003)

Personal data must be:

- Obtained and processed fairly
- Relevant, accurate, up to date
- Kept for no longer than is necessary
- Kept only for one or more specified and lawful purpose
- Appropriate security measures should be taken to protect data

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## Data Protection Acts (1988) (2003)

Personal data covers

- Racial origin
- Political opinion
- Religious or other beliefs
- Physical/mental health
- Sexual life
- Criminal convictions

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## Freedom of Information Act...

Primary schools are not yet subject to the Freedom of Information Act but can expect to be included in a future expansion of those areas of the public service that come under the scope of the Freedom of Information legislation. Some agencies with whom a school may interact in relation to pupils (e.g. HSE, DES) are subject to the act.

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St Philomena's NS has five cleaning staff. Daily and weekly duties are clearly assigned. A Health and Safety Statement has been in place for several years.

One of the cleaning staff, Mrs. Byrne, fell while mopping the tiled area in one of her allocated classrooms.

The Chairperson of the BoM has received a letter from Mrs. Byrne's solicitor claiming negligence on the part of the school.

In his letter the solicitor requests the board to address the matter, and indicates that Mrs. Byrne is considering taking legal proceedings to secure damages.

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### Safety, Health & Welfare at Work Act (2005)...

- A safe place of work
- Adequate information, training, instruction and supervision for all employees
- Organisation of work to ensure safety and health
- Safe plant, equipment and machinery
- Safe system of work
- Safe use of dangerous substances
- Emergency plans established.

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### Safety, Health & Welfare at Work Act (2005)...

- All employees involved in decisions about the working environment (safety representative)
- Role of Safety Officer
- Written safety statement
- Record all accidents and incidents
- Report to Health & Safety Authority any accident or incident (re an employee) with 3 days absence/treatment by doctor/hospital, as well as reporting to insurance company

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### Duty of Care...

The duty of care is twofold - to employees and to other persons including pupils.

It is the duty of the BoM to take all reasonable precautions to keep and maintain the building, the equipment and the playing area in such a condition that it does not create a hazard likely to cause injury to pupils, teachers or other persons

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### Policy on Admission & Participation (Enrolment Policy)

#### Principles outlined in Education Act

##### Inclusiveness

- Particularly with reference to the enrolment of children with disability or other special educational needs

##### Equality

- 9 grounds

##### Parental Choice

- In relation to choice of school and characteristic spirit of the school

##### Respect

- Diversity of values, beliefs, traditions, languages and ways of life

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### Equality Legislation ...

- Promote equality
- Prohibit discrimination in relation to provision of services...

*Section 7* - Educational Establishment means primary/post primary school. Schools are providers of services.

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### Section 3 Discriminatory Grounds...

- |                          |  |
|--------------------------|--|
| ■ Gender                 | ■ Age                                    |
| ■ Civil / Marital status | ■ Disability                             |
| ■ Family status          | ■ Race                                   |
| ■ Sexual orientation     | ■ Membership of the traveller community. |
| ■ Religion               |  |

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### Exemptions

Single sex schools

Religion...

School "which promotes certain religious values ... admits persons of a particular religious denomination in preference to others or it refuses to admit as a student a person who is not of that denomination and in the case of a refusal, it is proved that the refusal is essential to maintain the ethos of the school".

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### Enrolment Policy

- Policy must be ratified by patron
- Provision of key information by parents - application procedure, venue, time of year, dates...
- Enrolment Criteria: schools must set out criteria to be used in decision making where applications exceed the number of places available e.g. school ethos, siblings of children in the school, nearest to school etc.
- General principle: a child cannot be refused admission unless his/her admission would seriously affect the common good (exceptional circumstances)
- Section 29 (Education Act 1998)

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## Enrolment of children with Special Educational Needs.

### Presumption of mainstreaming...

Schools can treat students with disabilities differently (apart from the nominal cost exemption) only if the disability is making the effective provision of educational services to other students impossible or having a seriously detrimental effect on that provision.

If the state provides grants or aids for assisting in providing special treatment or facilities, there may be an onus on the service provider (school) to avail of these grants.

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## Education for Persons with Special Educational Needs Act (2004)...

### The BoM shall ensure....

- that a child with SEN shall be educated in an inclusive environment with children who do not have such needs
- that parents of a student with special educational needs are informed of their child's needs being met
- Ensure parents are consulted with regard to, and invited to participate in, the making of all decisions of a significant nature concerning their child's education

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## Positive aspects of the Act...

- Makes detailed provision for children with Special Educational Needs
- These children get statutory protection i.e. their rights are enforceable in law
- The support & expertise of the National Council for Special Education & Special Needs Organisers
- Provision of qualified privilege welcome
- Parents can be compelled by order of the Circuit Court to have their children assessed.

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## Arranging for Additional Resources

- Psychological/other reports assist school in establishing the education & training needs of the pupil and to profile the support services required
- BoM can request a pupil to be assessed immediately if no assessment is available
- BoM evaluates how school can meet pupil's needs as specified in the report
- If extra resources are required, BoM should, prior to enrolment, request the Dept. of Education to provide such resources i.e. resource teacher, special needs assistant, specialised equipment furniture, transport services etc.
- Enrol child and seek resources.

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## Section 29 Appeals

## Education Act (1998) Section 29

- Provides for appeals to Secretary General, DES against decisions made by a Board
- Decisions subject to appeal:
  - Permanent exclusion i.e. expulsion
  - Suspension for a period which would bring the cumulative suspension to 20 days or more in any school year
  - Refusal to enrol
  - Others as may be determined in the future

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## Education (Misc. Provisions) Act (2007)

### Aims

- Improve process of Section 29
- Rebalance rights
- Promote positive student behaviour
- Maintain positive learning environment

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## Appeals Procedure

- When BoM communicates its decision to parents, it should notify them of their entitlement to appeal under Section 29
- Appeals to be made in writing on standard application form available on [www.education.ie](http://www.education.ie) (Forms)
- Appeals should be lodged, to Appeals Administration Unit, DES, within 42 days of receipt of BoM's decision
- Person appealing should also notify Board of Management.

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## Appeal Application

- Name, address and contact details
- Decision being appealed
- Grounds on which the decision is being appealed
- Name and address of the school in question
- Date of notification by the school
- Outcome of proceedings at local level
- Copies of all correspondence with the school in relation to the appeal.

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## Prior to appeal stage...

- Both parties asked to consider the matter at local level to see if accommodation can be reached
  - a week to consider options
- Notwithstanding failure to achieve accommodation at local level, the Appeals Committee may decide to appoint a facilitator to try to broker an agreement.

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## Appeal Committee

Committee shall consist of three persons which shall include an Inspector, and two other persons who, in the opinion of the Minister, have the requisite expertise, experience and independence to serve on the Committee. One of these two persons will act as chairperson of the Committee.

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## Appeal Hearing...

- A date, time and venue for the hearing will be arranged in consultation with all concerned.
- Informed of right to submit any additional documentation in support of their case
- BoM representation – may nominate two members or one member and the Principal
- Representation from NEWB, if involved
- Any party may be accompanied by up to two others by prior arrangement with the Committee
- The Committee may invite persons with relevant expertise to attend and make statements at the hearing.

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## Documents required

- Enrolment Policy
- Reason for decision reached
- Minutes of **all BoM meetings** where situation was discussed
- Parents will be furnished with copies of the above by the DES

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## Appeal Committee - factors considered

- Established practices within the school (in light of legislation, guidelines etc.)
- Educational interests of individual student
- Educational interests of other students in school
- The effective operation and management of the school
- Any resource implications arising from the issues under appeal
- The policy of the patrons/BoM re ethos
- Such other matters as Committee considers relevant.

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## Possible relevant factors to be considered...

- Behaviour (nature, scale and extent)
- Reasonableness of school's efforts to assist students
- Maintenance of school environment supportive of learning
- Ensuring continuity of instruction in classroom
- Safety, health and welfare of teachers and other staff
- Safety, health and welfare of students
- School admission policy, code of behaviour and other policies

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## Processing...

- Appeal will generally be concluded within 30 days from date of completed application
- Provision for extending this period by 14 days

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## Actual hearing

- Introduction
- Presentation by parent
- Reply by the BoM
- Parties question each other on points raised through chair
- Appeal committee ask questions
- Summing up by both parties

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## Decision of Appeals Committee

- Appeals will be determined in the light of facts presented
- In arriving at its decision the appeals committee takes account of a range of issues
- Decision notified to Secretary General
- Secretary General notifies appellant, school and NEWB, if party to the appeal
- May issue directions to BoM
- Board bound by such directions.

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## Other functions of the Board

- Board shall keep all proper and usual accounts and records of all monies received... or expended....
- Development of Irish language
- Keep Patron informed.

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## Education Act 21 (1)

A board shall, as soon as may be after its appointment, make arrangements for the preparation of a plan (in this section referred to as the "school plan") and shall ensure that the plan is regularly reviewed and updated.

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## Education Act 21 (2)

The school plan shall state the objectives of the school relating to equality of access to and participation in the school and the measures which the school proposes to take to achieve those objectives including equality of access to and participation in the school by students with disabilities or who have other special educational needs.

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## Education Act 21 (3)

The school plan shall be prepared in accordance with such directions, including directions relating to consultation with the parents, the patron, staff and students of the school, as may be given from time to time by the Minister in relation to school plans

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## Education Act 21 (4)

A board shall make arrangements for the circulation of copies of the school plan to the patron, parents, teachers and other staff of the school.

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<u>Contents</u>
General School Details....
Vision and Aims.....
Organisational Policies....
Curriculum Plans.....
Procedures & Practices...
Development Section.....

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## When something comes up

- Check circulars/Department of Education & Skills
- Constitution & Rules of Procedure DES – 2011
- CPSMA/Educate Together/Church of Ireland Board of Education/Education Offices of Religious Orders/Gaelscoileanna/ Foras/ NABMSE /NPC/INTO/ Other patron bodies as appropriate
- Patron/Diocesan Secretary
- Get professional advice e.g. on receipt of a solicitor's letter.

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## Some websites...

- [www.cpsma.ie](http://www.cpsma.ie)
- [www.education.ie](http://www.education.ie)
- [www.nabmse.ie](http://www.nabmse.ie)
- [www.gaelscoileanna.ie](http://www.gaelscoileanna.ie)
- [www.foras.ie](http://www.foras.ie)
- [www.educatetogether.ie](http://www.educatetogether.ie)
- [www.into.ie](http://www.into.ie)
- [www.equality.ie](http://www.equality.ie)
- [www.npc.ie](http://www.npc.ie)
- [www.hsa.ie](http://www.hsa.ie)

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## Some websites & reading ...

- [www.educatetogether.ie](http://www.educatetogether.ie)
- [www.entemp.ie](http://www.entemp.ie)
- [www.djei.ie](http://www.djei.ie)

### Essential reading

DES (2011) Constitution of Boards and Rules of Procedure, Sections 12 and 19

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## Reminders

- Register signed
- Evaluations completed and returned
- Handouts
- Arrangements for next training session (*if applicable*)
- Other modules available include:
  - The Board as Corporate Entity. Function, Roles and The Board in Action
  - Appointment Procedures
  - Board Finances and the Role of Treasurer
  - Child Protection

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## Organisations and Acronyms

### Organisations

<b>Board of Education</b>	Church of Ireland Board of Education, Church of Ireland House, Church Avenue, Rathmines, Dublin 6 Tel: 01 497 8422
<b>CPSMA</b>	Catholic Primary School Management Association, New House, St Patrick's College, Maynooth Co. Kildare Tel: 01 6292462, 1850 – 407200 email: info@cpsma.ie website: www.cpsma.ie
<b>DES</b>	Department of Education and Skills, Marlborough St., Dublin 1 Tel: 01 889 6400 email: info@education.gov.ie website: www.education.ie
<b>Educate Together</b>	email: info@educatetogether.ie website: www.educatetogether.ie
<b>Foras Pátrúnachta</b>	Foras Pátrúnachta na Scoileanna Lán-Ghaeilge Teo, An Foras Pátrúnachta Bloc K3 Campas Gnó Mhaigh Nuad Maigh Nuad Co. Chill Dara Tel :01 629 4410 email: foraspatrunachta@hotmail.com website: foras.ie
<b>IMPACT</b>	Trade Union: www.impact.ie
<b>INTO</b>	Irish National Teachers Organisation: www.into.ie
<b>IPPN</b>	Irish Primary Principals' Network: www.ippn.ie
<b>NABMSE</b>	National Association of Boards of Management in Special Education, Kildare Education Centre, Friary Rd, Kildare, Co Kildare. Tel: 045 533 753 email: info@nabmse.org website: www.nabmse.org/

<b>NCCA</b>	National Council for Curriculum and Assessment, 24 Merrion Square, Dublin 2 Tel: 01 661 7177 email: <a href="mailto:info@ncca.ie">info@ncca.ie</a> website: <a href="http://www.ncca.ie">www.ncca.ie</a>
<b>NCSE</b>	National Council for Special Education, 1-2 Mill Street, Trim, Co. Meath. Tel: 046 948 6400 email: <a href="mailto:info@ncse.ie">info@ncse.ie</a> website: <a href="http://www.ncse.ie">www.ncse.ie</a>
<b>NCTE</b>	National Centre for Technology in Education, Dublin City University, Dublin 9. Tel: 01 700 8200 email: <a href="mailto:info@ncte.ie">info@ncte.ie</a> website: <a href="http://www.ncte.ie">www.ncte.ie</a>
<b>NEPS</b>	National Educational Psychological Service, Frederick Court, 24/27 North Frederick St., Dublin 1 Tel: 01 889 2700 website: <a href="http://www.education.ie">www.education.ie</a>
<b>NEWB</b>	National Education Welfare Board, 16-22 Green Street Dublin 7 Tel: 01 8738700 email: <a href="mailto:info@newb.ie">info@newb.ie</a> website: <a href="http://www.newb.ie">www.newb.ie</a>
<b>SESS</b>	Special Education Support Service, Cork Education Support Centre, The Rectory, Western Rd, Cork. Tel: 1850 200 884 email: <a href="mailto:info@sess.ie">info@sess.ie</a> website: <a href="http://www.sess.ie">www.sess.ie</a>
<b>Teaching Council</b>	The Teaching Council, Block A, Maynooth Business campus, Maynooth, Co. Kildare Tel: LoCall 1890 224 224, 01 651 7900 email: <a href="mailto:info@teachingcouncil.ie">info@teachingcouncil.ie</a> website: <a href="http://www.teachingcouncil.ie">www.teachingcouncil.ie</a>
<b>Teacher Education Section (TES)</b>	Teacher Education Section, Department of Education & Skills, Marlborough St., Dublin 1 <i>This unit has a role in all national initiatives</i>

## Acronyms

<b>AP</b>	Assistant Principal
<b>BOM</b>	Board of Management
<b>DP</b>	Deputy Principal
<b>DEIS</b>	Delivering Equality of Opportunity in Schools – an action plan for educational inclusion
<b>Early Start</b>	The Early Start Programme is a one-year programme offered to children aged 3-4 years in selected schools in areas of designated disadvantage
<b>EWO</b>	Education Welfare Officer
<b>HSCL</b>	Home School Community Liaison now part of NEWB
<b>IEP</b>	Individual Educational Plan
<b>Inspector</b>	Department of Education and Skills inspector
<b>IPLP</b>	Individual Profile and Learning Programme
<b>Mainstream Teacher</b>	Class teacher
<b>NPC</b>	National Parents Council
<b>NQT</b>	Newly qualified teacher
<b>PA</b>	Parent Association
<b>Partners</b>	Parents, Board of Management etc. involved in a school's activities
<b>Patron</b>	Schools operate under a patron body e.g. Catholic Church, Educate Together, Church of Ireland Board of Education, An Foras Pátrúnachta, Islamic Board of Education ...
<b>PoR</b>	Post of Responsibility e.g. deputy principal, assistant principal, special duties teacher
<b>SENO</b>	Special Education Needs Organiser
<b>Shared teachers</b>	Teachers working in a number of schools to support children with special needs
<b>SIPTU</b>	Trade Union
<b>SNA</b>	Special Needs Assistant
<b>Special duties teacher</b>	Teachers with a special responsibility for organisational or curriculum issues in addition to their teaching duties
<b>Trustees</b>	The persons nominated by the Patron as trustees of the school. They are parties to the lease of the school premises. The Trustees undertake that the buildings shall continue to be used as a national school for the term of the lease & guarantee that the premises and contents are insured
<b>Visiting teachers</b>	Teachers working with pupils who are sensory impaired

## Responsibilities of Safety Representative

*(Section 25 Safety, Health & Welfare at Work Act, 2005)*

The Duties of **safety representative** are spelled out in section 33 Health & Safety Act 2005 section 25.—(1) ... employees may, from time to time, select and appoint from amongst their number at their place of work a ...safety representative... to represent them at the place of work in consultation with their employer on matters related to safety, health and welfare at the place of work. (2) A safety representative may— (a) inspect the whole or any part of the place of work— (i) subject to *subsection (3)*, after giving reasonable notice to the employer, or (ii) immediately, in the event of an accident, dangerous occurrence or imminent danger or risk to the safety, health and welfare of any person, (b) investigate accidents and dangerous occurrences provided that he or she does not interfere with or obstruct the performance of any statutory obligation required to be performed by any person under any of the relevant statutory provisions, (c) after the giving of reasonable notice to the employer, investigate complaints relating to safety, health and welfare at work made by any employee whom he or she represents, (d) accompany an inspector who is carrying out an inspection of the place of work under *section 64* other than an inspection for the purpose of investigating an accident or dangerous occurrence, (e) at the discretion of the inspector concerned, accompany an inspector who is carrying out an inspection under *section 64* for the purpose of investigating an accident or dangerous occurrence, (f) at the discretion of the inspector concerned, where an employee is interviewed by an inspector with respect to an accident or dangerous occurrence at a place of work, attend the interview where the employee so requests, (g) make representations to the employer on any matter relating to safety, health and welfare at the place of work, (h) make oral or written representations to inspectors on matters relating to safety, health and welfare at the place of work, including the investigation of accidents or dangerous occurrences, (i) receive advice and information from inspectors on matters relating to safety, health and welfare at the place of work, or (j) consult and liaise on matters relating to safety, health and welfare at work with any other safety representatives who may be appointed in the undertaking concerned..... (3) The employer and the safety representative shall, having regard to the nature and extent of the hazards in the place of work, agree the frequency or schedule of inspections which may be carried out under *subsection (2)(a)(i)*, which agreement shall not be unreasonably withheld by the employer. (4) Every employer shall consider any representations made to him or her by the safety representative in relation to the matters specified in this section or any other matter relating to the safety, health and welfare at work of his or her employees and, so far as is reasonably practicable, take any action that he or she considers necessary or appropriate with regard to those representations. (5) An employer shall give to a safety representative such time off from his or her work as is reasonable having regard to all the circumstances, without loss of remuneration, to enable the safety representative— (a) to acquire, on an ongoing basis, the knowledge and training necessary to discharge his or her functions as a safety representative, and (b) to discharge those functions. ....

Additional information available from - Guidelines on Risk Assessments & Safety Statements downloadable for free from [www.hsa.ie](http://www.hsa.ie); A Guide to Insurance, Safety and Security in the School (Church and General) currently being updated; Safety, Health and Welfare at Work (General Application) Regulations 2007 in relation to equipment, VDUs, protective clothing, electricity, and much more are available from Government Publications. Check INTO website also for information.

## Overview of School Plan

General School Details	Vision and Mission	Curriculum Plans	Organisational Policies	Procedures and Practices	Development Section
<ul style="list-style-type: none"> <li>History</li> <li>Personnel</li> <li>Subjects taught</li> <li>Opening and closing times</li> <li>Books</li> <li>Uniform</li> <li>Extra-Curricular Activities</li> <li>Other relevant details</li> </ul>	<ul style="list-style-type: none"> <li>Vision and Mission Statement</li> </ul>	<ul style="list-style-type: none"> <li>Gaeilge</li> <li>English</li> <li>Maths</li> <li>Visual Arts</li> <li>Drama</li> <li>Music</li> <li>Geography</li> <li>Science</li> <li>History</li> <li>Physical Education</li> <li>S.P.H.E.</li> </ul>	<p><b>Mentioned in Legislation</b></p> <ul style="list-style-type: none"> <li>Enrolment</li> <li>Health and Safety</li> <li>Code of Behaviour</li> <li>Anti-bullying policy</li> <li>Equality</li> <li>Sexual Harassment</li> <li>Access to records</li> <li>Attendance</li> <li>Parental Involvement</li> </ul> <p><b>Supported by National Guidelines</b></p> <ul style="list-style-type: none"> <li>Learning support</li> <li>RSE</li> <li>Substance Use</li> <li>Child Protection</li> <li>Intercultural Education</li> <li>Assessment</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>Administration of medicines</li> <li>Accidents and injuries</li> <li>Communications</li> <li>Homework</li> <li>ICT and Internet Use</li> <li>Induction of new teachers</li> <li>Staff development</li> <li>Record keeping</li> </ul>	<ul style="list-style-type: none"> <li>School calendar</li> <li>Visitors –sales reps., others</li> <li>Arrival and dismissal of pupils</li> <li>Exceptional closures</li> <li>Supervision duties</li> <li>Photocopying and copyright issues</li> <li>Text book selection</li> <li>Book rental scheme</li> <li>Use of mobile phones</li> <li>Healthy lunches</li> <li>Class / classroom allocation</li> <li>Keeping of class records and roll books</li> <li>Transfer of essential information</li> <li>Teacher absences</li> <li>Staff meetings</li> <li>Reception of substitute or student teachers</li> <li>School tours</li> <li>Extra-curricular activities</li> <li>Promotion/marketing of commercial products</li> <li>Participation in competitions/festivals</li> <li>Contact with other schools</li> <li>Transition to second level</li> <li>Other...</li> </ul>	<ul style="list-style-type: none"> <li>Development plan/Strategic Plan</li> <li>Planning diary</li> <li>Action plan</li> <li>Pilot Projects</li> <li>Any other document/list that provides evidence of work in progress</li> </ul>