

Health and safety policy

National Law: 165, 167

National Standards: 2.1, 2.3,

Regulations: 77, 84, 85, 88, 89, 97, 98, 161, 167, 168



We at Kozy Kids will endeavour to act to protect children, families, educators and visitors to the centre safe from harm. This requires not only protection from known hazards, but also protection from harm that could foreseeably arise and against which preventative measures can be taken.

Federal, state and territory governments have their own Occupational Health and Safety (OHS) legislation and regulations, which govern the standards of health and safety in the workplace. As a centre and in our day to day interactions and procedures we will abide by all pertinent regulations included in Childcare and Workplace Health and Safety Acts. The service also complies with OHS National Standards, codes of practice, Australian Standards and best practice recommendations from recognised authorities.

Included in this policy:

- Duty of care
- Occupational health, safety and welfare practices and key personnel
- Supervision
- Purchasing equipment
- Storage and use of potentially dangerous products
- Cleaning and sanitising
- Hygiene
- Emergencies and natural disasters
- Pest control

Duty of care

The Occupational Safety and Health Act (2004) and Occupational Safety and Health Regulations (2007) contain obligations to exercise a 'duty of care' in relation to health and safety in the workplace. Duty of care places into legal form a moral duty to anticipate possible causes of injury and illness and to do everything reasonably practicable to remove or minimise these possible causes of harm.

Employer's duty of care includes:

- safe premises (safe access and exit), safe plant and equipment, materials and substances
- Safe Systems of work which includes work practices, standard operating procedures and administration procedures
- Effective induction and training of others which includes providing them with suitable information, instruction, training and supervision to facilitate OHS standards.

Employees/educators duty of care

All employees have a general duty of care to ensure their own safety and health at work. They also have a general duty of care towards others, to ensure their actions or inactions do not put others' safety or health at risk.

Families and visitors are required to adhere to the centre's policies and procedures whilst on the premises. In the event of an evacuation they are to follow the instructions of centre staff and the centre's evacuation procedure. Visitors must sign in and out in the visitor's book located at the main reception desk.

Key personnel

OHS representative ensure that all buildings, grounds and equipment are maintained to ensure they are safe and hygienic. The OHS representative:

- conducts regular audits of buildings and equipment to monitor and remove hazards
- conducts regular audits of chemicals and medications to ensure they are stored correctly and have not passed their expiry date
- will keep written records of occupational health and safety incidents and communications as well as responses and resolutions to these

- acts to support other employees to identify hazards and how to minimise or remove these.
- regularly reviews the maintenance register to monitor the effectiveness of safety checks and identifies matters needing attention to management.

First Aid officer

- ensures all medications at the centre are correctly labelled as per centre policy, up to date and correctly stored.
- ensures that children's individual management plans remain current and reflected accurately in the health folders
- assist in managing and advising staff in first aid situations
- ensure that first aid kits are easily accessible, up to date and stocked appropriately.

Fire and emergency Warden regularly assesses the environment for fire safety and evacuation hazards, facilitates regular evacuation drills and ensure evacuation plans and equipment are in working order and correctly stored/displayed. The Fire and emergency warden must conduct an annual risk assessment to identify potential emergencies that are relevant to the service

Maintenance officer works to repair or maintain equipment, buildings and premises. Uses the maintenance register as well as visual inspections to guide work practice.

Gardener/landscaper works to ensure the garden/landscaping is well maintained and safe.

Other key personnel

- *Test and tag*: conducted by registered electrician of electrical items
- *SA Water*: tests water temperature regulators, monitors grease trap emptying
- *Pest Control*: conducted by professional services who maintain records at the service of works carried out.
- *Contract cleaners*: carries out professional cleaning three nights a week.
- *Cleanaway and Initial*: empties skips, grease trap and feminine hygiene bins
- Fire hydrant equip check

Risk management strategies

A number of factors are taken into account to determine what would be reasonable and practicable to minimise or remove possible causes of harm. These factors include the:

- Nature and severity of the hazard
- Knowledge of severity of the hazard
- Knowledge of solutions
- Availability of solutions
- Common standards of practice
- Cost of solutions

The process:

Hazard Identification – identifying all hazards which may cause injury or illness.

Risk Assessment – determining the seriousness of the effects of a hazards.

Risk Control – deciding on effective action to eliminate or control hazards.

Educators are required to:

- ✓ Ensure that set cleaning routines as described in “Staying Healthy” are followed daily, weekly and monthly
- ✓ Report signs of wear or maintenance required for any equipment & fences
- ✓ Cover sandpit areas at the end of each day and checked each morning for foreign objects and vermin.
- ✓ educate children and families on health and safety
- ✓ Ensure electrical cords and appliances are not within reach of children.
- ✓ wear appropriate clothing and footwear to promote health and safety
- ✓ ensure standard precautions are taken when handling blood and other bodily substances
- ✓ Ensure unused power point are fitted with a safety cap

- ✓ Remove children from areas with wet surfaces whenever possible and “Wet Floor” signs are to be used in hallways, rooms and concrete areas as necessary
- ✓ be diligent to ensure that all equipment and toys are kept in a thoroughly safe, clean and hygienic condition and in good repair at all times and stored in a safe manner.
- ✓ *Daily checks:*
Carrying out daily safety checks to identify and remove hazards will allow management and staff to quickly reduce safety risks. Before children use the outdoor environment, educators are required to conduct a safety check including, but not limited to:
 - check soft surfaces under and around outdoor play equipment to ensure it is adequate and evenly spread
 - test the temperature of surfaces and act to minimise burning
 - ensure equipment is placed away from fencing to avoid children climbing out of secure areas
 - ensure climbing equipment are placed on surfaces to minimise injury in the event of a fall

Educators who become aware of faulty or broken equipment will remove this equipment from use (where possible), or act to minimise risk to others. The educator will advise the approved provider/nominated supervisor or OHS representative of the need for its replacement or repair. All such incidents will be noted on a Maintenance Register

Risk taking

An important part of quality environments is being able to achieve a balance between ensuring that children do not face an unreasonable risk of harm and encouraging children’s independence and maximising learning opportunities. This can be promoted through:

- educating and warning children about dangerous situations or practices.
- supervising children to ensure that they are safe.
- designing and implementing programs and procedures to ensure the safety of children;

Children can be involved in creating a safe environment by being encouraged to play safely and participate in discussions and decisions about safety

Supervision

Children often challenge their own abilities but are unable to recognise the potential risks involved, adult supervision is the key factors in providing safe environments for children (Tansey 2006).

Management will:

- Document a supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children’s play. Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators.

Educators will:

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children
- display awareness - a skill that requires a knowledge of children, including knowing each child’s range of skills, interests, ability to interact with others and developmental stage.
- position themselves to be aware of the entire environment and to see as many children as possible
- Engage in scanning - a skill that involves regularly glancing around the classroom and playground to see children’s involvement and what is happening.
- communicate with each other about their location within the environment.
- Identify which activities are high risk and require closer supervision.

Purchasing equipment

Children will be carefully introduced to new toys and pieces of equipment and taught how to use and care for them appropriately. When purchasing equipment, the following is considered:

- Does the equipment meet Australian Standards?
- What is the age appropriateness of the equipment?
- What are the risks associated with the use of this equipment? Are there any safety measures that need to be put into place?

Please note: Second hand equipment poses a risk if current Australian Standards supersede the safety of older equipment, such as a second hand cot and mattress or painted surfaces that may contain lead. Services should assess the risks with second hand equipment and carefully consider current Standards before purchasing.

Storage and Use of Potentially Dangerous Products

Children explore their environment through their senses, touching and tasting things within their reach including potentially hazardous and toxic items. Poisonous and dangerous products such as cleaning chemicals and medications should be kept out of children's reach at all times. Poisonous products should be clearly labelled but in such a way as not to draw children's interest or attention.

- All chemicals are to be stored in a locked cupboard or in an area where children are excluded. Cupboards will be labelled to show that they hold hazardous products
- MSDS sheets and first aid plan for all hazardous chemicals will be stored in health folders and with main storage cupboard.
- Staff are to be aware that chemicals and detergents are never to be left unattended. When they are being used, they must not leave the hand or be left low or anywhere where children can reach them.
- The centre will purchase and use less toxic substances whenever possible. Where possible, staff will use hot soapy water for cleaning to reduce the use of chemicals in the environment
- All potentially dangerous products will be clearly labelled and stored in their original labelled containers (except for the designated container of diluted detergent for daily cleaning which will be clearly labelled with the contents)
- Avoid spraying chemicals or detergents where children are at risk of inhalation
- Minimise the use of toxic products without compromising hygiene
- Contact the Australian Poison's Information Service for advice or assistance regarding chemicals on 13 11 26.
- Any new chemicals and creams proposed for use at the centre must have a Material Safety Data Sheet and an assessment of its use made before it is accepted as a useable chemical - please see Management for further details
- When a chemical is diluted in the container, it should be labelled with:
 - o Actual name of the product; e.g. Home Brand Bleach
 - o Dilution used
 - o Date of preparation

Cleaning and sanitising

Effective Environment Cleaning

Some germs can survive in the environment, usually on surfaces such as bench tops, door handles and toys. The length of time a germ can survive on a surface depends on the germ itself, the type of surface it has contaminated, and how often the surface is cleaned. Reducing the number of germs in the environment can break the spread of infection. When potentially hazardous chemicals are being utilised, we ensure that there are procedures/policies in place for the safety and wellbeing of everyone.

Use and Procedure

- The most effective method is to use **a spray bottle of fresh detergent and warm water** (follow the manufacturer's instructions on how much detergent to use), **spray directly onto paper towel**, then clean the area with a vigorous rubbing action, followed by air drying. Although it is best to use warm water, cold water can also be used with a little extra scrubbing. Spray must be sprayed directly onto the paper to avoid dispersal of droplets into the air which may affect the health and safety of children (especially those with Asthma).
- **Spray bottles are to be refilled each day**— There is a greater risk of germs growing in the bottle and in the detergent mixture.
- Routine cleaning with detergent and water, followed by rinsing and drying, is the most useful method for removing germs from surfaces.
- Detergents help to loosen the germs so that they can be rinsed away with clean water.
- Mechanical cleaning (scrubbing the surface) physically reduces the number of germs on the surface, just as hand hygiene using soap and water reduces the number of germs on the hands.

- Rinsing with clean water removes the loosened germs and any detergent residues from the surface, and drying the surface makes it harder for germs to survive or grow.
- Detergent and water should be made up fresh daily in a clean, dry container, which should be labelled with the time and date it was made.
- Do not 'top up' the container with extra water during the day because this dilutes the detergent mixture, making it less effective.
- Floors will be washed daily with hot water and left to air dry. Educators will follow the coloured chart which specifies which colour mop and bucket to utilise for bathrooms, kitchens and general rooms.
- Beds will be cleaned with diluted disinfectant each time the sheets are changed and left to air dry.
- Regularly wash and clean toys and play equipment, and wash daily toys that have or are likely to have been mouthed by children or contaminated with faeces or urine

Hygiene

Handwashing

The centre will minimise the spread and risks of infectious diseases between children, other children and children's centre staff, by conforming to recommended hand-washing guidelines and standards.

Use of gloves

Ensure centre staff always wear gloves where they are likely to be exposed to blood, faeces, urine, or other body fluids, including any activity where there might be contact with a child's mucous membranes such as the nose, mouth or genital area, or when handling any items or materials that have come into contact with blood or body fluids

NOTE: Please refer to the Handwashing and use of gloves procedure for more information

Nose wiping

Educators must use disposable gloves and tissues to wipe children's noses. Educators are to encourage older children to wipe their own nose and how to dispose of tissues in a bin. Educators and children are to wash their hands after nose wiping.

Emergencies and natural disasters

Emergencies are sudden, unexpected events or situations that require immediate action to prevent injury to individuals or damage to the services environment. Emergencies can be varied including fire, natural disaster, snakes and require differing responses when acting to prevent injury to individuals. Two responses include evacuation and internal lock down as outlined below. Educators need to be aware that when confronted with a crisis, children will be less capable of concentrating. They may be anxious and more attuned to nonverbal cues such as tone of voice, body posture and facial expressions.

Evacuation

Emergency Evacuation plans and procedures are to be displayed in a prominent position near each exit of the service. In the event of an emergency evacuation being necessary, follow the documented procedure below:

1. Don't panic.
2. Group Leader and Assistant are to use fire ropes, if needed, to assemble children in a straight line to exit as quickly and quietly as possible, taking sign-in registers, as they go. All staff on ten-minute breaks should return to their room. Educators on lunch breaks in the centre should help rooms to evacuate. Young babies can be placed together in cots and the cots wheeled to the evacuation point.
3. The last adult out of the room needs to do another check for children and has to close all windows and doors before exiting. This will slow down the progress of a fire.
4. Go out through the designated exit.
5. Go to a designated assembly area for your group. Ensure assembly areas are in the shade wherever possible. Children are to sit down in a group in an orderly manner. Group Leaders are to call the roll and account for all children.
6. The Admin officer will take the centre phone, visitor sign in book and emergency evacuation folder.
7. Kitchen staff to support staff in Babies rooms to evacuate.

8. The Director will take the staff rolls and the keys to any exterior gate which might be used in the event of a genuine evacuation. If it is safe, the Director is to do one last check of all rooms. When children are evacuated, the Director is to call the fire brigade/emergency services. In the absence of the Director, the 'responsible person' is to facilitate this role.
9. After an evacuation drill procedure, children are to return to their rooms in an orderly fashion. Staff need to check that all children are accounted for once inside.
10. Each Evacuation Drill is to be carefully documented and filed in a dedicated folder, preferably by the centre Fire Warden. All outstanding concerns or issues are to be addressed with relevant staff immediately and should be checked again during the following drill
11. There should be *at least* one Evacuation Drill conducted every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal at varying times of the day.

Internal lock down

Not all emergency situations will require education and care services to evacuate from the premises. Some situations, such as the threat of a violent person or a police operation in the vicinity, may require the service to go into lockdown. It is important that staff remain calm so that they don't encourage children to panic. Staff should explain to children (if applicable) about the natural disaster's procedure.

Procedures:

- The centre will maintain a battery-powered radio and torches on standby in case of a power failure.
- All staff on ten-minute tea breaks should return to their respective rooms. All staff on lunch break should help babies and infants.
- Group leaders are to congregate the children indoors away from windows and check the roll.
- Assistants are to shut the doors and windows and in the event of natural disaster arrange tables for the children, staff and visitors to shelter under. These should be placed furthest away from windows and doors.
- The Director / management will ensure that all children are accounted for and all rooms are coping with the procedure
- All persons to take shelter under tables as necessary
- All persons are to remain in the protected area until the Director (or responsible person in Director's absence) reports that the natural disaster has passed.
- No phones should be utilised during severe lightning storms except for emergencies.

Telephone – the director and staff members of the service have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services.

Children need to feel safe during and after an emergency, and staff should provide children with the opportunity to express their thoughts and feelings. To support children's understanding of emergencies recognised emergency services such as police, firemen and ambulance will be encouraged to visit the service and talk to children each year.

QUEENSLAND	
QLD Emergency Services www.emergency.qld.gov.au/ses 13 25 00	QLD Police www.police.qld.gov.au 000 in emergency situations
QLD Rural Fire Service www.ruralfire.qld.gov.au 000 in emergency situations	
SOUTH AUSTRALIA	
SA Emergency Services www.ses.sa.gov.au 13 25 00 or (08) 8463 4171 Head Office	SA Police www.police.sa.gov.au 000 in emergency situations
SA Country Fire Service www.cfs.sa.gov.au 000 in emergency situations 1300 362 361 for the CFS Bushfire Information Hotline	

Pest control

Exposure to pests (insects, cockroaches, rats, mice, etc.), pest residue, and the chemicals used to control them can aggravate or cause health problems for children and staff. Allergic reactions to pest residues and the absorption of chemicals used for pest control often are more serious for children due to their smaller size and proximity to the floor. To ensure the safety of children the centre will employ professional pest control services to employ pest control measures. If any spraying is to occur, this will be done outside the centre's business hours when children would not be present. Educators will monitor any occurrences of pests in the service to determine the success of control measures

There are situations where an animal may make its way into the service of its own accord. If the animal is potentially dangerous such as a snake, educators will contact an appropriate authority for assistance and enact the appropriate emergency procedure as required.

Please use this policy in conjunction with:

- *Handwashing and use of gloves procedure*
- *Accident, incident, illness, medication and first aid policy*
- *Cleaning and sanitising schedule and procedure*
- *Occupational health safety and welfare checklist*
- *Nappy change and toileting policy*

Reference

- Tansey, S (2006) *Safety in children's services*, N.C.A.C, Australian Government
- Rowell, P (2009) *Preparing for emergencies*, N.C.A.C, Australian Government
- Work Health and Safety Act 2011
- Work Health and Safety Regulation 2011
- Friths, J. Kambouris, N. O'Grady, O. (2003) "*Health & Safety in Children's Centres : Model Policies & Practices*", 2nd edition, accessed online at www.community.nsw.gov.au/docswr/assets/main/documents/childcare_model_policies.pdf
- Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care - 4th Ed. 2006
- Children's Services Central (2012) "*Managing emergency situations in education and care services*" PSC National Alliance accessed online at <http://www.cscentral.org.au/Resources/managing-emergency-situations.pdf>
- Australian Children's Education and Care Quality Authority (2013) *Guide to the National Quality Standard* accessed online at <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf>