

Physical Environment (Workplace Safety, Learning and Administration) Policy

NQS

QA2	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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QA3	3.1.1	Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
	3.1.2	Upkeep - Premises, furniture and equipment are safe, clean and well maintained.
	3.2.1	Inclusive environment - Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
	3.2.2	Resources support play-based learning - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.3	Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

National Regulations

Regs	82	Tobacco, drug and alcohol free environment
	99	Children leaving the education and care service premises
	103	Premises, furniture and equipment to be safe, clean and in good repair
	104	Fencing and security
	105	Furniture, materials and equipment
	106	Laundry and hygiene facilities
	107	Space requirements—indoor
	108	Space requirements—outdoor space
	109	Toilet and hygiene facilities
	110	Ventilation and natural light
	111	Administrative space
	112	Nappy change facilities
	113	Outdoor space—natural environment
	114	Outdoor space—shade
	115	Premises designed to facilitate supervision
	156	Relationships in groups
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251		Declared out of scope services
337		Centre-based services indoor space requirements
338		Preschool indoor and outdoor space requirements
339		Over preschool age—indoor space requirements

EYLF

LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
	Children become socially responsible and show respect for the environment
LO4	Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
	Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
	Children transfer and adapt what they have learned from one context to another
	Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Aim

To provide a physical environment that is safe, appealing, constructive, well-maintained, and welcoming to all individuals who use it.

Related Policies

Animal and Pet Policy

Chemical Spills

Health, Hygiene and Safe Food Policy

Incident, Injury, Trauma and Illness Policy

Relationships with Children Policy

Sandpit Policy

Tobacco, Drug and Alcohol Policy

Implementation

The Nominated Supervisor will provide a stimulating environment that continually engages children and fosters their learning and development while ensuring their safety and that of educators, families, and visitors.

Resources and Equipment

The Nominated Supervisor will:

- provide appropriately sized furniture and equipment in the indoor and outdoor settings for the age ranges at the service
- provide sufficient furniture, resources, materials, toys, and equipment for the number of children and ensure they are developmentally appropriate
- check that all equipment, including resources, car seats, booster seats etc meets Australian Standards, is used in line with manufacturer's warnings and instructions eg suitability for outdoor use (if this is unclear they will ask manufacturer's/installers to provide this information)
- ensure non-fixed play equipment in the grounds is less than one metre high and that educators can always adequately supervise children
- place any outdoor climbing equipment, swings or slides on impact absorbing surfaces (soft fall materials)
- select resources and equipment that reflect the cultural diversity of our families, local community and nation, including the culture and diversity of Australia's Indigenous community

Educators will:

- provide a list of equipment or resources which need maintenance to the Nominated Supervisor as soon as noticed.
- introduce children to new resources and equipment, and teach them how to use and care for them appropriately
- store equipment that should only be used under supervision in a secure place
- regularly check equipment and resources to ensure it is clean and safe

Facilities

The Nominated Supervisor will:

- provide adequate, sufficient, and accessible facilities for handwashing, toileting, eating and sleeping. Toileting and handwashing facilities will be accessible from our indoor and outdoor environments
- provide adequate, sufficient, and hygienic facilities for nappy changing which are inaccessible to children if they are not directly supervised, and providing at least 1 properly constructed nappy changing bench for children under 3 years of age
- provide access to clean drinking water in our indoor and outdoor environments
- providing secure and hygienic laundry facilities
- provide a separate indoor space for children under 2 years of age
- ensure that the premises and grounds comply with building regulations (Local, State and Federal Government) and the Building Code of Australia in relation to fire, ventilation, lighting and safety glass
- provide appropriate and hygienic areas for food preparation
- implement management plans to ensure the safety of educators, children, families and visitors if the service undertakes major renovations
- ensure there are at least 3.25 square metres of unencumbered indoor space for each child at the service (does not include passageways, bathrooms, food preparation areas, staff or administrative rooms, storage areas, kitchens unless primarily used by children as part of the program and any space not suitable for children) Space requirements may differ for services subject to savings provisions.
- ensure there are at least 7 square metres of unencumbered outdoor space for each child at the service (does not include areas like thoroughfares, car parks and storage sheds). Space requirements may differ for services subject to savings provisions.
Indoor and outdoor space requirements do not apply to children being educated and cared for in:
 - an emergency for no more than two consecutive days the Service operates, or
 - exceptional circumstances where all the children are siblings in the same family, or the child needs protection under a child protection order.

Environment

The Nominated Supervisor will:

- include natural elements like plants, trees, gardens, rock, mud and water
- provide adequate shading
- adequately fence the environment.
- incorporate natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air
- include elements that challenge children and encourage appropriate risk taking for the child's developmental level
- incorporate specific requirements for special needs children as seamlessly as possible

- incorporate sustainable practices which develop environmental responsibility
- ensure elements in the environment encourage children to explore, solve problems, create, construct and engage in critical thinking

Layout

The Nominated Supervisor will:

- organise the environment so children, educators and visitors can move around without disrupting children's activities
- create spaces which encourage collaborative learning through group interactions and one-on-one interactions
- create areas where children can engage in quiet, restful or independent activities
- establish the environment so children can be adequately supervised at all times
- provide space for administrative functions, consultation with children's parents and private conversations
- keep plans about the arrangement of the rooms and outdoor spaces to show how our service creates inviting learning spaces, and document how the arrangement, resources and equipment contribute to children's learning.
- keep a record of any changes made to the physical environment eg rearrangement of rooms, additions/changes to outdoor environment

Activities

The Nominated Supervisor and educators will:

- undertake regular risk assessments to ensure risk is always minimised or eliminated
- engage children in a wide variety of indoor and outdoor experiences
- discuss safety issues with children (eg using toys or equipment) and involving children in rule setting to minimise or eliminate safety risks.
- cover unused power points with safety caps, securing all electrical cords and ensuring all double adaptors and power-boards are inaccessible to children
- provide families with the latest child-related safety information

Children's Groupings

It is important that children have opportunities to interact with other children and educators in group situations. This contributes to their learning and development and helps children to develop respectful and positive relationships. When forming groups, the Nominated Supervisor and educators will consider whether the size and composition of the group is appropriate by considering whether children:

- are settled
- develop secure relationships with educators and positive relationships with peers.

The Nominated Supervisor and educators will:

- base childrens' rooms and groupings on their age and/or development

Safety Checks

To ensure the safety of all children and educators, the Nominated Supervisor will ensure the following safety checks are carried out:

- a daily inspection of the premises before children arrive to ensure the service is safe, secure and hygienic, and there are no dangerous objects on the premises or service grounds, for example sharps or poisonous flora and fauna, including a check of:
 - perimeters
 - fences
 - gates
 - paths
 - buildings
 - all rooms accessible to children
 - fixed equipment

Educators will wear gloves and use tongs to pick up any sharp objects (eg syringes) and place them in the 'sharp object box'. This box will be disposed of in line with local council recommendations. Any maintenance required will be immediately reported to the Nominated Supervisor who will make the appropriate arrangements to have repairs carried out.

- regular inspections of trees in the service grounds for overhanging, dead or dangerous looking branches as well as for any infestations or nests.
- regular pest inspections by an accredited pest control company. Any recommendations made by the company will be implemented if they will not compromise the health and safety of children and adults.

The Nominated Supervisor will keep records of pest inspections and findings, and records to verify completion of safety checks.

Cleaning of Buildings, Premises, Furniture and Equipment

To ensure that cleaning is carried out regularly and thoroughly and the environment, resources and equipment are hygienic, the Nominated Supervisor will ensure educators and other staff:

- implement structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly so that the service environment, resources and equipment are hygienic.
- use the least dangerous cleaning substance possible
- use colour-coded sponges to eliminate cross-contamination of different areas
- wash and dry hands after cleaning before returning to the children
- clean and dry, cleaning equipment between uses so germs can't multiply on the equipment.
- store cleaning equipment securely
- wash dress-up and play clothes once a week in hot water and detergent
- clean the service at the end of each day and throughout the day as the need arises
- clean up accidents and spills as quickly as possible.

Use of Detergents

Ordinary detergents will be used to help remove dirt from surfaces. Proper cleaning with detergent and warm water, followed airing time kills most germs as they are unable to multiply in a clean environment.

Use of Disinfectants

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, public health units may specify the use of a disinfectant.

Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. For disinfectants to work effectively, there still needs to be thorough cleaning using a detergent beforehand. However, it is more important to make sure surfaces have been cleaned with detergent and warm water than to use a disinfectant. To kill germs, any disinfectant needs:

- to be of the right concentrate
- a clean surface to be able to get to the germ
- enough time to kill the germs - at least 10 minutes.

Even when all these conditions are met a disinfectant will not kill all the germs present.

Clothing

Educators will:

- wash their clothing daily
- have a change of clothes available in case of accidents

Toys

To avoid the spread of disease, the Nominated Supervisor will:

- only buy washable toys

To avoid the spread of disease, educators will:

- wash toys at the end of each day, especially in younger children's rooms
- immediately remove a toy that has been sneezed on, mouthed, soiled or discarded after play by a child who has been unwell, so it can be washed at the end of the day
- wash toys in warm water and detergent (many can be washed in a dishwasher but not at the same time as dishes) and rinse in clean water
- take care cleaning toys that cannot be immersed in water eg wooden toys, rattles, toys with paper and cardboard and books, and wipe with a damp cloth and detergent
- thoroughly dry toys and books before returning to use. All, toys, including cloth toys and books can be dried by sunlight. Items like LEGO and construction blocks can also be left to drain on a clean tea-towel overnight
- regularly clean ride-on vehicles and outdoor toys and protect from the weather to preserve their lifespan.

Play Dough

To reduce the risk of spreading infections, educators will:

- get children to wash their hands with soap and water before and after using play dough
- store play dough in a airtight container
- make a new batch of play dough each week
- discard play dough at the end of each day if there is an outbreak of vomiting and/or diarrhoea.

Packing Toys Away

Educators will:

- put all toys back into the containers they came from
- complete puzzles before packing away if possible.

Hazardous Substances

When **purchasing** dangerous chemicals, substances, medicines or equipment, the Nominated Supervisor will:

- select and use the least hazardous substance or equipment
- only select substances which have child resistant lids or caps
- ensure dangerous substances/chemicals are supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet
- ensure educators adhere to the manufacturer's instructions for use, storage, and first aid recorded on the SDS
- keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded will include their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.

When **using** dangerous chemicals, substances, medicines or equipment, educators will:

- ensure the child resistant lids or caps are properly closed after use
- Always adhere to manufacturer's advice and instructions (eg follow advice for products which need to be stored in a refrigerated environment)

When **storing** dangerous chemicals, substances, medicines or equipment, educators will:

- store all dangerous substances in their original containers
- keep all labels and/or use by dates intact at all times
- dispose of (without using) any dangerous substance not stored in the original container, or with destroyed labels and/or unknown use by dates. Disposal will be safe and in line with local council guidelines. Containers will not be reused under any circumstances
- lock all dangerous substances and equipment, including cleaning materials, detergents, toiletries poisons, dangerous tools and equipment with sharp and razor edges, in a place or facility which is labelled, secure and inaccessible to children.
- store any dangerous substances that need to be refrigerated in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children

First Aid

The Nominated Supervisor will:

- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin, or eye exposure has occurred by calling the Poisons Information Line on 131126 or Ambulance service on 000
- immediately ring the emergency services on 000 if there is any major emergency involving a hazardous chemical or equipment, a gas, fire, or explosion hazard
- implement the first aid procedures in the Incident, Injury, Trauma and Illness Policy, and if required the emergency procedures in the Emergency Management and Evacuation Policy, if a child or any other person is injured by a chemical, substance or equipment .

Other requirements

The Nominated Supervisor will:

- notify the appropriate Workplace Health and Safety Authority if there is any major emergency involving a hazardous chemical or equipment, a gas, fire or explosion hazard or a child or any other person is seriously injured by a chemical, substance or equipment (refer Work Health and Safety Policy).
- regularly implement the Poison Safety Checklist attached to this policy to ensure we protect the health and safety of all children and adults at the service.

Kitchens

The Nominated Supervisor will ensure:

- children cannot gain access to any harmful substance, equipment, or facility
- a door, half-gate or other barrier prevents unsupervised entry by children into the kitchen
- the preparation of children's bottles is always both safe and hygienic and separate from nappy change area.

Laundry

- The laundry area includes a **washing machine** with hot & cold-water supply and a dryer for the laundering of soiled clothes, linen and nappies.

Sun Protection

The Nominated Supervisor, educators and staff understand that correct sun protection practices reduce a child's risk of developing skin cancer and eye damage later in life and ensure they obtain enough vitamin D from the sun to allow for healthy bone development and maintenance. They will implement all sun protection measures numbered 1-10 to fully comply with Cancer Council's National SunSmart Early Childhood Program.

Sun protection times are a forecast for the time of day UV levels will reach 3 or above. At these levels, sun protection is recommended for all skin types.

Note overheated surfaces (eg metal, concrete, stone, sand, rubber, plastic, soft fall mats and synthetic grass) can cause serious burns to young children when daily temperatures are high.

Note if educators cannot comfortably leave their hand on a surface for five seconds, children may suffer burns before they can react to the temperature. Educators will plan indoor activities if there is a significant risk to children of burns from overheated surfaces ie surface temperatures are very high and/or children wearing shoes still risk burns if they sit, kneel, or lie down on surfaces.

The Nominated Supervisor, educators and staff will:

- **use a combination of sun protection measures listed below whenever UV levels reach 3 and above.** This will usually be from the beginning of August through to the end of April. Healthy sun exposure is encouraged when UV levels are below 3, usually from May until the end of July
- access local sun protection times and UV levels via the SunSmart widget, the free SunSmart app, myUV.com.au or from the Bureau of Meteorology website www.bom.gov.au/uv.

Sun Protection Measures

1. Scheduling Outdoor Activities

Educators and staff will use UV levels and sun protection times when planning outdoor activities including excursions.

2. Shade

The service will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural, and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade.

Outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns. Children will be directed to use available areas of shade when outside.

3. Hats

Educators, staff and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

- legionnaire hat
- bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

Please note: Baseball caps or visors are not sun safe because they do not provide enough sun protection.

4. Clothing

When outdoors, educators, staff and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- loose fitting shirts and dresses with sleeves and collars or covered neckline.
- knee-length or longer style skirts, shorts and trousers
- clothing that is made from cool, densely woven fabric.

Children who are not wearing sun safe clothing will be provided with spare sun safe clothing or will be asked to play in an area protected from the sun.

Please note: Midriff, crop or singlet tops are not sun safe because they do not provide enough sun protection.

Note children who are playing outside on days where surface temperatures are high must wear shoes to minimise the risk of burns.

Families can supply sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) for children to wear outdoors when UV levels are 3 or above. These sunglasses are close fitting, wrap-around sunglasses that cover as much of the eye area as possible.

5. Sunscreen

All educators, staff and children will apply SPF30 or higher broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours (or more often if sweating, washed or wiped off.) Educators will assist children to apply the sunscreen correctly if required. Sunscreen will be stored in a cool, dry place and the use-by-date monitored. Authorisation to apply sunscreen will be obtained from parents. Children and babies may not be able to play outside if we are not authorised to apply sunscreen.

6. Babies (under 12 months)

Educators will ensure babies are not exposed to direct sunlight and are always kept in dense shade. Educators will also ensure babies' skin is well protected. They will wear sun safe hats and clothing and may have small amounts of SPF30 or higher broad-spectrum water-resistant sunscreen suitable for babies applied to their exposed skin. The widespread use of sunscreen on babies under 6 months old is not recommended. Babies clothing, hat and location in the shade will be checked regularly to ensure they continue to be well protected from UV.

7. Role Modelling

Educators and staff will act as role models and demonstrate sun safe behaviour by:

- wearing a sun protective hats, clothing and sunglasses outside
- applying SPF30+ or higher broad-spectrum water-resistant sunscreen
- using and promoting shade

8. Education and Information

Educators will regularly include learning about sun safety in the curriculum and review the resources available at Generation SunSmart www.generationsunsmart.com.au and SunSmart www.sunsmart.com.au Educators will provide children with opportunities to take leadership roles in managing sun protection.

Positive messages about sun safety and sun protection measures will be included in communications with families eg through newsletters and our service website. Families will be encouraged to role model positive sun safe behaviour and use SunSmart measures when at the Service.

9. Policy Availability

The Sun Protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to educators and staff, families and visitors.

10. Review

The Policy will be monitored and reviewed annually. The Nominated Supervisor will apply to join Cancer Council's National SunSmart Early Childhood Program and will participate in a SunSmart policy and program review every three years to maintain the SunSmart standards. See www.sunsmart.org.au

Extreme Heat

Extreme heat is usually defined as a period of abnormally and uncomfortably hot weather that could adversely affect people's health. Babies and young children are especially vulnerable to extreme heat. To protect the health of our children and educators/staff during periods of extreme heat educators will:

- Regularly offer children water to drink

- Regularly ask children if they would like to cool their faces with wet washers or by splashing water on their faces in the bathroom sink
- Regularly sponge the faces of babies using cool, wet washers
- Ensure children are dressed in cool clothing eg singlets, short sleeves
- Keep children indoors in a cool, comfortable environment with air conditioning or fans
- Organise water play activities inside
- Use awnings or blinds to block the sun, particularly on sides of the service facing the sun
- Cancel or postpone excursions and outdoor activities
- Check the storage instructions for medications and take appropriate action eg move medication to fridge or request new medication supply if extreme temperature likely to damage medication
- Encourage families to never leave children, including siblings in parked cars

Our cook will include cold meals and snacks on the daily menu eg salads

When the period of extreme heat has subsided educators will:

- Open the windows if there is a cool breeze
- Allow children outside following our sun safety procedures

If there is a complete loss of power during a heatwave, educators will implement service procedures for emergency power (see Emergency Management and Evacuation Policy) including the use of battery operated fans to cool children (if available). Families will be contacted to collect children if educators believe children's health is at risk from the heat.

Water Safety

The Nominated Supervisor and educators understand the risks that water-based activities pose and will undertake measures to protect the health and safety of all children involved in water based activities.

Educators will:

- complete a risk assessment before allowing children to engage in water-based activities at the service or on excursion and ensure all risks are minimised or eliminated where possible.
- ensure no child sits in any water without:
 - written permission from parents.
 - appropriate educator/child ratios in place and adequate supervision.
- always supervise children and never leave any child unattended near water.
- ensure children with diarrhoea, upset stomachs, open sores or nasal infections do not sit or play in water.

To prevent accidents and illnesses related to water-based activities at the service educators will:

- fill wading pools with less than 300 mm of water.
- remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g. chairs, bins, bikes, any overhanging trees.
- cover all water containers like ponds, spas, nappy buckets, bathtubs or ensure they are inaccessible to children
- immediately empty all wading pools/water troughs etc. after every use and store in a way that prevents water collecting in them (e.g. upright/inverted).
- check grounds after rain or watering and empty water that has collected in holes or containers.
- ensure all pools and troughs in which children play are hygienically cleaned, and disinfected in accordance with the instructions on the container.

For wading pools and trough educators will:

- remove leaves and debris daily
- hose away surface dirt
- scrub inside with disinfectant and rinse it away before refilling

Severe Storms and Lightning

The effects of severe storms and lightning can be catastrophic. Severe thunderstorms, for example, can produce large hail, damaging wind, lightning, and heavy rainfall, which can cause death, injury and damage to property. Sometimes lightning may occur when there is not a thunderstorm. Lightning may be seen, for example, during an intense bushfire or heavy snowstorm. It is important to remember that blue skies and lack of rain do not reduce lightning risk. People do not need to be hit directly by lightning to suffer injury. Electrical current can move along the ground or jump sideways from other objects.

The Nominated Supervisor and educators will monitor storm activity using radar on the Bureau of Meteorology website www.bom.gov.au or app or if this is not available listen to the local radio station for storm warnings and updates.

When a severe storm threatens the service the Nominated Supervisor and educators will:

- ensure all children stay inside the service until the storm passes, sheltering in the strongest part of the premises if necessary
- secure or store any loose objects in the outdoor environment that could blow around in strong winds
- shelter and secure any animals
- secure all external doors and windows
- use sandbags if required
- disconnect all electrical items, aerials and computer modems - cover and/or move away from windows

While sheltering inside during a severe storm, the Nominated Supervisor and educators will ensure they and all children stay well clear of windows, doors and any skylights, close curtains/blinds and avoid using a fixed telephone unless absolutely necessary due to lightning danger. The Nominated Supervisor will continue to monitor storm activity and call emergency services if required.

It is unlikely children would be on an excursion or at a bush kindy site if severe weather or lightning is threatening as the Nominated Supervisor and educators would be monitoring weather conditions beforehand. However, if educators are caught outdoors with children as a severe storm approaches, they will immediately seek shelter in the strongest most enclosed structure available if they are unable to return to the service before the storm reaches them.

After a severe storm passes, the Nominated Supervisor and educators will inspect the outdoor environment for fallen power lines, broken furniture and equipment etc to ensure it is safe before letting children outside to play.

Lightning

Lightning can strike more than 10 kms from the edge of a thunderstorm which is the minimum safe distance from a storm. If there is lightning activity, the Nominated Supervisor and educators will use what's known as the Flash to Bang rule. This involves counting the seconds between the flash of lightning and the bang of thunder as the storm approaches. Sound travels around 1 km every 3 seconds, so a count of 30 seconds means the storm is around 10 kms away. If the count nears 30, the Nominated Supervisor will ensure educators cancel all outdoor activities and move children inside or to a safe shelter if this is not possible. If the count is less than 30 educators will take immediate and urgent action to move children inside/to a safe shelter.

Educators will also use the Flash to Bang rule if there is an unexpected lightning storm while children are on an excursion or at a bush kindy site. In this case educators will seek shelter with the children in safe areas if they do not have time to return to the service. These include substantial, enclosed buildings, and enclosed vehicles if people do not touch any metal parts. Where these shelters are not available educators and children will shelter in hollows or on low ground, including clumps of low bushes and trees the same height eg forest, ensuring they are not the tallest objects in the area. Educators will remove any metal objects on their or the children's heads or bodies.

Educators will avoid sheltering with children in or near insubstantial structures like picnic sheds and shade shelters, metal structures like fences, gates, poles, high/open ground, water and isolated or tall trees. They will not use umbrellas as this is unsafe when there is lightning. Educators will immediately move to a new location with children if their hair stands on end or they hear 'buzzing' from nearby rocks, fences etc.

The Nominated Supervisor and educators will keep children inside or in a safe shelter for at least 30 minutes after the last thunderclap or lightning strike to ensure the storm is a safe distance away. They will continue to monitor the Bureau of Meteorology radar and observe outside conditions before letting children outside.

Visitors

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our service must sign in when they arrive at the service, and sign out when they leave.

Inspection and testing of electrical equipment

Services must ensure that electrical equipment is regularly inspected and tested by a competent person if the electrical equipment is supplied with electricity through an electrical socket and used in conditions where it could be damaged, including exposure to moisture, heat, vibration, mechanical damage, corrosive chemicals or dust. A record of the testing, which may be a tag attached to the equipment tested, must be kept until the equipment is next tested or disposed of and must specify:

- the name of the tester
- the date and outcome of the testing
- the date on which the next testing must be carried out.

Fire Equipment

All fire equipment at our service will comply with relevant laws and regulations, council requirements and the Building Code, and be maintained in line with the Australian Standard AS 1851-2012 (see Attachment D).

Back Care and Manual Handling

Manual handling means any activity requiring the use of force exerted by the person to lift, lower, push, pull, carry, or otherwise move, hold or restrain any person or object.

Manual handling injuries can be the result of incorrect manual handling techniques, overuse, or from accidents. Injuries include back strains, and sprains in other parts of the body such as the neck, arm, shoulder, and knee, bruising and lacerations.

Employers and managers have a legal duty to provide safe workplaces and implement safe workplace practices.

Principles of Preventing Manual Handling Injuries

1. Eliminate or reduce the amount of manual handling.
2. Reduce the amount of bending, forward reaching, and twisting, in all tasks.
3. Reduce worker fatigue.
4. Keep all equipment in good working order.
5. Keep the workplace environment safe.

The Nominated Supervisor will:

- provide training in manual handling and back care
- display written, current information regarding manual handling in the staff room
- ensure equipment and facilities are designed and maintained to reduce manual handling injuries
- ensure work practices are consistent with safe manual handling guidelines
- ensure educators and staff follow our safe manual handling procedures
- identify, assess, and control all risks associated with manual handling
- clearly mark any equipment which requires more than one person to lift or move it.

To help prevent manual handling injuries educators and staff will:

- kneel rather than bend down eg to help a child put their shoes on
- sit rather than bend eg to comfort a child, educators will sit on the floor and encourage the child to sit on their lap
- sit in an appropriately sized chair (or on the floor) so their upper legs are horizontal to hips and feet flat on the floor
- sit in an appropriately sized chair and table to complete writing tasks (eg programming)

- carry children with one arm under the child's buttocks and the other arm supporting the child's back, with the child facing them as close as possible to their body
- not carry a child on their hip because this can strain the back, and only carry children when necessary
- lift safely and avoid twisting, especially with awkward loads
- lift a child out of a cot by leaning against the cot and raising the child as close as possible to their body. Educators and staff will not stretch over and lift
- help larger children to climb up steps/ladder provided to change table
- use a step ladder to reach above shoulder level
- avoid extended reaching forward eg leaning into low equipment boxes
- share the load if the equipment is heavy, long, or awkward
- ask for help and organise a team lift when sliding, pulling, or pushing equipment that is not easy to move e.g. trestles or gym mats
- rearrange surroundings to meet the needs of both children and adults where possible
- use equipment and furniture that can be moved around as safely and easily as possible
- store seldom-used objects up high between the shoulder-to-raised arm height
- avoid storing objects between a person's knuckles and the floor
- use mechanical aids like ladders and trolleys where possible to avoid lifting and stretching
- Reduce accidents by implementing good housekeeping practices including ensuring:
 - the floors and other walking surfaces are uncluttered, even, and non-slippery
 - the environment is tidy
 - there is adequate space to work
 - equipment is maintained regularly
 - lighting is adequate.

How to Lift Safely

1. Place your feet in astride position
2. Keep your breastbone as elevated as possible
3. Bend your knees
4. Brace your stomach muscles.
5. Hold the object close to your centre of gravity i.e. around your navel
6. Move your feet not your spine
7. Prepare to move in a forward-facing direction
8. Ask for help when it is not possible to lift on your own

Avoid Twisting when Lifting

To avoid injuries, result from twisting educators and staff will:

- move equipment when children are not around
- rearrange storage so that it is easier and safer to replace and remove items
- lift only within the limits of their strength
- use beds and equipment that are easy to move
- ensure they can see where they are going when carrying equipment or children
- be especially careful when lifting a child with special needs.

Organising a Team Lift

Educators and staff will:

1. Ask a colleague who is willing and able to help, and ideally is well matched with them in size and strength
2. Agree on a plan of action to achieve a coordinated lift
3. Appoint one person as team leader to 'call' the lift.

How to Assess the Correct Storage and Shelving Height

Correct storage and shelving heights are important to prevent slips, falls and strains. When standing with feet together and hands by sides:

- the best height range for handling loads is around waist level
- the acceptable height for lifting is any point between a person's knuckle and shoulder.

Sources

Education and Care Services National Regulations 2011

Early Years Learning Framework

Dangerous Substances (National Code of Practice for the Labelling of Workplace Substances) Code of Practice Approval 2006

National Quality Standard

Work Health and Safety Act 2012

Work Health and Safety Regulation 2012

Staying Healthy –Preventing infectious diseases in early childhood education and care services 2012

Work Safe Victoria: Children's services – occupational health and safety compliance kit

Australian Standards 1851-2005 "Maintenance of Fire Protection Systems and Equipment"

Cancer Council SA SunSmart early childhood policy guidelines (including sample policy)

Cancer Council SA

Swimming Pools (Safety) Act 1972 (pools built before 1 July 1993)

Building Code of Australia (pools built from 1 July 1993)

Development Act 1993 (pools built from 1 July 1993)

Building Code of Australia

Royal Life Saving Society Home Pool Safety Checklist

Royal Life Saving Society Wading Pools Checklist

Australian Standard 1926.1 Swimming Pool Safety

Kidsafensw: Playground surfacing

Heat health plan for Victoria

Vic Govt Better Health: How to cope and stay safe in extreme heat

Cancer Council SA and the National SunSmart Early Childhood Program

**Bureau of Meteorology 'Preparation and safety during thunderstorms' Australian Government
www.bom.gov.au**

Get Ready Guide Qld Govt

Lightning Safety Recommendations NSW Sport and Recreation Outdoor Activities (based on Recommendations for lightning protection in sport, Makdissi and Brukner, Medical Journal of Australia 2002)

Education Standards Board SA 'Heat and bushfires: What to do?'

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Reviewed: May 2020

Date for next review: May 2021

Environmental Checklists

The following can be used as a guideline to produce Checklists for the service's individual needs.

Checklist: Outdoor

- **Building maintenance** – regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Keep records of any damages and subsequent repairs.
- **Doors** – have finger jam protectors.
- **Dust mites, pet allergens** – regular dusting and vacuuming.
- **Fence** - outdoor play areas securely on all sides of from roads, water hazards, and driveways. Maintain fences at correct height. Install childproof self locking devices on gates.
- **Garbage** – safely and promptly disposed of. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.
- **Garden** and renovation debris - removed. Regularly trim branches and bushes.
- **Garages and sheds** - kept locked.
- **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded and are kept out of reach of children.
- **Hygienic**, regularly cleaned and maintained conditions protect against vermin, bacteria, mildew, lead, asbestos and other dust allergens.
- **Non-slip** floors, stairs, steps, grounds and nonporous indoor floors for easy cleaning.
- **Pesticides** - dangerous chemicals should not be used to remove vermin.
- **Renovations** – reduce dangers e.g. lead, asbestos, holes and excavations.
- **Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
- **Security** - minimise unauthorised access with appropriate fencing and locks.
- **Spills** – clean away as they occur.
- **Under Service access** (including buildings on stilts and footings) – lock or block access.
- **Window fly screens** securely fitted, maintained and permanent.

Checklist – Indoor

- **Access for children and adults with disability** - ensure safe access into, within and out of the Service, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
- **Barriers** - age appropriate, child proof, self locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the Service, front and back garden.
- **Children at risk** – maintain extra security and supervision of children at special risk.
- **Choking hazards** - e.g. small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons are removed.
- **Decorations and children's artwork** – aren't near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.

- **Emergency evacuation** –evacuation plan and emergency contact numbers displayed, families informed and evacuation procedures rehearsed.
- **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch.
- **First aid kit** with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
- **Guard and make inaccessible to children:** heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment.
- **Hazardous indoor and outdoor plants** - identify, remove or make inaccessible to children.
- **Heaters** – ensure that children cannot come in contact with hot surfaces and ensure heaters are away from children’s cots. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating.
- **Hot water** - ensure the hot water supply is regulated to keep it below the temperature at which a child can be scalded (Any new hot water installations in early childhood services are required to ensure water delivered from the tap does not exceed 45° C).
- **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- **Noise** – reduce excessive exposure.
- **Non-slip, non-porous** floors, stairs.
- **Pets and animals** – inform families of pets kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don’t have fleas, are clean and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children’s play areas. Keep children-pet interactions minimal and supervise interaction times.
- **Safe play rules and adequate play spaces:** discourage running indoors and safe furniture layout to avoid collisions.
- **Safety glass used and installed** according to Australian Standards, and Australian Building Codes on all glass doors and windows accessible to children, **safety decals** on sliding doors and plate glass doors at child and adult eye level.
- **Security** – ensure all entry doors are locked at all times and place bells on doors.
- **Smoke free environment** in all areas.
- **Educators personal items** – ensure personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- **Stairways,** ramps, corridors, hallway, external balcony are enclosed to prevent a child falling.
- **Store in locked cabinet** any unsafe items, e.g. chemicals, medicines, razors, knives and electrical equipment.
- **Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in high chairs, playpens and play areas, on change tables, and in nappy change and toilet areas. Have at least two educators on premises at all times with vision of each other and the children, including when changing nappies or washing children.
- **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

Poison Safety Checklist

Week beginning: _____

Checklist	Yes	No	Action required
Have all chemical products been checked to determine if they need to be stored in a lockable cupboard?			
Have all chemical products been checked to determine if they require disposal (out of date or no longer required)?			
Are all chemicals labelled correctly?			
Are food and chemicals stored separately?			
Are all chemicals stored securely?			
Are Safety Data Forms available for all chemicals in the Service and placed with the chemical?			
SDS Register available?			
SDS Register Current?			
Are containers for soiled nappies securely covered and the contents inaccessible to children?			
Are low toxicity products used whenever possible?			
If any handbags contain medication, are they stored safely?			
Is the Poisons Information Centre number available at every phone? (13 11 26)			
Is there any paint flaking of the walls that may contain lead?			
Have all poisonous plants been removed from the Service's premises?			
Have families been provided with information on poison safety?			
Have chemical storage areas been labelled with chemicals stored here signs?			
Medication is stored in locked containers/cupboard?			

Educators Name: _____

Educators Signature: _____

Cleaning Schedule

	Wash DAILY plus when visibly soiled	Wash WEEKLY plus When visibly soiled
Bathrooms - wash tap handles, toilet seats, toilet handles and door knobs. Check the bathroom during the day and clean if visibly dirty	✓	
Toys and objects put in the mouth	✓	
Surfaces the children have frequent contact with eg bench tops, taps, cots and tables	✓	
Beds, stretchers, linen and mattress covers (if each child does not use the same mattress cover every day)	✓	
Door knobs	✓	
Floors.	✓	
Low shelves		✓
Other surfaces not often touched by children		✓

Fire Equipment and Maintenance

Key	
Inspection Procedure of Fire Safety Installations (F.S.I)	1. Inspect for obvious visual faults. 2. Inspect for faults and witness test of F.S.I by a competent person 3. Inspect for faults where possible and accept logbook details of F.S.I 4. Check Building file for details of any extra requirements.
Required Record of Keeping Fire Safety Installations (F.S.I)	L = logbook required R = record of maintenance required T = Metal tag on F.S.I or service details/service label (Y) = Weekly test may be omitted refer AS 1851-2005

External agencies will be employed to assist the service with this maintenance if no currently employed staff or educators are qualified to complete the maintenance checks.

Special Fire Service	Inspection Procedures for FSI	Required Record Keeping for FSI	Maintenance Schedule							Annual Survey of Installation	Maintenance Standard or Building Preference
			1 Wk	1 Mth	3 Mth	6 Mth	12 Mth	3 Yr	5 yr		
Fire Mains	1					Y	Y	Y			1851-Section 2 & 4
Fire Hydrants (including internal & external hydrants, boosters connection/s and water storage tanks)	2	L-T				Y	Y		Y	Y	1851- Section 4
Fire Pump sets	2	L-T	(Y)	Y		Y	Y		Y	Y	1852 – Section 3
Fire Hose Reels	2	R-T				Y	Y			Y	1851- Section 14
Fire Extinguishers (Portable)	2	R-T				Y	Y		Y	Y	1851- Section 15
Fire Blankets	2	R-T				Y					1851-Section 16