

## Physical Environment (Workplace Safety, Learning and Administration) Policy

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### NQS

QA2	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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
	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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249	Declared approved services (other than declared approved family day care services)
251	Declared out of scope services
337	Centre-based services indoor space requirements
339	Over preschool age—indoor space requirements

## Early Years Learning Framework

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.

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## 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 and educators are trained in correct maintenance and assembly
- ensure non-fixed play equipment in the grounds is less than one and a half metres high and that educators can adequately supervise children at all times
- place any outdoor climbing equipment, swings or slides on impact absorbing surfaces (soft fall materials)
- maintain an up to date inventory/registry of equipment
- 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
- actively seek the views of parents and families about our resources and equipment
- advise educators and families about the purchase of new equipment and ensure a risk assessment is carried out
- prepare an ongoing prioritised maintenance plan for the service at the beginning of each year, and implement the plan throughout the year , and organise maintenance systems (eg checklists, logs, building and equipment records).

Educators will:

- provide a list of equipment or resources which need maintenance to the Nominated Supervisor every 6 months. The list will prioritise maintenance requirements
- 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
- allow children to use a trampoline only when they are directly supervised
- regularly check equipment and resources to ensure it is clean and safe
- ensure they comply with cleaning schedules for resources and equipment

## Facilities

The Nominated Supervisor will:

- provide adequate, sufficient and accessible facilities for hand-washing, toileting, eating and sleeping. Toileting and hand-washing facilities will be accessible from our indoor and outdoor environments
- provide access to clean drinking water in our indoor and outdoor environments
- 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

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- complete a Building Safety Checklist of the premises and grounds every 6 months and ensure any work necessary meets Australian standards
  - 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)
  - 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)
- 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 is in need of 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 Certified 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

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- 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 Certified Supervisor and educators will:

- undertake regular risk assessments to ensure risk is minimised or eliminated at all times
- provide adequate and ongoing training in risk management practices for new and existing educators, staff and volunteers
- 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. The **Certified 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.

## Safety Checks

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

- a daily inspection of the premises before children arrive (use the Indoor and Outdoor Daily Safety Checklists attached to the policy) 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

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- 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 (attached to the policy) 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 (eg pink for the kitchen, yellow for the bathroom) to eliminate cross-contamination of different areas
- use different rubber gloves in each room which are then hung out to dry and air
- 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 by rinsing then drying and airing time kills most germs as they are unable to multiply in a clean environment.

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## 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 particular 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 of these conditions are met a disinfectant will not kill all the germs present.

## Clothing

Educators will:

- wash their clothing daily
- wear protective garments (eg aprons) to cover clothing that cannot be washed frequently
- 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
- discard non-washable toys that are for general use (non-washable toys may be used for one child only)

To avoid the spread of disease, educators will:

- wash toys at the end of each day
- 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
- use a toothbrush or other tool to clean difficult to reach areas eg corners
- take care cleaning toys that cannot be immersed in water eg wooden toys, 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

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- regularly clean 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 an airtight container **in the refrigerator**
- 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:

- pack small pieces in bags provided and replace bags which may be deteriorating
- use elastic bands to contain similar items (like railway tracks)
- 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)
- 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 where they are stored, 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
- adhere at all times to manufacturer's advice and instructions (eg follow advice for products which need to be stored in a refrigerated environment)
- wear appropriate personal protective clothing recommended on the manufacturer's instructions.

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

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- 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.
- lock particularly dangerous and hazardous materials such as pesticides, herbicides, petroleum, kerosene, solvents and equipment which is operated by an engine or hazardous to children, in a locked facility external to the main building of the service, and separate from children’s play or outdoor environments. The facility must have a bonded floor, be inaccessible to children and be clearly labelled as storing dangerous substances and/or equipment
- 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
- wear appropriate personal protective clothing recommended on the manufacturer’s instructions.

### First Aid

The Certified 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

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## Laundry

Soiled clothes and linen are laundered away from the premises; soiled laundry is hygienically stored in a sealed container until it is removed from the premises. Items returned to a child's home for laundering will have any solid soiling removed, will be stored securely and will not be placed in a child's bag in contact with personal items. Educators will advise families that there are soiled clothes in their child's bag.

## Sun Protection

### 1. Outdoor Activities

Educators and staff will minimise outdoor activities and events as much as possible between 11am and 3pm during the daylight saving/summer time of the year. This means reducing both the frequency and length of time children are outside.

### 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 will be conducted to monitor existing shade structures and assist in planning for additional shade.

Outdoor activities will be planned 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 a:

- 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
- longer style skirts, shorts and trousers

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- dark coloured clothing that is made from cool, densely woven fabric
- clothing with high UV protection factors (UPF), at least UPF15 but preferably UPF50.

Children who are not wearing sun safe clothing can be provided with spare clothing.

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

#### **5. Sunglasses**

Children who choose to wear sunglasses will be encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4), are preferably marked eye protection factor 10, cover as much of the eye area as possible and have soft elastic to keep them in place.

#### **6. Sunscreen**

All educators, staff and children will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. 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 may not be able to play outside if we are not authorised to apply sunscreen.

#### **7. Role Modelling**

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

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapplying every 2 hours
- using and promoting shade

**Families and visitors are encouraged to role model positive sun safe behaviour.**

#### **8. Education and Information**

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to educators, families and visitors. Further information is available from the Cancer Council website <http://www.cancersa.org.au/>

#### **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 in our Parent Handbook and through other Service communications.

#### **10. Review**

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The Service Supervisor will monitor and review the effectiveness of our sun protection policy regularly, at least once every 12 months.

## 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
- 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
- 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
- Listen for bushfire messages if in a bushfire risk area
- Ensure children, including siblings of children at the service, are never left in parked cars

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. Families will be contacted to collect children if educators believe children's health is at risk from the heat.

## Water Safety

The Approved Provider, 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 swims in any water without:
  - written permission from parents.

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- appropriate educator/child ratios in place and adequate supervision.
- closely supervise children at all times and never leave any child unattended near water.
- ensure children with diarrhoea, upset stomachs, open sores or nasal infections do not swim or play in water.
- ensure all children wear appropriate swimmers in a pool, go to the toilet before entering the pool, and follow correct toileting hygiene practices while in the pool.
- remove all children immediately if a child passes a bowel motion in the pool, advise pool managers if at a public pool, disinfect and if practical empty a home pool or trough.

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.
- display a Cardiopulmonary Resuscitation guide prominently in pool area.
- ensure pool securely fenced if over 300mm deep.
- 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).
- ensure children’s play areas are safely fenced off from water hazards like rivers, dams, creeks, lakes, irrigation channels, wells.
- 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, disinfected and chlorinated (larger pools) 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

## 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

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- 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 annual training in manual handling and back care
- display written, current information regarding manual handling
- 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.

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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 appropriate sized chair (or on the floor) so their upper legs are horizontal to hips and feet flat on the floor
- sit in an appropriate 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
- 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

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### **Avoid Twisting when Lifting**

To avoid injuries resulting 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 fairly 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 height is 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**

**My Time Our Place**

**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**

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**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)**

## **Review**

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

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## 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 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.

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- **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.

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- **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. Have at least two educators on premises at all times with vision of each other and the children.
- **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

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## 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?			

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Have chemical storage areas been labelled with chemicals stored here signs?			
Medication is stored in locked containers/cupboard?			

Educators Name: \_\_\_\_\_

Educators Signature: \_\_\_\_\_

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## Cleaning Schedule

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

**Fire Equipment and Maintenance**

<b>Key</b>	
<b>Inspection Procedure of Fire Safety Installations (F.S.I)</b>	<ol style="list-style-type: none"> <li>1. Inspect for obvious visual faults.</li> <li>2. Inspect for faults and witness test of F.S.I by a competent person</li> <li>3. Inspect for faults where possible and accept logbook details of F.S.I</li> <li>4. Check Building file for details of any extra requirements.</li> </ol>
<b>Required Record of Keeping Fire Safety Installations (F.S.I)</b>	<p>L = log book 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</p>

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 Mt h	3 Mt h	6 Mt h	12 Mth	3 Yr	5 yr		
Fire Mains	1					Y	Y	Y			1851- Section 2 & 4
Fire Hydrants (including internal & external hydrants, boosters connections 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

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<b>Fire Hose Reels</b>	2	R-T				Y	Y			Y	1851-Section 14
<b>Fire Extinguishers (Portable)</b>	2	R-T				Y	Y		Y	Y	1851-Section 15
<b>Fire Blankets</b>	2	R-T				Y					1851-Section 16

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