



# **London Borough of Waltham Forest**

**Draft**

## **Health and Safety Policy**

**Early Years, Childcare & Business Development Service**

London Borough of Waltham Forest (LBWF) Early Years, Childcare & Business Development Service have written this document to help you write a health and safety policy for your setting. This document is for reference only and you must adapt it to reflect the service your settings offers. To download guidance on other policies and procedures go to [www.thehub.walthamforest.gov.uk](http://www.thehub.walthamforest.gov.uk)

Whenever we say parents in this document we mean parents and carers and whenever we say child we mean children and young people aged 0 to 19years old (up to 25years old for young people with special educational needs and disability (SEND)).

## **Aim**

Do you create a safe and healthy environment for children, parents and staff? Do you make children, staff and parents aware of health and safety issues and minimise hazards and risks to help children, staff and parents stay safe? Do you have procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment?

## **Points to consider**

- Do you ensure that your premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for, and the activities provided on the premises? Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements). (Statutory Framework for Early Years Foundation Stage(EYFS), 2014 – 3.54)
- Do staffing arrangements meet the needs of all children and ensure their safety (refer to EYFS 2014:3.28)
- Do you ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met
- Are children usually within sight and hearing of staff and always within sight or hearing?
- Do you have member of staff who is responsible for health & safety?
- What are the roles and responsibilities of this member of staff? For example, carrying out regular risk assessments
- Has this member of staff been on appropriate health and safety and manual handling training?
- Do you display a completed health and safety poster?
- What are the roles and responsibilities of members of staff, volunteers and students with regards to safety? For example, daily safety checks, removing broken equipment, maintaining a safe environment and so on
- Do all staff, volunteers and students have an awareness of safety issues? For example, is it in job descriptions and inductions, do they have awareness training, do they know about your health and safety policy?
- Do you tell parents about safety issues? For example, through discussions, leaflets, brochures, newsletters, emails, websites or notice boards
- Do you increase children's awareness of safety issues? For example, through discussions, planned activities, routines
- Is your kitchen required to be registered with environmental health?
- Are your portable appliances tested (PAT tested)?

## **Insurance**

- Do you have public liability insurance/employer liability insurance? Is everything covered, for example, use of epipens, going to the swimming pool, going on outings and bouncy castles?
- Do you display this certificate/s?

## **Risk assessment**

- Do you carry out risk assessment regularly?
- Who is responsible for carrying out risk assessments?
- Do you have written risk assessments, where five or more staff are employed?
- Where is the risk assessment displayed and how can it be accessed? See Risk assessment guidance
- Do you carry out safety checks throughout the day? For example, at the beginning, middle and end of the session?
- Who is responsible for carrying out these checks? For example, supervisor of after school club, head of room, first person to enter premises?
- Where are the daily safety checks displayed and how can it be accessed? See Risk assessment guidance

## **Gas and electricity**

- Do you keep installation and servicing certificates?
- Do you have your appliances checked every year and do they show the date they were checked?
- Do your appliances meet health and safety requirements?
- Do you make sure your appliances are properly guarded so children cannot get to them?
- Do you have carbon monoxide detector fitted, if required?

## **Outside area**

- Do you carry out a safety check of your outdoor area each time it is used? For example, to check if your boundaries and gates are secure and in good repair and to check the state of repair of resources and equipment
- If you have any areas of water, do you make sure they are secure? Think about, pools, ponds and where rainwater collects
- Do you make sure there are no hazardous plants indoors or outdoors? If there are hazardous plants and you cannot remove them do you make sure children cannot get to them?
- How do you keep sand trays or pits free from contaminants?

## **Sun Safety**

- Do you share sun safety information and practice with all parents?

- How do you make sure all children arrive at the beginning of their session with sun cream applied? How do you monitor and record this?
- If parents forget to apply sun cream before the beginning of their child's session what do you do?
- Do you encourage children who can, to apply their own sun cream?
- For children who cannot apply their own sun cream, do you ask for parental consent for staff to apply sun cream?
- If children stay for long periods of time do you reapply their sun cream?
- Do all members of staff apply sun cream before the start of their day? Do they reapply?
- How do you make sure all children arrive at the beginning of their session with protective clothing? For example, hats (wide brim or legionnaires that protect the neck), sunglasses, tops that cover shoulders
- Do you keep a stock of spare protective clothing on site? Consider parents forgetting protective clothing or if protective clothing is misplaced
- Do all staff, volunteers and students act as positive role models? For example, do they wear hats, sunglasses, sun cream?
- Do you adapt your outdoor environment to provide shaded areas, making sure that outdoor play is not limited?
- Is sun safety incorporated into your planning to encourage children to be independent and responsible, helping them keep themselves safe?

### **Water Activities**

- Are water play activities closely supervised by your staff?
- Do you have a clear procedure for water safety or swimming pool use?
- Do you reapply sun cream after wet play?

### **Sleeping Children**

Sleeping babies need to be checked regularly. Consider getting advice about Sudden Infant Death Syndrome (SIDS) regarding bed linen, mattresses, sleeping positions, the frequency of checking children, room temperature and children's clothing.

When thinking about your rotas and procedures includes:

- Who will check the sleeping children
- how you will check them, sleep monitors alone are not adequate
- how often you will check them
- how you will record this
- how you will share information with parents

- how you will deploy your staff, including responsibility for any sleep room or area
- how you make sure sleeping children are safe, for example, record of checks for sleeping babies
- the procedures you would follow if a baby or child was not breathing

## Hygiene

- How do you make sure that your environment, resources and equipment are safe and clean before the children arrive?
- How do you make sure that your outdoor environment and equipment is regularly checked for cleanliness and suitability? For example, the frequency and cleaning of the sand pit
- Do you have a daily cleaning routine for your setting, which includes the play areas, kitchen, rest area, eating areas, toilets and nappy changing areas?
- Do you have a routine for cleaning resources and equipment, dressing up clothes and furnishings?
- What systems do you have in place to make sure there is no cross contamination when doing the laundry?
- If you care for babies, how do you make sure your equipment and resources are adequately sterilised to prevent the transmission of germs? For example, think about bedding, bottles, teethingers and so on
- How do your daily routines encourage the children to learn about personal hygiene?
- How do you make sure that you have high standards of hygiene to prevent the spread of infection? Does this include hand washing and drying facilities and the disposal of nappies? For example, nappy changing procedure, access to warm running water and soap and so on
- How do you make sure staffs are told about, and able to carry out, good hygiene practice? Think about including hygiene procedures in staff induction and training
- How do staffs raise children's awareness of good hygiene practices and healthy living?

Consider:

- hand washing
- teeth cleaning
- nose wiping and disposal of tissue
- the spread of infection through coughing and sneezing
- using the toilet and potty correctly
- cultural influences on children's hygiene
- How do you make sure that staff can always access an adequate stock of cleaning materials, as well as disposable gloves and aprons?
- How do you make sure tidying and cleaning do not interrupt children's activities and take staff away from directly working with children?
- How do you make sure that attention to cleanliness does not limit the range of activities offered to children?

- How have you planned for the disposal of nappies and sanitary waste?
- What is your process for cleaning bodily fluids or blood spillages?
- Do you implement good hygiene practices by:
  - Providing colour coded cloths and mops and buckets for cleaning
  - Cleaning tables between activities, including the edges of the table, as well as underneath the table
  - Checking toilets regularly
  - Wearing protective clothing, such as aprons and disposable gloves, as appropriate
  - Providing sets of clean clothes for children and adults
  - Providing tissues and wipes
  - Making sure each person only uses their own flannel and towels?
- How do you respect cultural and religious practices, such as food preparation or washing?
- How do you make sure that all staff handling and preparing food are suitable trained to do so?
- What hygiene practices do you adopt with regard to handling pets in the setting and when on outings to farms and so on?
- Do you use notices, signs, posters and staff meetings for promoting good hygiene practice?
- Do you have a list of notifiable diseases? How do you make sure that all staff and parents are aware of the signs and symptoms of communicable diseases?

**You must tell Ofsted or the Childminding Agency you are registered with about\*:**

- any food poisoning affecting two or more children cared for on your premises
- any child having meningitis
- an outbreak on your premises of any notifiable disease identified as such in the Public Health (Control of Diseases) Act 1984

*\*As soon as possible but within 14days of the event*

**Equipment**

- Does your play equipment and resources conform to the BSEN safety standards or Toys (Safety) Regulation (1995) and are they safe?
- Do you provide enough equipment and resources for the number of children?
- Do you provide resources that promote all areas of children's learning and development? Think about child and adult-led activities
- Do you select books, equipment, materials and resources that promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping?
- Do you provide play equipment and resources that promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children?

- Are your materials clean, in good condition and safe for the children to use? Think about man-made, natural and recycled materials
- Do you plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges are offered?
- Do you provide furniture that is suitable for both children and adults?
- Do you store and display resources where children can independently choose and select them?
- Do you check all resources and equipment regularly as they are set out at the beginning and put away at the end of each session? Do you repair and clean or replace any unsafe, worn out, dirty or damaged equipment?
- Do you keep an inventory of resources and equipment? Does this record contain the date on which each item was purchased and the price paid for it? (This will be useful for your insurance too)
- Do you provide adequate insurance cover for the setting's resources, equipment and materials?
- Have you thought about using the local library and/or toy libraries to introduce new books and a variety of resources to support children's interests?
- How do you maintain your premises? Think about the inside and outside space and whose responsibility it is. Do you carry out a premises check?

#### **Control of Substances Hazardous to Health Regulations 2002 (COSHH)**

- Do you stack or store equipment and resources safely and securely?
- Do you store cleaning products in a lockable cupboard?
- Do you keep safety data sheets of all your stored cleaning products?
- Do you comply with COSHH regulations 2002?

#### **Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)**

Do you have a system in place to report all actual or potential injuries, diseases and dangerous occurrences?

#### **Useful resources and websites**

- The Health and Safety at Work Act 1974
- Workplace (health, Safety and Welfare) Regulations 1992
- 5 Steps to Risk Assessment, health and Safety Executive (HSE) publication

- COSHH. A Brief Guide to the Regulations –What you need to know about the control of substances hazardous to Health Regulations 2002. (HSE Publication)
- Reporting Accidents and Incidents at Work: A Brief Guide to the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, HSE publication
- RIDDOR [www.riddor.gov.uk](http://www.riddor.gov.uk)
- Department of Health [www.doh.gov.uk](http://www.doh.gov.uk)
- NHS Online: [www.nhsdirect.nhs.uk](http://www.nhsdirect.nhs.uk)
- Rentokil Initial (Hygiene Services) [www.rentokil-initial.com](http://www.rentokil-initial.com) Tel: 0345 894 2944
- Meningitis Helpline: 0808 8010 388. Downloadable signs & symptoms app available at [www.meningitisnow.org](http://www.meningitisnow.org)
- Clinical waste [www.phswastemanagement.co.uk](http://www.phswastemanagement.co.uk)
- Sudden Infant Death Syndrome [www.nhs.uk/Conditions/Sudden-infant-death-syndrome](http://www.nhs.uk/Conditions/Sudden-infant-death-syndrome)
- Public Health England [www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england)
- The Royal Society for the Prevention of Accidents (RoSPA): Toys Safety Regulation 1995 [www.rospace.com/homesafety/adviceandinformation](http://www.rospace.com/homesafety/adviceandinformation)

**Health and Safety Executive (HSE):**

Many HSE publications can be downloaded from [www.hse.gov.uk](http://www.hse.gov.uk)

HSE advisory team contact details:

Email- [advice@hse.gsi.gov.uk](mailto:advice@hse.gsi.gov.uk)

Tel: 030 0003 1747

Incident Contact Centre 0845 300 9923 for fatal and specific injuries only



## Example policy for an alarm installation company

### Setting the scene

Daly Response Alarm Systems supply and install intruder alarms to residential and business premises. Manager and founder John Daly employs a total of 22 staff, consisting of an assistant manager, a receptionist, three customer service support advisers, four sales representatives, two accounts assistants, a head engineer and ten site engineers.

The office is open Monday to Friday 9.00-5.30 and Saturday morning 9.00-12.00 and cleaning is shared by the office-based staff, who have a rota.

John Daly prepared his own health and safety policy statement, using the combined template available on the HSE website at [www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc](http://www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc) He genuinely cares for his staff and wants to portray this in his health and safety policy.

John downloaded the template and referred to the example policy statement and other guidance available on the HSE website at [www.hse.gov.uk/risk](http://www.hse.gov.uk/risk). This helped him to think about the things that should be documented and built into his own health and safety policy, such as remote working, personal protective equipment, staff consultation and training etc. He decided that he and his assistant manager would be the most competent (experienced and capable) people to take responsibility for health and safety issues.

John presented the policy statement at the staff meeting and decided to review and update the document every year or straightaway if there are any major changes in the workplace.

Employers with less than five employees don't have to write down their health and safety policy. For further information and to view our example risk assessments, see [www.hse.gov.uk/risk](http://www.hse.gov.uk/risk).

Example health and safety policy published by the Health and Safety Executive 08/14



<b>This is the statement of general policy and arrangements for:</b>		<b>Daly Response Alarm Systems</b>
<b>John Daly – Manager</b>		<b>has overall and final responsibility for health and safety</b>
<b>Paul Phillips – Assistant Manager</b>		<b>has day-to-day responsibility for ensuring this policy is put into practice</b>
Statement of general policy	Responsibility of: Name/Title	Action/Arrangements (What are you going to do?)
Prevent accidents and cases of work-related ill health by managing the health and safety risks in the workplace	John Daly Manager	Relevant risk assessments completed and actions arising out of those assessments implemented. (Risk assessments reviewed when working habits or conditions change.)
Provide clear instructions and information, and adequate training, to ensure employees are competent to do their work	Paul Phillips Assistant Manager	Staff and subcontractors given necessary health and safety induction and provided with appropriate training (including working at height, asbestos awareness and electrical safety) and personal protective equipment. We will ensure that suitable arrangements are in place to cover employees engaged in work remote from the main company site.
Engage and consult with employees on day-to-day health and safety conditions	John Daly (Manager) Paul Phillips (Assistant Manager) All staff	Staff routinely consulted on health and safety matters as they arise but also formally consulted at regular health and safety performance review meetings or sooner if required.
Implement emergency procedures – evacuation in	John Daly Manager	Escape routes well signed and kept clear at all times. Evacuation plans are tested from time to time and updated

case of fire or other significant incident. You can find help with your fire risk assessment at: <a href="https://www.gov.uk/workplace-fire-safety-your-responsibilities">https://www.gov.uk/workplace-fire-safety-your-responsibilities</a>		as necessary.
Maintain safe and healthy working conditions, provide and maintain plant, equipment and machinery, and ensure safe storage/use of substances	Paul Phillips Assistant Manager	Toilets, washing facilities and drinking water provided. System in place for routine inspections and testing of equipment and machinery and for ensuring that action is promptly taken to address any defects.
Signed: * (Employer)	J Daly	Date: 28th August 2014

You should review your policy if you think it might no longer be valid, eg if circumstances change. If you have fewer than five employees, you don't have to write down your policy.

Health and safety law poster is displayed at (location)	Reception
First-aid box is located:	Staff room
Accident book is located:	Reception

Accidents and ill health at work reported under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)  
<http://www.hse.gov.uk/riddor>

To get an interactive version of this template go to <http://www.hse.gov.uk/risk/risk-assessment-and-policy-template.doc>

Combined risk assessment and policy template published by the Health and Safety Executive 08/14