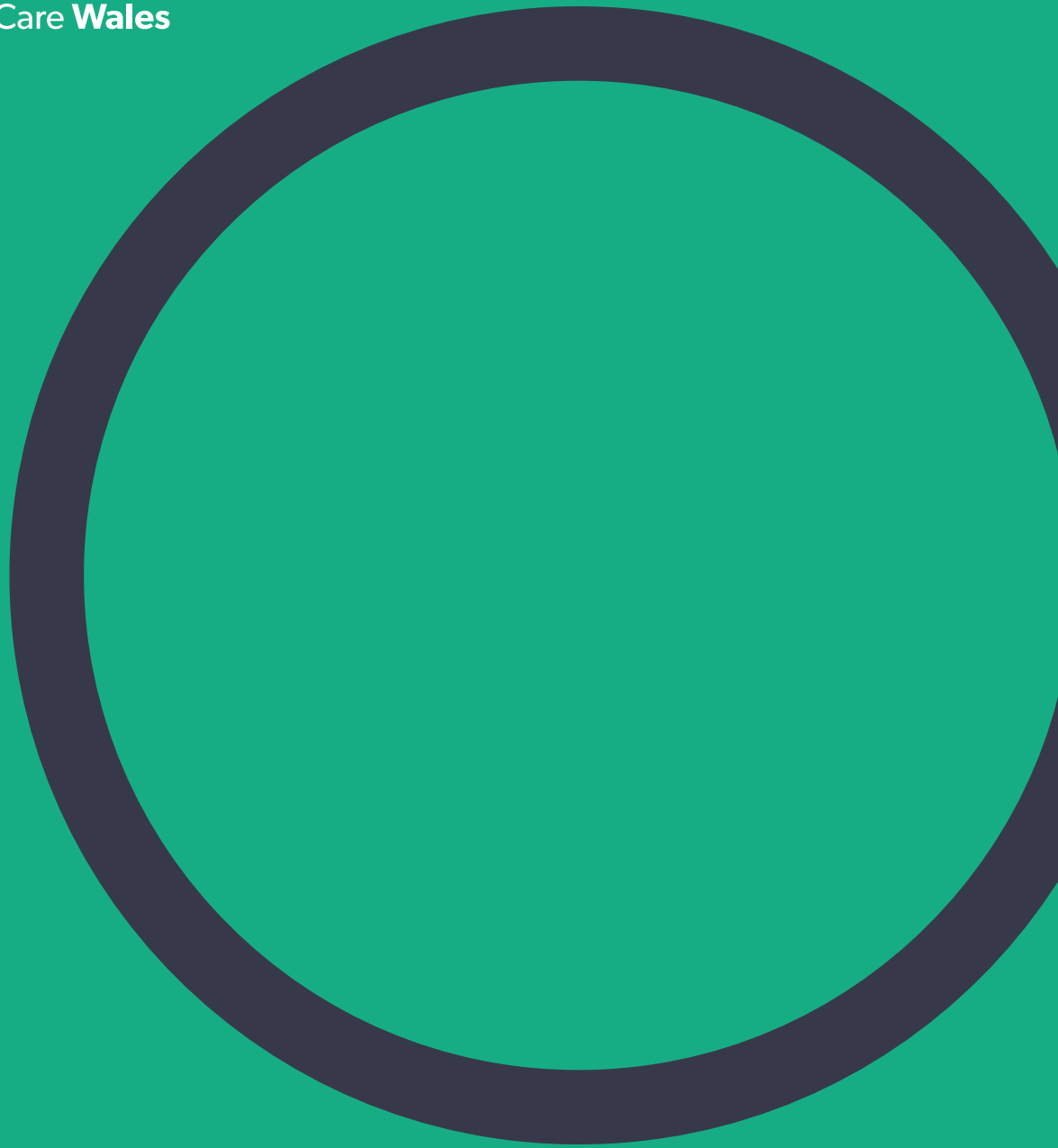




Gofal Cymdeithasol **Cymru**  
Social Care **Wales**



# All Wales Induction Framework for Early Years and Childcare: **Workbook five**

Health and safety in children's care,  
learning, development and play

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Noddir gan  
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Copies also available in Welsh.

# Introduction

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To help workers and employers put the Induction Framework into practice and to help workers generate the evidence they need to achieve the “core” qualification, we have developed workbooks for each section of the framework.

The Induction Framework has five sections that have been organised into **main areas**. The main areas are then broken down to show what you need to know, understand and be able to demonstrate.

- Section 1 – Principles and values
- Section 2 – Health, well-being, learning and development
- Section 3 – Professional practice as an early years and childcare worker
- Section 4 – Safeguarding children
- Section 5 – Health and safety in children’s care, learning, development and play

Each section:

- identifies the knowledge, understanding and skills that you as a new worker need to gain during your induction period – including the core knowledge, skills and understanding that applies across all early years and childcare settings, as well as that which is specific to your role and workplace
- identifies the early years and childcare principles and values that you need to demonstrate.

The workbook has space for you to record your learning as you go and for your **manager** to record their feedback. Your manager or employer may wish to use other learning activities or case studies in addition to those in this workbook. Remember to record any extra learning so that it can be used towards your qualification.

There is a glossary that covers all the workbooks and provides some definitions of the terms used. Anything marked in **bold** will be included here. As you are working your way through the learning activities in the workbook, your manager will meet with you to see how you are doing and discuss any extra support that you need. They will complete the progress log with you and help if there are any gaps.

# Health and safety in children's care, learning, development and play

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This workbook will help you explore the legal requirements for health and safety in an early years and childcare setting and know what your and your employer's responsibilities are for maintaining safety at work.

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# 5.1 Health and safety in a work setting

## Outcomes

You are able to work in ways that:

- meet your responsibilities in line with health and safety legislation
- adhere to your organisation's or setting's policies and procedures for health and safety
- follow your workplace's processes for the recording and reporting of any concerns or incidents related to health and safety.

As an early years and childcare worker, you are responsible for taking reasonable care of yourself and others in the **workplace**. While your **employer** has certain legal responsibilities to make sure you and the children you care for are protected from harm, you also have a role to play. Health and safety is everyone's responsibility.

## Learning activity

Identify at least three pieces of relevant health and safety legislation, and the responsibilities of employers and workers in early years and childcare in relation to them.

Legislation	Links to workplace policies and procedures	Responsibilities of employers	Responsibilities of workers

# 5.2 Risk assessments for health and safety

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## Outcomes

You are able to work in ways that:

- comply with health and safety risk assessments for your workplace and the procedures for reporting concerns or incidents.

Assessing risk is an integral part of maintaining health and safety within the workplace and for ensuring the well-being and protection of children and others. You will need to show that you understand the importance of creating a safe environment, appropriate to the age and developmental capabilities of the children in your care. You will need to demonstrate what you have done complies with your organisation's or setting's policies, and how health and safety laws inform this.

## Learning activity

Health and safety risk assessments are carried out for any activities or tasks that may have hazards associated with them. You will also be expected to carry out informal risk assessments throughout your working day. For example, by looking out for tripping hazards, such as clutter, or loose floor coverings in rooms.

## Workbook notes

1. What do you understand by the term risk assessment in relation to health and safety?

2. Give three examples of health and safety risk assessments that would be carried out in your organisation or setting

3. What is the difference between an accident and an incident?

It is important that the workplace is kept as safe as possible both for yourself and the children in your care. This would include carrying out risk assessments both formally and on a day to day basis. There are different types of accidents, incidents, emergencies, and health and safety hazards.

## Learning activity

### Workbook notes

1. What actions should you take if you identify a risk in your workplace?

2. What actions should you take if an accident occurs in your workplace?

3. What actions should you take if an incident occurs in your workplace?

The Health and Safety Executive is the national independent watchdog for work-related health, safety and illness. It acts in the public interest to reduce work-related death and serious injury in British workplaces.

On risk assessments it says:

*“When considering the care and needs of a child, everyday activities are often identified that will benefit their lives, but also put them at some level of risk. This requires a balanced decision to be made between the needs, freedom and developmental capabilities of the child and their safety – with the aim of enabling them to live fulfilled lives safely rather than providing reasons for restricting them.”*



## Learning activity

### Workbook notes

1. What do you understand by the term risk benefit?

2. What is a balanced approach to risk?

3. Reflect on an activity in your setting and how it supports risk benefit



# 5.4 Moving and handling, and moving and positioning

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## Outcomes

You are able to work in ways where you:

- carry out moving and positioning, and/or moving and handling, in accordance with your training/role and in line with individual care and support plans.

Moving and handling is an important part of the working day for most employees. This could include carrying heavy items and equipment. Your role might also involve moving and positioning children in your care.

## Learning activity

Poor moving and handling / positioning practice can lead to:

- back pain and musculoskeletal disorders, which can lead to an inability to work
- moving and handling accidents, which can injure both the child being moved and the employee
- discomfort and a lack of dignity for the child being moved.

As an early years and childcare worker, you need to show you understand the rules around moving and positioning, and how they are intended to protect those doing the moving and positioning, as well as those being moved. It is important that you are aware of your setting's policies and guidance on physical intervention.

It is important you know about safe moving and handling / positioning so you don't hurt yourself or a child you are assisting.

There is specific training you need to undertake before you support people with moving or positioning, or activities involving moving or handling, which your employer will arrange.

There are, however, some important principles about moving and handling that you need to be aware of at the start of your employment so that you do not put yourselves at risk of injury.

In the space below, outline the main principles of safe manual handling:

## Workbook notes

## Learning activity

During outside play, a ball has been thrown and landed on the shed roof and the children want to retrieve it.

### Workbook notes

1. What are the risks involved in this situation?

2. What actions do you take?

# 5.5 Managing paediatric injury (including paediatric first aid)

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As an early years and childcare worker, you may need expect to attend an accredited paediatric first aid course to complete this section of the induction framework, **if it is relevant to your role**. Please update your progress log if this is applicable to you.

## Outcomes

You are able to work in ways that:

- you attend and gain certification in paediatric first aid, and know when it is appropriate to apply emergency first aid and when medical help needs to be sought.

If you have not undertaken training, you should not attempt any form of first aid but must seek help immediately.

## Workbook notes

# 5.6 Infection prevention and control

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## Outcomes

You are able to work in ways that:

- follow good hygiene practice
- implement your workplace policies and procedures for infection prevention and control
- follow a hand washing technique that is used to prevent the spread of infection.

Infectious diseases can spread from person to person. As with all illnesses, prevention is better than cure. To receive safe and effective care, infection control and prevention must be part of everyday practice and be applied consistently by everyone.

## Learning activity

### Workbook notes

1. Identify three examples in policy, legislation or guidance around infection prevention and control in Wales

2. What policies and procedures in your workplace support good practice around infection prevention and control?

## Learning activity

During nappy changing you notice that the cover on the changing mat was split.

### Workbook notes

1. What are the potential risks here?

2. What specific actions should you take to prevent the spread of infection in this case?

Hand washing is a crucial part of providing safe care and for preventing cross infection.

### Workbook notes

List the times when handwashing should be carried out:





# 5.8 Hazardous substances

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## Outcomes

You are able to work in ways that:

- follow national and workplace policies and procedures for the storage, use and disposal of hazardous substances.

## Learning activity

### Workbook notes

1. List the types of hazardous substances that may be found in the workplace

2. Outline the arrangements for storing, using, dealing with spillages and disposing of hazardous substances in your work setting

# 5.9 Safety in the work setting

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## Outcomes

You are able to work in ways that:

- adhere to arrangements that are in place to ensure that you, the children and others are safe in the work setting
- adhere to workplace policies and procedures for lone-working, advising of whereabouts and access to the work setting.

Good security measures are important to make sure that you and the individuals you work with are safe. Your setting will have security procedures that you will need to be familiar with to protect yourself and others you work with.

## Learning activity

### Workbook notes

1. What might be the potential risks to security in your workplace?

2. Some roles will involve lone-working. What are the particular risks for lone workers and how should these be managed?

3. Aggression can be distressing and harmful. List the types of **aggressive behavior** workers might experience from individuals

4. Describe some of the security measures that are in place in your work setting

## **Case study**

An irate parent arrives at Liz's workplace to make a complaint about an incident involving a child. The parent is very angry and starts shouting at Liz. How should Liz deal with this situation?

## **Workbook notes**

# 5.10 Managing Stress

## Outcomes

You are able to work in ways that help you manage stress by:

- using your supervision to discuss your well-being with your line manager.

Being under pressure is a normal part of life. It can be a positive force that helps us take action, feel more energised and get things done, but it can also be negative if we often feel overwhelmed, under undue pressure and overloaded. Such feelings can affect our wellbeing and cause illness. It is important to recognise stress in our lives and how to manage it if we are experiencing it.

It is equally important for those working alone or unsupervised to consider the support networks that may be in place to support effective stress management.

## Learning activity

Stress can affect us both emotionally, physically and in the way we behave, such as our mental health and well-being. List five common signs of stress under each heading:

How you might feel	How you might be physically affected	How you might behave
1.		
2.		
3.		
4.		
5.		

## Workbook notes

1. What are the different kinds of situations that can cause stress? List five

2. Think about a time when you have been stressed. What did you do to help you deal with it?

3. It is important that you are able to recognise when you feel stressed, so you can put things in place to help you manage it. What actions could you take?

# Progress log

## Section 5: Health and safety in children's care, learning, development and play

Name:

Name of workplace:

Induction start date:

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
5.1 Health and safety in the work setting	You are able to work in ways that: <ul style="list-style-type: none"><li>• meet your responsibilities in line with health and safety legislation</li><li>• adhere to your organisation's policies and procedures for health and safety</li><li>• follow your workplace's processes for the recording and reporting of any concerns or incidents related to health and safety.</li></ul>			
5.2 Risk assessments for health and safety	You are able to work in ways that: <ul style="list-style-type: none"><li>• comply with health and safety risk assessments for your workplace, and procedures for reporting concerns or incidents.</li></ul>			
5.3 Fire safety	You are able to work in ways that: <ul style="list-style-type: none"><li>• adhere to your work setting's procedures that must be followed in the event of a fire.</li></ul>			
5.4 Moving and handling, and moving and positioning	You are able to work in ways that: <ul style="list-style-type: none"><li>• carry out moving and positioning, and/or moving and handling, in accordance with your training/role and in line with individual care and support plans.</li></ul>			

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
5.5 Managing paediatric injury (including paediatric first aid)	You are able to work in ways that: <ul style="list-style-type: none"> <li>attend and gain certification in paediatric first aid, and know when it is appropriate to apply emergency first aid and when medical help needs to be sought.</li> </ul>			
5.6 Infection and prevention control	You are able to work in ways that: <ul style="list-style-type: none"> <li>follow good hygiene practice</li> <li>implement your workplace's policies and procedures for infection prevention and control</li> <li>follow a hand washing technique that is used to prevent the spread of infection.</li> </ul>			
5.7 Food safety	You are able to work in ways that: <ul style="list-style-type: none"> <li>follow your organisation's policies and procedures in relation to food.</li> </ul>			
5.8 Hazardous substances	You are able to work in ways that: <ul style="list-style-type: none"> <li>follow national and workplace policies and procedures for the storage, use and disposal of hazardous substances.</li> </ul>			
5.9 Safety in the work setting	You are able to work in ways that: <ul style="list-style-type: none"> <li>adhere to arrangements that are in place to ensure that you, the children and others are safe in the work setting</li> <li>adhere to workplace policies and procedures for lone-working, advising of whereabouts and access to the work setting.</li> </ul>			

Main area	Outcome	Evidence used	Assessed by whom and when	Manager's signature and date
5.10 Managing stress	You are able to work in ways that help you manage stress by: <ul style="list-style-type: none"> <li>• using your supervision to discuss your well-being with your line manager.</li> </ul>			



Learning needs and opportunities:

**Manager's signature:**

**Worker's signature:**