

Standards Unit

Linking theory to practice: health and safety

Learner handbook

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Success for All website:
www.successforall.gov.uk

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Foreword

The Standards Unit

We are committed to the following principles which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice
- Theme 2 – putting teaching, training and learning at the heart of what we do
- Theme 3 – developing the leaders, teachers, training and support staff of the future
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's staff includes officials and expert practitioners seconded from colleges and other providers and the inspectorates. This core team is supported by call-off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices who are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion and because inspection outcomes show there is room for improvement.

To support the improvements required, the Standards Unit is also providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject

Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills. If you would like to know more about becoming a Subject Learning Coach, why don't you speak to your Standards Unit Regional Director or look at www.successforall.gov.uk.



This health and social care resource will be a valuable reference in network meetings when Subject Learning Coaches are discussing the health and social care curriculum. We hope you will find this a useful resource and we look forward to receiving your comments and feedback.

Jane Williams
Director of Teaching and Learning
Head of Standards Unit

Introduction

Welcome to the Health and safety learner handbook. You will notice that it is presented in a different style from the Confidentiality and Observation learner handbooks. This handbook is designed to be used in two very different ways:

- You could use this handbook to support the work done in a class or workshop **with** your teacher or trainer.
- You could choose to work through this handbook **on your own**, regularly checking your understanding with your teacher or trainer.

REMEMBER

Throughout this handbook we refer to care as a general term for those working in health, social care or early years settings.

This handbook will give you a broad understanding of health and safety issues whichever way you choose to use it. You will find information on a range of topics including legislation essential for a safe working environment. Activities will enable you to check your understanding and to relate your knowledge to your particular work placement and client group.

Most of the resources you will need have been provided within this handbook. You will have to make a board for the activity on using the safety signs. You could photocopy the plans for the care home or nursery as an A4 sheet. You might choose to enlarge the plans to A3, perhaps laminating them, if you are going to work in a group on this activity.

REMEMBER

Ensuring the safety of staff, service users and visitors is essential in all care and early years settings. You will need to become familiar with the policies and practises of your particular work placement.

You can choose to watch either a VHS or DVD to see how learners used the activities during the pilot phase of development. In particular note how the plan of the care home and nursery encouraged the learners to think about their own work placement.

Things you will learn

The topic of this handbook is health and safety. This topic is very important because, as a care or early years worker, you must be able to keep yourself and your clients safe. The book works through a range of topics concerning dangers to yourself and to others. By working through the handbook, you will become much safer both in your work placement and in the home.

After you have worked your way through the activities, you should be able to understand the main topics of health and safety. This will help you to feel more comfortable about applying basic principles of health and safety in your work placement. In particular, you will learn:

- that accidents are 'serious stuff';
- how to prevent accidents at work;
- how to complete an accident report form;
- what you have to do about first aid at work;
- to do the right thing in reporting injuries, diseases and dangers;
- to appreciate the causes of fire;
- to recognise the right kind of fire extinguishers for different types of fires;
- to appreciate the dangers in care and early years settings;
- to recognise the main types of safety signs used in care and early years settings;
- to appreciate how safety signs are used to help prevent accidents;
- to demonstrate knowledge and understanding of some common abbreviations, words and meanings.

Safety signs

The most obvious health and safety guides you will encounter every day are health and safety signs. The Health and Safety at Work Act 1974 places a duty on employers to provide safety signs alerting people to potential dangers. There are four types of safety sign in general use. Each of these types has a designated shape and colour in order to ensure that employees receive health and safety information in a simple, bold and standard way, with little use of words.

What colour must a safety sign be and what does it mean?

The following shows the basic design of safety signs:

Colour	Meaning and purpose of sign	Example
Red	Indicates danger. This is a prohibition sign that states what you cannot do.	
Yellow	A warning sign. This indicates that you must be careful and take precautions.	
Blue	A mandatory sign. This states that you must do something.	
Green	This indicates safe conditions and provides information about safe conditions.	

Here are more signs that you may see in care and early years settings. Look up their meanings and write the type and meaning under each sign. Your teacher or trainer should give you information to help you with this task.

















Activity – using safety signs

Safety signs

To be safe at work you will need to recognise, understand and respond to many different safety signs. This activity has been designed to help you get a better understanding of safety signs. The signs are examples of those you would expect to find in care and early years settings, but there are many more that you could identify and place in the correct location.

Objectives

- To recognise the types of safety signs and their meaning.
- To understand how and where to use the signs to keep everyone safe.

Activity

Examples of a nursery and a care home have been designed for you. Locations are indicated on the plan where typical health and safety signs would be placed. You need to place the pictures of the safety signs in the appropriate place.

Stage 1

Look at the plan of the nursery (p. 13) or care home (p. 14) and the safety signs appropriate to them (pp. 15–16).

Stage 2

In a group, work with others to discuss where to place the safety signs so that they are in the correct position in the setting and discuss which signs you would expect to appear in several locations. You should be able to explain why the signs should be placed in the chosen position.

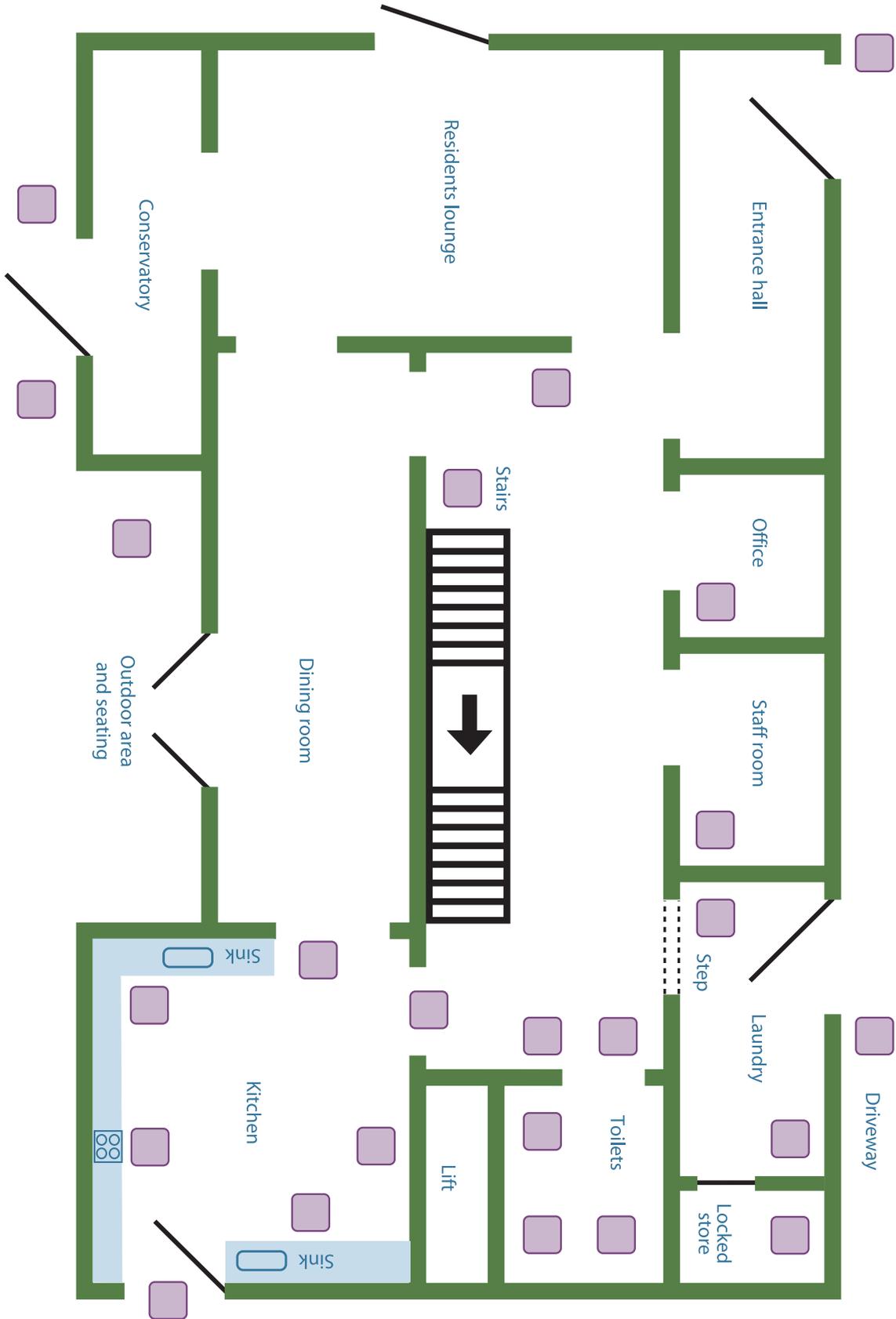
Stage 3

Identify further signs that you would expect to see if the setting is going to meet occupational standards, such as Ofsted requirements or Day Care Standards. Extend the plan to include other provision. For example, adapt the care home to a single storey building with en-suite bedrooms and then add appropriate signs.

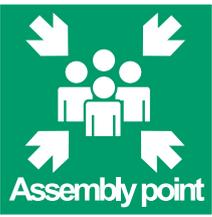
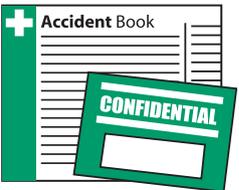
Nursery plan



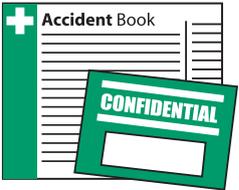
Care home plan



Safety signs for nursery board activity

1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
21		22		23		24	

Safety signs for care home board activity

1		2		3		4	
5		6		7		8	
9		10		11		12	
13		14		15		16	
17		18		19		20	
21		22		23		24	

Preventing accidents

What is an accident?

An accident is an unplanned and uncontrolled event. As a result of an accident, people can be killed, disabled or suffer serious injury. Accidents can cause damage to machinery and equipment. When accidents happen, they can lead to injury, a loss of mobility, reduced quality of life or even death. Accidents may also result in a loss of income for individuals and organisations.

Objectives for discussion activity

- To recognise the wide range of factors that can lead to accidents in care settings.
- To discuss the implications for care workers and employers.
- To identify ways in which accidents at work can be prevented.

Resources

You will need a set of the activity cards on page 19.

Activity

Stage 1

Share out the cards among the people in your group and check that you all understand what the terms on the cards mean.

Stage 2

Now sort the cards, so that you have three sets:

- Things that cause accidents but which I could take care to prevent.
- Things that cause accidents which my employer can control.
- Things that cause accidents and are beyond my or my employer's control.

You may not all agree on which set to put the cards into. You will need to discuss each of them and reach an agreement within the group.

Stage 3

Think now about how accidents can be prevented. The teacher or trainer will invite your group to look at just one of the three sets of cards. You will need to discuss what can be done to prevent accidents happening. One member of your group will need to prepare to feed back your ideas to the other groups. You can present your information in whatever way you choose.

Record your findings here

Lined writing area for recording findings.

Activity cards – factors that lead to accidents in care settings

Poor housekeeping	Poor storage of materials
Electrical fault	Poor judgement, making mistakes
Not washing your hands	Not understanding instructions
Allergies	Not following instructions
Weather conditions	Not using equipment properly
Loss of concentration	Poor training or instruction (not having the skills)
Using faulty equipment	Failure to give warnings to others
Messing about	Unsafe methods of handling or lifting
Working long shifts and becoming tired	Uncovered hair, unsafe clothing or jewellery
Too many distractions, such as noise	Being affected by drugs or alcohol
Poor light	Not being able to complete a task
Unsafe work practice, such as not clearing up spillages as soon as they occur	Medical or physical condition
Inadequate supervision	Standing in an awkward position
Inadequate space	Not using equipment properly
Personal protective clothing or equipment not used or worn	Tinkering with equipment

First aid

Why do we need to know about first aid?



Appointed persons and first aiders

People at work can suffer injuries or fall ill. When this happens it is important that they receive immediate attention. In serious cases, an ambulance should be called.

The Health and Safety (First Aid) Regulations 1982 require employers to provide adequate equipment, facilities and personnel for first aid. This is so that employees can get immediate help if they are injured or become ill at work.

What is regarded as adequate equipment will depend on the circumstances in your workplace.

The minimum first aid provision is:

- a suitably stocked first aid box;
- an appointed person to take charge of first aid arrangements.

It is also important to remember that accidents can happen at any time. First aid provision needs to be available at all times when people are at work.

An employer has to make adequate arrangements to treat employees and others who are injured or become ill at work. When appointing first aiders, employers have to take into account the number of employees they have and the risk involved in the work. For low risk work and/or where the employee numbers are small, it is adequate to authorise one appointed person to take charge of a situation from simple first aid to a serious illness or accident. In larger workplaces, employers who have first aiders also tend to have appointed persons who can manage situations when first aiders are not present.

Employers must tell employees of first aid arrangements at work. They usually do this by putting up notices telling staff who and where the first aiders or appointed persons are, and where the first aid box is.

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

Reporting injuries

If an employee, resident, child or a member of the public has an accident in the workplace that causes death or major injury, it **must** be reported to the Health and Safety Executive (HSE) or local authority. A major injury is specified as certain fractures, amputations, loss of sight of an eye or hospital treatment lasting more than 24 hours.

You must report serious accidents immediately to the HSE or local authority by telephone or fax or via the HSE web site.

A form has to be sent to the enforcing authority for all accidents that cause an employee to be absent from their normal work for more than three days. A form also needs to be sent to confirm fatal and serious accidents already reported by telephone or fax or web site.

When an accident has occurred, there are several people who might investigate the circumstances surrounding it. These include:

- the employer;
- the insurance company;
- the health and safety representative;
- the enforcing authority inspector;
- the training organisation/learning and skills council (trainees only).

The accident book

Even minor accidents have to be entered in the accident book at work. The following must be recorded:

- the name of the injured person, their home address and occupation;
- the signature of the person making the entry, their home address, occupation and date;
- when and where the accident happened;
- a brief description of the accident, the cause and where the person's injury is;
- whether it is an accident that is reportable to the enforcing authority.

There is no set place to keep the accident book, but it has to be easily accessible to all employees.

Employers must tell employees where the accident book is kept. Often there are two accident books, one for service users and members of the public, and one for staff.

Preventing accidents

People may be killed, disabled or suffer injury and pain as a result of accidents. Accidents also cost money as employers may be prosecuted and employees fined where negligence occurs. Injured persons can sometimes sue employers for negligence in the civil courts. Damage to property and equipment that is a result of accidents may be expensive to repair.

You can help prevent accidents from happening by following the policies, procedures, rules, training and instruction provided, and by cooperating with your employer. Using your common sense and not behaving irresponsibly also help to prevent accidents.

Dangerous occurrences

Dangerous events or occurrences should be reported.

Dangerous occurrences that **must** be reported include:

- accidental escape or release of any substance in a quantity sufficient to cause death, major injury or any other damage to another person – for example, a chemical spillage;
- malfunction of radiation generators;
- any occurrence or incident that resulted in or could have resulted in an escape or release of a biological agent likely to cause severe human infection or illness – for example, Legionnaires Disease;
- the collapse or part collapse of any building, structure or work involving more than 10 tons of material;
- the collapse, or part collapse, of any lift, hoist or crane excavation.

When you go back to your work placement, make sure you know where the accident book is kept and have a look at some of the entries. Do you think some of these accidents could have been prevented? Choose five items entered in the accident book. Place each under the following headings.

Accident	Why did it happen?	How could it have been prevented?
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Activity – reporting accidents

The requirements

Accidents have to be reported using a specific form. This is the task of the appointed person or first aider. This activity will give you an opportunity to talk about accidents and to practise filling in an accident report form.

Objectives

- To understand how to report an accident.
- To complete an accident report form accurately.

Resources

Your teacher or trainer will give you a collection of accident descriptions and a blank accident report form.

Activity

Stage 1

On your own, read one of the accident descriptions. If there is anything that is not clear to you, ask someone in your group or your teacher or trainer to clarify. It may help you if you highlight or underline the key points in the description.

Stage 2

In your small group, discuss what happened. See if you can all agree on what the causes of the accident were. Discuss and agree some ways in which the accident could have been prevented.

Stage 3

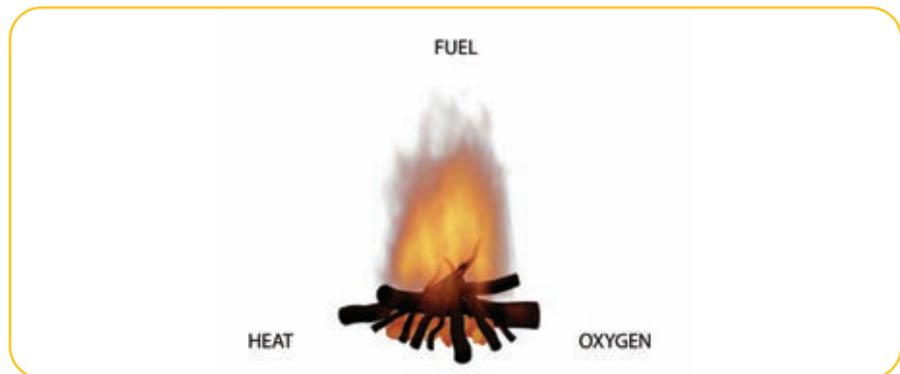
Look at the accident report form you have to complete. Talk it through in pairs so that you understand the type of information it asks you to record.

Stage 4

On your own, complete an accident report form about the accident. Show your completed form to someone you have not worked with in the session. Discuss the completed form with that person. You may want to talk about your completed form with your teacher or trainer.

Fire

Fire depends on three things:



Fuel: can be anything that will burn, for example, furniture, wood, flammable liquids, and clothing.

Oxygen: or, in normal circumstances, air will allow a fire to burn.

Heat: a minimum temperature is needed, but a naked flame, match or spark is sufficient to start a fire, especially if it is in contact with something flammable.

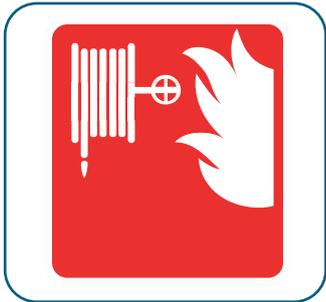
All three elements have to be present for a fire to start. If you remove one element, you will be able to put the fire out.

What to do in case of fire

Fires are very dangerous hazards. They do a great deal of damage every year and can result in death. You should investigate all fires, however small, and you will need to liaise with the fire services to do this.

Where there is a risk of fire, all necessary precautions must be taken. Everyone should be aware of the fire exits and the fire drill procedure.

NB a fire blanket should be available in the kitchen of a nursery or care home.



Preventing fires

If you discover a fire:

- raise the alarm;
- close doors and windows to prevent spread;
- evacuate the area;
- fight the fire if you have been trained and it is safe to do so;
- fight the fire with an appropriate fire extinguisher or other fire equipment if you have been trained and it is safe to do so (the different types are explained on p.31–32).

Below is a list of things that might help reduce the risk of fire or people being harmed if there is a fire:

- Not smoking at work.
- Maintaining all electrical appliances in a safe manner.
- Good housekeeping.
- Removing combustible materials outside to a safe place.
- Not storing highly flammable liquids.
- Maintaining gas supplies.
- Storing flammable materials in a metal cupboard.
- Disposing of cigarettes safely.
- Educating and supervising service users to smoke safely.
- Having fire points nearby.
- Having procedures to follow if there is a fire.
- Putting up signs and notices so that people know what to do in case of fire.
- Having evacuation drills.
- Keeping fire exits clear.
- Testing fire alarms.
- Testing smoke alarms.
- Training staff to use fire extinguishers.

Know your fire extinguishers

There are different types of extinguishers used to fight fires. You will need to choose the right one. Each is designed to put out fires that are caused by specific things. It can be dangerous to use the wrong fire extinguisher.

Objectives

- To become familiar with the most common types of fire extinguisher.
- To learn which extinguisher to use to fight fires that have different causes.

Resources

You are provided with coloured photographs of extinguishers (p.31–32) in this handbook.

Activity

Stage 1

On your own, look carefully at the photographs. Pay particular attention to the colours used in each case. With another person in your group, test each other to see if you know which extinguisher you would need for specific types of fire.

Stage 2

On your own, put a tick in the boxes on the grid on p.33 to show that you know which extinguisher to use for which type of fire.

Stage 3

Next time you are at your work placement, use the box on p.30 to go around the building recording the fire extinguishers. Make a list of what you have found, state where you found each fire extinguisher and the type of fire it will put out. Be prepared to answer questions about this in a whole-group discussion.

Know your fire extinguishers

There are several types of fire extinguisher that may be used:

- Water
- Dry powder
- Foam
- Carbon dioxide

Water extinguisher



This is used for fires involving solid materials such as wood, cloth, paper, plastics and coal. Do not use on burning fat or oil or on electrical appliances.

Use it by pointing the jet at the base of the flames and keeping it moving across the area of the fire. Make sure that all areas of the fire are out.

It works mainly by cooling the burning material.

Dry powder extinguisher



This is for fires involving solids such as wood, cloth, paper, plastics and coal. It can also be used on liquids such as grease, fats, paints and petrol, but not on chip or fat pan fires.

Use by pointing the jet or discharge horn at the base of the flames and, with a rapid sweeping motion, drive the fire towards the far edge until all the flames are out. If the extinguisher has a shut-off control wait until the air clears and, if you can still see the flames, attack the fire again.

It works by melting to form a skin smothering the fire and provides a cooling effect.

Foam Extinguisher (AFFF, Aqueous film-forming foam)

Foam



This is used both on fires involving solids such as wood, cloth, paper, plastics and coal and for liquids such as grease, fats, oil, paint and petrol. Do not use on chip or fat pan fires.

For fires involving solids, point the jet at the base of the flames and keep it moving across the area of the fire. Ensure that all areas of the fire are out. For fire involving liquids, do not aim the jet straight into the liquid. Where the liquid on fire is in a container, point the jet at the inside edge of the container or on a nearby surface above the burning liquid. Allow the foam to build up and flow across the liquid.

It works by forming a fire extinguishing film on the surface of the burning liquid.

Carbon dioxide extinguisher

CO₂
Carbon dioxide



This is used on liquids such as grease, fats, oil paint and petrol, but not on chip or fat pan fires.

This type of extinguisher does not cool the fire very well and you need to watch that the fire does not start up again. Fumes from CO₂ extinguishers can be harmful if used in confined spaces, so ventilate the area as soon as the fire has been controlled.

The discharge horn should be directed at the base of the flames and the jet kept moving across the area of the fire.

It works because carbon dioxide gas smothers the flames by displacing oxygen in the air.

Know your fire extinguisher colour code

Put a tick in the boxes to indicate which fire extinguishers should be used for the different flammable materials

<p>Classification of risk</p>				
Paper, wood, textile and fabric				
Flammable liquids				
Flammable gases				
Oil and fats				
Electrical hazards				

Moving and handling

In care settings, service users often need help to move around and this is when many accidents happen. You must make sure that you know what is in the care plan for each service user. Use this information to ensure that you choose the right equipment and techniques to support service users to move safely.

Training will be provided in your work placement to make sure you know how to move and handle people safely. You must attend these sessions and make sure that you use the information given to you.

What moving and handling training is available in your work placement?

How do you have access to this training?

Slips, trips and falls

Slips and trips dangers

Slips, trips and falls are common causes of accidents at work. They occur in almost all workplaces. Many major slips result in broken bones and can also be the initial causes for a range of other accidents, such as falls from height. Slips, trips and falls are serious events and simple cost effective measures can help to prevent them.

Working safely

Most slips occur in wet or contaminated conditions (a spillage of water or other material). Most trips are due to poor housekeeping. There are simple and economical ways of preventing slips and trips. A simple risk assessment can identify the potential risks, then simple controls can be put in place to minimise those risks. Controls may include:

- good housekeeping by clearing up after an activity. Do not leave things lying around for people to trip over;
- clearing up any spillage straight away. Avoid thinking that others will do it for you;
- wearing suitable footwear;
- making sure that flooring is appropriate, for example, non-slip;
- designating some areas as limited entry, for example, keeping young children out of the nursery kitchen;
- making sure that people have the appropriate training and supervision;
- using warning tape to alert people to hazards that cannot be removed immediately, for example, a leaking sink.

Warning tape



Electricity

Electricity is vital to everyday life and to keeping our clients safe, warm and healthy, but, if used incorrectly, electricity can be very dangerous and even fatal.

Electric shocks can cause:

- ventricular fibrillation – this stops the heart
- internal organ damage
- severe burns
- loss of limbs
- death.

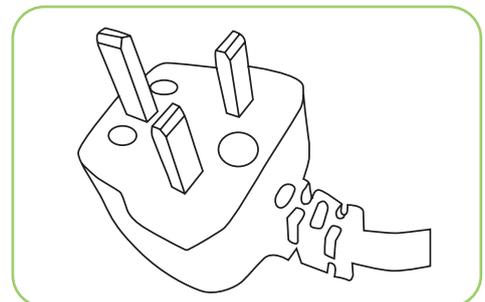
Even a minor contact with electricity can cause a muscle spasm. This may lead to injury by falling.

Working safely

If you are working near an electrical source or using electrical equipment, you must ensure that it is safe.

- Ensure that all unused sockets and electrical supplies are turned off.
- The Portable Appliance Test, often referred to as the PAT test, ensures that all electrical equipment is checked at appropriate intervals by a competent person and marked with the date.
- Ensure that any unsafe equipment is removed from use.
- Remember that electricity and water are a lethal combination.

You must make sure that your service users are protected from the dangers of electricity.



Toys and play resources



Accidents can be prevented by making sure that toys and play resources are suitable for the children using them. All new toys and equipment should have a safety mark on them. Toys without safety symbols can be dangerous as they may have parts with sharp edges or they may fall apart when used.

Accidents often happen when children choke on small objects or use equipment that is designed for older children. For example, a three-year-old may swallow the smaller pieces of building blocks that have been designed to be used by an older child. This is why manufacturers' instructions must be followed.

By law, manufacturers must state if a product could be dangerous for younger children. If you are unsure about the suitability of a toy, it is better to remove it and talk to supervisors or parents.

Close supervision is an essential part of avoiding accidents to children. Most accidents happen very quickly. The level of supervision will vary according to the ages of the children and the activity in which they are involved.

Toddlers need to be supervised very carefully as their actions tend to be unpredictable. For example, they may suddenly drop or throw an object. They are also likely to put objects into their mouths, climb up furniture and pull things down from higher surfaces. This means that, if you need to leave a room, you must take young children with you unless someone else is free to supervise.

Symbols and information

There are many symbols used on toys and play resources to indicate their appropriate use and any safety requirements. The most common are outlined below.

Every manufacturer or first supplier must place this symbol on a toy to indicate that it has been made in conformity with essential safety requirements. It is an enforcement mark (not a sign of quality or safety) and was established to ensure free movement of products throughout the European Union – a type of passport for toys. It has to appear, along with the first supplier's name and address, "in a visible, legible and indelible form" on the toy or its packaging. The

address (which must also be displayed with this symbol) enables an inspector to trace the supplier and request the technical file if he or she believes that the regulations have not been followed.



The Lion Mark symbol was developed to indicate safety and quality. To display the Lion Mark, a British Toy and Hobby Association (BTHA) member must have signed a licence agreement with the Association, which sets out the terms of its use. Failure to abide by these terms leads to revocation of the licence. The Lion Mark also indicates the member's adherence to the BTHA Code of Practice, which includes rules covering toy advertising and counterfeiting. It means that consumers can be certain that a toy bearing the Lion Mark is safe and conforms to all relevant safety information.

In 1991 the British Association of Toy Retailers (BATR) joined up with the BTHA to launch the Approved Lion Mark Retailer Scheme. Members of the BATR also follow a strict Code of Practice that demands they only sell products conforming to standards known as BS EN 71. BATR members can display the above sign in their shops. This does not mean that all products in the shop carry the Lion Mark, but that all products so marked meet the Toy Safety Standard.

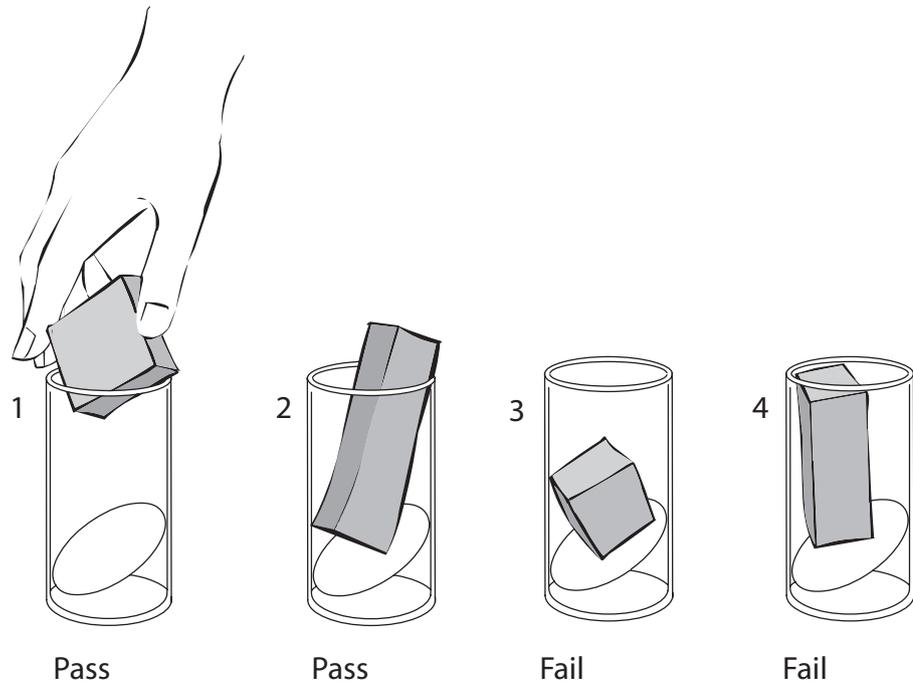


This pictogram began appearing on toys in 1995 and means "Warning – do not give the toy to children under the age of three years, nor allow them to play with it." Accompanying instructions give details of the hazard, for example, "because of small parts". This symbol will gradually replace the current warning "not suitable for children under 3 years", which has often been confused with age advice – the discretionary guidelines used by the manufacturer to help the buyer match the product with a child's age, interest and ability.

Why are some toys not suitable for children under 3 years?

Beside obvious reasons such as the size or intellectual abilities of young children, the other major reason is the danger of choking. To prevent this hazard, parts used in toys for children under 3 years must pass the following choke hazard test.

Choke hazard test



For the choke hazard test, a test cylinder has been specifically designed to reflect the size of a gullet in a child of 3 years and under.

Items that do not fit into the cylinder (1) pass the test as do items that fit in, but have some part still visible and therefore accessible (2).

Smaller toys that do fit into the cylinder (3 and 4) fail the test and are therefore unsuitable for children under the age of 3 years.

This test, when applied to toys, has dramatically reduced the incidence of young children choking on small items.

The Choke Hazard Test does not apply to toys for children over the age of 3 years.

Common words, abbreviations and meanings

Common abbreviations and meanings

Health and safety has many terms that need to be read, understood, remembered and used. You will have come across a number of these as you have worked through the activities in this handbook. Below are useful details of common abbreviations and their meanings.

HASAWA – Health and Safety at Work Act 1974

This act is the main piece of legislation in this area and gives general guidance about health and safety. It imposes duties on both employers and employees.

Duty of employers

- To ensure the health and safety of their employees and show that they have taken all possible steps to do this.
- To provide training and safety equipment, carry out regular checks and develop and implement a health and safety policy.
- If employers have more than five employees, they are required to carry out a risk assessment to identify possible hazards to employees.
- To display information about the Health and Safety at Work Act 1974 for employees.

Duty of employees

Under the Act, employees have a legal duty to:

- comply with their employer's safety procedures;
- use the safety equipment provided;
- report hazards;
- act with regard for their own safety and the safety of others.



COSHH – Control of Substances Hazardous to Health Regulations 1994

These regulations relate to substances that are potentially hazardous, such as cleaning products. The regulations affect care settings as staff will use cleaning products or store materials that could be hazardous. As a result of these regulations, most care settings will have a list of all the materials that could be dangerous and show how they intend to minimise the risk in using them.



Health and Safety (First Aid) Regulations 1981

To comply with these regulations, employers have to appoint a person (or persons) to be responsible for the maintenance of the first aid box and to be responsible in the event of an accident. To ensure safety, there should be at least one qualified first aider on site at all times. The first aid qualification should be updated on a regular basis. In addition, most care settings will keep an accident book in which all accidents and treatments are recorded.

RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995

In order to monitor and, if necessary, investigate accidents and diseases, these regulations require workplaces to record any accidents, injuries, diseases or dangerous occurrences. All workplaces must have an accident reporting system and, if an incident results in an employee needing three or more days off work, this must be reported to the Health and Safety Executive. In many care settings, it is usual practice to have two accident books. One is for recording accidents to the staff and the other for the service users and members of the public. It is important that this information is stored in a central place and filled in promptly in the event of an accident.



Fire Precautions (Workplace) Regulations 1997

All workplaces must have a system for evacuating the staff and service users in the event of a fire. Regular fire drills should be carried out and a record kept of these drills. All fire equipment should be checked regularly by a competent person to ensure that it is in working order. All fire exits should be clearly signed and display instructions to follow if a fire starts. Fire exits must be kept clear and free of obstructions at all times.

Food Handling Regulations 1995

These regulations relate to anyone selling or providing food. Settings that serve and provide food to service users must comply with these regulations.

The laws relating to food safety are enforced by Environmental Health Officers employed by local authorities. Environmental Health Officers have many powers, including the ability to close down settings not complying with food safety laws.

Children Act 1989

Within the Children Act 1989 several requirements relate to health and safety. It is the responsibility of Ofsted to check that early years providers meet these requirements.

Annual registration and adult:child ratios

The Children Act (1989) requires that settings providing care for children under the age of eight years for more than two hours, must be registered. These settings are inspected and given a certificate that must be renewed each year. Among the points inspected are the qualifications and backgrounds of staff. The inspection will also check that the adult:child ratios are being maintained.

The chart below shows the most commonly found adult:child ratios, although these may vary.

AGE OF CHILDREN	NUMBER OF ADULTS TO CHILDREN
0-1	1:3
2-3	1:4
3-5	1:8

BTHA – British Toy and Hobby Association 1988

The BTHA's most important duty is to promote the highest possible standards of safety in the design and manufacture of toys and, in 1989, the BTHA launched the Lion Mark to assist consumers in identifying safe toys. The BTHA directly encourages good practice in advertising to children and has initiated and funded research work on children and aggression.

BATR – British Association of Toy Retailers

BATR is the only official voice of toy retailers in the UK and is represented in government, safety and other organisations.

BATR was founded in 1950. Today it represents around 75 per cent of the toy trade. Members include well known high street retailers. The BATR represents its members in relation to the UK government and the EC legislators through direct contact or in association with the British Toy and Hobby Association, the British Toy Importers and Distributors Association, and membership of the British Retail Consortium.

RoSPA – Royal Society for the Prevention of Accidents

RoSPA is a registered charity which was established over 80 years ago. Providing information, advice, resources and training, RoSPA is actively involved in the promotion of safety in all areas of life at work, in the home, on the roads, in schools, at leisure and on or near water. RoSPA campaigns for change, influences opinion, contributes to debate, educates and informs – for the good of all.



PPE – Personal Protective Equipment

Equipment such as protective gloves and aprons, used to protect the worker and the service user.

RPE – Respiratory Protective Equipment

This is worn over the mouth and nose when working with substances that may give off toxic fumes. For example, some cleaning materials.

Common words and meanings

The following are common words and meanings used in health and safety training:

Accident – an unplanned or uncontrolled event or occurrence which may result in injury to a person and/or damage to property.

Hazard – something that can cause harm, illness or damage to health or property.

Risk – likelihood or chance that harm, illness or damage will occur and the degree of harm (how many people might be affected and how badly).

Risk assessment – mainly carried out by an employer to identify risks to his or her employees and others and decide what is necessary to control these risks, to the standards required under law.

Prohibition notice – issued by the HSE to employers or employees where, in their opinion, there is an imminent risk of an accident. The work stops immediately and matters must be corrected before the notice is lifted.

Improvement notice – issued by the HSE to state what is wrong and what needs to be put right, usually by a given time.

Mandatory or Compulsory – something that must be done. This is indicated by a circular sign in blue, for example, a 'Report accidents immediately' sign.

Regulations – rules which have been put in place to ensure that work is carried out, both correctly and safely.

Competent person – someone who has undergone training in a certain task and is capable of carrying out this task unsupervised.

First Aid – method for treating minor injuries where other treatment is not needed, so minimising any chance of further injury or illness until a doctor, nurse or paramedic arrives.



Activities – common abbreviations and meanings

The following activity will help you to remember the common abbreviations and meanings you need to know.

Objectives

- To be familiar with and understand common abbreviations and meanings in health and safety.
- To practise using them with confidence.

Resources

- Three sets of cards showing common abbreviations and meanings (pp. 49–51).

Activity

In order to check your understanding, arrange the three sets of cards into one set of matching threes:

- one abbreviation card;
- one full title card;
- one description card.

Activity 1

Spread all the cards out face up. Take turns to find three at a time that match correctly. You should have Set 1 showing the abbreviation (p. 49), Set 2 showing the full title (p. 50) and Set 3 indicating the content (p. 51). To make the task more difficult, lay the cards face down – now you have to remember where the right cards are.

Activity 2

In a large group, take one card each. Find the two people with the other cards that match up with yours.

Set 1. Common abbreviations used in care and early years settings

1 HASAWA	2 BATR	3 FOOD HANDLING
4 COSHH	5 RoSPA	6 FIRE PRECAUTIONS
7 HEALTH AND SAFETY (FIRST AID)	8 PPE	9 ADULT:CHILD RATIO FOR CHILDREN AGED 0–1
10 RIDDOR	11 RPE	12 ADULT:CHILD RATIO FOR CHILDREN AGED 2–3
13 BTHA	14 CHILDREN ACT	15 ADULT:CHILD RATIO FOR CHILDREN AGED 3–5

Set 2. The full title of the abbreviations used

Health and Safety at Work Act 1974	British Association of Toy Retailers	Food Handling Regulations 1995
Control of Substances Hazardous to Health	Royal Society for the Prevention of Accidents	Fire Precautions (Workplace) Regulations 1997
Health and Safety First Aid Regulations 1981	Personal Protective Equipment	Adult:child ratio 1:3 for children aged 0–1
Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995	Respiratory Protective Equipment	Adult:child ratio 1:4 for children aged 2–3
British Toy and Hobby Association	Childrens Act 1989	Adult:child ratio 1:8 for children aged 3–5

Set 3. A brief description of what the Act, regulations or organisation promote

<p>This Act gives general guidance about health and safety. It imposes duties on both employer and employee.</p>	<p>It imposes duties on both employer and employee. This is the only official voice of toy retailers in the UK and is represented in government and safety organisations.</p>	<p>Regulations that require all settings to have a system for evacuating staff and service users. They require the systematic checking of all fire equipment and the signposting of fire exits.</p>
<p>These regulations relate to potentially dangerous substances and affect how staff use and store products.</p>	<p>This is a registered charity that provides information, advice and resources in the promotion of safety.</p>	<p>Regulations that relate to anyone selling or providing food. They are enforced by Environmental Health Officers.</p>
<p>These regulations require workplaces to record any accidents, injuries, diseases and dangerous occurrences. All settings must have an accident recording system.</p>	<p>Equipment used to protect the worker and service user.</p>	<p>Children aged 0–1.</p>
<p>This act has several requirements relating to health and safety. Ofsted has the responsibility to check that requirements are met.</p>	<p>Equipment worn over the mouth and nose when working with toxic or hazardous substances.</p>	<p>Children aged 2–3.</p>
<p>This has a duty to promote the highest possible standards of safety in the design and manufacture of toys. It launched the Lion Mark in 1989.</p>	<p>Regulations that require employers to appoint a person (or persons) to be responsible for the maintenance of the first aid box. Care settings must keep an accident book in which all accidents and treatments are recorded.</p>	<p>Children aged 1–8.</p>

Activities – common words and meanings

The following activity will help you to remember the common words and meanings above.

Objectives

- To be familiar with and understand common words and meanings in health and safety.
- To practise using them and gain confidence.

Resources

There are two sets of cards that are divided into a set of questions (p.53) and answers (p.54).

Activity

Activity 1

Share out the cards. One person starts with a question. Identify the correct answer and continue in this way until all the cards are correctly matched.

Activity 2

Your teacher or trainer may read out the answers to the whole group and you write the question. Check if your question matches those on p.53.

To make it harder, as you become more familiar with the terms, you can work against the clock or take some of the cards out to test your knowledge. You could also invent some new activities of your own – or make up some new cards for another topic.

Common words and meanings – questions

<p>Q 1</p> <p>What does mandatory or compulsory mean?</p>	<p>Q 2</p> <p>What is risk assessment?</p>
<p>Q 3</p> <p>What are regulations?</p>	<p>Q 4</p> <p>What is first aid?</p>
<p>Q 5</p> <p>What is an accident?</p>	<p>Q 6</p> <p>What is a hazard?</p>
<p>Q 7</p> <p>What is a competent person?</p>	<p>Q 8</p> <p>What is an improvement notice?</p>
<p>Q 9</p> <p>What is risk?</p>	<p>Q 10</p> <p>What is a prohibition notice?</p>

Common words and meanings – answers

A 5 An unplanned or unwanted event or occurrence, which may result in injury to a person and/or damage to property.	A 6 Something that can cause harm, illness or damage to health or property.
A 9 Likelihood or chance that harm or damage will occur and the degree of harm (how many people might be affected and how badly).	A 2 Mainly carried out by an employer to identify risks to his or her employees and others and decide what is necessary to control these risks to the standards required by law.
A 10 Issued by the HSE on employers or employees where, in their opinion, there is an imminent risk of an accident. The work stops immediately and matters must be corrected before the notice is lifted.	A 8 Issued by the HSE to state what is wrong and what must be put right, usually by a given time.
A 1 Something that must be done, for example a circular sign with a blue background could say, "Report accidents immediately".	A 3 Rules which have been put in place to ensure that work is carried out both correctly and safely.
A 7 Someone who has undergone training in a certain task and is capable of carrying out this task unsupervised.	A 4 A method for treating minor injuries where other treatment is not needed, so minimising any chance of further injury or illness until the help of a doctor, nurse or paramedic arrives.

Being safe at work

How big is the problem?

For the final section of this handbook, you will look at how often accidents happen in care settings.

In 2002/03 in the Health Service, there were 11,500 accidents reported to the Health and Safety Executive and 26 people received fatal injuries. There were 1300 reported accidents in residential care homes, and many more that were only reported internally within the residential home.

The statistics indicate that, on average, across all working areas, there is a slip or trip accident every three minutes!

Most slips occur in wet or contaminated conditions. Most trips are due to poor housekeeping. The government collects statistics each year on accidents in care settings. We have used the statistics for you to complete the following exercise and acquire an understanding of how big a problem health and safety can be in care areas.

Exercise

What do the figures tell us?

Objectives

- To find out how many accidents there are in the care sector.
- To find out what causes most accidents.
- To explain what this means for you and others.

Resources

You will need: the two tables of figures on p.57, a ruler, some squared paper and coloured pens. You may also need a protractor, a calculator and a pair of compasses.

Activity

Work in small groups to complete this activity.

Stage 1

Look at the tables on p.57 and decide whether you want to use the accident figures in health services (Table 1) or accidents in residential care homes (Table 2). Before you start, check that you understand the figures. If not ask your teacher or trainer. Use the percentages or numbers to make a chart or diagram to show how accidents are caused.

Table 1. Accidents to employees and members of the public reported in health services in 2002/03 in percentages.

Cause of accident	Major injuries	Over 3 day absence
Falls from a height	5%	1%
Slip, trip or fall on the same level	54%	17%
Struck by a moving vehicle	–	–
Struck by a moving or falling object	7%	6%
Injured while handling, lifting or carrying	12%	53%
Other	22%	23%

Source: Health and Safety Executive (HSE)

Table 2. Numbers of accidents to employees reported in residential care homes 2002/03.

Cause of accident	Major injuries	Over 3 day absence
Contact with a moving machine	–	1
Struck by a moving or falling object	18	57
Struck by a moving vehicle	–	2
Strike against something fixed or stationary	10	31
Injured while handling, lifting or carrying	26	422
Slip, trip or fall on the same level	137	197
Fall from a height	26	40
Harmful substance	6	40
Electricity	1	5
Injured by animal	1	4
Other kind	13	28
Assault	40	221
Not known	2	1

Source: Health and Safety Executive (HSE)

Aspects of health and safety in health and social care and early years

Key skills mapping

Where are the key skills?

Some of the activities in the learner handbook provide learners with opportunities to develop their key skills at Levels 1 and 2. You may wish to collect evidence towards your key skills portfolio for one or all of the three main key skills of Communication (Comm), Application of Number (AoN) and Information and Communications Technology (ICT) at Levels 1 or 2. If so, you will need to discuss with your teacher or trainer:

- Which pieces of work you can include.
- Which key skills the evidence relates to.
- What you will need to do to meet the assessment criteria at Levels 1 and 2.
- How to capture the evidence.

If you are not familiar with the key skills standards, the following summary will help you understand the codes. The first digit of the key skills code relates to the level and the second to the competence, for example, C1.2 is the communication standard at Level 1 for reading.

	Communication		Application of number		Information and Communications Technology	
Level 1	C1.1	Take part in either a one-to-one discussion or a group discussion.	N1.1	Interpret information from two different sources. At least one source must include a table, chart, graph or diagram.	ICT1.1	Find and select relevant information.
	C1.2	Read and obtain information from at least one document.	N1.2	Carry out and check calculations to do with: a) amounts or sizes b) scales or proportion c) handling statistics	ICT1.2	Enter and develop information to suit the task.
	C1.3	Write two different types of documents.	N1.3	Interpret the results of your calculations and present your findings – in two different ways using charts or diagrams.	ICT1.3	Develop the presentation so that the final output is accurate and fit for purpose.
Level 2	C2.1a C2.1b	Take part in a group discussion. Give a talk of at least four minutes.	N2.1	Interpret information from a suitable source.	ICT2.1	Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.
	C2.2	Read and summarise the information from at least two documents about the same subject. Each document must be at least 500 words long.	N2.2	Use your information to carry out calculations to do with: a) amounts or sizes b) scales or proportion c) handling statistics d) using formulae	ICT2.2	Enter and develop the information to suit the task and derive new information.
	C2.3	Write two different types of documents each one giving different information. One document must be at least 500 words long.	N2.3	Interpret the results of your calculations and present your findings.	ICT2.3	Present combined information such as text with image, text with number, image with number.

The table which follows offers **guidance** regarding opportunities to develop and demonstrate Key Skills.

Activity	Key features	Key skills link
Using safety signs	Discuss classification and meaning of signs. Discuss appropriate locations for signs.	C1.1 C2.1a
Preventing accidents	Read and understand the cards and use them for their purpose. Group discussion of <ul style="list-style-type: none"> • factors which cause accidents; • ways of preventing accidents; • where responsibility for accident prevention lies. Write notes on the above. (If using word processor package)	C1.2 C1.1 C2.1a C1.3 (one of two documents) C2.3 (one of two documents) ICT1.1 ICT1.2 ICT1.3
First Aid and RIDDOR	Report on own work settings. Whole group discussion of what to do if someone needs first aid or if an accident report form has to be filled in. (If using word processor package)	C1.1 C2.1b (if oral report more than 4 mins) C1.1 C2.1a ICT1.1 ICT1.2 ICT1.3
Being alert to accidents	Read questions about characters on video (optional activity). Record answers on sheet. Discuss written answers regarding accidents at work.	C1.2 C1.3 C1.1 C2.1a
Accident report activity	Read report of an accident in a care setting. Small groups discuss possible causes and possible prevention. Complete sample accident report form. (If using word processor package)	C1.2 C2.2 if various statements considered C1.1 C2.1a C1.3 ICT1.1 ICT1.2 ICT1.3
Fire	Group discussion of causes and prevention of fires. "Know your fire extinguishers" activity. Oral report-back on workplace fire extinguishers.	C1.1 C2.1a C1.2 C1.3 C2.1b

Activity	Key features	Key skills link
Moving and handling	Write about moving and handling training in the workplace.	C1.3 (one of two documents)
Slips, trips and falls	Discussion of how slips, trips and falls may be prevented. Make notes on discussion. (If using word processor package)	C1.1 C2.1a C1.3 ICT1.3
Electricity	Discussion of the dangers of electricity in the care setting and how to work safely. Make notes on discussion. (If using word processor package)	C1.1 C2.1a C1.3 ICT1.3
Toys and play resources	Discuss the reasons for the symbols being necessary. Research and report orally on symbols used on toys.	C1.1 C2.1a C2.1b (if oral report more than 4 mins)
Common abbreviations, words and meanings	Matching three card sets.	C1.2
Being safe at work – what the figures tell us (data on p.57)	Look for main patterns in the accident statistics. Make a chart of the accident statistics (calculate scale of axes or angles of segments of pie charts). (If using a spreadsheet package)	N1.1 N2.1 N1.1 N1.2 N1.3 ICT1.2 ICT1.3

