



Health and Safety Regulations Manual

International PlayGroup

Inhoud

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Chapter 1 Introduction

1.1. Principles

All of Bink's locations have their own Health and Safety Regulations Manual. This work methodology has arisen in response to the Childcare Quality Innovation law mentioning that staff members need to be more involved in determining health and safety regulations. This manual illustrates how this was implemented.

The important point of focus of this manual are:

- 1) Awareness of a location's possible risk factors
- 2) Establishment of a good plan of action addressing the possible risk factors
- 3) Discussing it internally and with persons involved externally

The goal of executing these points is to create a safe and healthy environment where children can play without a care and develop to their highest potential.

1.2. Health and Safety Regulations Manual International Playgroup (IPG)

You are now reading the Health and Safety Regulations Manual for the International Playgroup. It is intended to illustrate how we work at this location. Our goal is to create a safe and healthy work and play environment where children are protected from potential risk factors with serious consequences and where they also learn how to handle low risk situations. This manual is valid as of January 1st 2018.

Bink uses the work instrument Risk Monitor. This instrument is a helpful toll for staff members who work at this location to help them be aware of possible risks. It is used to complement the manual if needed. Until that time, the 2018 risk inventory is still in effect. Immediate measures for improvement are made as needed.

1.3. Responsibilities

The location Manager is responsible for their location's Health and Safety Regulations Manual. The effectiveness of the manual will be determined when put in practice at the location; staff member conduct being of crucial importance.

For this purpose, all team meetings will include a theme or part of a theme that is directly related to health and safety. This is done to ensure continuous review of the policy, allowing us to evaluate its effectiveness and need for improvement when working. This is especially true under special circumstances such as in, for example, a change in room set-up or construction.

The manual is brought up to date once a year, based on experiences and evaluations accumulated on location, and within Bink 's other locations, during the last quarter. This is done to learn from the experiences and to take the appropriate actions as soon as possible.

General Policy Developments

In accordance to the new yearly plans, we aim, all in our own way, to establish the same policy documents for all of our locations within a period of three months. The quality manual is evaluated based on feedback received from all locations.

The following attachment applies:

Attachment 1: an overview of all of Bink's documents pertaining to health and safety.

Chapter 2. High Risks

This chapter will cover situations that may present high risk with potentially serious accidents, consequences or health problems. We have divided the risks into three categories: Physical Safety, Social Safety and Health. We have listed the most important risk factors and the corresponding actions to undertake to minimize the risk of their occurrence. For other risks and the corresponding measures to be undertaken, please see the complete February 2018 Risk Inventory.

2.1 Physical Safety

Several high risk factors fall under this category. Bink has drawn up several quality documents for these risks, including agreements made on how to proceed and how to support staff members.

An overview of all of Bink's quality documents pertaining to Physical Safety are listed in Attachment 1.

The following are physical safety high risks for the International Playgroup (IPG):

	Risk	Actions	Date completed
1	Child chokes because he/she puts a small item from the out-of-school care into his/her mouth.	<p>Agreement:</p> <p>The pedagogical staff members from the IPG check the group every morning for small toy parts. If it is found, it is removed immediately. Out-of-school care staff cleans up the toys used on a daily basis.</p> <p>If a child chokes on a small out-of-school care item he/she has put in his/her mouth, we follow procedures as indicated in the calamity plan and the first aid manual.</p>	<p>Constant focusing on, on a daily basis.</p> <p>Work agreements and the calamity plan are reviewed twice a year during team meetings.</p>

Further explanations pertaining to the presence of an adult with a valid Children First Aid Certificate can be found in chapter 5 (5.4 First Aid).

2.2 Social Safety

We have also defined some high risk factors for social safety.

An overview of all of Bink's quality documents pertaining to Social Safety are listed in Attachment 1.

The following are social safety high risks for the International Playgroup (IPG):

	Risk	Actions	Date completed
1	Child feels afraid and insecure because he/she just moved, with a new language spoken and in a new environment.	Agreement: The IPG uses a steady daily routine to provide safety and structure. English is spoken. If a child still does not feel safe, parents are informed and a child may be picked up early if needed.	Constant focusing on, on a daily basis. Work agreements are discussed twice a year during a team meeting.
2	Child does not feel heard because he/she cannot express him/herself fully due to a language barrier.	Agreement: Pedagogical staff member tries to find other ways to make the child feel he/she is being heard. This can be achieved in consultation with parents, or with the use of images or support materials.	Constant focusing on, on a daily basis. Work agreements are discussed twice a year during a team meeting.
3	Child is unsafe because a stranger enters the (outdoor) premises unexpectedly and unannounced and potentially does something..	Agreement: There is always a pedagogical staff member present with the children. The front door to the public playground is always closed. Regular visual control of public playground by a pedagogical staff member.	Constant focusing on, on a daily basis. The agreement is discussed twice a year during a team meeting. (team meeting on the 12 th of March 2019 and 10 th of September 2019)

		<p>Should an unknown person still enter the building or playground, he or she is asked what the reason is that they are in the building. If he/she cannot justify their presence in the building or playground, they are asked to leave. If case of acute danger, the police is contacted.</p> <p><u>Pertaining to the playground:</u> If an unknown person enters the premises and behaves strangely, a pedagogical staff member will approach the stranger and ask why they are on the premises. The police is immediately contacted in case of extreme danger.</p>	
4	Child leaves the group location.	<p>Agreement: We keep the door to the hallway closed at all times. Regular visual control by pedagogical staff members.</p> <p>Should a child have left the playground, we proceed in</p>	<p>Constant focusing on, on a daily basis. The work agreements are discussed twice a year during a team meeting.</p> <p>The Missing Child Protocol is discussed</p>

		accordance with the Missing Child Protocol.	twice a year during a team meeting.
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The risk of transgressive behavior by adults and children is addressed in the Signaling Code. Further description of how it is handled is given in chapter 5.

2.3 Health

We have also defined some high risk health (hygiene) safety.

An overview of all of Bink's quality documents pertaining to Health Safety are listed in Attachment 1.

The following health safety high risks have been identified for the International Playgroup (IPG):

	Risk	Actions	Date completed
1	Child comes into contact with illness causing pathogens present in the sandbox (dog or cat).	Agreement: The sandbox is covered by means of a fitted cover after use. The sand is replaced on a yearly basis. If a child becomes ill, we handle the situation in accordance with the calamity plan and the first aid regulations.	Agreements and the calamity plan are reviewed twice a year during a team meeting.
2	Child comes into contact with illness causing pathogens through cough, sneezing or snot from another child. As International Playgroup children often return from holidays in a foreign land, we may encounter pathogens that are	We follow the RIVM hygiene guidelines and Bink's hygiene code. Agreement: Children are instructed to sneeze or cough in the bend of their arm by their elbow, or in a tissue. A pedagogical staff member will pay extra attention to make sure that good	The RIVM hygiene code, Bink's hygiene code and policy are reviewed once a year during a team meeting. Agreements are discussed twice a year during a team meeting.

	not often found in the Netherlands.	hand hygiene is followed, If a child is ill, we follow the illness policy.	
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Chapter 3. Handling small risks

Learning how to handle small risks is very important for children. International scientific research has shown that learning how to handle risks is good for a child's development. By experiencing risk situations, such as for example those experienced during play, children develop the competencies to handle them: they learn to evaluate risk factors and develop the cognitive abilities to evaluate the situation correctly when a new risk situation occurs. Being able to take risks is part of the "tool box" for effective learning. Risk during play develops a child's positive "I can do it" attitude. A child will therefore see a challenge as pleasant instead of shying away from them. This will increase their independence and self-confidence, which are important for their perseverance when confronted with challenging situations.

Learning how to handle risks has a positive effect on children's physical and mental health and their development of social skills. Children are more confident and can better handle conflict and recognize their friends' emotions.

Movements that are often part of playing with an element of risk, such as swinging, climbing, hanging and sliding, are not only fun for children, but are also of essential importance for their motor skills, balance, coordination and bodily self-awareness. Children who do not play in this way are often clumsy, feel uncomfortable in their own body and have poor balance and fear of movement.

(Source: [Safety.nl/playing with an element of risk](http://Safety.nl/playing-with-an-element-of-risk))

3.1 Safety and structure

As long as the group provides enough structure and safety, it is enriching. Children need to feel safe and secure, know what they can expect and what is going to happen. This happens, for example, by creating a daily routine, with re-occurring activities, in a predictable environment, with clear guidance. We inform children ahead of time about what is going to happen and what we expect from them. This gives children emotional safety.

Aside from emotional safety, Bink also ensures that a child is physically safe. Pedagogical staff members therefore teach children how to handle small risks. We carefully examine what a child is capable of and what he/she needs. We find it important that children have the opportunity to experiment and that they are challenged so that they can develop their self-awareness, self-confidence and learn to define their limits. We call this process "experienced learning". Experienced learning at times occurs with actual "ups and downs". Bink is aware that children have this developmental need and guide them in their process of learning how to handle different risks. We continuously assure that challenge and safety are kept in balance for the children.

3.2 Rules and Limits

Limits are important because they help children feel safe. Children know how far they can go and when something is not acceptable. In addition, they are able to play freely without being disturbed or constantly having to be careful. Too many limits limit children in their

development, and too few create a feeling of insecurity and encourages children to test the limits. We attempt to provide a balanced amount of limits.

We give clear limits and explain why they are important. We also look at a child's developmental level. All of the pedagogical staff members are trained in the Gordon communication methodology in order to clearly communicate with children. We try to communicate rules in as positive a manner as possible. We prefer to communicate about desired behavior, than to forbid or disapprove of it.

These are examples of rules that we follow:

We share toys and we clean up together;

We do not hurt each other (you can gently touch or you can say that you do not want something);

We do not break toys (you can play with this car instead);

We do not engage in dangerous behavior (climbing on the windowsill is dangerous, you can climb on the pillows).

Our mission is to offer children the most safe and healthy daycare possible. We therefore strive to prevent accidents or sickness by, for example, preventing that toys are dirty or unsound. However, being over-protective is also not good for children. A bump, a scratch or a similar small injury can happen, and also has a positive side:

It has a positive effect on motor skills

It increases self-confidence, self-help and persistence

It improves social skills

This is why we allow small risk situations to occur and teach children how to handle them correctly. In order to keep activities safe, we make certain agreements and keep to them when playing. We also have agreements about how to handle toys and tools, this in order to prevent accidents from happening.

In order to limit small health risks and to allow children to also contribute, good agreements are needed. Some examples of agreements made together with children are: we run outside and not inside, we wash our hands after using the toilet or sneezing, and we cough in the fold of our arm.

The agreements made are listed in the policy texts in attachment 1.

The appointments are regularly discussed and reviewed with children, such as before a game, when going to the toilet or when many children or staff members have a cold.

The agreements are also discussed on a yearly basis (as determined in the policy documents) with staff members in accordance with the location's yearly review schedule.

Chapter 4. Risk Inventory

In accordance with four topics from the risk monitor, we have defined existing risks, including an explanation of how we handle them. The risk inventory for health and safety was established in 2017. The risks for our location are based on this risk inventory. As of 2018, the risks are defined by using “QuickScans” in the Risk Monitor. The team always uses and/or reviews the topic “health and safety” and it is on the agenda during the weekly team meetings (this can be a specific policy topic or the Work Plan).

Chapter 5. A few themes explained

5.1 Transgressive behavior

Transgressive behavior, either by an adult or by a child, can have an enormous impact on the affected child's wellbeing. We therefore give this theme special attention at our location. We have taken the following measures to prevent transgressive behavior, and defined what needs to be done should we notice that it has still taken place:

- regular discussion of the topic to create an open atmosphere in which pedagogical staff members feel free to approach each other.
- The Domestic Violence and Child Abuse Reporting Code is discussed and addressed on a yearly basis.
- The Pedagogical Work Plan addresses the fact that children need to be taught how to behave with respect for norms and values. In this way, children know what is acceptable and unacceptable behavior.
- We also teach children that it is important to immediately tell someone if they have experienced a particular undesired behavior from someone else. We help them be more expressive when needed.
- All staff members have a valid Declaration of Good Conduct (VOG Verklaring) and are registered in the Childcare Persons Register.
- Clear agreements are enforced by pedagogical staff members about what needs to be done when a child has shown transgressive behavior towards another child.

5.2 The four eye principle

Daycare at our locations is such that a pedagogical staff member, intern, volunteer or other adult can only perform their duties if they are seen and heard by another adult. At this location, there are always two staff members present. This is also implemented in the following way:

- The International Playgroup has windows. Staff members from the IPS can always look inside.
- The International Playgroup is open during the International Primary School's opening hours.

5.3 Back up agreement

There are, in principle, always two pedagogical staff members present at out-of-school-care Rembrandtplein. If, due to unforeseen circumstances such as, for example, a calamity, one pedagogical staff member is not present, we then use the following back-up plan:

- Location Manager Rembrandtplein and IPG, working on Monday, Tuesday, Thursday and Friday.
- Location Manager Doedok, working on Monday, Tuesday, Wednesday and Thursday.
- The cleaning staff members of Rembrandtplein, working on Monday, Wednesday and Thursday.

-The International Primary School's administrative staff at the same location as the IPG, Rembrandtplein 30A, working 5 days a week.

The staff members working at the IPG are in possession of the telephone numbers to be able to reach back-up staff. The back-up person can reach Rembrandtplein within 10 minutes.

5.4 First Aid

In order to be able to handle potential incidents, it is necessary to have at least one certified "First Aid for Children" adult present on location with a valid and registered certificate. All of Bink's pedagogical staff members are in possession of a valid First Aid certificate, fulfilling the need to always have one certified First Aid adult present on location, including at the beginning and the end of the day. When a new pedagogical staff member starts, they may still need certification in First Aid and need to follow the training. This is taken into account when making staff schedules for opening and closing.

We do everything we can at our location to prevent a child from getting hurt due to an accident. This, unfortunately, still sometimes happens. In addition, additional calamities can occur that call for the presence of a certified First Aid adult.

Every location has a fire evacuation plan that meets the fire department and authority requirements. There is at all times a Business Appointed Help Person (Bedrijfshulpverlener, BHV) on location.

Chapter 6. Policy Cycle

Bink finds it important to continuously ensure that health and safety remain a topic on the agenda. This is why we maintain a cyclical process of analysis, implementation, evaluation and adaptation. The cycle lasts about a year and does not only take place on location, but also incorporates the comments and evaluations of all locations.

The cycle begins with a risk inventory. Pedagogical staff members that will be involved in this process are selected during a team meeting, involving them in the process. Based on the outcome of the risk inventory, the principal risk factors are identified and discussed, resulting in the creation of a plan of action. The plan of action's progress is evaluated and discussed during team meetings. Adjustments and modifications to the the Health and Safety Regulations Manual take place once a year and are based on the evaluations. Should an acute risk occur, it is addressed with the team between the yearly reviews.

6.1 Action Plan

In addition to the measures taken as described in chapter 2 under "high risk factors", the following measures need to be taken:

Observed risk	Actions to be taken	Date realized
Sharp stones around the wooden play house showing wear and tear.	Gardener removes sharp stones.	May 2018
Child gets insured on wooden play house showing wear and tear.	Wooden play house needs to be repaired. If a child gets injured, we proceed in accordance with the calamity plan and the first aid regulations	The 2019 budget includes funds for replacement. The calamity plan is discussed twice a year during a weekly meeting.
Child gets injured on some wooden barks (some rotting) of the roof covering.	The barks need to be replaced.	January 2019.

This plan and actions are, as previously indicated, discussed and evaluated during the team meetings.

6.2 Procedure evaluation

In order to ensure that the actions and procedures have lead to the creation of a safe and healthy daycare environment, they are reviewed and actions are taken, if necessary, during team meetings. If an action or procedure has had a positive effect, it will be incorporated into the action plan. This allows us to have a progressive plan of action.

Chapter 7. Internal and external communication and alignment

The health and safety regulations manual is a document created by and for staff members. This is why they are also involved in its creation. When a new staff member joins the team, they are given a thorough introduction to the health and safety regulations manual. Extra instructions and training are given if needed. This is done until the person is able to perform the required actions as needed.

Possible health and safety risk factors are part of the team meeting's agenda; at least the action plan's current situation, supplemented with components of the risk inventory. This is done in accordance with the yearly planning, making it possible to discuss issues directly and make amendments as needed. Staff members are then trusted to give each other feedback.

The parent committee receives the health and safety regulations manual and is kept up to date on actions taken, it being a regular point on the agenda.

During the introductory meeting, parents are informed of activities in relation to health and safety. In this way, they are immediately aware of our vision when it comes to health and safety. In addition, parents are also kept informed about on-going activities by means of a newsletter, also when pertaining to health and safety matters. In case of acute situations, such as for example an outbreak of a childhood illness, parents are immediately informed by staff members.

Health and safety questions are, if possible, answered on the spot. If the question is deemed of interest to all parents, we ensure that they are also informed.

Parents can access the current Health and Safety Regulations Manual in Mijn Bink.

Attachment 1

Following is an overview of all of Bink's quality documents pertaining to the health and safety of children and staff members.

Physical safety

- Forms for the registration of
 - Evacuation in case of fire
 - Visual inspection of play equipment
 - Fire extinguishers
 - Sting, cut, spatter and biting accidents

Social safety

- Calamity plan (for situations pertaining to aggression, suspicion of child abuse, missing person, security alarm) and related procedures
- Transportation policy
- Handling of sexuality
- Bully protocol
- Reporting code

Health:

- Hygiene guidelines RIVM
- Bink's hygiene code
- Alimentation policy
- Childhood illnesses guidelines
- Interior and exterior environment
- Policy sick child
- Administration of medication
- Use of air conditioning
- Extreme temperatures protocol: what actions to take if the temperature exceeds 28 degrees
- Ventilation can be learned: guidelines for ventilation
- Food and insect bite intolerance and epilepsy