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**FINAL DRAFT**  
**FprCEN/TS 13387-1**

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English Version

**Child care articles - General safety guidelines - Part 1:  
Safety philosophy and safety assessment**

Articles de puériculture - Conseils relatifs à la sécurité -  
Partie 1 : Principes de sécurité et évaluation de la  
sécurité

Artikel für Säuglinge und Kleinkinder -  
Sicherheitsleitfaden - Teil 1: Sicherheitsgrundsätze und  
Sicherheitsbeurteilung

This draft Technical Specification is submitted to CEN members for Vote. It has been drawn up by the Technical Committee CEN/TC 252.

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Recipients of this draft are invited to submit, with their comments, notification of any relevant patent rights of which they are aware and to provide supporting documentation.

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EUROPEAN COMMITTEE FOR STANDARDIZATION  
COMITÉ EUROPÉEN DE NORMALISATION  
EUROPÄISCHES KOMITEE FÜR NORMUNG

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## European foreword

This document (FprCEN/TS 13387-1:2024) has been prepared by Technical Committee CEN/TC 252 “Child care articles”, the secretariat of which is held by AFNOR.

This document is currently submitted to the Vote on TS.

This document will supersede CEN/TR 13387-1:2018.

CEN/TS 13387 comprises the following five parts:

- Safety philosophy and safety assessment (CEN/TS 13387-1);
- Chemical hazards (CEN/TS 13387-2);
- Mechanical hazards (CEN/TS 13387-3);
- Thermal hazards (CEN/TS 13387-4);
- Product information (CEN/TS 13387-5).

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## **Introduction**

This document is a revision of CR 13387 first published in 1999. It is a non-normative CEN publication which provides guidance information on common hazards that should be taken into consideration when developing safety standards for child care articles.

A general safety philosophy and safety assessment methodology is given in Part 1 of these guidelines together with a collection of anthropometric data.

Chemical hazards are addressed in Part 2. The chemical risk associated with the use of materials for the construction, coating and/or packaging of child care articles that can affect children's health are considered.

Mechanical hazards are addressed in Part 3. "Mechanical hazard" is a general designation for physical factors which can give rise to injury due to the mechanical properties of products or parts of products.

Thermal hazards are addressed in Part 4. "Thermal hazards" include hazards associated with flammability and the burning characteristics of materials, contact with hot and cold surfaces, liquids and food, contact with flames, contact with products that melt on heating and overheating or exposure of a child to very low and very high temperatures.

Product information which should be supplied with a child care article is addressed in Part 5. "Product information" covers all the documentation and information that should be supplied to ensure the safe use of the product and also the safety of the child using the product.

These guidelines deal with hazards that are common to child care articles. They have been drawn-up by a working group of experts set up by CEN TC 252 with the prime objective of harmonizing the approach to hazard and risk assessment and injury prevention. The guidelines give recommendations on preventive safety measures to avoid injuries that could be caused by child care articles. If the child care article has a protective function, this should be effective; additionally the product itself should cause no injury to the child.

The standards being drafted by CEN/TC 252 are for child care articles intended for children from birth to 48 months of age who form a very vulnerable group in society. Up to 18 months of age the development of the brain, senses, motoric abilities and knowledge takes place through the combined use of sensory and motor skills, i.e. children learn to see, hear, taste, smell and feel. Their movements are aimed at achieving familiarity with their environment. As children become older they achieve increased muscular control and balance. Even up to 48 months of age children are unpredictable in their behaviour. Special consideration should be given to the fact that these children cannot understand how to avoid risks and thus are involuntarily exposed to them.

Child care articles constitute a group with large variations between the different products. However many safety hazards associated with this diverse group of products are very similar. These guidelines identify many of these safety hazards and give details that enable similar safety principles to be applied to the drafting of standards across the group of products.

The information given in these guidelines reflects the state of the art at publication. Standards and regulations will continuously be developed. Other sources can also provide useful information for the reader.

### **How to use these guidelines**

The safety requirements and test methods given are intended to give guidance and to lead to consistency when writing safety standards for child care articles. It is recommended to use these guidelines when drafting standards.

In addition, these guidelines can assist those with a general professional interest in child safety.

The safety requirements detailed do not constitute an exhaustive set that can be applied to all child care articles. The application to particular products should be evaluated by experts.

In these guidelines rationales are given to explain the potential hazard. Wherever possible, requirements, test equipment and test methods are given which can be used when drafting standards. Such standards can contain requirements (expressed by the word “shall”), whereas this document only contains recommendations (expressed by the word “should”).

CEN/TC 252 is, wherever possible when writing new standards or revising existing standards, drafting their standards on a hazard based format (see for example EN 16120 and EN 1930).

The different parts of the CEN/TS 13387 series should enable working groups to draft their standards in a hazard based format by proceeding in the following way:

- identification of the hazards and assessment of the risk;
- definition of the requirements to address an identified hazard and risk;
- definition of relevant test methods to check that the requirements are met;
- provision of an Annex which indicates the rationale for the inclusion of the requirements.

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## FprCEN/TS 13387-1:2024 (E)

### 1 Scope

This document contains the general safety philosophy and a guideline on safety assessment that experts are recommended to use when drafting standards.

It also contains an Annex A with a collection of available anthropometric data and details of the abilities of children from birth to 48 months of age.

The general safety philosophy given in this part is based on the principle that child care articles should be designed to be safe.

Children with special needs have not been taken into account while drafting these guidelines. ISO/IEC Guide 71 can be consulted to ascertain any further requirements to address the hazards and risks associated with children with special needs.

These guidelines do not cover all types of hazards and risks, such as inappropriate use of products, inadequate supervision of children and products used in a non-domestic situation.

Attention is drawn to the importance of ensuring that all other potential hazards relevant to the product are fully addressed e.g. hygiene, the effects of electrical power etc., where other safety standards can apply.

### 2 Normative reference

There are no normative references in this document.

### 3 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

ISO and IEC maintain terminology databases for use in standardization at the following addresses:

- IEC Electropedia: available at <https://www.electropedia.org/>
- ISO Online browsing platform: available at <https://www.iso.org/obp>

#### 3.1

##### **harm**

injury or damage to the health of people, or damage to property or the environment

#### 3.2

##### **hazard**

potential source of harm

#### 3.3

##### **risk**

combination of the probability of occurrence of harm and the severity of that harm

Note 1 to entry: The probability of occurrence includes the exposure to a hazardous situation, the occurrence of a hazardous event, and the possibility to avoid or limit the harm.

#### 3.4

##### **hazard characterisation**

quantitative evaluation of the nature of the adverse health effects following exposure to a risk source(s)



**3.5****hazard identification**

identification of a risk source(s) capable of causing adverse effect(s)

**3.6****risk analysis**

systematic use of available information to identify hazards and to estimate the risk

**3.7****risk evaluation**

procedure based on the risk analysis to determine whether tolerable risk has been exceeded

**3.8****risk assessment**

overall process comprising a risk analysis and a risk evaluation

Note 1 to entry: In practical terms this means the evaluation, including the identification of the related uncertainties, of the likelihood and severity of an adverse effect(s) following exposure under defined means to a risk source(s).

**3.9****safety**

freedom from risk which is not tolerable

**3.10****intended use**

use in accordance with information provided together with a product or system, or, in the absence of such information, by generally understood patterns of usage

**4 General safety**

Safety is often a balance between being safe from injury and the other demands of a child care article, for example, ensuring that the item is fit for purpose as well as meeting consumers' needs and expectations.

Attention should be paid to:

- the child's stage of development (ability, weight, age, etc.);
- the intended or foreseeable use of the product, bearing in mind a child's unpredictable behaviour. This unpredictable behaviour exposes children to injury in ways that differ from those of adults, making children a particularly vulnerable group in society;
- the hazard presented by the product in the environment where the product is used.

Child care articles should be designed to be safe. Hazards should be eliminated wherever possible. For cases where a hazard cannot be eliminated or sufficiently minimized – by design or safeguards – product related information should be given. However, product related information should not be used as an alternative to safe design.

Where the function of a product or part of a product changes by virtue of its use and is beyond the scope of child care articles, appropriate requirements should be applied. For example, a high chair that can be converted into a normal chair.

## 5 Accident data

Available accident and injury data should be consulted. The absence of an accident history cannot be a good reason for an automatic presumption of a low level of risk. Other factors should be taken into account, particularly when the possible severity of injury is high.

Appropriate data might not be available for many reasons, including the absence or ineffectiveness of a data collection system, the time delay in collating and presenting statistics, changes in product design and use conditions etc. For example, historical information related to a product or material used in a hot climate might not apply to its use in colder countries or vice versa.

## 6 Hazard and risk assessment

### 6.1 Introduction

The approach to hazard risk assessment described in this clause should ensure that the major hazards are assessed when considering child safety within standards.

This clause details a process to identify non-chemical hazards and to assess the risks of injury to children associated with child care articles. The assessment of chemical hazards and risks is included in CEN/TS 13387-2.

When developing a new child care article safety standard or revising an existing one or working with a standard where child safety needs to be addressed, it is necessary to conduct a hazard and risk assessment. This involves gathering together information from a variety of sources such as accident data, RAPEX and recall notifications, expert opinion and other reliable sources of information (including scientific literature). Additionally, reference should be made to relevant child safety guidelines, publications and safety standards.

The hazard risk assessment methodology described in this clause is intended to be used during development or revision of standards; it is not designed to be used solely during product development or for assessment of products on the market.

### 6.2 Methodology

Separate hazard and risk assessment tables are provided in Tables 1 to 3 for mechanical hazards, thermal hazards and other non-chemical hazards.

All three tables list the known hazards that have been identified through review of available guides and standards. Additional hazards not listed in the tables can be associated with certain product categories and should also be considered.

Before the hazard and risk assessment tables can be completed, all available data, such as accident data, RAPEX and recall notifications, expert opinion and other reliable sources of information (including scientific literature) require analysis. There is also a need to fully review the products available and to understand how children will interact with the product. It is also necessary to understand the type of injuries that can occur and how they are caused, as well as how accidents themselves occur and the likely outcomes.

Each table contains the same headings which are explained below:

- The hazard list, based on CEN/TS 13387-3, CEN/TS 13387-4, CEN/CLC Guide 14 and ISO/IEC Guide 50.
- The hazard identification column utilizes available accident data, RAPEX and recall notifications, reported incidents, expert opinion and other reliable sources of information to identify the hazards associated with a product.

- The hazard analysis column indicates the worst-case scenario should an accident occur with the indicated hazard.
- The risk level column indicates the level of risk.
- The risk management measures column identifies those hazards addressed in other similar safety standards, as well as providing the following three options for dealing with the hazard:
  - include safety requirements to address the hazard; or
  - include product information to address the hazard; or
  - there is no need to address the hazard.

The decision on which option should be taken is based on the information entered in the row and whether or not the hazard is considered a high, medium or low risk.

Hazards resulting in high or medium risk should be addressed within the standard by safety requirements. Hazards resulting in low risk should be addressed in the standard by safety requirements, providing they do not conflict with the requirements for high or medium risk. Product information should be used to address any hazard that cannot be suitably addressed by safety requirements.

- The comments column is used to explain the rationale and considerations for the decisions indicated in the table and should be systematically filled in for each item in the tables.

Once all the relevant data has been analysed it should be easy to complete the relevant hazard risk analysis table by placing an indication in the relevant boxes. With all the relevant boxes completed in each row of each table it should be possible to draw a conclusion on the level of risk involved with the hazard, as well as what action is needed to address the hazard in the safety standard.

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