

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed:		Name of Assessor:			Signature of assessor:		Assessment no: 4	
Arts & Crafts Activities		Hugh Anderson Amanda Dunkerley			AD HA			
Date of assessment: 25/6/2021		Date of update: 14 th June 2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Eating inedible and potentially toxic objects	Service Users (SU) with known PICA diagnosis or particular mouthing habits	3	1	3	<ul style="list-style-type: none"> All items used in arts and crafts activities should be non-toxic to reduce any potential harm from service users eating items. Resources should be set up and laid out in such a way as to discourage too much accessibility to any objects known to be dangerous. Staff should remain in close proximity to their service user at all times and observe closely when doing arts and crafts to ensure service users is prevented from eating any harmful objects. 	1		

					<ul style="list-style-type: none"> Service users who are known to eat art supplies should have reduced times when involved in art activities and small materials, such as beads, which may present a choking hazard be removed and not used. Materials such as paint, glue should be used in very small quantities and staff should control these products, keeping products on their person, and keeping items in boxes with lids to reduce the amount they may be able to gain access and ingest. 		
Allergic reactions	SUs with particular allergies	3	1	3	<ul style="list-style-type: none"> All staff should be made aware of service user's allergies. Group leader and/or managers should try to ensure that only non-allergic materials are used in the session (eg glue, paint). Where this is not possible, the service user should be closely monitored and any items in question should be kept out of reach and only brought out at the point of use, then put away again when finished. If a service user does come into contact with an allergen, than standard first aid emergency procedures should be used. 	1	
Physical harm from dangerous equipment	Any SU or staff member	3	2	6	<ul style="list-style-type: none"> Extra care and supervision should be given when setting up and using equipment that could cause physical harm. Such equipment includes needles, paint brushes, scissors, pencils, pencil sharpeners and other heavy materials. For service users present who have a history of aggressive and disruptive behaviour, such objects should be kept out of reach (& sight if possible) and only brought out and given when about to be used. They should then be 	2	

					removed from reach or put away immediately after use.		
Displaying aggressive behaviour	Any SU or staff member	3	2	6	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual notes. Find out prior to the visit what type of day your key service user has had. Be aware of their mood. Always remain calm and seek support from other staff when necessary. Team leader to assist. The main objective is to go somewhere that is safe for the service user displaying the behaviour and to keep everyone else safe. If there is a team leader they can ensure other service users are removed from situation. If you are managing the situation then ask others to move away and give space where possible. Any equipment/items that could be used as a weapon should be removed from service user and all such equipment should be removed from reach. May need to use Team teach - team leader will give more details in outing plan if appropriate for the individual. If your service user does not calm it may be necessary to phone RfA or parents for extra support. 	2	
Absconding	SU	3	1	3	<ul style="list-style-type: none"> All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Encourage service users to hold their own bags or other equipment if able, as this may 	1	

					<p>slow them down. Where appropriate hold hands or link, encourage them to walk not run when out.</p> <ul style="list-style-type: none"> • Within a group context, ask SU of concern to walk in the middle of the group. Leaders should do regular head counts and ensure everyone is still there. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and then notify your line manager/head office. 		
Damage to clothing	SU	1	1	1	<ul style="list-style-type: none"> • Given the messy nature of certain activities, some form of clothing protection should be given, such as an apron or old clothing, to prevent damage to service user's clothes, particularly where this could cause high levels of distress. • If necessary, the activity facilitator should restrict materials offered and used which could cause such damage. 	1	

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Extremely likely	3	6	9

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2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

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Activity/Task Assessed: Bowling	Name of Assessor: Robin Walton Amanda Dunkerley				Signature of assessor: Robin Walton	Assessment no: 4	
Date of assessment: 21.11.12	Date of update: 30/11/21 or When there are changes to level of risk				Review date: 30/11/24 (three years from assessment)		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Dropping/throwing the bowling ball	All	3	2	6	<ul style="list-style-type: none"> Service users who have poor gross and fine motor skills should be given assistance when lifting and carrying the ball, and ability depending, the assisted bowling stand should be used. For service users who are more able, staff should remain in close proximity to provide assistance should the need arise or to prevent service users from throwing the ball anywhere other than down the lane. 	2	Support Staff to be made aware of control measures
Running down the lanes/slipping General slips/trips and falls	All	2	2	4	<ul style="list-style-type: none"> All service users should put on bowling shoes at the beginning of the session. Staff should remain in close proximity to service users to prevent them from being able to run down or across the lanes. Where wearing bowling shoes is not possible, extra caution should be taken to ensure that service users are not able to run around, and remain seated whilst waiting for their next go. If service user do run down the alley it is very slippery, staff should walk down the alley dividers where possible at the sides of each alley to support the service user back. 	2	Support Staff to be made aware of control measures

Absconding	Service user	3	1	3	<ul style="list-style-type: none"> All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. If in a group team leader should be doing regular head counts to ensure all service users are still accounted for. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. 	2	Support Staff to be made aware of control measures
Displaying aggressive behaviour	All	3	1	3	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual information/support plan. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Assess whether it is safe to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm. May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	2	Support Staff to be made aware of control measures
Waiting	Service User	2	2	4	<ul style="list-style-type: none"> If a service user has problems waiting, the use of a symbol timetable or countdown system may be appropriate. Where possible an alternative activity should be arranged for those who struggle with waiting (eg books, toys) to occupy them between goes. 	1	Support Staff to be made aware of control measures
Bowling machine injury	Service Users	3	1	3	<ul style="list-style-type: none"> Staff should remain in close proximity to service users at all times, and ensure they stand between services users and hazards such as the bowling machine. 	1	Support Staff to be made aware of control measures

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

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Activity/Task Assessed: Cafe/restaurant/snack time		Name of Assessor: Amanda Dunkerley			Signature of assessor: Amanda Dunkerley		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 1.12 21			Review date: 1/12/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Allergies/diet	Service user Staff member	3	2	6	<ul style="list-style-type: none"> • All staff should be made aware of all service users' allergies and dietary requirements at the beginning of the session. • Service users with particular allergies should be closely supervised by their key worker at all times, and where possible should avoid areas where food is in the open, with staff standing between the service user and any food to prevent grabbing. • Service users should be seated away from others who are consuming one of their allergens. For service users who are highly allergenic specific meal time's plans might be appropriate. 	3	Staff or service users will allergies should have a separate plan to support their allergies.	

Throwing food/drinks – scalding or slippery surfaces.	Staff, service users, members of the public.	2	2	4	<ul style="list-style-type: none"> • Service users who are likely to throw food or drinks should be closely supervised. If service user is likely to throw hot drinks then cold water should be added to the drink to reduce risk of burning others, if thrown, their key worker should encourage appropriate behaviour and remove items that may be thrown • Try and prevent large spillages by reducing the amount of liquid that is put out. • If drinks are spilt try and clean up spillage as soon as you can or if in a café/ restaurant ask a member of staff. • When having hot drinks, staff should assess whether it is suitable for their service user to have such a drink if they are likely to gulp it straight down and burn themselves. • To reduce scalding add cold water/milk to hot drinks to cool them down slightly so they no longer risk burning service users. • Extra care should be taken with those with poor motor skills, with staff assisting in lifting cups with hot drinks in. 	2	
Waiting	Service users, staff, members of the public	2	2	4	<ul style="list-style-type: none"> • When waiting in a cafe/ restaurant service users should be seated, with service users sat furthest away from exits and on the inside of tables. • For those that struggle with waiting an alternative activity should be considered to pass the time or small items such as toys or books should be brought to engage service users. 	2	
Absconding	Service user	3	3	9	<ul style="list-style-type: none"> • All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. • Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • Service users should be sat furthest away from exits and on the inside of tables, known absconders sat in the middle of the group. • If in a group the team leader should be doing regular head counts to ensure all service users are still accounted for. • If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. 	6	If any service user is known to abscond then separate support plans should be in place to support behavior.

<p>Displaying aggressive behaviour</p>	<p>Service user, staff, member of the public</p>	<p>3</p>	<p>3</p>	<p>9</p>	<ul style="list-style-type: none"> • Always use the key worker system. • Always read service user's information and laminate. • Find out prior to the visit what type of day your service user has had. Be aware of their mood. • Always remain calm. Team leader to assist. • Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe • Team leader should ensure other services users are removed from situation. • Position self between service user and potential hazards, other service users and public. • If you have the mini bus assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. • If you do not have the bus and used public transport look for a safe place to allow service user to calm. • May need to use Team teach - team leader will give more details in outing plan if necessary. • If your service user does not calm it may be necessary to phone the centre or parents for extra support. • If in a venue that is known to you then a plan for support should be in place. 	<p>6</p>	<p>If any service user is known to be unpredictable and display behavior that challenges then separate support plans should be in place to support behavior.</p>
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
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Severity

3. Major injury, major damage or loss to property, equipment.
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1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
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Activity/Task Assessed: Cinema/Theatre/Pantomime	Name of Assessor: Sidd Sampla Amanda Dunkerley				Signature of assessor: S Sampla	Assessment no: 4	
Date of assessment: 21.11.12	Date of update: 01.10.2021				Review date: June 2024		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Noise	Service user	1	2	2	<ul style="list-style-type: none"> Bring appropriate headgear/ear defenders for those service users who dislike loud noises. If a service user appears anxious due to loud noises or has hypersensitivity to noise, an alternative activity should be arranged. 	1	
Slips trips and falls	Service user Staff	1	2	2	<ul style="list-style-type: none"> Extra care should be taken when walking in the dark, service users should be encouraged to walk not run, and where appropriate should hold hands or link to ensure sufficient guidance in the dark. If a service user doesn't like the dark or appears anxious as a result of entering a dark environment, and alternative activity should be arranged. Support service users if unsteady on their feet. 	1	
Being separated from the group/individual.	Service user Staff	3	2	6	<ul style="list-style-type: none"> Where possible seats (booked tickets) should be arranged to be grouped together and at the end of the 	3	Individual risk assessments or information for

					<ul style="list-style-type: none"> row to enable easy access for those who wish to leave for toileting or other reasons. • Staff to always accompany service users. • Always remember which cinema screen you were in and support service user to go back to that one • If staff become separated from the group then they should arrange to meet at reception. • If have access to phones then they should contact the leader to alert them that they have become separated. • If staff member needs to use the toilet and they are doing community support this should be risk assessed separately and a plan put in place where needed. • If staff need to use toilet in group setting always ask another staff member to support and watch your service user. 		community support to be put in place.
Falling from climbing	Service user	3	2	6	<ul style="list-style-type: none"> • Staff should remain in close proximity to their service user at all times and should stand between the service user and any obstacles. • If a service user is a known climber and likely to climb over seats during the activity, try to have the service user sit with something on their lap, such as their bag to prevent them from readily climbing over seats. 	3	If service users are known to climb over seats possible alternative activities to be sought.
Displaying aggressive behaviour	ALL	3	3	9	<ul style="list-style-type: none"> • Always use the key worker system. Always read service user's individual information/laminate. Find out prior to the visit what type of day your service user has had. Be aware of their mood. • Where possible, ensure that it is a member of staff that is sitting in front a service user who is likely to display aggressive behavior. • If possible, the service user should be removed from the cinema or theatre and allowed to calm down before re-entering. May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the center or parents for extra support. 	3	<p>If service users are known to become aggressive or display difficult behavior possible alternative activities to be sought.</p> <p>If there is separate booths for viewing it may be possible to book this.</p>
Absconding	Service user	3	3	9	<ul style="list-style-type: none"> • All staff to know where their service user is at all times. Leaders to do regular head counts. Staff to be informed of any known absconders and where possible to keep an eye out for other service users trying to abscond. • Service users should be sat on the inside of staff to make it more difficult to abscond. 	3	If service users are known to abscond possible alternative activities to be sought.

					<ul style="list-style-type: none">• If a service user has gone missing, follow the emergency procedures and notify the police and line manager/head office.		
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
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Activity/Task Assessed: Farm or petting sessions.		Name of Assessor: Sidd Sampla Amanda Dunkerley			Signature of assessor: S Sampla		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 01.10.2021 or when there are changes to level of risk			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Spreading germs/Hygiene	ALL	2	3	6	<ul style="list-style-type: none"> When touching animals, everyone should wash their hands afterwards, especially before eating anything to prevent the spread of harmful germs. 	2		
Animals	ALL	3	2	6	<ul style="list-style-type: none"> Service users should be closely monitored when interacting with animals to prevent them from harming the animal, but also to prevent any actions that may lead to the animal harming the service user (such as biting or kicking). Service users should only be allowed close contact and petting with animals that are clearly indicated as safe to handle or touch and there should be a member of the farm staff or professional animal handler facilitating these session. If a service user is afraid of animals or clearly upset or distressed as a result of the animals, they should be 	2		

					<p>allowed to remain further away from the animals, with gentle encouragement towards getting nearer. If this does not help, an alternative activity away from animals should be found. Before activities like these staff should ask parents/guardians about the service user's reactions to animals.</p> <ul style="list-style-type: none"> • Staff should also check to see if service users have any allergies to animals, hay, grass or products that may be found on a farm. 		
Slip, trips, falls.	ALL	2	2	4	<ul style="list-style-type: none"> • Farms can often be muddy, so appropriate footwear should be worn. Service users should be encouraged to walk not run, holding hand or linking where appropriate to enforce this. 	2	
Falling from heights	Service user	3	2	6	<ul style="list-style-type: none"> • Staff should remain in close proximity to their service user at all times. Where possible, staff should stand between service users and any obstacle they might climb. • When standing by an animal or enclosure, extra care should be taken with known climbers to prevent them from climbing into the animal enclosure. • If available, service users who attempt to climb should be redirected to an area that is appropriate to climb in. 	2	
Water/drowning	Service user	3	3	9	<ul style="list-style-type: none"> • Staff should remain in close proximity to their service user at all times. Staff should know about any known service users who are likely to jump into water. • Staff should attempt to stand between service users and any water. • Where necessary and appropriate staff should hold hands or link arms when passing any water hazards. • If a service user jumps into water, staff should seek to alert other staff members or those who work at the farm before going into the water to remove the service user. 	2	
Displaying aggressive behaviour	ALL	3	3	9	<ul style="list-style-type: none"> • Always use the key worker system. Always read service user's information and supporting documents. Find out prior to the visit what type of day your service user has had. Be aware of their mood. • Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. • Position self between service user and potential hazards, other service users and public. Assess whether 	3	If service users are known to become aggressive or display difficult behavior possible alternative activities to be sought or a individualized Behavior support/ Risk assessment plan or 2 to 1 support is required.

					<p>it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm.</p> <ul style="list-style-type: none"> • May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 		
Absconding	Service user	3	3	9	<ul style="list-style-type: none"> • All staff to be aware of where their service user is at all times. Leaders to do regular head counts. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. Where appropriate hold hands or link and encourage them to walk not run when out. If in a group get them to walk in the middle of the group. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. 	3	If service users are known to abscond possible alternative activities to be sought or a individualized Behavior support/ Risk assessment plan

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Activity/Task Assessed: Fireworks, sparklers and fires.		Name of Assessor: Amanda Dunkerley			Signature of assessor: Amanda Dunkerley		Assessment no: 4	
Date of assessment: 21/22/12		Date of update: 16/12/21			Review date: 30/11/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re- sc or e	Further action required	
Fireworks inadequate supervision or in proper use	All	3	3	9	<p><u>Positioning</u> Site fireworks in clear and unenclosed space at a safe distance from buildings and overhead cables. Erect barriers at a safe distance around where the fireworks are going to be ignited to prevent proximity of service users if service users are known to be unpredictable or anxious around loud noises or flashing lights then where possible take the service users inside to watch through a window. Make sure there are enough staff supervising service users and use key worker system at all times.</p> <p>Buckets of water and/or sand and/or portable water fire extinguishers and/or water hoses to be situated for easy access if needed.</p> <p><u>Lighting Up</u> There must be 1 designated adult person responsible for the</p>	3	Service users who are known to be unpredictable or who may grab or want to get close to fireworks to stay indoors.	

					<p>lighting the fireworks, make sure they have read and understood the safety instructions that come with the fireworks.</p> <p>The people lighting the fireworks are advised not to wear lightweight clothing which could ignite. They are recommended to wear a substantial outer garment of wool or other material of low flammability and strong boots or shoes. They must also carry torches and a mobile telephone</p> <p><u>General Safety</u></p> <p>All service users should be made aware of the rules beforehand using symbols for those who need support.</p> <p>Call 999 emergency services in the event of any fire spread or accident</p> <p><u>First Aid</u></p> <p>At least 1 qualified first aider must be in attendance.</p>		
Sight damage or burns to spectators and/or users when using fireworks	All	3	3	6	<p>Make sure the perimeter is big enough around where the fireworks are being set off. Use key worker system at all times. Do not allow service users to ignite fireworks. If service users are becoming anxious then the designated firework person should stop and wait until the service user has been taken away to a safer area to calm down</p>	2	
Burns from handling a hot/expended firework not safely disposed of after use or use of sparklers.	All	3	2	6	<p>Use key worker system at all times, if your service user is becoming anxious then alert the team leader and get support to move the service user to a safe area. Do not allow service users near the fireworks even after the event.</p> <p>If handling sparkler wool gloves should be worn.</p> <p>Always have a bucket of cold water close by, to put sparkles in when finished.</p> <p>Also to distinguish anything if it catches fire.</p>	2	
Ignition of clothing and/or footwear from fireworks	All	3	2	6	<p>Do not allow service users over the perimeter even after the fireworks have extinguished. Use key worker system at all times. Ensure all staff are aware of where the bucket of water is and have easy access to it at all times.</p> <p>Appropriate clothing should be worn and no dressing up clothes or loose clothing when these sessions are happening.</p>	2	
Property damage (fire)	All	3	3	9	<p>If a service user attempts to damage property or is otherwise not sensible with the sparkler, or any other fire work it should be removed from them and extinguished. The rules of the activity should be clearly established</p>	2	

Absconding	Service User	3	3	9	<p>All staff to be aware of service users at all times. Leader to do regular head counts. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond.</p> <p>If a service user is likely to abscond as a result of the fireworks (noise, sight or general disruption) then hold hands or link arms where appropriate.</p> <p>If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office.</p>	3	<p>If service users know to abscond then a behavior support plan should be put in place outlining support and further strategies.</p>
Displaying aggressive behavior.	All	3	3	9	<p>Always use the key worker system. Always read service individual information. Find out prior to the visit what type of day your service user has had. Be aware of their mood.</p> <p>Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation.</p> <p>Position self between service user and potential hazards, other service users and public.</p> <p>May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the center or parents for extra support.</p>	3	<p>If service users know to display behaviours of concern then a behavior support plan should be put in place outlining support and further strategies.</p>
Fire / burning & Toxic fumes	All	3	3	9	<p>Positioning / Fire Safety Bonfire should be set in clear and unenclosed space at a safe distance from buildings and overhead cables. Measure height of bonfire and multiply x 5 and erect barriers at this distance around bonfire to prevent proximity of service users if service users are known to be unpredictable then where possible take the service users inside to watch through a window. Make sure there are enough staff supervising service users and use key worker system at all times.</p> <p>Wind direction must be taken into account on the day and the perimeter moved back as appropriate. Do not situate bonfire on tarmac as this can catch alight</p> <p>Buckets of water and/or sand and/or portable water fire extinguishers and/or water hoses to be situated for easy access if needed.</p>	3	<p>If service users know to display behaviours of concern around fires or if easily triggered by sounds then a behavior support plan should be put in place outlining support and further strategies.</p>

					<p>Building the Bonfire Ensure no hazardous/inflammable materials are in the bonfire construction ie no paint, tyres, rubber, furniture, gas cylinders, corrugated cardboard, fuel, bottles, batteries, aerosols, fireworks etc (this list is not exhaustive)</p> <p>Ideally the height of the bonfire should not exceed 5m. For safety purposes the lower the bonfire, the lesser the risk</p> <p>Lighting Up There must be 1 designated adult person responsible for the bonfire including lighting up, plus one adult helper. Before lighting up ensure there are no children, service users or animals within the bonfire construction Paper and domestic firelighters only to be used to light the bonfire; it should be ignited in 2 or 3 places to ensure an even burn</p> <p>The people lighting the bonfire are advised not to wear lightweight clothing which could ignite. They are recommended to wear a substantial outer garment of wool or other material of low flammability and strong boots or shoes. They must also carry torches and a mobile telephone</p> <p>General Safety The designated Fire person must monitor the bonfire to ensure it does not get out of control. All service users should be made aware of the rules beforehand using symbols for those who need support. Call 999 emergency services in the event of any fire spread or accident</p> <p>First Aid At least 1 qualified first aider must be in attendance</p> <p>After the Event Designated fire person must ensure that the bonfire is completely extinguished with water and/or sand</p>		
Fireworks being thrown on bonfire/or being too close to fire and going off	All	3	3	9	Designated fire person to make sure fireworks are at a safe distance away from the fire and kept out of reach of service users.	3	Designated fire person to keep fireworks in a locked and secure area until they are needed, and any used to be locked away again.

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

3. Major injury, major damage or loss to property, equipment
2. Over three-day injury, damage to property, equipment
1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Gardening	Name of Assessor: Sidd Sampla Amanda Dunkerley				Signature of assessor: S Sampla	Assessment no: 4	
Date of assessment: 21.11.2012	Date of update: 01.10.2021 or when there are changes to level of risk.				Review date: June 2021		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Gardening equipment and tools (Injury, trips and falls, tools being used as weapons)	All	3	2	6	<ul style="list-style-type: none"> • Staff should remain in close proximity to their service user at all times. • Appropriate protective clothing should be worn gloves, boots, shoes that cover toes. • If a service user appears agitated or is displaying aggressive behaviour gardening equipment should be removed from their possession and placed out of their reach. • Close supervision should be provided to ensure all gardening tools are being used correctly. • Service users should only use equipment that is suitable for their level of physical ability. Staff should assist with anyone who requires help in using particular items of gardening equipment. • Staff should observe all uses of gardening equipment regardless of ability level. • When not in use, gardening equipment should either be put away. 	2	

<p>Trip hazards, leaves (Slips, Trips Litter within leaves)</p>	<p>ALL</p>	<p>2</p>	<p>2</p>	<p>4</p>	<ul style="list-style-type: none"> • All paths should remain clear from gardening equipment. Only equipment that is needed should be taken out. When specific equipment is not in use it should be put away or put out of reach of service users in such a way as to not pose as a trip hazard to others. • Do not collect fallen leaves for making leaf compost in areas where there is potential for hazardous objects such as syringes/ broken glass/ sharp items to be buried amongst leaves • No running in garden/ leaf collecting area. • Wear gloves and use tools appropriate for the job e.g. lightweight plastic leaf rakes and leaf hands. • 	<p>2</p>	
<p>Plants Individuals with PECA eating inedible objects (Ingestion, allergic reactions)</p>	<p>Service users</p>	<p>3</p>	<p>2</p>	<p>6</p>	<ul style="list-style-type: none"> • Team leader and support staff should know the allergies of all service users. If any service user is allergic to any particular plants or foliage, then the team leader should try to ensure that this plant or foliage is not used as part of the session. Where not possible, close supervision is required to keep service users away from such plants or foliage. • For service users who are likely to eat any plants or foliage, regardless of allergies, close supervision and assistance is required to prevent this from happening. • Service users, staff and volunteers must not eat any plants from the garden unless they are competent to identify the potentially harmful plants in their garden. • Staff must not allow service users to pick the plants or put their fingers in their mouths. • Service users must not eat parts of plants unless instructed to do so, and must wash hands after garden sessions. • When undertaking taste tests in the garden, all produce and service users hands should be washed in tap water (not water butts) before eating. • Do not plant potentially poisonous plants (eg daffodils) in edible beds. 	<p>4</p>	<p>Ensure there are no substances that can cause significant harm in the area.</p>
<p>Infections</p>	<p>ALL</p>	<p>2</p>	<p>2</p>	<p>4</p>	<ul style="list-style-type: none"> • After taking part in any gardening activity, both staff and service users should thoroughly wash their hands before preparing or consuming any food. 	<p>2</p>	
<p>Weather (Sunburn, dehydration, hypothermia, Slipping in wet weather Soil blown into eyes).</p>	<p>ALL</p>	<p>2</p>	<p>2</p>	<p>4</p>	<ul style="list-style-type: none"> • Appropriate clothing to be worn for the weather conditions (hot, cold, wet, windy). Adequate fluids to be drunk when it is hot and work activities to be planned in shady areas where possible. • Service users should have sun cream • In wet weather, garden surfaces can become slippery e.g. clay soils. Close paths if too slippery and revise 	<p>2</p>	

					activities to minimize risk of slipping. No running to, from and in garden.		
Absconding	Service User	3	3	9	<ul style="list-style-type: none"> All staff to be aware of where their key child/adult is at all times. Leaders to do regular head counts. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Where possible, venue should be locked. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. 	3	If service users are known to abscond possible alternative activities to be sought or a individualized Behavior support/ Risk assessment plan or 2 to 1 support is required.
Displaying aggressive behaviour	ALL	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual information. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Assess whether it is safer to move service user to another area and allow them to calm down before returning. All gardening equipment should be take off a service user who appears agitated or displays aggressive behaviour. May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	3	If service users are known to become aggressive or display difficult behavior possible alternative activities to be sought or a individualized Behavior support/ Risk assessment plan or 2 to 1 support is required.
Bees, wasps and Insects	ALL	2	1	4	<ul style="list-style-type: none"> These are natural inhabitants of the garden and pose no risk unless provoked. Staff must be aware of any clients with allergic to specific insects. If stung, service users should seek first aid attention for the allocated first aid person. 	1	
Chemicals used in the garden (Inhalation, ingestion, skin or eye contact)	ALL	2	2	4	<ul style="list-style-type: none"> Adopt environmentally sensitive approach to garden i.e. garden without the use of chemicals. If used, chemicals to be used by qualified adult and in the proper manner and to be used and stored in accordance with health and safety legislation. Where is it is deemed absolutely necessary to use chemical(s) , a separate risk assessment and COSHH assessment should be carried out 	2	

Composting (Airborne particles Flies Vermin Lifting/ Turning)	All	2	2	4	<ul style="list-style-type: none"> Avoid turning compost heaps but keep as cold heaps. Adults only to turn heaps when service users are not present, adults must wear face mask and gloves to do this. Avoid making compost heaps too wet by adding too much fruit waste as this attracts flies and does not make effective compost. If too much fruit waste then this will need to be disposed of elsewhere and compost heaps just kept for garden waste. 	2	
Fire (Dangers from heat, smoke and fire)	All	3	1	3	<ul style="list-style-type: none"> Emergency evacuation procedures to be in place and understood by all participants. Emergency exits to be kept clear at all times. Assembly point identified and all participants aware of it. 	1	
Infection	All	2	1	2	<ul style="list-style-type: none"> Wash hands after touching plants or soil/compost and before handling food and drink. Either cover any cuts or abrasions before garden sessions or ensure gloves are worn. 	1	
Lifting	All	2	2	4	<ul style="list-style-type: none"> Do not lift heavy objects or to overfill wheelbarrows where in use. 	2	
Plant supports	ALI	2	1	3	<ul style="list-style-type: none"> Plant supports to be avoided where possible. When being used care should be taken. Make people aware of hazard and to take care when leaning over beds. Cane toppers to be used where cane height less than 1.8m high. 	1	
Soil (Tetanus Toxoplasmosis Skin Irritation Soil blowing into eyes)	ALI	2	2	4	<p>Check with parents/carers and advise coordinators as to whether service users have had tetanus inoculation before sessions start.</p> <p>Hands must be thoroughly washed (by everyone) at the end of each session and especially before eating food/ drinking.</p> <p>Adult helpers or staff to check garden before service users attend session and remove any animal mess whilst wearing gloves. Dispose of mess away from the garden and wash trowel and hands afterwards.</p> <p>If come across buried animal mess, staff to remove as above and service user to wash hands immediately if they have had direct contact.</p> <p>Gloves to be worn when working with the soil.</p>	2	

					<p>Proprietary compost e.g. for seed sowing, can be handled without gloves but hands must be washed after the session. If service users/staff have skin irritations e.g. eczema, or cuts/abrasions, or are likely to have a suppressed immune system, then disposable gloves should be worn.</p> <p>Bags of compost or potting media should be opened with the head away from the opening as far as practically possible.</p> <p>Moisten dry compost/potting media before using.</p> <p>Avoid storing compost/potting media in greenhouses or other warm places.</p> <p>Avoid using loose compost and digging/ raking soil in dry and windy conditions.</p>		
<p>Water Water Butts & Hoses</p> <p>(Slips, trips, falls Drinking Washing Hands Water borne bugs/ infections Drowning)</p>	ALL	3	2	6	<ul style="list-style-type: none"> • Service users shown how to correctly water plants to avoid soaking pathways. When using hose pipes they should be coiled/ rolled up after use and not left lying out where they could become a trip hazard. • No running. • Water butts only to be installed if this is in line with Health & Safety Policy. Such butts must have locked lids and should be firmly secured on a stable surface. • Service users must not wash their hands or wash garden produce to eat with water from the butts. • When using water from the butts for watering then service users and adults must wash their hands afterwards. • Water butts should be emptied and scrubbed out once a year. This job should be carried out by staff with gloves and face mask. • Water butts to be kept in cool position as far as practically possible. If not, consideration to be given to insulation or light reflecting paint. • Empty water out of full hoses after use. (NB Full hoses left in sun or warm conditions may breed micro-organisms such as Legionella) 	2	

<p>Weather (flooding) (Potential (pathogenic) microbial contamination)</p>	<p>ALL</p>	<p>2</p>	<p>2</p>	<p>4</p>	<ul style="list-style-type: none"> • If gardens become flooded and waterlogged do not harvest crops from these areas for consumption, and relocate garden in unflooded area. • Do not grow crops in flooded area for at least 2 years after the flood. 	<p>2</p>	
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

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Activity/Task Assessed: General Venue Hire		Name of Assessor: Marta Garcia Iglesias Amanda Dunkerley			Signature of assessor: Marta Garcia Iglesias Amanda Dunkerley		Assessment no: 1	
Date of assessment: 25/6/2021		Date of update: 5.9.22			Review date: July 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Throwing objects/using objects as weapons, braking objects or theft.	All Staff/ Volunteers Service users	3	3	9	<ul style="list-style-type: none"> • Staff should remain in close proximity to service users at all times. • If a service user is known to throw objects or use them as weapons, they should be closely supervised when playing with anything they could throw or use as a weapon. • All areas should be kept low arousal and items not being use should be tidied away and put out of reach. • All heavy items or sharp object should not be put out. • Any objects that are in reach of service users on shelves that may break or cause injury if pulled off the shelf should be removed prior to the start of the session. • If a service users attempts to remove something from a high self, they should be redirected or 	2		

					encouraged to ask for assistance from their key worker.		
Choking hazards, small items. Blinds/pull cords ligatures. Including small batteries.	Service user	3	3	9	<ul style="list-style-type: none"> Staff should know the whereabouts and actions of the service user allocated to them at all times, and have them in sight as appropriate to their level of needs. Service users known to put items in their mouth should avoid playing with toys with small parts, or should only do so under close supervision. Service users with PECA should be identified and close support given. If there are blinds in the rooms that have pull cords or pull cords in the toilets ensure they are out of reach and service users, if unavoidable e.g in the toilet and need to give privacy then support and constant check-in's so the service user is never left alone for any period of time in case of any attempts of ligature. Buy toys only from reputable outlets - look for the CE symbol or a UKCA mark Make sure the toy is suitable for the child – check the age range, keep in mind some toys may not be suitable for our children as they do not play appropriately with toys similar to other children at their age. Be particularly careful with toys for children under three, do not buy these if they have small parts that may break off and can be swallowed. Check for loose hair and small parts, sharp edges and points Check toys regularly for wear and repair or dispose of them where necessary Keep play areas tidy Follow the instructions and warnings provided with toys Supervise service users when playing. 	3	If staff are using toys that contains small batteries they should be kept on the staff member at all time, once finished with the item it should be locked away so service users do not have access to this.

Slips, Trip and falls	All Staff/ Volunteers/ Service Users	2	2	4	<ul style="list-style-type: none"> • Before the session begins all staff should ensure that all pathways are clear form obstruction and any obvious trip hazards are removed. • During the session, any trip hazards created as a result of activities should be removed as soon as possible. • In case of spillage, the leader of the group will oversee the cleanup. It is staff's responsibility to inform the leader of any spillage. 	2	
Incidents such as stubbing toes, trappings hands, fingers.	Service user Staff Volunteers	3	3	9	<ul style="list-style-type: none"> • Staff should know where they service user is and what they are doing at all times. • Service users we have a lack of awareness or difficulties with processing their environment should be encouraged to look where they are going and staff should encourage an awareness of self for those individuals. • Staff should discourage service users from playing with doors or windows to avoid trapped fingers.. • Staff should encourage service users to close doors and not slam. • If service users are playing with the doors they should be moved away, or if it's not possible then others should be moved away. • Staff should hold doors open when transitioning until all service users are through the door to prevent it slamming shut, this goes for using transport. 	2	
Accessing areas which might be unsuitable or unsafe for our client group. (out of bounds areas)	Service user	3	2	6	<ul style="list-style-type: none"> • Staff should know the whereabouts and actions of the service user allocated to them at all times, and have them in sight as appropriate to their level of needs. • Where possible out of bounds areas should be locked and an appropriate symbol should be placed on the door. • If service users do go into an out of bounds area, staff must ensure they also enter the room and attempt to remove the service users as quickly as possible. If unable, staff should gain the attention of the team leader to advise/assist. • Staff to identify any dangers that are not raised in this risk assessment and ensure staff are aware of the procedures to reduce risks. 	2	

					<ul style="list-style-type: none"> • Staff should report those dangers to the service manager who can update the risk assessment • Staff room is an out of bound area, and as such service user's access to it should be, always keep the door locked and no access to service users. • If making hot drinks or food follow guidance on risk assessment for using the kitchen. 		
Display Boards	Property Damage Service users	2	1	2	<ul style="list-style-type: none"> • Staff should know the whereabouts and actions of the service user allocated to them at all times, and have them in sight as appropriate to their level of needs • Service users should be directed away from display boards if they are likely to damage them. • Special care should be taken to ensure that service users do not take pins out of the display board. • If there are display boards around and service users and know to take pin then they should be removed before the session and pug back at the end. 	1	
Absconding	Service User	3	2	6	<ul style="list-style-type: none"> • Staff should know the whereabouts and actions of the service user allocated to them at all times, and have them in sight as appropriate to their level of needs. • All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • The leader should monitor exits regularly and ask staff to also monitor exits. • If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police. 	3	Ensure service users who abscond have supporting paper work and extra guidance.
Displaying behavior that challenges.	All Staff/ Volunteers	3	2	6	<ul style="list-style-type: none"> • When initially hiring the venue ensure there is a safe space where service users can go to calm away from dangers • Plans should be put in place for the use of these areas or rooms and this should be communicated well with the team. • Always use the key worker system. • Always read service users laminate information or supporting info BSP if they have one. 	3	Ensure that there is correct information on service users who may display challenging behavior. All staff should read before supporting them.

					<ul style="list-style-type: none"> • Home visit are arrange for new service users by managers so we can assess their level of support and collect relevant information to inform support. • All information should be read at the start of the session. • Find at the start of the session what type of day the service users has day and be aware of their mood. • Always remain calm. Team leader to assist. • Main objective is to calm the situation, go to the designated place which is safe for the service user who is displaying the behavior and to keep everyone else. • Position self between service user and potential hazards, other service users and public/visitors. 		
Stairs	Staff, Service users, visitors	3	2	6	<ul style="list-style-type: none"> • Some venues may have access to stairs, these should be dynamic risk assessed for each individual venue and cautions put in place to reduce access where needed. • If there are stairs leading to areas that should not be accessible then precautions need to be put in places to limit access to the stairs. • Service users should not be allowed to play on stairs for risk of slipping or trip hazards. • Ensure doors are always closed that lead to stairs to discourage access. • For service users that have difficulties with movement or any proprioceptive difficulties then extra support should be given at these times. Extra information will be given in service users laminate or behavior support. 	2	
Fire exits and other exits, exits leading onto street/main roads.	Service users	3	3	9	<ul style="list-style-type: none"> • Be aware of where the fire exits are and ensure you know the building well and know where the exits lead too. • Ensure any service users that are known absconders to have 1 to 1 support where needed and the person supporting them is aware of where the fire exits are. • If you're using a new venue then a fire evacuation plan needs to be put in place and communicated well with your team. 	3	Service users know to abscond or be unpredictable when outside/near main roads will have information in their laminate or behavior support plan with further details for support.

					<ul style="list-style-type: none"> • Venues should have this information on the wall as where the assembly point is. • If there is a fire exit leading to a main road, staff should be extra Vigilant and ensure they know where their service user is at all times. • If the fire alarm is sounded or if you are using the fire exits then staff should be with service users at all time when moving outside, staff should link/hold hands or be in arms reach of their service user at all times using strategies that are appropriate for them. 		
Service users able to leave the venue unsupervised. (Doors and locks/lack of locking doors)	Service users	3	2	6	<ul style="list-style-type: none"> • When assessing the venue for a particular group ensure that the needs of the service users are taken into account. A high need group will need more security then a low need group • Ensure all staff are aware of the exits and aware of which doors may not lock. • Staff to be aware of which service users are likely to wonder off and who needs a higher level of supervision. • Where doors are unable to be locked try to use other rooms which are further away from the unlocked doors. 	3	Staff to be aware of the group and the level of support service users need. Any service user who is identified as a high need individual should have further information in their laminate or BSP on how to support.
Access to high areas, risk of falling/jumping from heights	Service users	3	3	9	<ul style="list-style-type: none"> • Venues may have different levels in them or have access to objects that service users may be able to climb on. If service user gains access to somewhere and is climbing at a height then extreme caution is important; • Do not startle the service user. • Do not attempt to pull the service user down, as this may startle the service user and may result in injury. • If they are climbing and holding on to something then keeping them calm is important, as they are often in control at this point. • Do not attempt to pull them down or go after them if you think this will escalate them or make them climb further. • Using a calm voice, show them a visual of what you want them to do, try to encourage them down using a motivating item. • If there are areas that are dangerous and likely that service users may attempts to climb then these areas should be kept out of limits. 	3	Service users who are known to climb or who like heights, or those service users who are unaware of dangers will have further information on their laminate of behavior support plans for further guidance.

					<ul style="list-style-type: none"> • Staff supervision is required at all times around these areas. • Staff should know the whereabouts and actions of the service user allocated to them at all times, and have them in sight as appropriate to their level of needs. 		
Electrical shocks/ electricity	Service users Staff	3	3	9	<ul style="list-style-type: none"> • Staff should be aware of any electric points • Water play should be planed away from any electric items or where them may be a power source. • Where possible there should be socket covers on any sockets especially if service users are known to target these. • Staff should be aware of their service user and what they are doing, distract and move away from any dangerous areas or sockets if they are attempting to touch, play or damage them. 	3	If there are service users who are likely to touch sockets then contact the office and ask for some socket covers.
Chairs and tables falling on individuals if stacked	Service users Staff visitors	2	2	4	<ul style="list-style-type: none"> • If chairs are stacked, ensure there are no more than 6 in a pile as this will less likely to topple over onto someone. • If chairs are stacked up ensure they are out of the way to discourage service users attempting to sit, stand or climb on them. • If tables are stacked ensure they are safe and that service users are not able to push them over or push them off if upside down. • If service users are likely to climb on them then move them out of the way or to another room where possible. 	2	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

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Activity/Task Assessed: Golf	Name of Assessor: Amanda Dunkerley				Signature of assessor: Amanda Dunkerley	Assessment no: 4	
Date of assessment: 14.11.12	Date of update: 25.6.21				Review date: 25/6/24 (three years from assessment or if level of risk changes)		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Golf club as a weapon	Staff, service users, members if the public	2	2	4	<ul style="list-style-type: none"> • Staff should remain in close proximity to their service users at all times. • If a service user becomes aggressive or is inappropriately swinging the golf club, the club should be removed from them. • If they are to continue taking part in the activity, close assistance should be given and the golf club should be held onto by the key worker between turns and support while using it. 	2	

Throwing golf balls	Staff, service user, member of the public.	2	2	4	<ul style="list-style-type: none"> Staff should remain in close proximity to their service user. If a service user becomes aggressive or is inappropriately throwing the golf ball, the ball should be removed from them. If they are to continue taking part in the activity, close assistance should be given and the golf ball should be held onto by the key worker between turns. Close supervision should be given to those who may attempt to swallow the golf ball. 	2	
Displaying aggressive behaviour	Staff, service user, member of the public.	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual information and laminates. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe Team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Any golfing equipment should be removed from the service user's possession or reach. Assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm. May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm 	6	Any service user know to be unpredictable and display behaviors that challenge should have a support pan and additional information.

					it may be necessary to phone the centre or parents for extra support.		
Absconding	Staff, service user, member of the public	3	3	9	<ul style="list-style-type: none"> All staff to be aware of where their service user is at all times. Leaders to do regular head counts. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. Where appropriate hold hands or link and encourage them to walk not run when out. If in a group get them to walk in the middle of the group. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. 	6	Any service user known to be unpredictable and abscond should have a support plan and additional information.
Water/drowning	Staff, service user.	3	3	9	<ul style="list-style-type: none"> Staff should remain in close proximity to their service users at all times. Staff should stand between service users and any potential hazard such as water, and where appropriate should hold hands or link whilst walking past such hazards. If a service user does jump into deep water, another staff member should alert the venue staff and get help. 	6	If service user is known to abscond a support plan should be put in place for extra support and strategies.
Eating Sand	Service user	1	2	2	<ul style="list-style-type: none"> Staff should remain in close proximity to their service user at all times. Staff should stand between service users and any potential hazard such as sand, and where appropriate should hold hands or link whilst walking past such hazards. 		

					<ul style="list-style-type: none">• If it is deemed appropriate for the service user to play in the sand, the key worker should stand between the service user and any other service users to prevent sand being thrown.• If the serviced user does begin to throw sand, they should be removed from the sand area.		
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Contraction hepatitis B infection Through the following -		Name of Assessor: Amanda Dunkerley			Signature of assessor: Amanda Dunkerley		Assessment no: 4	
Date of assessment: 14.2.13		Date of update: 14.7.21			Review date: July 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Being in direct contact with bodily fluids i.e. Supporting service user with toileting and sanitary care, cuts and grazes service users spitting, scratching, and biting	All staff	3	2	6	<p>Hepatitis B immunisation is recommended for workers who have direct contact with clients' blood, blood-stained, body fluids or tissues.</p> <ul style="list-style-type: none"> Hepatitis B immunisation is recommended for workers Immediate Action Encourage the wound to bleed by squeezing it (but do not suck the wound). Wash the wound or contaminated area thoroughly under running water using soap. Contaminated eyes and mouth should be thoroughly irrigated with clean water. A accident/incident form must be completed. If the member of staff believes they have received a subcutaneous (beneath the skin) transfer of body fluids from a service user (for example, from a bite that has 	2		

					punctured the skin or from body fluid entering an open wound or the eye) they should seek immediate advice or treatment from their GP or A & E department		
Service user being physically aggressive resulting in broken skin.	All staff	3	2	6	<ul style="list-style-type: none"> As above 	2	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed:		Name of Assessor:			Signature of assessor:		Assessment no: 4	
Horse riding		Marta Garcia Iglesias Amanda Dunkerley			Marta Garcia Iglesias			
Date of assessment: 21.11.12		Date of update: 25/6/2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Car park	All/ Staff, Volunteers and Service Users	3	1	6	<ul style="list-style-type: none"> When leaving minibus or public transport staff should remain in close proximity to their service user and hold hands or link where appropriate. Service users should be encouraged to walk not run to a footpaths where available. Effort should be made to stay as a group whilst moving through a car park. 	2		
Kicked/bitten by the horse	All Staff/ Volunteers/ Service Users	3	1	6	<ul style="list-style-type: none"> Staff should remain in close proximity to service user at all times, and stand between the service user and any possible hazards such as open gates leading to horses. Horses should only be approached under strict instruction and supervision of the relevant instructor. 	2		

					<ul style="list-style-type: none"> If a service user is injured by a horse, emergency procedures should be followed. 		
Service user attempting to get off horse while riding	Service User	2	1	4	<ul style="list-style-type: none"> If a service user is visibly uncomfortable with the activity and/or attempts to get off the horse, you should immediately gain the attention of the instructor so that the activity can be stopped and the service user can safely dismount. The service user should then be found a suitable alternative activity or given space and the opportunity to return to the activity at a later time. 	2	
Scared of the horse	Service User	1	1		<ul style="list-style-type: none"> Prior to the session staff should find out about their service users anxieties. If this includes horses a suitable alternative activity should be arranged. If on arrival at the activity, a service users appears anxious or scared around horses, they should be given time and space and allowed to remain further back from the horses. Encouragement to go nearer should be given, but if this is met by stress and anxiety than an alternative activity should be found. 		
Displaying aggressive behavior	All Staff/ Volunteers	3	1		<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual information. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist if available. Main objective is to go somewhere that is safe for the service user who is displaying the behavior and to keep everyone safe. If there is 		

					<p>a team leader they can ensure other service users are removed from situation. If you are managing situation then ask others to move away and give space where possible.</p> <ul style="list-style-type: none"> • Position self between service user and potential hazard, other service users and public. Assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm. • May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone RfA or parents for extra support. 		
Climbing	Service User	3	1		<ul style="list-style-type: none"> • Staff should remain in close proximity to their service user at all times. Staff should stand between service users and any potential climbing obstacles, and where appropriate should hold hands or link whilst walking past such hazards. • If possible an appropriate area (e.g. playground) in which to climb should be found or another activity should be organised to cover periods of waiting (e.g. – books, toys) 		

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

3. Major injury, major damage or loss to property, equipment.
2. Over three-day injury, damage to property, equipment
1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed:		Name of Assessor:			Signature of assessor:		Assessment no: 4	
Ice Skating		Marta Garcia Iglesias Amanda Dunkerley			Marta Garcia Iglesias			
Date of assessment: 21.11.12		Date of update: 25/6/2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Falls, slips and trips Poor motor control Lack of awareness and possible inappropriate behaviors.	All Staff/ Volunteers/ Service User	3	1	3	Before anyone ice skates their suitability for the activity should be considered: <ul style="list-style-type: none"> • If the service user has a history of requiring physical intervention or displaying aggressive behaviour – even if infrequent, they should not ice skate – UNDER ANY CIRCUMSTANCE! • If the service user lacks basic motor skills they should not ice skate • Ice skating should be considered an activity reserved for high ability groups and approval should be sought from the Play Service Manger before taking part in ice skating. • Parents/guardians should be asked whether the service user can skate or if it would be appropriate for them to try. 	None		

					<p>Any restrictive physical interventions should not be used on ice due to the danger posed to staff and service users.</p> <ul style="list-style-type: none"> • A staff member who is a confident ice skater should be the supernumerary for this activity to provide support to other staff and service users where needed. • If there are not sufficient numbers of staff who are confident ice skaters, then the activity should be reconsidered. • Service users who are not confident on the ice should be encouraged to hold onto the side. In many ice rinks, ice skating supports for young children and those with special needs are available. • Where possible staff should be paired with service users of similar ice skating ability. • If a service user falls over, staff should seek to assist in helping them up as soon as possible. Staff should ensure other ice skaters remain away from the service users whilst on the floor/ice to prevent injury from ice skates. • If a service user struggles to remain upright, they should be taken off the ice and an alternative activity found. • Skating frames can be hired to support skaters who are unsteady on the skates. • For service users with poor motor skills, ice skating should be avoided and a suitable alternative activity should be arranged. • 		
Clothing	All Staff/ Volunteers/ Service Users	2	1	2	<ul style="list-style-type: none"> • Suitable clothing should be worn by staff and service users. This includes trousers and long sleeves. Warm clothes are also advised, as well as gloves. 	1	

Absconding	Service User	3	1	3	<ul style="list-style-type: none"> All staff to be aware of where service user at all times. Leaders to do regular head counts. All staff to know which service users are known absconders. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Staff should encourage holding hands or linking to assist in ice skating and to prevent absconding. All service users and staff must remove skates before leaving the ice rink premises. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. 	1	
Displaying aggressive behaviour	All Staff/ Volunteers	3	1	3	<p>If the service user has a history of requiring physical intervention or displaying aggressive behaviour – even if infrequent, they should not ice skate – UNDER ANY CIRCUMSTANCE! Restrictive physical intervention is not permitted on ice!!</p> <ul style="list-style-type: none"> Always use the key worker system. Always read service user’s individual information. Find out prior to the visit what type of day your service use has had. Be aware of their mood. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behavior and to keep everyone safe. If there is a team leader they can ensure other service users are removed from situation. If you are managing situation then ask others to move away and give space where possible. Position self between service user and potential hazards, other service users and public. Service users displaying aggressive behaviour should encouraged off be the ice. 	1	

					<p>Assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their activity. If you do not have the bus and used public transport look for a safe place to allow service user to calm.</p> <ul style="list-style-type: none"> • If your service user does not calm it may be necessary to phone RfA or parents for extra support. • 		
Ice Skates / Blades	Service Users	2	1		<ul style="list-style-type: none"> • All staff be aware if service users are touching the blades of the ice skates or using them in an inappropriate manor. Staff to be aware that they may be used to self-harm and to be aware if their service user may do this. <p>Staff to be aware when service users fall over or laying on the floor to be aware of fingers being caught under the blades of others as they skate by. Staff to encourage service uses to stand up and encourage off the ice to sit down if they can.</p>	1	
					<ul style="list-style-type: none"> • 		

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

3. Major injury, major damage or loss to property, equipment.
2. Over three-day injury, damage to property, equipment
1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Community visits		Name of Assessor: Amanda Dunkerley			Signature of assessor:		Assessment no: 4	
Date of assessment: 12/11/12		Date of update: 24/7/21			Review date: July 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Road traffic accident.	SU Staff Public	3	2	6	<ul style="list-style-type: none"> • Staff to use key worker system at all times, always walk so that the service user is furthest away from the road and staff are between the service user and the road to reduce the risk of them falling or running onto the road. • Always hold hands with children and link with older more able service users. For those who are aware of dangers and are very able then encourage walking beside you so that you are at arm's length so that you can get to them if you need to. Always role model the green cross code and encourage service users to walk not run. 	3	Service users who are identified as high risk being unpredictable when out and likely to run should have individual information about how to keep them safe when in the community. Staff need to identify these service users immediately and seek support from Behaviour management. Such trips into the community will have to be reduced and closely supervised.	

Slips, Tripping and falling	All	1	2	2	<ul style="list-style-type: none"> • Encourage all service users to walk and look where they are going and staff should look ahead for any potential hazards e.g.- obstacles and members of the public. • Always encourage Service users to walk. 	1	
Absconding/leaving the group.	Service user Adults	3	3	9	<ul style="list-style-type: none"> • All staff to be aware of where service user is at all times. • Group settings leaders to do regular head counts. • All staff to know which service users are known absconders. • Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. • Where appropriate hold hands or link and encourage walking not run when out. • If in a group walk in the middle of the group. • If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and line manager/head office. • Service users who are identified as high risk being unpredictable when out and likely to run/abscond should have individual information about how to keep them safe when in the community. • Staff need to identify these service users immediately and seek support from Behaviour management. • Such trips into the community will have to be reduced and closely supervised. • If an adult who is independent and travels independently want to leave a group or wants to leave a group when out in the community, then they need to inform the leader and let them know they are leaving. • All adults should be given the leaders work number, so they can contact them if they get lost or want to re-join the group. • Leaders are responsible for ensuring that adults have their work numbers in the phones. • Leaders can also give cards out to adults with RfA details so that if they do become separated from the 	6	<p>If service user is known to abscond a support plan should be put in place for extra support and strategies.</p> <p>If a staff member is very concerned about an adult's safety and feel they do not have capacity at that moment to keep themselves safe then they can call the police and ask for assistance. Letting them know that they are with a vulnerable adult and they are at risk of harm, and have left the group.</p> <p>This would be in the cases of adult being aggressive and threatening and refusing to stay, possibly threatening their own life.</p>

					<p>group and are struggling to communicate they could identify someone responsible and ask them to call for support.</p> <ul style="list-style-type: none"> • If an adult needs support to travel and wants to leave the group or the outing. The staff member will explain that they will stay with them to make sure they are safe, they don't have to be on top of them but they do need to be able to see them, or they can call their support network to come and collect them and help. • If a staff member does support a service user who has become anxious or refusing to stay with the group then they will ask the other staff members to support the other service users while they are busy. This may mean that other staff have more adults to support temporarily. • If staff feel this is too difficult and other issues are arising from this then they can end the visit and return to the center or call for back up, this should be in their dynamic risk assessment. • These should be discussed with the adults attending the visit at the start of the session especially before an outing or visiting the community. • Dynamic risk assessments should be made on the day before any session into the community, if staff feel it may be too risky to go into the community as may trigger behavior then alternatives should be found, or visit canceled. 		
Becoming separated from group/lost	Service users	3	2	6	<ul style="list-style-type: none"> • Always stay close to service user especially in busy areas. • If in a group setting always know where the rest of your team are. • Point out a meeting place so if anyone does become lost or separated they can meet at a designated meeting point/place. • Always have the contact number of your leader/family/line manager on you so you can call someone if separated. • If your service user becomes separated from you in a shopping center you must notify the security immediately so they can start looking and block the exits. • You would then follow the emergency procedures. 	3	Service users who are identified as high risk being unpredictable when out and likely to run should have individual information about how to keep them safe when in the community. Staff need to identify these service users immediately and seek support from Behaviour management. Such trips into the community will have to be reduced and closely supervised.
Adverse Weather Conditions		2	2	4	<ul style="list-style-type: none"> • Check the weather report before leaving – • Rain – service users to wear waterproofs 	1	

	All				<ul style="list-style-type: none"> • Snow – Service users to wear warm clothing, long walks should be avoided if icy due to trip/slip risks • Sun – services users should wear appropriate clothing including hats. Extra effort should be made to ensure service users are regularly drinking water (and subsequently extra toilet breaks if required). Sun cream should be applied with parental consent. 		
Unpredictable events in the community which may trigger behavior such as loud noises.	Service user	1	3	3	<ul style="list-style-type: none"> • Bring appropriate sensory blocking equipment. • This may be individualized to each service user and could also be things like toys, fidgets or ear defenders. for those service users who dislike commonly occurring loud noise. Avoid where possible busy and noisy places as well as particularly noisy activities such as music sessions 	1	
Being abducted or approached by a stranger	Service user	3	1	3	<ul style="list-style-type: none"> • Staff to know where their service user are at all times, and where possible be mindful of other service users in your group • Team leader to know where all service users and staff are at all times. • When out, effort should be made to ensure that staff and service users are in small groups if the group splits up ensuring they can support each other if needed. • Be aware of those around you, specifically people acting unusually. • If anyone is attempting to take photos of the service users then we need to ask them to stop and move away. • If a stranger does approach, be polite, but remember we are trying to teach our service users about stranger danger and we need to be an appropriate role model. Say no thank you and move away (or whatever is appropriate at the time). If someone is behaving unusually notify your manager. • If your service user has gone missing or you think they may have been abducted follow the emergency procedures. 	3	While this is still rated at 3 the changes of this happening after measures have been put in place are very unlikely.
service users indecently exposing themselves or stripping	Service user	2	3	4	<ul style="list-style-type: none"> • Staff to be aware of service user that may strip, always carry a towel or bring extra clothes. • Use a towel to maintain dignity until service users ready to put clothes back on. • Try and go somewhere private to give some respect and privacy. 	1	

					<ul style="list-style-type: none">• If unable to keep covered with a towel.• Never try to put clothes back on when service user isn't ready, wait until they are ready and complying with requests.		

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

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Severity

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Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

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Activity/Task Assessed: Kitchen / Cooking		Name of Assessor: Jayne Hurley-Davis Amanda Dunkerley			Signature of assessor:		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 25/6/2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Sharp objects	All	3	3	9	<ul style="list-style-type: none"> • All sharp objects should be kept in draws and locked away where possible. • All staff to be aware where sharp objects are so they can redirect service user if attempting to access these. • Only equipment needed for the session should be on offer, everything else should be put away. • Sharp equipment should only be taken out at the point of use, and then put away immediately after. • Service users who have poor fine motor skills should not be using very sharp knives and all service users should have close supervision at all times when in the kitchen. • Always make sure that if you are using sharp object, when cleaning them do not place in with the washing up and keep them separate. 	3	<ul style="list-style-type: none"> • If any service users become anxious and displaying challenging behaviours then remove from kitchen 	

					<ul style="list-style-type: none"> Assess how many service users it is suitable to have in the kitchen at any one time - it may be that only 1 person at a time should be in there 		
Using the kettle	Service User Staff Visitors	3	3	9	<ul style="list-style-type: none"> When boiling water be aware of which service users are in the room and assess their individual abilities as they may try to grab or spill the boiling kettle/water. Assess how many service users it is suitable to have in the kitchen at any one time - it may be that only 1 person at a time should be in there. Service users must be supervised at all times. Once the kettle has boiled, to reduce the risk of scalding or burning, add cold water to the kettle. Only boil the water that is needed and once you have finished empty the remainder of the water away. If making hot drinks for everyone then add a little cold water/more milk to cool the drinks before giving them to service users (if appropriate). If making drinks for yourself then do this away from the service users or add cold water so the water is not scalding. If moving around the building. 	2	
Using the oven or hob	Service User	3	3	9	<ul style="list-style-type: none"> Always supervise service users closely and no more than 2 service users trying to use the oven or hob at the same time. Always assess the individuals need and provide support when needed. Always use oven gloves when handling hot trays or pans. Hot trays should be put into the sink to cool quickly with cold water and then remove the tray out of reach still using the oven gloves if needed. If you are waiting for hot food to cool then place out of reach and service users leave the room until it has cooled. 	3	If any service user is displaying behaviors that challenging then they should be removed from the room or the activity should be stopped immediately.

Equipment being used in a threatening manner.	All	3	3	9	<ul style="list-style-type: none"> When equipment isn't in use it should be put away. Close supervision of service users is required to ensure kitchen utensils aren't removed from the kitchen. If a service user appears agitated or upset, kitchen based activities should be avoided. <p><i>(See also behaviour that challenge below)</i></p>	3	If any service user is displaying behaviors that challenging then they should be removed from the room or the activity should be stopped immediately.
Wet slippery floor and falling/trip hazards	All	2	2	4	<ul style="list-style-type: none"> Kitchen area should be kept tidy and checked for any mess/spillages before session begins. If a spillage occurs during session, staff should clean up immediately if able, or the leader should be alerted so they can arrange for it to be cleaned up. Always keep some blue roll/kitchen roll in the kitchen so it can be used to wipe up spillages quickly. 	2	
Using electrical equipment	Service User	3	3	9	<ul style="list-style-type: none"> Service users should be closely supervised at all times. They should also have dry hands when touching electrical equipment. When finished, equipment should be put away and any open plugs should be covered. Service users to have close supervision when handling any electrical equipment. 	2	
Displaying behaviours that challenge.	Service User	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual risk assessments if they have one or any information. Find out prior to the start of session what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist. Position self between service user and potential hazards, weapons and other service users. Team leader should ensure other service users are removed from the kitchen. If possible, service user should be removed from kitchen to a safer environment. Try and remove any dangerous equipment out of the way to prevent using it as a weapon or throwing it. 	2	

					<ul style="list-style-type: none"> • May need to use plans outlined in their documents/laminate or support plans. • If a service user appears agitated or upset, kitchen based activities should be avoided. 		
Food allergies and nut products	Service User	1	2	2	<ul style="list-style-type: none"> • Before any cooking session begins, all staff must be made aware of any food allergies for all service users, not just their own key service user. • Any foods that service users are allergic to should be avoided for the activity if possible. • If not, those service users with allergies should be kept out of the kitchen whilst those foods are present (to prevent grabbing). • Such foods should then be cleared up and put away before the service user is allowed to enter the kitchen. • Close supervision is required in the kitchen to prevent service users from grabbing any food that may be harmful to themselves. • If service users have allergies then items need to be disposed of outside of the building so there is no chance of it coming into contact with the individual who is allergic. 	1	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed:		Name of Assessor:			Signature of assessor:		Assessment no: 1	
Lone Working @ 858 Finchley Road		Hugh Anderson Amanda Dunkerley			AD			
Date of assessment:		Date of update:			Review date:			
17 th May 2021					May 2024 or when there are changes to level of risk			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Service user distress (high levels of anxiety, anger, upset, aggression etc.)	Service User, Staff	2	2	4	<ul style="list-style-type: none"> Ensure that parents/carers pass on any important concerns around mood/behavior from that day which may impact the service user's well-being in the session. Ensure that you know who will be present in the waiting room and which other staff members will be present in the building when you have your sessions. If you are alone in the building, make sure you know who can be contacted in case of emergency. If a service user becomes anxious/distressed or upset when you are in a 1:1 session, try to stay calm and carefully assess what might be happening, whilst offering a reassuring presence. Consider 	2		

					<p>whether the level of distress is causing the SU or you any risk?</p> <ul style="list-style-type: none"> • Think carefully about the nature and cause of their upset. Are there any immediate things you can do (lighting/sounds/temperature/layout of room etc.) to improve their comfort levels? • If a parent or carer is present in the waiting room and it is appropriate to do so, explain the situation to them and ask for advice/assistance. • If the service user continues to become anxious and starts displaying aggressive behaviour then ask the parent/carer for more proactive support. • If the behaviour becomes more difficult and is a frequent concern in sessions, consult the relevant manager about putting a more robust behaviour support plan in place. • This may include presence of other staff or parents/carers throughout sessions. 		
Safeguarding concern raised	Service User, Parents, Carers, Staff	3	1	3	<ul style="list-style-type: none"> • Ensure you have discussed the organisation’s policy with your line manager and are aware of the charity’s safeguarding leads and how to contact them. • Also have numbers for the relevant local authority children & adult MASH (multi-agency Safeguarding Hub) numbers at your disposal if you need support and need to make a referral. • If there is a doubt about whether the service user is safe to leave the centre and return home, ensure that they (and their parents/carers) stay in the building while you are accessing the relevant advice. • If you need to make a call to a staff member for help, but without having to disclose the exact nature of the concern (for fear aggravating the situation), make sure there is an agreed code word that you can refer to. For example make reference to our “big brown book,” maybe saying something like – “I am going to run over can you put it in the big brown book” or say ‘please look for my big brown book’ or ‘can you check in the big brown book’ etc. That is a code for ‘I am in serious trouble and it is an emergency but I can’t talk.’ The police will then be notified. 	2	

<p>Accidental injury/slips/trips and falls.</p>	<p>Service User, Parents, Carers, Staff</p>	<p>2</p>	<p>1</p>	<p>2</p>	<ul style="list-style-type: none"> • Ensure spaces accessed by service user are organised in an appropriate manner for their age, mobility and behaviour. This includes clearing entrance ways to the centre, doorway paths and any corridor spaces. • Ensure the gate to the offices upstairs is closed before your session starts. • Consult parent/carer if an accident takes place and review whether it is safe for the session to continue. • Make sure you have access to the relevant contact numbers for the service user's parents/carers/keyworkers if they are accessing a session on their own. • If there is any spillages of water clean-up immediately. • If there are toys, items that cause a trip hazard then tidy away or make the area safe. • If you are the only one in the building it's a good idea to carry your phone with you, that way if you are unable to get upstairs to a phone you can use your Mobil to call for help. 	<p>1</p>	
<p>Being attacked/mugged by stranger entering the building Aggressive/argumentative parents aimed towards you</p>	<p>Service user, parents, carere's, and staff.</p>	<p>3</p>	<p>1</p>	<p>3</p>	<ul style="list-style-type: none"> • Be aware of others in the building, ask staff to notify of you when they are leaving if you know you are staying late. • After normal working hours 9 -5pm and if you are the in the building alone the catch on the front door should be locked so you would have to go down and open the door manually. • If the bells rings always answer the door through the intercom before opening the door. • Never let anyone into the building that you are not expecting. • If someone does gain access that should not be in the building then ask them to leave politely. • If a parent/carer starts being aggressive, argumentative or abusive then politely ask them to leave and terminate the session. • If you are concerned or worries about a person then call 999 and ask for the police, explain the situation and that you are on your own. • If you feel you are unable to do that then as above - Make an excuses and say you are calling a staff member, without having to disclose the exact nature of the concern (for fear aggravating the situation), make sure there is an agreed code word 	<p>1</p>	

					<p>that you can refer to. For example make reference to our “big brown book,” maybe saying something like – “I am going to run over can you put it in the big brown book” or say ‘please look for my big brown book’ or ‘can you check in the big brown book’ etc. That is a code for ‘I am in serious trouble and it is an emergency but I can’t talk.’ The police will then be notified.</p>		
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Lone working/volunteering	Name of Assessor: Marta Garcia Iglesias Amanda Dunkerley				Signature of assessor: Marta Garcia Iglesias	Assessment no: 4	
Date of assessment: 21.11.12	Date of update: 30/11/21				Review date: 30/11/24 (three years from assessment or if level of risk changes)		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Injuring back through bending and lifting children or objects	All Staff/ Volunteers	2	3	6	<ul style="list-style-type: none"> Do not lift children no matter how small or light they might be. When bending down to talk or help them in a task always keep your back straight and kneel on one leg. 	2	
General household risk causing slips, trips and falls, scalds and burns, cuts and bruises.	Lone workers/ Volunteers Service user Visitor	2	3	6	<ul style="list-style-type: none"> Do your own dynamic risk assessment and use common sense. On the 1st visit the coordinator will assess the family's home for general risks. Anything that presents as a larger risk then the general household risk assessment then a separate risk management plan will be written. Read - general risks to lone workers and volunteers. 	2	
Food poisoning - cooking Scalding and burning – using the kettle /cooker	Lone workers/ Volunteer	2	4	4	<ul style="list-style-type: none"> If using the kitchen for a cooking activity, make sure you only have out the equipment you need. 	2	

	Service user Visitor				<ul style="list-style-type: none"> • Tidy away any sharp knives or equipment that is not needed. • Depending on the service users ability level give adequate support when needed. • Do not use the kitchen if service user is appearing anxious or more unpredictable than usual. • Do not leave a service user unsupervised at any time. • When using the oven or hobs, make sure that you use oven gloves and supervise at all times, also ensuring that gas/heat is turned off after use. • If boiling water make sure the kettle is out of reach, once the kettle has boiled and if you are asking the service user to pour the boiling water, add some cold water to the kettle before asking them to pour it. • If you are making hot drinks add a small amount of cold water to your drink or extra milk to cool the drink quicker. Pour the rest of the water from the kettle away so there is not boiling water standing in the kettle. • When doing any food preparation encourage hand washing and good food hygiene, if cooking make sure food is cooked thoroughly. • Always ask the parents/carers if you're not sure. • A basic food Hygiene course should be taken if doing lots of cooking. 		
Aggressive/argumentative parents towards each other	Lone workers/ Volunteer Service user Visitor	2	1	2	<ul style="list-style-type: none"> • If parents become involved in an argument while you are there ask to take the child into another room while they sort things out and stay out of the way. • If they become aggressive leave the home and call 999. 	1	
Aggressive/argumentative parents aimed towards you Any dangerous situation where you feel seriously threatened and you are unable to get out.	Lone workers/ Volunteer Staff	3	1	3	<ul style="list-style-type: none"> • If you are unsure of the parents and they are acting in a strange manner or you are becoming worried then position yourself near a door and make an excuses to leave. • Always have your phone near you so you can call for help. • Always notify somebody of where you are going. • Notify your coordinator immediately. • Log this on your log sheet. • If you think you are in a dangerous situation and need to get help make an excuses to call the office/ line manager or director. 	2	

					<ul style="list-style-type: none"> • Make sure you have all these numbers already sorted and saved in your phone. • Saying something like - let me just call the office and tell them I am going to be a bit later. Or say you have had a message and you need to call. • Once you are on the phone and if you are unable to say you need help then make reference to our “big brown book” maybe saying something like – “I am going to run over can you put it in the big brown book” or say ‘please look for my big brown book’ or ‘can you check in the big brown book’ etc. That is a code for ‘I am in serious trouble and it is an emergency but I can’t talk. We will then notify the police. 		
Parents not understanding Personal boundaries contacting you on your phone	Lone workers/ Volunteer	1	3	3	<ul style="list-style-type: none"> • Do not give your personal phone number to parents unless your coordinator and you are happy that the parent will only contact you to re schedule visits. • Tell the parents if they need to contact you regarding anything else they can call the office on – 0208 458 3259 and leave a msg for you, we will get a message to you to phone them back. 	2	
Child becoming anxious.	Lone workers/ Volunteer Service user Visitor	3	2	4	<ul style="list-style-type: none"> • If a service user is showing behaviors of concern or becoming distressed or upset when you are at the home, take a minute to think about what it is they are upset over and can you reduce or stop the thing that’s making them upset. • Ask the parent to assist and if the service user continue to become anxious and starts displaying aggressive behaviour then ask the parent to help and take over the situation. • If the service user is becoming anxious when out make sure the service user is in a safe place and then phone the parents to come and assist you immediately • Always make sure before you go out that there is someone to contact and come to assist you. • Always give time and space it if is safe to do so, if behaviour becomes more difficult or frequent then we can look at putting a behaviour support plan in place. • If service user is known to become anxious and upset then volunteers should always have parents support and not to be left alone. 	2	

Being mugged/attacked on the way to or from your visit	All staff and Volunteer	2	2	4	<ul style="list-style-type: none"> • If you have a phone always carry it with you, but keep it out of sight and somewhere safe. • Always let somebody know where you are going and roughly when you will be back (log sheets) • If you are in an area where you feel unsafe keep your personal belongings hidden, and keep to main roads where possible. • Avoid dark hidden/covered areas. 	2	
Family not being there when you turn up for your visit	Service user Lone worker Volunteer	1	1	1	<ul style="list-style-type: none"> • Always phone the day before your visit to confirm, • Always take the families phone number with you so you can contact them if you need to. Preventing you from standing around waiting. 	1	
Family not being at home when you return from your outing with child.	Service user Lone worker Volunteer	1	2	2	<ul style="list-style-type: none"> • Always make sure that someone is in the home when you leave and that they are going to be there when you return, • Always have the family's mobile number with you. • Waiting with the service user might become difficult to manage if service users is becoming confused or bored, call the family do not wait too long. If you have been waiting for a period of time and you are concerned then contact the office and your coordinator 	1	
Going on outings with the service user	Lone workers Volunteer Service user Child Young Person Public Member Of the Public Visitor	3	3	6	<ul style="list-style-type: none"> • Never take the service user out without informing your coordinator, • Allow at least 4 visits before taking the service user out on your own. • Make sure you are confident and the parent is confident before you are left alone or go out. • Try and visit the venue with the parent before you take the child by yourself. • Always do a dynamic risk assessment. • Always use the green cross code. • Always encourage the service user to walk, • If they cannot follow the rules, walking, listening, holding your hand, staying close then you must finish the visit and return home. • When walking with a service user always make sure the service user is away from the traffic making sure you swap side so you are between the service user and the road. • Never take the service user out if they are not calm. 	4	If service user is known to not listen and can become over excited or run ahead when out then a behavior support plan may be needed, or extra support on the first visit to support.

<p>Service user absconding from family home or garden when parents/main carer is not at home</p>	<p>Service user</p>	<p>3</p>	<p>2</p>	<p>6</p>	<ul style="list-style-type: none"> • Identify any general risks beforehand and make sure you have checked that there is no easy way for the service user to get out i.e. front door should be closed, there are no holes in the fence, and windows are closed. • If the service user is known to abscond then an individual support plan or additional information should be put into place to help keep them safe. • Always stay close to your service user and know where they are at all times. • If they have gone to the bathroom or bedroom and have closed the door and shut you out you should wait outside the door and talk to them so you know they are still there and they are ok. • You would have already assess that windows and know if they are likely to escape through them. • If it is easy for them to escape through the windows then extra vigilance is necessary try and keep the door ajar so they you can see into the bedroom or bathroom but to keep their privacy. • If the service user is attempting to leave through the front door, when they shouldn't be DO NOT ALLOW them to leave. • Close doors and try to turn them away from it • Tell the service user that they have to wait, • Try to distract the service user or get them involved in something different. • If they persist to leave then phone the parent from you mobile so you do not have to leave the door • If they are attempting to leave the garden DO NOT ALLOW them • Stand in their way and tell them to go inside, if they do not call parents for assistance. • If the service user has managed to abscond you need to follow the emergency protocol. 	<p>3</p>	<p>If a service user is known to abscond then a extra support may be needed and staff should bring this to the attention of their line manager. Extra information and risk assessments may be needed.</p>
<p>Service user absconding when on an outing</p>	<p>Service user</p>	<p>3</p>	<p>2</p>	<p>6</p>	<ul style="list-style-type: none"> • Know where the service user is at all times, always stay close. • Hold hands/link arms at all times if appropriate. • If you are in the park stay close. • If the service user is known to abscond then you need to follow the individual support plan/or laminate information with extra info which would have been put into place • If the service user is trying to leave you DO NOT LET THEM you should already be holding their 	<p>3</p>	<p>If a service user is known to abscond then a extra support may be needed and staff should bring this to the attention of their line manager. Extra information and risk assessments may be needed.</p>

					<p>hand/linking arms, or already using a prescribed Intervention named in their laminate or positive handling plan</p> <ul style="list-style-type: none"> Do not let go if they are in danger of running into the road and being hit by a car, You may need to hold on to their forearm try and use caring C's to redirect them. In an emergency, try and get them to a safe place then call parents and get them to come and assist you immediately. Do not attempt to go any further. If the service user has managed to abscond then you need to follow the emergency protocol. Volunteers should always have the support of parents if service users are known absconders. 		
Being asked to baby sit for the family you are volunteering with or when you have finished volunteering.	Lone workers/ Volunteer	1	1	1	<ul style="list-style-type: none"> We strongly discourage any private or paid work/babysitting for the family that you are supporting or have finished supporting. If there are any accidents or injuries in this capacity we would not be able to support you as you would not be working within Resources For Autism's authority. 		
Service user falling from a height, window, balconies etc.	Service user	2	3	6	<ul style="list-style-type: none"> If the service user likes to climb and is known to climb on the window, balconies etc this should be brought to the attention to the parents and suggested ways of how to make safe. If it is not safe then you should not be left with the service user unattended. This means that all windows should be closed and they should be able to climb on to the balcony. If you notice that the service user has started to do this then you should bring it to the attention of your coordinator immediately. 	6	If the child is know to climb then extra information should be on their laminate to further support this behavior.
Volunteer/workers becoming lost/ missing/injured etc	Lone workers/ Volunteer	1	1	1	<ul style="list-style-type: none"> Workers/Volunteers must notify their coordinator of when their visits are taking place. They must leave the address of the family accessible (even though this information is confidential please leave it in a safe place) Let family members know where you are going and when they are likely to return from their visit. 		

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

3. Major injury, major damage or loss to property, equipment.
2. Over three-day injury, damage to property, equipment
1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Minibus		Name of Assessor: Sidd Sampla Amanda Dunkelrey			Signature of assessor: S.Sampla		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 22.09.2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Throwing Objects	All	3	2	6	<ul style="list-style-type: none"> • The minibus should be kept tidy at all times, with the driver ensuring so at the beginning and end of day. • Service users who are known to throw objects should only be given objects on the minibus under the close supervision of their key worker. • Objects that could be thrown should not be given to service users who appear agitated or upset. 	1		
Falling on bus/Not remaining seated	Service User Staff	3	3	9	<ul style="list-style-type: none"> • Driver and team leader should ensure that everyone is wearing a seatbelt before driving. • If a service user removes their seatbelt, the driver must be informed and they must stop driving as soon as possible, and safe to do so, until the seatbelt is on again. • For users who struggle to remain seated, small activities such as toys or books should be brought along to engage the service user until the destination is reached. 	3	If Service users are known to take their seat belt off then harness seatbelts could be use, or alternative activities should be sought.	

Absconding	Service User Staff member	3	3	9	<ul style="list-style-type: none"> • Service users who are likely to attempt to abscond should be seated next to the window, with a staff member next to them. • Staff should be seated on seats by the two exit to prevent users from running out of the bus. • If service users has exited the bus on to a buy road, staff members follow the emergency procedures, call the police and then their manager. 	3	If Service users are known to take their seat belt off and attempting to abscond then harness seatbelts could be use, or alternative activities should be sought.
Displaying aggressive behaviour	All	3	3	9	<ul style="list-style-type: none"> • Prior to leaving, seating arrangements should be discussed and arranged. • With service users known to display aggression, throw objects, hit or grabbing hair to sit next to the window with a staff member, and the seat in front to be kept free if possible • Where not possible to have a staff member sit in front. • Should the service user become agitated or anxious, appropriate distractions or comfort should be given. • If this escalates into aggression, the driver should be informed and should stop the bus at the first available opportunity where it is safe to do so. • Staff and service users should be moved away from the service user to allow space to calm down. • Where necessary (and if appropriate given location and rest of the group) it may be advisable to move the rest of the group off the minibus. • Alternatively staff could offer a change of location to the service user to see if this helps the situation. • Team leader should provide information on back up plans in outing list and should assist/direct in the use of any restrictive physical interventions. • If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	3	If Service user is known to become over stimulated on the bus then other activities should be sought.

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

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Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Multi Sports		Name of Assessor: Sidd Sampla Amanda Dunkerley			Signature of assessor: S.Sampla		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 01.10.2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Muscle strain/injury	ALL	2	2	4	<ul style="list-style-type: none"> Coaches/staff ensure a warm up is done including stretching and movement exercises. 	2		
Tennis - Tennis Racquet used as weapon/or accidentally hit with one.	ALL	3	2	6	<ul style="list-style-type: none"> Service users who appear agitated or upset to avoid taking part in tennis activities. Use more appropriate equipment where needed i.e soft rackets Service users who have difficulties with coordination may need extra support and hand over hand support. 	2		
Football - Physical contact, Hit by ball	ALL	2	2	4	<ul style="list-style-type: none"> Coaches/staff to ensure rules for football – such as no dangerous tackles etc.. to be established prior to playing. Football activities for those with limited sight and physical responsiveness to be kept basic and gentle to avoid being hit by the ball and to receive assistance from support staff if needed. 	2		

Hockey – Hockey stick used as a weapon/or accidentally hit.	ALL	2	2	4	<ul style="list-style-type: none"> Service users who appear agitated or upset to avoid taking part in hockey activities. Service users who have difficulties with coordination may need extra support and hand over hand support. 	2	
Obstacle course – tripping	ALL	2	2	4	<ul style="list-style-type: none"> Coaches/staff to provide instruction on how to use obstacle course. Support staff to assist service users in using obstacle course. 	2	
Displaying aggressive behaviour	ALL	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual information, laminate and BSP if they have one. Find out prior to the session what type of day your service user has had. Be aware of their mood. If a service user appears agitated or upset, activity should be avoided. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Service users displaying aggressive behaviour should be removed from the arena. Assess whether it is safer to move service user to calm area while others continue activity. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	3	If service users are known to become aggressive or display difficult behavior possible alternative activities to be sought or a individualized Behavior support/ Risk assessment plan or 2 to 1 support is required.

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed:		Name of Assessor:			Signature of assessor:		Assessment no:	
General Museum trip		Michael Charsley Amanda Dunkerley			Michael Charsley		4	
Date of assessment: 21.11.12		Date of update: 25/11/2021			Review date: 30/11/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Queuing – service user becoming bored or frustrated.	All Staff/ Volunteers Service users, Members of the public	1	2	2	<ul style="list-style-type: none"> Staff should remain in close proximity to service user/users at all times. Most museums will have some form of reducing queuing system for special needs groups, individuals. If a group trip team leader should contact the relevant museum before the trip to arrange use of queuing system Upon arrival the team leader/Support worker (If a community support session) should then alert the museum to the group's, service users arrival and get any other relevant information – tickets, maps etc. (If possible print tickets, maps and anything else needed. Where this is not possible and there are big queues, staff should judge whether it is appropriate for any service users who struggle with queuing, to queue to enter the museum. Where possible, staff should bring items such as books and toys to engage service users whilst they are queuing. 	1		

					<ul style="list-style-type: none"> If it's a support session (1:1-2:1) the support worker to take the responsibility of contacting the museum, in relation to queuing systems. 		
Damaging articles, touching/stealing objects	Service user	1	2	1	<ul style="list-style-type: none"> Any service user with a history of grabbing or stealing objects should be closely observed by their key worker, and should be checked for any items before they leave the museum. All staff should remain in close proximity to their service user at all times. Where there are interactive attractions where service users can touch objects, key workers should monitor closely their service user to ensure that they do not steal, harm any objects they are allowed to touch. Pack snacks, and sensory toys to meet this need. If the SU attempts this, present them with the motivators and redirect. 	1	
Absconding	Service user	3	3	9	<ul style="list-style-type: none"> Staff should know where they service user is and what they are doing. All staff to know which service users are known absconders. All staff to be aware of where their service user is at all times. Leaders to do regular head counts. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Staff should encourage holding hands or linking to prevent absconding. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and manager/head office. 	3	Any service user who is known to abscond will have extra information on how to support their behavior. Extra support when on outings may be needed. Staff should discuss further with line manager.
Displaying behaviors of concern, becoming violent/aggressive/self-harm.	All	3	2	6	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual risk assessments/laminate or info. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader/ support worker to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behavior and to keep everyone else safe - team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Assess whether it is safer 	3	Any service user know to present with behaviors of concern will have extra information to explain how to support their behavior. Staff can ask for extra support from their line manger.

					<p>to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing.</p> <ul style="list-style-type: none">• If you do not have the bus and used public transport look for a safe place to allow service user to calm.• May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the center or parents for extra support.		
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Music-based activities	Name of Assessor: Hugh Anderson Amanda Dunkerley				Signature of assessor: HA Amanda Dunkerley	Assessment no: 4	
Date of assessment: 21.11.12	Date of update: 17 th May 2021				Review date: June 2024		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Noise (to extent that would cause distress or injury)	Service User, Therapist, Support Staff	2	2	4	<ul style="list-style-type: none"> Session facilitator to set up room and choose instruments in thoughtful, appropriate manner. Facilitator to prepare SU with pictures of any instruments/equipment used and introduce them to possible louder sounds in a phased, gradual manner. Appropriate headphones / ear buds to be worn by SU's who are particularly sensitive to loud noises. In group sessions, facilitator to offer breakout environment where SU can have a quieter space away from full group. 	1	

Throwing instruments	Service User, Therapist, Support Staff	2	2	4	<ul style="list-style-type: none"> • Instruments to be chosen/arranged carefully if throwing is a risk • Cushions/bean bags to be on hand to initially ensure that any throwing can be managed in a safe way. • Staff to remain in close proximity to their service user at all times if risk is high. • If a SU appears upset or agitated, instruments to be removed from their reach and staff to consider moving to an alternative space. 	2	
Swallowing/Chewing instruments	Service User	2	3	6	<ul style="list-style-type: none"> • Where SU is known to put things in their mouth, extra care should be taken when planning musical activities and arranging small instruments/equipment. This should include consultation with parents/carers during the assessment period. • Session leaders to consider removing such items from the session, or where this is not appropriate, staff should make sure that they closely monitor the SU and keep such items specifically out of reach. • If risk is high, support staff to stay in close proximity to key SU at all times. 	2	
Displaying aggressive behaviour	Service User, Therapist, Support Staff	2	3	6	<ul style="list-style-type: none"> • Appropriate background information (including laminates, apricot records) to be sourced and potential challenging behavior, including triggers to be discussed with parents/carers. • Whenever possible, handover check-ins (e.g. how has SU's day been and what is their mood?) to take place before sessions start. • Facilitator to know who is available on-site to assist should behavior and risk escalate. • Position self between service user and potential hazards, other SUs and public. • Assess whether it is safer to move service user to alternative space and have breakout space 	3	Service users know to become aggressive may need extra support if attending an activity. Staff to ensure information is read and possible alternative activity for them.

					<p>available (e.g. sensory room at 858) to help de-escalate.</p> <ul style="list-style-type: none"> • If trained to use Team teach, use this method with clear communication. • Bring session to a close if it is not possible 	
Absconding	Service User	3	1	3	<ul style="list-style-type: none"> • Facilitator to be aware of where their SU is at all times. • Facilitator to know which doors/rooms are accessible to SU if they leave music room • Facilitator to bring extra staff on board for work if not able to manage safely on their own. • At 858, staff to close gate up to offices if absconding is a possible risk. • Staff to closely monitor any possible access to building exit doors if absconding is a possible risk. 	1

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Play Park		Name of Assessor: Marta Garcia Iglesias			Signature of assessor: Marta Garcia Iglesias		Assessment no: 4	
Date of assessment: 25/6/2021		Date of update: 25.11.21			Review date: 30/11/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Using the play equipment	Service user	2	3	6	<ul style="list-style-type: none"> Staff should ensure that service user's only plays according to their own physical ability – such as on swings the ability to hold on or when climbing the ability to get down. Service users should be encourage to use the equipment appropriately, sitting on swings, sitting on sea-saw. If service users stand then the activity should be stopped until they use it appropriately again. Extra precaution to be taken if the play equipment is wet and slippery. Wooden frames may be more slippery when wet so encourage walking and holding on to the rails. Staff should remain in close proximity to service users to play with them and also ensure that they only play within their ability range. Play activities should also only occur in the appropriate areas, such as football on a field away 	2		

					from others or climbing on climbing equipment and not things like fences, bins, swing frames or anything that's is not suitable for climbing on.		
Climbing	Service user	3	3	9	<ul style="list-style-type: none"> • Staff should ensure that service users only climb on appropriate equipment, and only climb within their ability range. • Staff should remain in close proximity to service user at all times to provide assistance to the service user should it be required. • Never pull or frighten a service user if they are at a height, give them time to get back down if needed. 	3	If a service user is known to climb at a height and does not come down then alternative play activities should be thought off.
Water	Service user	3	3	9	<ul style="list-style-type: none"> • Where not a designated activity, staff should ensure that they remain between service users and any water, holding hands or linking (where appropriate) when passing areas with water • If a service user jump into deep water, staff should seek to gain the attention of other staff members or park attendants before attempting to rescue the service user. • If using any splash parks or pools then extra support and staff should be available to give extra support if needed. 	3	If a service user is known to become over stimulated by water and may need more support than a behavior support plan may be needed.
Dogs	Service user	2	3	6	<ul style="list-style-type: none"> • Before the session begins, staff should find out any anxieties held by the service user, such as dogs. • When in a park, if the service user is anxious about dogs, the staff member should stand between the service user and the dogs, and where possible should attempt to visually block the dog to the service user. • If a service user is excited by dogs and wishes to pat them, permission should be sought from the owner and close supervision is required to ensure that the service user is patting appropriately. 	2	
Foliage	Service user	2	3	6	<ul style="list-style-type: none"> • Staff members should be in close proximity to their key service user at all times to ensure that there is no chance of service users picking up foliage such as berries or mushrooms. • Staff members should encourage service users to remain on footpaths and grass to avoid contact in bushes with stinging nettles and thorny bushes. Where appropriate holding hands or linking should be used to enforce this. 	2	

					<ul style="list-style-type: none"> Any children to have PECA then this should be written and extra support to distract that service user and help minimize eating of the foliage. 		
Displaying aggressive behaviour	All	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's individual information and plans. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm. May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	3	If service user is known to become anxious and display behaviors of concern then a behavior support plan may be needed with further info to support with strategies.
Absconding Losing service users	Service user	3	3	9	<ul style="list-style-type: none"> All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. Leaders to do regular head counts. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. Where appropriate hold hands or link and encourage them to walk not run when out. If in a group get them to walk in the middle of the group. 	3	If service user is known to abscond a behavior support plan may be needed with further info to support with strategies.

					<ul style="list-style-type: none"> • If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and manager/head office. • When in the park ensure staff are aware of all the exits and if in a group leader should assign staff members to watch gates and ensure they are kept closed. 		
Unpredictable/inappropriate behavior/targeting Small children	Members of the public/others -small children	2	2	6	<ul style="list-style-type: none"> • Staff to be aware that there may be small children in the playground. • Staff should encourage their service user to use equipment that is age appropriate and discourage from using small play equipment especially when there are small children in the playground. • Due to our service users being unpredictable, staff should be as close as possible to their service user, this may involve being on the play equipment with your service user. • Staff to be aware of their position and position themselves in-between others and their service user. • Staff to always encourage appropriate play skills and interaction with others. • If their service user is beginning to look anxious or stressed then encourage their service user to have some time off the equipment and go somewhere quiet to calm. • If this isn't possible then ask the others to give space and ask other staff or adults around to facilitate this. 	2	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

3. Major injury, major damage or loss to property, equipment.
2. Over three-day injury, damage to property, equipment
1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Public transport		Name of Assessor: Marta Garcia Iglesias Amanda Dunkerley			Signature of assessor: Marta Garcia Iglesias		Assessment no: 1	
Date of assessment: 21.11.12		Date of update: 25/6/2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Transitioning onto transport	Service user	1	1	1	<ul style="list-style-type: none"> • Symbol timetable for the day's activities should be available as well as a specific transport symbol/words book if required. • Where possible service users who have difficulties getting onto transport should attempt to get on first so the group can stay together if they fail to get on the transport. • If a service user is adamant on not getting public transport than the team leader should arrange for a second member of staff to accompany them and take part in an alternative activity without need of transport. • If a service user will not get on public transport for the return journey, the team leader should allocate a second member of staff to stay with 	None		
	Other service users							
	Members of the public							
	Staff							

					<p>the service user and attempt to get on transport while the remainder of the group return back to the center.</p> <ul style="list-style-type: none"> • The team leader should then inform the parents/guardians of the service user that they will be late and are stuck at X location, and discuss alternative travel arrangements if possible (eg parent collecting from somewhere else or taxi). • If the service user must get on the public transport at all costs, than Team Teach strategies may be used, though it must be considered necessary and proportionate to do so. In such an event, an emergency dynamic risk assessment must be done taking into account the safety of the public on the bus already as a result of the likely behavior of the service user having been supported onto public transport. • Team leader should be the last person on the transport, doing a head count and asking the driver to wait for any service users who are slow at getting on. • Keeping the service user calm is important, you do not need to upset or escalate the situation. This also applies if you are lone working. <p>If this is a known problem, it may be best to avoid public transport.</p>	
Transitioning off transport	<p>Service user</p> <p>Members of the public</p> <p>Other service users</p> <p>Staff</p>	1	1	1	<ul style="list-style-type: none"> • A symbol timetable for the day's activities should be available as well as a specific transport symbol/words book if required. • A warning/countdown system should be used for those who struggle to transition off public transport. • The staff member should role model what they want the service user to do, so they should stand up, move forward as if getting of the bus, have their coat on bag ready etc. 	

					<ul style="list-style-type: none"> • If possible, attempt should be made to have such service user's move towards the doors in preparation for leaving before you arrive at your destination. • If a service user will not get off public transport, the team leader should allocate a second member of staff to stay with the service user and attempt to get off the transport at each stop (or continue on to a different location for alternative activity) while the remainder of the group continue on their outing. • If this results in the service user likely returning back to the center late, then the team leader should contact the parents/guardians of the service user to discuss alternative travel arrangements if possible (eg parent collecting from somewhere else or taxi). • If the service user must get off the public transport at all costs, than Team Teach strategies may be used, though it must be considered necessary, reasonable and proportionate to do so. • Team leader should be the last person off the transport, doing a head count and asking the driver to wait for any service users who are slow at getting off. Keeping the service user calm is important you do not need to upset or escalate the situation. • This would be the same if you were lone working. • If this is a known problem, it may be best to avoid public transport. 	
Group getting separated	All	1	1	1	<ul style="list-style-type: none"> • All staff should be informed of where their final destination is and how they are getting there with any meeting points and arrangements for getting separated should be discussed before the session begins. 	

					<ul style="list-style-type: none"> • On the tube, effort should be made to ensure that everyone in the group should be in the same carriage. • If this is not possible, smaller groups in different carriages are permissible, but staff should not be left on their own with service users. Unless lone working. • If not everyone gets on the same tube or bus, then those who got on the transport should get off at the next stop to wait for the rest of the group, unless otherwise specified by the team leader. 		
Waiting	Service user Members of the public Staff	1	3	3	<ul style="list-style-type: none"> • Where waiting is required for public transport, service users should be encourage to sit down where possible, and staff should sit/stand between service users and hazards such as roads and railway tracks. • Particular attention should be paid to know absconders. • Where possible small activities such as toys or books should be brought along to occupy service users during periods of waiting. • Using autism specific strategies such as singing, using visuals to support understanding of waiting. 	2	
Falling while on moving transport - Service users not remaining seated	Service user	2	2	4	<ul style="list-style-type: none"> • Where possible service users should be encouraged to sit down and be seated on the window side of buses and in the middle of tube carriages. • On busy public transport, staff should (whilst respecting personal space) stand in front of service users who may attempt to leave their seat. • We can ask people to move out of the priority seats if we are with service users who struggle to stand still or find balancing difficult. 		

<p>Displaying aggressive behaviour</p>	<p>all</p>	<p>3</p>	<p>2</p>	<p>6</p>	<ul style="list-style-type: none"> • Always use the key worker system. • Always read service user's laminate or any additional information such as a BSP. • Find out prior to the visit what type of day your service user has had. • Be aware of their mood. • Always remain calm. • Team leader to assist. • Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. • Position self between service user and potential hazards, other service users and public. • Assess whether it is safer to move service user off the public transport and allow them to calm down in a safer environment. • May need to use Team teach - team leader will give more details in outing plan where necessary. • If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	<p>3</p>	<p>Service users know to become escalated and who find public transport difficult may need to find alternative trips where public transport isn't needed. Ensure that all staff read laminates and any additional information.</p>
<p>Absconding</p>	<p>All</p>	<p>3</p>	<p>3</p>	<p>9</p>	<ul style="list-style-type: none"> • All staff to be aware of where their service users is at all times. • All staff to know which service users are known absconders. • Leaders to do regular head counts. • Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. • Service users should be seated on the window side of buses and in the middle of tube carriages, away from any exits or emergency doors. 	<p>3</p>	<p>Service users know to abscond and who find public transport difficult may need to find alternative trips where public transport isn't needed. Ensure that all staff read laminates and any additional information.</p>

					<ul style="list-style-type: none">• Any supernumerary staff should be positioned near any exists.• If a service user manages to abscond from public transport, their key worker should attempt to follow them, alerting other staff and transport staff if necessary.• If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police and manager/head office.		
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	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity

3. Major injury, major damage or loss to property, equipment.
2. Over three-day injury, damage to property, equipment
1. Minor injury, minor damage to property, equipment

Likelihood:

3. Extremely likely to occur
2. Frequent, often or likely to occur
1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Swimming		Name of Assessor: Sidd Sampla Amanda Dunkerley			Signature of assessor: S Sampla		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 25/6/2021			Review date: June 2024			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Drowning	Service User Staff	3	3	9	<ul style="list-style-type: none"> • Always use key worker system and remain in close proximity to your service user. Service user ratio of 1:1 plus an additional supernumerary staff member out of the water is required when swimming in groups. • Staff should be match to their service users swimming ability, so if your service user is a strong swimmer than the staff member also needs to be a strong swimmer. • Staff should find out from parents/carers what the level of swimming ability is at the beginning of the session. Appropriate swimming aids should be sought where necessary. • Staff should remain in close proximity to their service user at all times in the water and should wear their orange t-shirt at all times to aid the team leader in head counting. • Swimming activities should only take place where there is a qualified lifeguard on duty. 	3		

					<ul style="list-style-type: none"> If a service user is struggling to swim or is unable to get out of the water then call for assistance from the life guard. Do not try and rescue a service user if they are struggling in the water. 		
Falling over on wet slippery surface	ALL	3	2	6	<ul style="list-style-type: none"> Service users should be encouraged to walk whilst in the swimming venue. Staff should remain in close proximity to their service user and hold hands/link where appropriate to ensure service users do not run and slip. If service users are known to run and become over excited in the pool take a towel and put the towel around the service user waits, this can then be held on to when they are wet. 	2	
Absconding	Service User	3	3	9	<ul style="list-style-type: none"> All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. Leaders to do regular head counts. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. Supernumerary staff should be out of the water and observing, head-counting service users and staff in the water and be ready to assist if any service users attempt to abscond. If service user has absconded then follow the emergency procedures and notify the police and manager/head office. 	3	If service users are known to abscond then alternative activities should be sought where it's a safer environment.
Displaying aggressive behaviour	ALL	2	3	6	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's laminate/information. Find out prior to the visit what type of day your service user has had. Be aware of their mood. Always remain calm. Team leader to assist. If possible service user should be removed from the water. Team leader should ensure other services users are removed from situation and ensure members of the public are out of the way. Position self between service user and potential hazard, other service users and public. May need to use restrictive physical interventions - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	2	

					<ul style="list-style-type: none"> If service users appears agitated or upset it may be best to avoid taking part in swimming activities. Always take a towel with you as service user will be wet and slippery, you can put the towel around the service user to assist in holding them and drying them. 		
Minor accidents such as stubbing toes	ALL	1	3	3	<ul style="list-style-type: none"> Staff to know where their service user is at all times. Staff should encourage services users to walk not run. Holding hands/linking where appropriate. Service users should be encouraged to look where they are walking and to avoid obvious hazards. 	2	
Service user running away/ jumping into pool.	Service User	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Staff to know which service users are likely to run/ jump in the water when at the swimming pool. Staff to remain in close proximity to service users at all times and to stand between the service user and the water. Service users to be encouraged to walk not run and where appropriate to hold hands/link arms. Always ensure there is a supernumerary staff member outside the changing rooms to prevent service users running off before staff are ready. If the service user has jumped into deep water and cannot swim, you should attract the attention of the lifeguards before attempting to rescue the service user. 	3	If service users are known to run and jump into the water alternative and more appropriate safer activities should be sought.
Service user refusing to leave the pool	Service User	1	3	3	<ul style="list-style-type: none"> If a service user is known to have difficulties in leaving the water, attempts should be made to leave earlier than other service users so as to avoid long periods of waiting for other service users. A symbol time table or a countdown to leaving may be appropriate to assist in leaving the pool. A towel around the waist to help dry them and can be used to gently encourage them to leave. 	2	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Theme Park		Name of Assessor: Marta Garcia Iglesias Amanda Dunkerley			Signature of assessor: Marta Garcia Iglesias		Assessment no: 4	
Date of assessment: 21.11.12		Date of update: 25.11.21			Review date: 30/11/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Car Parks	All Staff/ Volunteers/ Service Users	2	3	6	<ul style="list-style-type: none"> When leaving minibus or public transport staff should remain in close proximity to their service user and hold hands or link where appropriate. Service users should be encouraged to walk not run and to walk on footpaths where available. Effort should be made to stay as a single group whilst moving through a car park. 	2		
Waiting/queuing	All Staff/ Volunteers/ Service Users	2	3	6	<ul style="list-style-type: none"> Most theme parks will have a lower queuing time system for special needs groups, so team leader upon arrival should ask for the required tickets/wristbands etc. A symbol timetable or countdown system should be used for those who struggle with waiting. Staff should ensure close proximity to service users whilst waiting/queuing to prevent attempts of absconding, climbing or aggressive behaviour and 	2		

					<p>should stand between the service user and any hazards/members of the public.</p> <ul style="list-style-type: none"> • If possible small items such as toys or books should be brought to occupy service users whilst waiting. • If a service user is struggling with waiting or appears anxious before or during the waiting period it may be best to remove them from the queue and find a suitable alternative activity. 		
Displaying aggressive behaviour	All Staff/ Volunteers/ Service Users	3	3	9	<ul style="list-style-type: none"> • Always use the key worker system. Always read service user's assessments/laminate/info. Find out prior to the visit what type of day your service user has had. Be aware of their mood. • Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. • Position self between service user and potential hazards, other service users and public. Assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm. • May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the center or parents for extra support. 	3	If service user is known to become anxious or display behaviors of concerns then a behavior support plan should be put in place for extra support and strategies.
Absconding	Service User	3	3	9	<ul style="list-style-type: none"> • All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. Leaders to do regular head counts. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. Where appropriate hold hands or link and encourage them to walk not run when out. If in a group get them to walk in the middle of the group. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police, theme park staff and manager/head office. 	3	If service user is known to abscond a support plan should be put in place for extra support and strategies.

Not leaving rides	Service Users	1	1	1	<ul style="list-style-type: none"> If a service user has difficulties leaving rides a symbol timetable and countdown may be appropriate. If possible give time and space, use sand timer/countdown if you have one. If the service user will not move and it is essential that you move off the ride then team leader is to assign staff to assist in use of Team Teach approaches. This must be reasonable, proportionate and necessary and for the shortest time necessary so it might be helping them out of their seat and off the ride to a safe place to stop again. 	
Water/drowning	Service User	3	3	9	<ul style="list-style-type: none"> Staff should remain in close proximity to their service user at all times. Staff should stand between service users and any potential hazard such as water, and where appropriate should hold hands or link whilst walking past such hazards. If a service user jump's into deep water, staff should seek to gain the attention of other staff members or theme park staff before attempting to rescue the service user. 	<p>3</p> <p>Any service user that is known to jump into water may need a support plan for further strategies and support.</p>
Climbing	Service User	3	1	3	<ul style="list-style-type: none"> Staff should remain in close proximity to their service user at all times. Staff should stand between service users and any potential climbing obstacles, and where appropriate should hold hands or link whilst walking past such hazards. If possible an appropriate area (eg-playground) in which to climb should be found. 	<p>2</p>

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed:		Name of Assessor:			Signature of assessor:		Assessment no:	
Trampoline		Marta Garcia Iglesias Amanda Dunkelrey			Marta Garcia Iglesias		4	
Date of assessment: 21/11/2012		Date of update: 25.11.21			Review date: 30/11/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Setting up and putting away trampolines.	All Staff/ Volunteers	2	2	4	<ul style="list-style-type: none"> Appropriate instruction and supervision when assembling and disassembling equipment. Using verbal instructions throughout the process. Ensure manual handling techniques to guard against injury. Leader and support staff to check equipment at the start of every session. 	1		
Getting on and off trampolines.	Service User	2	2	4	<ul style="list-style-type: none"> Correct procedures put into place for each session. Supervision of trampoline activities by support staff. Step/gym box to be put in place to support service users getting up and down. 	1		

Whilst on the trampoline.	Service User	2	2	4	<ul style="list-style-type: none"> • Caution to be shown. • Support staff to supervise at all times. • Hand may need to be held or appropriate support given if needed if unsteady on their feet. • Provide information of how to land, show and demonstrate. 	1	
Falling off the trampoline. Breaks/Sprains/Head and neck.	Service User	2	2	4	<ul style="list-style-type: none"> • Set up matting/ soft cousins around the trampoline. • Key worker to remain vigilant and stay with service user at all time during the activity. 	1	
Improper clothing on trampoline.	Service User	2	2	2	<ul style="list-style-type: none"> • Advise and ensure all service users remove any jewellery or obstructive clothing before bouncing. 	1	
Facility conditions.	All Staff/ Volunteers/ Service Users	1	1	1	<ul style="list-style-type: none"> • Check the facility is suitable for purpose. • Ensure the appropriate location of the trampoline • Staff to consider the heating, lighting, ventilation, floor and ceiling and wall fittings. 	1	
Tripping over bags or loose equipment around the trampolines.	Service User	2	1	2	<ul style="list-style-type: none"> • Equipment is laid out appropriately and stored away if not in use. • Position of trampoline is not too close to other activities laid out in the room. • Walkways kept clear. 	1	
Health needs of the service user.	Service User	2	2	4	<ul style="list-style-type: none"> • Leader and support staff to check service users' individual health conditions as detailed on their laminate and background information form. • Leader and support staff to check service users have their medication in place prior to the sessions (if applicable) 	2	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Travelling in a Taxi/supported travelling	Name of Assessor: Marta Garcia Iglesias Amanda Dunkerley				Signature of assessor: Marta Garcia Iglesias	Assessment no: 4	
Date of assessment: 29. 4.13	Date of update: 25.11.21				Review date: 30/11/24 (three years from assessment or if level of risk changes)		
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required
Service user taking their seat belt off while moving	All Staff/ Volunteers Service user Others	3	2	6	<ul style="list-style-type: none"> Ensure service user wears seat belt at all times Sit next to service user and cover buckle with your hand if needed. If seat belt is taken off tell the driver to stop when it is safe to do so and wait until they have put the seat belt back on.. Take small fiddle toys to distract and keep hands occupied. 	3	For service users who are known to take off their seat belt a harness belt may be needed
Service user trying to exit the car while moving or waiting at lights etc	Service user Others, Volunteer/all staff	3	2	6	<ul style="list-style-type: none"> Ensure service user is wearing their seat belt at all times, If there are safety locks on the doors make sure these are enabled. If service user is known to exit vehicle then use distraction techniques for that person. Harness seat belt may be needed. 	3	For service users who are known to attempt to exit a vehicle while moving alternative transport could be thought about, public transport, mini bus or larger car where

							service user can sit in the middle.
Service user hitting or distracting the driver, throwing objects in the taxi or out of window. Service user touching handbrake or steering wheel.	Service user Others, Volunteer/all staff	3	2	6	<ul style="list-style-type: none"> • Be aware of service user's mood before going out in the taxi or supported travel arrangements. • Ensure the service user sits in the back seat and to the left so they cannot reach the driver easily. • Ensure they wear their seat belt at all times. • If the service user is becoming anxious and is attempting to hit the driver ask the driver to stop in safe place when it is safe to do so and leave the taxi until the service user has calmed down and stopped. • A harness seat belt may need to be used. • If service user is know to throw things then keep items that you give to them minimum, or do not give them anything at all. • If needed to use items as distractions then keep hold of items and do not allow the service user to take it from you. • Try and keep windows closed or if open not fully open. 	3	For service users who are throw things or distract the driver while moving alternative transport could be thought about, public transport, mini bus or larger car where service user can sit in the middle
Service user becoming anxious and aggressive while travelling in the taxi Displaying aggressive behavior	All Staff/ Volunteers	3	2	6	<ul style="list-style-type: none"> • Be aware of service user's mood, if anxious before travelling then make a decision not to travel. • If service user becomes anxious and aggressive once travelling and behavior becoming difficult ask the driver to stop when it is safe to do so. • It may be that further support is needed to calm the situation it may be that you have to call 999 to ask for assistance. • Call the office or leader for more support. If service user is known to become anxious while travelling a BSP and individual risk management plan should be put in place. • If staff are traveling with a service user and other external careers or parents staff need to make it clear that they are there to help but not responsible in these situation. 	3	If service user is known to become anxious while in transport alternative transport should be discussed.

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Water play, paddling pools, water guns/pumps, hose pipes.		Name of Assessor: Amanda Dunkerley Iris Korczyn			Signature of assessor:		Assessment no: 1	
Date of assessment: 29/7/22		Date of update: 1 August			Review date: July 22			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Injuries - (water guns being shot at faces) (substances other than water being used)	All	1	2	2	<ul style="list-style-type: none"> Use small less power full guns, make sure they only contain water (no soap, glitter, etc) Clean paddling pool/equipment and empty from water daily. Children that don't follow the rules set down by the educators, and repeatedly display behaviour that may affect the safety of themselves or others, will be guided to other activities. 	1		
Slips/trips and falls	All	2	2	4	<ul style="list-style-type: none"> Always and only have water play in the garden to avoid slips Always clean up/mop up water if on slippery services. Staff to advise parents beforehand to pack shoes/trainers that they don't mind getting wet and that are appropriate for running around. Staff to supervise service users and re direct running to large outdoor areas. 	2		

					<ul style="list-style-type: none"> Any trip hazards to be picked up and removed. 		
Burns, scalds	All on scheme	2	2	4	<ul style="list-style-type: none"> Only have water play in the garden or designated areas. If using a hose pipe, make sure it hasn't been standing in the sun as water in a hose pipe can reach high temperatures. Never use hose directly on people, as can scald or cause pain and injury. 	2	
Drowning	Service users	3	1	3	<ul style="list-style-type: none"> Do not use deep water containers Always have paddling pool or large water containers used with supervision. Educator to be positioned near all buckets and body of water to ensure no child places head in water. All staff should be actively supervising and engaging in play with the children. Water play will be contained to a single area at the centre so that a high level of supervision can be maintained. Buckets and bodies of water to be tipped out and drained at the conclusion of water play or when these areas are left unattended. Ensure there are staff that have first aid training. 	2	
Medical conditions such as grommets	Service users Staff	2	2	4	<ul style="list-style-type: none"> Parents/Guardians will be asked to inform us if there are any conditions we need to know about in relation to their child and water play. Parents will be asked to provide ear plugs etc. for their child. Any child who has a medical condition, their information will be shared at the start of the session, so staff are aware to support. 	2	
Distress from water play	Service users	2	3	6	<ul style="list-style-type: none"> Staff must ensure that children follow any outlined behaviors for safety, .i.e. no running, pushing, etc Staff to supervise children, any children showing any distress, to be re directed from the environment instantly, to a calmer activity or calmer environment. Children can re-engage in water play again when appropriate. Children to be informed prior to play that the wishes of other must be respected (eg – x child tells others they don't want to be wet in the face etc). Children informed that others have the right to say 'no' 'stop' etc and that they need to recognise this. If they can't respect the wishes of other's then they will not be able to play. 	4	

Weather - Heat - Wet Weather (e.g individual feeling less of because wet and therefore won't drink.)	All on scheme	2	2	4	<ul style="list-style-type: none"> • Children will be required to have appropriate sun covering (t-shirt to cover shoulders, hat, sunscreen etc.) on water play days to ensure children don't get burnt. • Children to wear appropriate sun protection throughout the day and utilize shaded areas. • In wet weather this activity will not go ahead. 	2	

	Minor Injury	>3 day injury	Major injury
Slight Chance	1	2	3
Frequent	2	4	6
Extremely likely	3	6	9

RISK ASSESSMENT

* **Person at risk** includes **Employed** (staff), **Vulnerable Persons** such as new, temporary staff or visitors, young persons, lone workers, disabled persons (service users) or new/expectant mothers, **Contractors**, **Public** and **Visitors**.

Severity 3. Major injury, major damage or loss to property, equipment.

2. Over three-day injury, damage to property, equipment

1. Minor injury, minor damage to property, equipment

Likelihood: 3. Extremely likely to occur

2. Frequent, often or likely to occur

1. Slight chance of occurring

Score level is severity x likelihood and score level of 9 is very high risk, 1 is very low risk. Scores of 6-9 are unacceptable. Scores of 4 need "further action". Scores of 1-3 usually acceptable

Activity/Task Assessed: Going to the Zoo		Name of Assessor: Marta Garcia Iglesias Amanda Dunkerley			Signature of assessor: Marta Garcia Iglesias		Assessment no: 4	
Date of assessment: 29. 4.13		Date of update: 25.11.21			Review date: 30/11/24 (three years from assessment or if level of risk changes)			
Hazards	*Person at risk	Severity 3,2,1	Likelihood 3,2,1	Score Level	Control Measures / Comments	Re-score	Further action required	
Hygiene	All Staff/ Volunteers/ Service Users	2	3	6	<ul style="list-style-type: none"> When touching animals, everyone should wash their hands afterwards, especially before eating anything to prevent the spread of harmful germs. 	2		
Bites, injuries from animals.	All Staff/ Volunteers/ Service Users	2	2	4	<ul style="list-style-type: none"> Service users should be closely monitored when interacting with animals to prevent them from harming the animal, but also to prevent any actions that may lead to the animal from harming the service user (such as biting or kicking). Only animals that are clearly indicated should be interacted with. If a service user is afraid of animals or clearly upset or distressed as a result of the animals, they should be allowed to remain further away from the animals, with gentle encouragement towards getting nearer. If this does not help, an alternative activity away from 	2		

					animals should be found. Before going on trips to farms or zoos, staff should ask parents/guardians about the service user's reactions to animals.	
Falling form a high, climbing into areas that are restricted.	Service User	3	2	6	<ul style="list-style-type: none"> Staff should remain in close proximity to their service user at all times. Where possible, staff should stand between service users and any obstacle they might climb. When standing by an animal enclosure, extra care should be taken with known climbers to prevent them from climbing into the animal enclosure. If available, service users who attempt to climb should be redirected to an area that is appropriate to climb in. 	4 Service users who are known to climb may need extra support and should have a support plan with extra information and support.
Drowning.	Service User	3	3	9	<ul style="list-style-type: none"> Staff should remain in close proximity to their service user at all times. Staff should know about any known service users who are likely to jump into water. Staff should attempt to stand between service users and any water. Where necessary and appropriate staff should hold hands or link arms when passing any water hazards. If a service user jumps into water, staff should seek to alert other staff members or those who work at the farm before going into the water to remove the service user. 	3 If a service user is known to jump in water then a support plan may be needed with further support and strategies.
Displaying aggressive behaviour	All Staff/ Volunteers	3	3	9	<ul style="list-style-type: none"> Always use the key worker system. Always read service user's information. Laminate or support plan. Find out prior to the visit what type of day your key child/adult has had. Be aware of their mood. Always remain calm. Team leader to assist. Main objective is to go somewhere that is safe for the service user who is displaying the behaviour and to keep everyone else safe - team leader should ensure other services users are removed from situation. Position self between service user and potential hazards, other service users and public. Assess whether it is safer to move service user to the bus and allow to calm on the bus while the rest of the group continue their outing. If you do not have the bus and used public transport look for a safe place to allow service user to calm. 	3 If service user is known to become anxious or display behaviors of concerns then a behavior support plan should be put in place for extra support and strategies.

					<ul style="list-style-type: none"> • May need to use Team teach - team leader will give more details in outing plan if necessary. If your service user does not calm it may be necessary to phone the centre or parents for extra support. 	
Absconding	Service User	3	3	9	<ul style="list-style-type: none"> • All staff to be aware of where their service user is at all times. All staff to know which service users are known absconders. Leaders to do regular head counts. Where possible other staff should alert the team leader or relevant staff member if another service user is trying to abscond. • Encourage service users to hold their own back pack or other equipment if able, as this may slow them down. Where appropriate hold hands or link and encourage them to walk not run when out. If in a group get them to walk in the middle of the group. If you have become aware that there is a service user missing you must follow the emergency procedures and notify the police, zoo office and manager/head office. 	<p>3</p> <p>If service user is known to abscond a support plan should be put in place for extra support and strategies.</p>