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## Safety policy and risk assessments for day service activities

Page 1	Contents
Page 2	Safety policy for day service activities
Page 3	- continued -
Page 4	- continued -
Page 5	Risk Assessment – behaviour
Page 6	Risk assessment – environment
Page 7	Risk assessment – health, medical emergency & accidents
Page 8	Transporting service users in personal cars
Page 9	Risk assessment – offsite
Page 10	Risk assessment – onsite
Page 11	Ratios

## Safety Policy for day service activities

### Purpose of the document

The aim of this document is to enable QE2 Activity Centre to provide activities to its users in a way that is safe for service users, staff and others who may be affected, with specific regard to day service activities.

Individual activities may have further control measures in place; see individual safety policies for further information.

### Control measures

Without control measures staff or service users may be put at risk. With suitable control measures in place our visitors will be able to benefit from taking part in a range of educational and recreational activities.

<b>Venue</b>	QE2 Activity Centre  River Hamble Country Park  Other offsite venue	Group leader must have sufficient knowledge of the area they are working in
<b>Qualification</b>	NGB qualification needed	Certificate on file Shadowing Leading under supervision, Signed off
	No NGB qualification needed	Training Shadowing Leading under supervision Signed off
	First Aid	All staff are first aid trained Carry first aid kit Carry mobile phone
<b>Ratio</b>	1:4      2:8	<i>See Page 9</i>

<b>Equipment</b>	Equipment must be in a good state of repair	<p>Logged monthly checks will be carried out Leader of the session to check before (&amp; during &amp; after) the session</p> <p>Faulty/damaged equipment should be taken out of service and repaired/replaced at the earliest opportunity</p>
<b>Pre Session</b>	Check equipment Check venue Check conditions Check participants	<ul style="list-style-type: none"> <li>• Preparation is key to good delivery</li> <li>• Know what you intend to achieve</li> <li>• Have a plan how to get there</li> <li>• Be ready to amend your plan</li> </ul>
<b>Session</b>	<p>Preparation</p> <p>Give introduction and safety briefing</p>	<p>Prepare for your activity          Manage the activity          Break it up into bite size chunks          Involve everybody          Be vigilant</p> <p>Service users should be involved in</p> <ul style="list-style-type: none"> <li>• setting up,</li> <li>• carrying out the activity,</li> <li>• reviewing the activity,</li> <li>• clearing up after the activity.</li> </ul> <p>One aim of the activity/task is to promote a sense of personal responsibility – a safety talk is part of that.</p> <p>Explain risks / hazards / safety</p> <p>explain objectives, expectations, rules of the session</p> <p>Staff are not there to do everything for the service user, staff are there to help service users achieve.</p> <p>The level of achievement will be different for everybody.</p>

	<p>Encourage working together</p> <p>Upskilling</p> <p>Potential hazards</p>	<p>Another aim is to encourage teamwork, so enable paired/group working. In addition to promoting team work this will reduce the number of different activities going on.</p> <p>Upskilling – we want our service users to experience new activities, and we want our staff to, too. Stretch yourself, but be aware of your limitations.</p> <ul style="list-style-type: none"> <li>- Don't put yourself or others at risk</li> <li>- Don't do things that are outside of your training / experience / competence</li> </ul> <p>If you feel that the activity is getting away from you, regroup; take a break, adjust the activity</p> <p><b>Be alert, carry out your own dynamic risk assessment</b>  <i>(The continuous process of identifying hazards, assessing risk, taking action to eliminate or reduce risk)</i>  <b>See also risk assessment</b></p>
<p><b>End of Session</b></p>	<p>Clear up,</p> <p>Review what the team has done,</p> <p>Report any issues to line manager</p>	<p>The job's not finished until:</p> <ul style="list-style-type: none"> <li>• Clearing up is done</li> <li>• The group has reviewed the session <ul style="list-style-type: none"> <li>- thinking about what has been achieved</li> <li>- what went well,</li> <li>- who did well,</li> <li>- what could have been done better,</li> <li>- and what the next steps are.</li> </ul> </li> <li>- Be positive!</li> </ul>

## Risk Assessment – behaviour

	<p>Harm to self</p> <p>Harm to others</p> <p>Harm to property</p>	<p><b>Know your group</b></p> <ul style="list-style-type: none"><li>- Ask.</li><li>- Read the care plan</li><li>- Pay attention</li></ul> <p><b>Be aware</b> of different behaviours, extra happy, extra sullen, distracted, intense</p> <p>Be aware of other people’s potentially triggering behaviour.</p> <p>Look out for triggers</p> <p style="text-align: center;"><b>Read the road ahead</b></p> <p>In the event of an incident - <b>de-escalate</b></p> <p>Don’t make a scene, stay calm, stay in control</p> <p>Don’t insist on a narrow pattern of behaviour</p> <p>Make sure you have an escape route / plan</p> <p>Remove other people from danger</p> <p>Listen:</p> <p>Try to find out what is at the root of the change in behaviour; it may be rational (but then again it may not) and easily solved – by giving space, headphones, turning the music off (or on)</p> <p>Remember, there are times to engage and times to not engage. Don’t get into a circular unresolvable argument</p> <p>Get help but don’t overcrowd; let one staff member take the lead If you are not immediately involved take a step back</p> <p>If the service user has their own support staff, let them take the lead. This applies to day service users as well as activity visitors.</p> <p>Damage to property is better than damage to people</p>
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## Risk Assessment – environment

Onsite: Uneven flooring, obstructions	Trips, slips and falls	<p><b>Know your area</b> store and set up equipment avoiding obstructions</p> <p>Assess terrain, avoid worst terrain – pick your route give support Consider mobility impairments, sensory needs</p>
Offsite: Uneven ground, muddy ground, tree roots, low branches		
Accessibility: steps, steep slopes		
Bodies of water	Drowning	Take care near water, give safety talk Don't go on RHCP pontoon without lifejacket
Weather Summer – sun / heat Winter – rain / wind /snow	Sunburn  Hypothermia	Correct clothing, Sunblock, sun hat, cover up, water available  Appropriate clothing Avoid woodland in very windy conditions
Facilities	Welfare	<b>Know your area</b> Availability of toilets, shelter, seating
Noise	Welfare	<b>Know your group</b> Awareness – consider noise cancelling headphones, quiet routes Avoid popular areas in busy periods
Animals	Animal bite, kicking	Don't approach animals, unless invited to Support service uses who are unsure (take care not to instil fear) Don't approach horses, etc, from behind

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## Risk Assessment – health, medical emergency and accidents

Accidents	Injury, death	First aider, first aid kit, mobile phone, contact numbers
Health <i>Service user / staff</i>	Medical emergency	<p><b>Know your group</b> Are there health concerns? Check care plan / Who Am I sheet</p> <p>Do you know how to deal with possible health emergencies (diabetic incident, seizure, asthma)?</p> <p>Are medications available (eg Ventolin, EpiPen)? Follow protocols of service user; support</p>
Allergies		<p><b>Know your group</b> see care plan / Who Am I sheet for known allergies, Ask Carry epiPen</p>
Muscle injury	Injury	Warm up before strenuous activity (eg, gym, football)

## Risk Assessment – transporting service users in personal cars

Accident Break down Flat tyre Run out of fuel	Injury, death	<p>QE2 office to</p> <ul style="list-style-type: none"><li>- check driver has valid driving licence.</li><li>- hold details of business insurance,</li><li>- check car has valid MOT</li><li>- check car is taxed</li></ul> <p>Driver to</p> <ul style="list-style-type: none"><li>- check car is in good working order, tyres, lights, fuel</li><li>- follow Highway Code, traffic signals, etc</li><li>- know directions,</li><li>- carry mobile phone in case of breakdown, etc</li></ul> <p><i>Anyone applying for a new taxi licence has to show that they are a fit and proper person. Penalty points or a previous disqualification from driving are not an automatic bar.</i></p>
Behaviour		<p>DS co-ordinator to assess participants' compatibility to each other, and for the activity</p>



## Risk Assessment – offsite

Lone worker		<p><b>Let other people know</b></p> <ul style="list-style-type: none"> <li>- where you are going,</li> <li>- who you are going with,</li> <li>- what time you will be back</li> </ul> <p><b>record on Whats App (WA)</b></p> <p>Check in (WA) when you get there</p> <p>Use WA to inform of any changes to your agreed plan</p>
Traffic Road safety		<p><b>Know your area not too busy, not too secluded; Be alert, exercise road sense, cross at crossings</b></p> <p>Assess,</p> <p>Manage the group: if two staff members, one at the front &amp; one at the back;</p> <p>Possibly pair people</p> <p>Regular head counts</p> <p>Stop &amp; regroup regularly</p> <p>Cross roads together</p> <p>Cross at crossings,</p>
Gym/ Swim Changing rooms	Members of the public	<p>Programme activity at quiet time</p> <p>Check changing rooms, wait in corridor</p>
	Injury  Drowning	<p>Warm up</p> <p>Use equipment as instructed</p> <p>Clean gym equipment before/after use with antibac spray, provided by the gym</p> <p>Follow directions from lifeguards &amp; gym staff</p>
Group control		<p><b>Know your group</b></p> <p>keep your group together</p> <p>frequent head counts</p>

## Risk Assessment – onsite

### Cooking

	<p>Kitchen Hot water / hot pans, etc</p> <p>Burns &amp; scalds</p>	<p>Safety talk PPE Be vigilant First aider, first aid kit Access to cold running water</p>

### Workshops

Equipment – Hand tools	Injury	<p>In good order PPE provided Follow manufacturer’s instructions Don’t use equipment you haven’t been trained on Supervise service users’ use of tools</p>
Power tools		<p>Check power tools (wiring, moving parts) before use Annual PAT testing Wear PPE (masks, ear defenders)</p>
Use of paint, solvents, cleaning materials COSHH		<p>Avoid using substances likely to harm If unavoidable, explain safety issues, ensure PPE is worn, be vigilant</p>
Group control		<p><b>Know your group</b> keep your group together frequent head counts On site we can, and should, encourage independence, ie, service users working independently. However this needs to be managed</p>

## Ratios

Ratios	When planning activity groups the DS co-ordinator needs to consider	Group selection	Think about behaviour / medical issues / relationships balance of the group
Ratio 1: 4			
8:32	<ul style="list-style-type: none"> <li>- the make up of the group,</li> <li>- the staff member(s),</li> <li>- the activity.</li> </ul> <p>Also location / availability of other staff to support in an emergency</p>	Staff allocation	competencies, training, experience
		Activity allocation	has the Support Worker been signed off for that activity Is it the right activity for the service users
		Location	Consider environmental factors (weather, location, other people around)
		Timetabling	Is there <i>enough / not enough / too much</i> time allocated? What else is going on? Distractions / other groups
			The choice of activity should reflect the service user's needs and wants, as reflected in their care plan

1:4 is a good starting point when considering ratios for the day service. Overall numbers on site should be within ratio, but within activity groups there is room for manoeuvre.

In practice, some activities are going to work better with a 1:1, 1:2 or 1:3 ratio; and some are going to be fine with ratios of 2:10 or 2:12. Factors to take into consideration are the individuals within the group, the experience of the staff member, the nature of the activity, and where it is taking place.

For example, the ukulele session, which is a low risk activity (in terms of equipment and environmental factors) with a self-selected group of service users that enjoy doing it; is onsite, focussed, contained; and there are likely to be other staff within easy reach. The risk to a group of up to a dozen service users with two staff is low.

Another example: a group of eight with two staff divided 3/5 or 2/6, where the other staff member/group is within hailing distance.

On the other hand, when cooking a smaller group (than 1:4) might be more appropriate.

Some activities work better with larger groups – football, or team challenge (problem solving). One area we want to avoid large groups is walking in the woods – it is easier to lose a person in a large group.

Where service users have accompanying staff, those staff should not be counted as QE2 staff; but having other responsible adults within the group can relieve pressures of supervision.