



## Health and Safety Policy

Take 2 Cornwall considers health and safety to be of utmost importance. We comply with The Health and Safety at Work Act 1974 and the Workplace (Health, Safety and Welfare) Regulations 1992 at all times.

Take 2 Cornwall has appropriate insurance cover, including employer's liability insurance and public liability insurance.

Each member of staff follows Take 2 Cornwall's **Health and Safety** policy and is responsible for:

- Maintaining a safe environment
- Taking reasonable care for the health and safety of themselves and others attending Take 2 Cornwall
- Reporting all accidents and incidents which have caused injury or damage or may do so in the future
- Undertaking relevant health and safety training when required to do so by the manager.

Any member of staff who disregards safety instructions or recognised safe practices will be subject to disciplinary procedures.

### Responsibilities of the registered person

The registered person for the setting holds ultimate responsibility and liability for the safe operation of Take 2 Cornwall. The registered person will ensure that:

- They nominate a Health and Safety Officer. The designated health and safety officer is Liisa Whenday
- A copy of the current Health and Safety At work poster is displayed (poster is available here:

<http://www.hse.gov.uk/pubns/books/lawposter.htm> )

- All staff receive information on health and safety matter and complete training annually.
- The **Health and Safety** policy and procedures are reviewed regularly
- Staff understand and follow health and safety procedures
- Resources are provided to meet the Take 2 Cornwall's health and safety responsibilities
- All accidents, incidents and dangerous occurrences are properly reported and recorded. This includes informing Ofsted, child protection agencies and the Health and Safety Executive under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) where appropriate.



- All reported accidents, incidents and dangerous occurrences are reviewed, so that preventative measures can be taken.

### **Responsibilities of the manager**

Take 2 managers are responsible for ensuring that at each session:

- Premises are clean, well lit, adequately ventilated and maintained at an appropriate temperature
- The premises are used by and solely available to Take 2 Cornwall during opening hours
- All the Take 2 equipment is safely and securely stored
- Young people are only allowed in the kitchen if properly supervised (eg for a cooking activity)
- A working telephone is available on the premises at all times
- Chemicals and cleaning materials are stored appropriately, and in accordance with COSHH data sheets.
- External pathways are cleared in severe weather
- Daily environment checks are carried out in accordance with our **Risk Assessment** policy.

### **Security**

Young People are not allowed to leave Take 2 Cornwall premises during the session unless prior permission has been given by the parents (for example, to attend other extra-curricular activities).

During Take 2 Cornwall sessions all external doors are kept locked, with the exception of fire doors which are alarmed. Staff monitor the entrances and exits to the premises throughout the session.

All visitors to the Take 2 Cornwall must sign the **Visitor Log** and give the reason for their visit. Visitors will never be left alone with the young people.

Security procedures will be regularly reviewed by the manager, in consultation with staff and parents.

### **Toys and equipment**

All furniture, toys and equipment are kept clean, well maintained and in good repair. We select toys, equipment and resources with care, and we carry out risk assessments before the children/young people are allowed to use them. Broken toys and equipment are disposed of promptly.

We ensure that any flammable equipment is stored safely.



## Food and personal hygiene

Staff at Take 2 Cornwall maintain high standards of personal hygiene and take all practicable steps to prevent and control the spread of infection.

- A generally clean environment is maintained at all times.
- Toilets are cleaned daily and soap and hand drying facilities are always available.
- Staff are trained in food hygiene and follow appropriate guidelines.
- Waste is disposed of safely and all bins are kept covered.
- Staff ensure that children/young people wash their hands before handling food or drink and after using the toilet.
- Cuts and abrasions (whether on children/young people or staff) are kept covered.

## Dealing with body fluids

Spillages of blood, vomit, urine and faeces will be cleaned up immediately in accordance with our **Intimate Care** policy.

## Staffing levels

Staff ratios and levels of supervision are always appropriate to the number, ages and abilities of the children/young people present, and to the risks associated with the activities being undertaken. A minimum of two members of staff are on duty at any time.

## Related policies

See also our related policies: **Illness and Accidents, Emergency Evacuation, Healthy Eating, Safeguarding, Administering Medication, Risk Assessment, Manual Handling, Fire Safety, and Intimate Care, Visitor.**

|                                             |                                                                                               |
|---------------------------------------------|-----------------------------------------------------------------------------------------------|
| This policy was adopted by: Take 2 Cornwall | Date:01.09.2021                                                                               |
| Reviewed: 01.09.2022                        | Signed:  |
| Reviewed: 01.09.2023                        | Signed:  |

|                          |             |
|--------------------------|-------------|
| Reviewed: 30.07.2024     | Signed: PJA |
| Reviewed: 30.07.2025     | Signed: PJA |
| Reviewed: 01.09.26       | Signed: PJA |
| To be reviewed: 01.09.27 |             |

Written in accordance with the *Statutory Framework for the Early Years Foundation Stage (2021): Safeguarding and Welfare Requirements: Safety and suitability of premises, environment and equipment [3.55-3.65]*.

### **Appendices**

1. Take 2 Emergency Evacuation/Closure Procedure
2. Take 2 Wadebridge and Bude Hub Risk Assessments
3. Take 2 Transport Risk Assessment
4. Take 2 Arts and Crafts Risk Assessment
5. Take 2 Hub Kitchen Risk Assessment
6. Take 2 Hub Cookery Risk Assessment
7. Take 2 Outside Hub Risk Assessment
8. Take 2 Toilet Area Risk Assessment
9. Take 2 Blank New Behaviour Risk Assessment
10. Take 2 Blank Single Day Risk Assessment
11. Take 2 Blank Personal Emergency Evacuation Plan & Info Graphic
12. Take 2 Primary Child RA
13. Record of fire drill (blank exemplar)
14. Record of Fire Alarm Testing (blank exemplar)



## 1. Take 2 Emergency Evacuation/Closure Procedure

### Take 2 Cornwall Emergency Procedure

#### **Emergency Evacuation/Closure Procedure**

Take 2 Cornwall will make every effort to keep open, but in exceptional circumstances, we may need to close at short notice.

Possible reasons for emergency closure include:

- Serious weather conditions
- Heating system failure
- Burst water pipes
- Fire or bomb scare/explosion
- Death of a member of staff or young person
- Assault on a staff member or young person
- Serious accident or illness

In the event of an emergency, our primary concern will be to ensure that both young people and staff are kept safe. If it is necessary to evacuate Take 2 Cornwall, the following steps will be taken:

- If appropriate the manager or session supervisor will contact the emergency services.
- All young people will be escorted from the building to the assembly point using the nearest safe exit.
- No attempt will be made to collect personal belongings, or to re-enter the building after evacuation.
- A nominated member of staff will check the premises and will collect the register (including emergency contact details) providing that this does not put anyone at risk.
- Before leaving the building, the nominated person will close all accessible doors and windows, if it is safe to do so.
- The register will be taken and all young people and staff accounted for.
- If any person is missing from the register, the emergency services will be informed immediately.



- The manager will contact parents to collect their young people if Take 2 Cornwall Transport cannot be provided. If the register is not available, the manager will use the emergency contacts list (which is kept off site).
- All young people will be supervised until they are safely collected/taken home.
- If after every attempt, a child's/young person's parent or carers cannot be contacted, Take 2 Cornwall will follow its **Uncollected Child/Young Persons** procedure.

If Take 2 Cornwall has to close, even temporarily, or operate from alternative premises, as a result of the emergency, we will notify Ofsted.

**Ofsted's address is: Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD**

**Telephone: 0300 123 1231**

## 2. Take 2 Wadebridge and Bude Hub Risk Assessments **Bude Hub Risk Assessment**

| Area risk assessed: Bude Hub                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What are the risks or hazards?</p> <ul style="list-style-type: none"><li>• Trip hazards</li><li>• Exit routes</li><li>• Electrical sockets</li><li>• External doors</li><li>• Lights</li><li>• Electrical equipment</li><li>• All Hub furniture</li><li>• Fire extinguisher</li><li>• Risk of fire</li><li>• TV Station</li><li>• Bean Bags</li><li>• All Hub furniture</li><li>• Books falling from bookcase</li><li>• Risk of Fire</li></ul> |

**What can you do to reduce the risks?**

- As per Daily environment Checks recorded on check list
- Ensure all electrical equipment is stored and used correctly and regularly PAT tested
- Ensure all Hub users are aware of risks assessments and Take 2 Policies and Procedures (Health and Safety etc)
- Electrical Wires positioned safely.
- Books stored in a bookcase appropriately.
- Ensure fire extinguishers are checked by Tri Safety officer.
- Ensure all Health and Safety signs are clear up to date and visible to all
- To Ensure TV Station is positioned and used safely plugged in by the wall reducing risk of electrical wires causing trip hazards

- Young people are always monitored when using all equipment and resources, access to equipment and resources should be in line with student's individual needs and behaviour risk assessment.
- Ensure Bean Bags are not left in areas where they can cause an obstruction.
- Any maintenance issues to be dealt with promptly.
- In the event of a fire, students to be escorted out of the building to the fire assembly point.

**Further actions required**

Take 2 Management Team to ensure all users are given Fire safety protocol and the daily environmental checklist is completed.

Name: Paula Atkinson

Job Title: Director Take 2 Cornwall Signed

PJA

**Wadebridge Hub Risk Assessment**

Area risk assessed: Wadebridge Hub (2)

**What are the risks or hazards?**

- Trip hazards
- Exit routes
- Electrical sockets
- External doors
- Lights
- Electrical equipment
- All Hub furniture
- Fire extinguisher
- Risk of fire
- Bean Bags
- All Hub furniture
- Books falling from bookcase
- Risk of Fire

**What can you do to reduce the risks?**

- As per Daily environment Checks recorded on check list
- Ensure all electrical equipment is stored and used correctly and regularly PAT tested
- Ensure all Hub users are aware of risks assessments and Take 2 Policies and Procedures (Health and Safety etc)
- Electrical Wires positioned safely.
- Books stored in a bookcase appropriately.
- Ensure fire extinguishers are checked by Fire Safety officer.
- Ensure all Health and Safety signs are clear up to date and visible to all
- Young people are always monitored when using all equipment and resources, access to equipment and resources should be in line with student's individual needs and behaviour risk assessment.
- Ensure Bean Bags are not left in areas where they can cause an obstruction.
- Any maintenance issues to be dealt with promptly.
- In the event of a fire, students to be escorted out of the building to the fire assembly point.



**Further actions required**

**Take 2 Management Team to ensure all users are given Fire safety protocol and the daily environmental checklist is completed.**

**Name: Paula Atkinson**

**Job Title: Director Take 2 Cornwall Signed**

PJA

### 3. Take 2 Transport Risk Assessment

| Hazard Risk                                                                                                       | Control /safety measure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Notes                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accident/Breakdown</b><br><br>a. Insurance<br><br>b. MOT<br><br>c. Servicing<br><br>d. Equipment               | Vehicle and drivers insured for all purposes for which the vehicle is used<br><br>b. Annual MOT test: all staff vehicles are checked annually and/or staff produce an up-to-date MOT certificate<br><br>c. Support staff are to ensure their vehicle is serviced/maintained in accordance with manufacturers schedule<br><br>d. Support staff are to carry out daily checks on the vehicle for safety defects, i.e. tyres, lights, door locks, seat belts etc.<br><br>All other equipment to be inspected and replaced if needed i.e. child seats | Support staff are to ensure they always have a first aid kit in the vehicle                                                                                                                                        |
| <b>Passengers and safety in the car</b><br><br>a. Distractions<br><br>b. Child locks<br><br>c. Weather Conditions | a. Children and young people will be briefed about their conduct as passengers and specifically this will include not distracting the driver<br><br>Whenever possible the child should enter the car from the nearside / pavement side and therefore sit behind the passenger seat.<br><br>a. Child locks to be activated at all times<br><br>b. Some extreme conditions, such as can be encountered in the winter, to be checked by the Support worker and a decision made to delay travel to allow safer conditions or cancel the trip entirely | Support staff are to stop their journey and contact the office if it is not safe to travel<br>All support staff are to be aware of other restrictions and procedures, i.e. 'Covid 19 Travel Policy', if applicable |
| <b>Valid driving license</b>                                                                                      | All drivers to have appropriate license that is checked annually by Take 2 Cornwall                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All points or convictions for a driving offence must be reported to management immediately.                                                                                                                        |



|                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                           |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                                                                                                                       |                                                                                                                                                                                                                                                                 |                                                           |
| <b>Emergency contacts</b><br><br>Unable to get help in an emergency, unable to get passengers home in a timely manner | Emergency contacts:<br><br><ul style="list-style-type: none"> <li>• When working with the young people – emergency contact for each passenger kept for each trip</li> <li>• Contact to be made with office-line manager in the event of an emergency</li> </ul> | Support staff are to carry a mobile phone when travelling |
| <b>Safeguarding:</b><br><b>DBS check/</b> Duty of care                                                                | All support workers have completed an enhanced disclosure check                                                                                                                                                                                                 | Checked annually as part of Take 2 safeguarding updates   |

#### 4. Take 2 Arts and Crafts Risk Assessment

#### Take 2 Hub Arts and Crafts Risk Assessment

| Hazard / Risk                   | Who is at Risk?       | Normal Control Measures<br>(Brief description).                                                                                                                                                                                                                                                                                                                                                     | Additional Measures                                                                                                                                                                                           | Risk Rating<br>H/M/L |
|---------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Supervision / group size</b> | Young people<br>Staff | <ul style="list-style-type: none"> <li>Group size should be appropriate to the design and size of the room, take account of the nature of the task, the equipment, the age, ability, aptitude and special education needs of the young people.</li> <li>Health and Safety forms part of the work where relevant – ensure young people understand the rules</li> </ul>                               | Staff Ratio appropriate to Behaviour risk assessments.<br><br>Max 6 students                                                                                                                                  | L                    |
| <b>Use of Equipment</b>         | Young people<br>Staff | <ul style="list-style-type: none"> <li>Ensure that all equipment handed out is returned at the end of the activity.</li> <li>Identify who is supervising the activity.</li> <li>Identify if there are any training or instruction needs for members of staff that are supervising.</li> <li>Specify any protective equipment that users must wear or need – Aprons, gloves, table covers</li> </ul> | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails.<br><br>Activity is suitable to meet the level of need of the group. | L                    |
| <b>Storage</b>                  | Young people<br>Staff | <ul style="list-style-type: none"> <li>Equipment and substances stored appropriately and do not present a trip, slip or fall hazard.</li> <li>Heavy items stored at the appropriate level. •<br/>Sharp objects counted out and in</li> </ul>                                                                                                                                                        | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails.<br><br>Activity is suitable to meet the level of need of the group. | L                    |

|                                           |  |                                                                                                                                              |                                                              |  |
|-------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--|
| cause allergic reactions, or be irritants |  | <ul style="list-style-type: none"> <li>Food should not be consumed or brought into work areas where the above resources are used.</li> </ul> | Activity is suitable to meet the level of need of the group. |  |
|-------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--|

|                                                               |                       |                                                                                                                |                                                                                                                                           |   |
|---------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Substances including Paints, inks, varnishes etc / may</b> | Young people<br>Staff | <ul style="list-style-type: none"> <li>Only low hazard paints, glazes and inks used where possible.</li> </ul> | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails. | L |
|---------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---|

|                                                                         |                           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                               |   |
|-------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Use of plaster of paris.</b><br><br>Heat generated when water added. |                           | <ul style="list-style-type: none"> <li>No risk from thin layers, Plaster of Paris not to be used to make casts / encase parts of body Wash off any splashes.</li> <li>Wear disposable gloves in event of prolonged contact.</li> </ul>                                                                                                                                                                                             | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails.<br>Activity is suitable to meet the level of need of the group.     | L |
| <b>Inhalation of dusts including clay/ pottery glazes</b>               |                           | <ul style="list-style-type: none"> <li>Clay dropped on the floor should be removed as soon as possible and the floor checked at the end of each session.</li> <li>Spilt clay slip cleaned up.</li> <li>All equipment to be washed at the end of the session to keep dust to a minimum.</li> <li>Floors washed or damp-cleaned and vacuumed</li> </ul>                                                                              | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails.<br>Activity is suitable to meet the level of need of the group.     | L |
| <b>Sharp blades / Cuts</b>                                              |                           | <ul style="list-style-type: none"> <li>Safety blades used where possible</li> <li>Controlled storage and allocation of craft knives, etc.</li> <li>Blades are in good condition</li> <li>Count in and out</li> <li>Adult supervision at all times</li> </ul>                                                                                                                                                                       | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails.<br>Activity is suitable to meet the level of need of the group.     | L |
| <b>Electricity /</b><br><br>Electric shock                              | Young People<br><br>Staff | <ul style="list-style-type: none"> <li>Electrical equipment subject to regular safety inspection and test ('PAT testing')</li> <li>Mains powered portable equipment protected by RCD to distribution board, wall socket or lead.</li> <li>Sufficient outlets to support the range of equipment normally used without resorting to regular use of multi-socket adaptors.</li> <li>Regular checks of cables etc for frays</li> </ul> | Ensure all young people are given behaviour expectations before activity and have had clear instructions as to what the activity entails.<br><br>Activity is suitable to meet the level of need of the group. | L |
| <b>First Aid</b>                                                        | Young People<br><br>Staff | <ul style="list-style-type: none"> <li>At least one first aid kit in the hub</li> <li>Contents regularly checked.</li> <li>Nearest first aiders names displayed</li> <li>Mains tap water or 900ml (3 x 300ml) eye wash bottles or sterile tube / mains water supply available</li> </ul>                                                                                                                                           | <b>3 first aid kits available and all staff required to be first aid trained and if awaiting training are with a member of staff who is first aid trained.</b>                                                | L |



## 5. Take 2 Hub Kitchen Risk Assessment

### Take 2 Hub Generic Kitchen Risk Assessment

**Area risk assessed: Kitchen**

**What are the risks or hazards?**

- Exit routes
- Electrical sockets
- External doors
- Lights
- Electrical equipment
- Fire extinguisher
- Appliances and equipment
- Cleaning products/materials
- Food
- Hot water
- Slips on wet or soiled floors
- Bins
- Fire

### What can you do to reduce the risks?

- As per Daily environment Checks recorded on check list
- Ensure kitchen remains clean and tidy
- Ensure all electrical equipment is stored and used correctly and regularly PAT tested
- Ensure all Hub users are aware of risks assessments and Take 2 Policies and Procedures (Health and Safety etc)
- Electrical Wires positioned safely.
- Ensure fire extinguishers checked by Tri Safety officer.
- Ensure all Health and Safety signs are clear up to date and visible to all
- Any spillages on floor to be cleaned immediately and wet floor sign deployed on the floor until floor is completely dry.
- At no time should young people have access to the kitchen unaccompanied by their designated support workers.

- Young people always monitored when using all equipment and resources, access to equipment and resources should be in line with young person's individual needs and behavior risk assessment.
- All cleaning products/materials stored securely in COSHH cupboard
- Ensure all resources are stored safely and returned to plastic boxes /draws after use to not cause trip hazards.
- All Soap dispensers adequately filled and in working order young people monitored around dispensers and use.
- All food to be stored appropriately.
- Fridge Temperature within safe range.
- Any maintenance issues to be dealt with promptly.
- In the event of a fire, students to be escorted out of the building to the fire assembly point.

### Further actions required

Take 2 Management Team to ensure all users are given Fire safety protocol and the daily environmental checklist is completed.



**Signed:**

**Name: Paula Atkinson**

**Job Title: Director Take 2 Cornwall**

PJA



## 6. Take 2 Hub Cookery Risk Assessment

### Take 2 Hub – Cooking/Baking Risk Assessment in Hub Kitchen

| The significant hazards associated with this activity/premises | The individuals at risk who may be harmed by the significant hazards | Risk Rating<br>(High Medium or Low) | Risk reduction and control measures, put in place to reduce the risk of hazards occurring                                                                                                                                                                                                                                                                                       | Revised Risk rating, High, Medium, Low |
|----------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| Hot surfaces/liquids - Burns or scalds                         | Staff<br>Student                                                     | High                                | <p>Lifting lids of kettles, moving hot tins and water is strictly restricted to staff members only.</p> <p>Suitable staff supervision and safe working practice in place during all cooking activities to ensure safety of students.</p> <p>Adequate space is always available for students to take part in the activity to reduce the risk of injury – maximum one student</p> | Low                                    |
| Sharp Equipment - cuts                                         | Staff<br>Student                                                     | High                                | <p>Controlled storage of knives within cooking equipment bounds – these are not to be accessible by students.</p> <p>Students are shown the correct technique when using any sharp equipment and supervised accordingly.</p> <p>Knives are washed separately from other pieces of equipment to reduce chances of injury</p>                                                     | Low                                    |



|                                         |                  |        |                                                                                                                                                                                   |     |
|-----------------------------------------|------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Slippery floors – slips, trips or falls | Staff<br>Student | Medium | Staff to ensure that the cooking environment is clear of any obstacle is walkways and work areas.<br><br>All spillages will be dealt with immediately to reduce the risk of slips | Low |
|-----------------------------------------|------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

|                                                                              |                  |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
|------------------------------------------------------------------------------|------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
|                                                                              |                  |        | Kitchen Towel should be available for all worktops and floors to ensure a quick clean up can be completed.                                                                                                                                                                                                                                                                                                                                        |     |
| Use of cooker (electric) - Electric Shock,<br><br>Hub only in wadebridge hub | Staff<br>Student | High   | Electrical equipment is subject to PAT testing, which is completed annually.<br><br>Students are to be supervised at all times when in the kitchen area and will be supervised very closely when using the oven/hob and appropriate to their individual behaviour risk assessment, using all PPE equipment provided - Oven gloves etc, prompts and guidance from staff.<br><br>The oven for cooking food is not to be used for any other purpose. | Low |
| Student's Behaviour                                                          | Staff<br>Student | Medium | Students are to be reminded of the cooking safety instructions before the activity begins.<br><br>Appropriate staff/student ratio to be adhered to<br><br>Student's behaviour to be monitored at all times during the activity.<br><br>Any inappropriate behaviour will be dealt with accordingly and cooking session will cease immediately – Take 2 Behaviour policy.                                                                           | Low |
| Student's allergies – inadvertent contact or staff not aware                 | Staff<br>Student | Medium | Staff to be made aware of any allergies for any students who are sensitive to foods or food additives. Staff must always be aware of ingredients/food additives present in foodstuffs to reduce the chance of risk.                                                                                                                                                                                                                               | Low |

|                |                  |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     |
|----------------|------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Food poisoning | Staff<br>Student | High | <p>Personal Hygiene</p> <ul style="list-style-type: none"> <li>Students will be reminded to wash hands before and after handling any food and after visits to the toilet.</li> <li>Warm water, soap and paper towels are available at all times.</li> <li>Cuts, open wounds are to be covered with waterproof adhesive.</li> <li>Long hair to be tied back</li> </ul> <p>Storage</p> <ul style="list-style-type: none"> <li>Only small quantities of food to be stored and the correct rotation should be ensured.</li> <li>Use by and best before dates should be checked before use • Food should be stored in suitable containers.</li> </ul> | Low |
|                |                  |      | <p>Food handling</p> <ul style="list-style-type: none"> <li>No high risk, raw foods to be kept on site</li> <li>Equipment, including cutlery stored in secure, clean conditions and used only for food preparation.</li> </ul> <p>Cleaning</p> <ul style="list-style-type: none"> <li>Work surfaces cleaned with antibacterial cleaner before and after any food prep.</li> <li>Equipment, including cutlery should be stored in secure, clean conditions and used only for food preparation</li> <li>Site cleaners will empty all rubbish bins for waste food</li> </ul>                                                                        |     |
| Fire           | Staff<br>Student | High | <ul style="list-style-type: none"> <li>In the event of a fire, students to be escorted out of the building to the fire assembly point.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Low |



## 7. Take 2 Outside Hub Risk Assessment

### Hub - Outside Risk Assessment

Area risk assessed: Take 2 Cornwall Outside Area

What are the risks or hazards?

- Trip hazards
- Exit routes
- External doors
- Lights
- Obstructions
- Workmen
- Ice
- Cars

What can you do to reduce the risks?

- As per Daily environment Checks recorded on check list
- Ensure all Hub users are aware of risks assessments and Take 2 Policies and Procedures (Health and Safety etc)
- Entrances clear of obstruction (e.g., Ice, boxes, cars)
- Electrical Wires positioned safely.
- Cars are parked appropriately not causing obstructions.
- Awareness of workmen/strangers in the outside area all staff to remain vigilant and if they are not aware of why they are there ask them for confirmation. If not for a valid reason, ask them to leave and report to management.
- No unaccompanied young people outside

Further actions required

Take 2 Management Team to ensure all users are given Fire safety protocol and the daily environmental checklist has been completed.

Signed:

Name: Paula Atkinson

A handwritten signature in black ink, appearing to read 'PJA', followed by a horizontal line.

Job Title: Director Take 2 Cornwall



## 8. Take 2 Toilet Area Risk Assessment

### Hub Risk Assessments - Toilet Area

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>Area risk assessed: Toilet Areas</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                            |
| <b>What are the risks or hazards?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                            |
| <ul style="list-style-type: none"><li>• Exit routes</li><li>• Toilet</li><li>• External doors</li><li>• Lights</li><li>• Soap dispenser</li><li>• Paper Towels Hot water</li><li>• Sink (Flooding)</li><li>• Bins (Potential health hazard)</li><li>• Fire</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                            |
| <b>What can you do to reduce the risks?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |
| <ul style="list-style-type: none"><li>• As per Daily environment Checks recorded on check list</li><li>• Keep toilet areas Clean and Tidy</li><li>• Accessible to all</li><li>• For Bude Hub - Separate Disabled toilet outside next door to Batcave Hub 3 entrance</li><li>• Ensure all Hub users are aware of risks assessments and Take 2 Policies and Procedures (Health and Safety etc)</li><li>• Cleared of cleaning products to be kept in locked COSHH cupboard • Sufficient toilet roll, soap, and paper towels.</li><li>• Ensuring all dispensers are in good working order.</li><li>• Ensure all Health and Safety signs are clear up to date and visible to all • Hand washing posters are in place.</li><li>• The toilet is checked by staff after use to ensure ready for the next user.</li><li>• Expectations given to young people re appropriate use to avoid blocking of toilet or flooding when taps are left on.</li><li>• Ensure bins all adhere to health and safety guidelines and are regularly</li><li>• In the event of a fire, students to be escorted out of the building to the fire assembly point.</li></ul> |                                            |
| <b>Further actions required:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                            |
| Take 2 Management Team to ensure all users are given Fire safety protocol is followed and the daily environmental checklist is completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                            |
| <b>Signed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Name: Paula Atkinson</b>                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Job Title: Director Take 2 Cornwall</b> |





## 9. Take 2 Blank New Behaviour Risk Assessment

### Take 2 Pupil Behaviour Risk Assessment

**Name and role:**

**Date Completed:**

**Date Last Updated:**

| <b>Types of Behaviour Causing Concern</b><br><i>(Please select those applicable and known to have occurred and give examples – you may wish to change the types of behaviour to more accurately reflect the behaviour of the student)</i> | <b>Initial Risk Level</b><br><b>(see below)</b><br><b>(Low Med High)</b> | <b>Current Comments and</b><br><b>Additional Information</b><br><i>Examples of behaviour and what has been done to reduce the risk?</i> | <b>Resultant Risk Level</b><br><b>(see below)</b><br><b>(Low Med High)</b> | <b>Future Take 2 Behaviour Strategies</b><br><i>A brief note of the ongoing measures used by Take 2 to prevent and/or manage the behaviour?</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-harm                                                                                                                                                                                                                                 |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Bullying – doing it                                                                                                                                                                                                                       |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Bullying – subject of it                                                                                                                                                                                                                  |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Swearing / Abusive                                                                                                                                                                                                                        |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Underage sexually inappropriate activity                                                                                                                                                                                                  |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Grooming behaviours (e.g. befriending vulnerable pupils)                                                                                                                                                                                  |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Sexually provocative behaviour                                                                                                                                                                                                            |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |
| Inappropriate behaviour                                                                                                                                                                                                                   |                                                                          |                                                                                                                                         |                                                                            |                                                                                                                                                 |



|                                                            |  |  |  |  |
|------------------------------------------------------------|--|--|--|--|
| Violent/aggressive behaviour                               |  |  |  |  |
| Substance/alcohol misuse                                   |  |  |  |  |
| Racial/Gender/Religious/Learning Disability discrimination |  |  |  |  |
| Absconding/absenting                                       |  |  |  |  |
| Damage to property                                         |  |  |  |  |

|                                                                       |  |  |  |  |
|-----------------------------------------------------------------------|--|--|--|--|
| Offending behaviour (e.g. stealing)                                   |  |  |  |  |
| Carrying/using weaponry                                               |  |  |  |  |
| Reckless disregard for personal safety<br>(e.g. running across roads) |  |  |  |  |
| Smoking                                                               |  |  |  |  |
| Other ( <i>Please specify</i> )                                       |  |  |  |  |
| Other ( <i>Please specify</i> )                                       |  |  |  |  |

Trigger Points (i.e. Educational difficulties, issues with certain staff, Issues with certain peers/groups, control/authority issues etc)

|  |  |                 |
|--|--|-----------------|
|  |  | <u>Details:</u> |
|--|--|-----------------|

**LOCATIONS OF VULNERABILITY:** Tick (✓) all that apply



|                          |  |
|--------------------------|--|
| Classroom/teaching areas |  |
|--------------------------|--|

|               |  |
|---------------|--|
| Crowded areas |  |
|---------------|--|

|                      |  |
|----------------------|--|
| In toilets/washrooms |  |
|----------------------|--|

|                      |  |
|----------------------|--|
| Practical Activities |  |
|----------------------|--|

|                  |  |
|------------------|--|
| Group activities |  |
|------------------|--|

|                    |  |
|--------------------|--|
| Unstructured times |  |
|--------------------|--|

|              |
|--------------|
| At mealtimes |
|--------------|

|             |
|-------------|
| Social time |
|-------------|

|                |
|----------------|
| Minibus/ trips |
|----------------|

|                                                                                                             |
|-------------------------------------------------------------------------------------------------------------|
| <b>Additional details:</b> (include any environmental conditions such as large groups and noise levels etc) |
| <br><br><br><br><br><br><br><br><br><br>                                                                    |

| Likelihood                                                                                      | Level of Risk |
|-------------------------------------------------------------------------------------------------|---------------|
| <b>Almost Certain</b><br><i>Almost certain to happen during the activity/session time frame</i> | High          |
| <b>Likely</b><br><i>It is likely to happen during the activity/session time frame</i>           | High          |
| <b>Possible</b><br><i>It may occur within the activity/session time frame</i>                   | Med           |



|                                                                                      |            |
|--------------------------------------------------------------------------------------|------------|
| <b>Unlikely</b><br><i>Not likely to occur within the activity/session time frame</i> | <b>Med</b> |
| <b>Rare</b><br><i>Will only occur in exceptional circumstances</i>                   | <b>Low</b> |
| <b>Never</b>                                                                         | <b>X</b>   |



## 10. Take 2 Blank Single Day Risk Assessment

### Take 2 Cornwall Activity/Session Risk Assessment

**\*Please ensure you add this risk assessment to the Weekly RA Checklist after completion\***

*The RA Checklist will then be checked and if highlighted green the session can go ahead.*

*If amendments are needed, it will be highlighted yellow - please make any required amendments in a timely manner to prevent any sessions being delayed.*

|                                 |                                        |                 |                                |                           |
|---------------------------------|----------------------------------------|-----------------|--------------------------------|---------------------------|
| Name of Young Person:           | Age of Young Person:<br>Date of Birth: | Staff: YP Ratio | Home pickup:<br>School pickup: | Known Medical Conditions: |
| Pick Up Time:<br>Drop Off Time: |                                        |                 |                                | Known Allergies:          |

**Date of Session/Activity:**

**Date Risk Assessment completed:**

**Risk Assessment completed by:**

| Activity                     | Location                                          | What are the hazards? | Who is at risk?                               | What additional measures are in place to reduce the risk? |
|------------------------------|---------------------------------------------------|-----------------------|-----------------------------------------------|-----------------------------------------------------------|
| What are you planning to do? | Where are you specifically planning this will be? | What could go wrong?  | INITIAL LEVEL of<br><br>LOW RISK?<br><br>HIGH | MEDIUM                                                    |



|                                                  |         |       |
|--------------------------------------------------|---------|-------|
| I confirm no other dangers or hazards identified | Signed: | Date: |
|--------------------------------------------------|---------|-------|

**Signed:** \_\_\_\_\_

Date: \_\_\_\_\_



|                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What medications are to be administered during the session?</p> <p><i>ENSURE THAT YOU HAVE MEDICATION IN A LOCK BOX -<br/>THIS MUST BE KEPT IN THE CAR BOOT</i></p> <p><i>Complete the Record of Medication Given form.<br/>(this stays in the lock box with the signed Permission to Administer Medicine form)<br/>Ensure that parent/carer signs the Record at the end of the session.</i></p> | <p>Please note resources taken from Take 2 Hubs</p> <p><i>For example, car seats, games etc</i></p> <p><i>NB: Please return anything taken from Hubs at the end of the session</i></p> |
|                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                        |



## 11. Take 2 Blank Personal Emergency Evacuation Plan & Info

Graphic

### **Personal Emergency Evacuation Plan (PEEP) Template**

A PEEP should be developed when an employee or service user/pupil requires specific arrangements to be in place to support their evacuation in an emergency. This plan should be developed in conjunction with the person concerned.

Where this PEEP and its arrangements cannot be implemented, (e.g. due to building work or breakdown of equipment), alternative working arrangements or accommodation for the individual must be considered.

|                                                 |  |
|-------------------------------------------------|--|
| Individual requiring support (name of person):  |  |
| Person completing the PEEP (name):              |  |
| Location PEEP applicable to (name and address): |  |

### **Why does the individual require support in an emergency evacuation?**

How does the individual's health, mobility, hearing, sight, communication etc. impact on their safe evacuation?

### **What assistance is required?**

Detail the type of support the individual will need to evacuate safely.

Consider:

- Will they need specific arrangements to alert them of an emergency?
- Will they need people or equipment to assist their evacuation?
- Will they require to evacuate using a specific route?

### **Who will provide support?**

|                                                                                                                                                                                                                                     |                      |                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|
| <ul style="list-style-type: none"><li>• Identify the people who will provide assistance and the nature of the assistance. (You should identify who will provide back-up cover during absence e.g. holiday, sickness etc.)</li></ul> |                      |                 |
| Name                                                                                                                                                                                                                                | Nature of assistance | Contact details |

|                                                                                       |
|---------------------------------------------------------------------------------------|
| What training is required to ensure those named above can assist with the evacuation? |
|                                                                                       |

### Equipment

|                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What equipment will be provided to assist with the evacuation?</p> <p>Where is this located?</p> <p>Who is responsible for maintaining this?</p> <p>If this equipment is shared, will there be sufficient availability to allow safe evacuation of all those who require it, within a suitable timescale?</p> |
|                                                                                                                                                                                                                                                                                                                  |

### Evacuation procedure and route

|                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Detail the evacuation procedure including safe routes to be taken. (Have alternative routes been identified should the first route be unavailable?).</p> <p>Where this PEEP and its arrangements cannot be implemented (for example due to building work or breakdown of equipment), alternative working arrangements or accommodation for the individual must be considered.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                      |

### Agreement of the PEEP arrangements

|                              | Name | Signature or Signature of parent/carers | Date |
|------------------------------|------|-----------------------------------------|------|
| Individual requiring support |      |                                         |      |
| Person completing the PEEP   |      |                                         |      |

### Communication of the PEEP (to those who are supporting the individual)

|                                | Name | Date communicated and agreed |
|--------------------------------|------|------------------------------|
| Those named in the plan above  |      |                              |
| Premises Manager (if required) |      |                              |

*If it is necessary to share this information, ensure the consent of the individual concerned is obtained.*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>ACTIVITY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>PRIMARY (and developmentally equivalent) CHILD RISK ASSESSMENT</b></p> <p><b>TO BE READ ALONGSIDE GENERIC ALL OFF-SITE VISITS, TRANSPORT and OTHER ASSOCIATED RISK ASSESSMENTS</b></p> <p>Risks and control measures outlined in this risk assessment are not comprehensive but are provided as a starting point for the visit leaders when preparing a specific risk assessment for their visit(s)</p> |
| <b>HAZARDS and ASSOCIATED RISKS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Use of staff transport</li> <li>• Risks presented by individuals (Individual Behaviour Risk Assessments)</li> <li>• Hub security</li> <li>• Familiarisation</li> <li>• Change of clothes</li> <li>• Personal hygiene</li> </ul>                                                                                                               |
| <b>QUALIFICATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Current First Aid (also provided at venue/on transport)</li> <li>• Leaders are appropriately qualified and suitably experienced for activity</li> <li>• Qualifications appropriate for staff/contractor: young person ratios</li> <li>• Team Teach trained as required</li> </ul>                                                                                    |
| <b>CONTROL MEASURES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• <b>ROAD SAFETY:</b> ensure that there is close and / or direct supervision of children (including holding hands as necessary) at all times as required for road, car park and general personal safety</li> <li>• <b>STAFF TRANSPORT:</b> as per Take 2 Transport RA: child locks activated, child to sit on rear passenger-side seat alongside staff, car to be parked to allow access directly onto pavement rather than exiting roadside and suitable car seats according to size of child - this last safety measure to be decided in discussion with parents/carers/home</li> <li>• <b>INDIVIDUAL RISKS:</b> risks and control measures to be noted and updated on child's Individual Behaviour Risk Assessment</li> <li>• <b>HUB SECURITY:</b> Hub doors to be always locked at all times when hub based to ensure both internal and external security</li> <li>• <b>FAMILIARISATION:</b> for 2-way familiarisation, first Take 2 session to be initially (and perhaps only partially) Hub based before community enrichment the same day or thereafter as deemed appropriate</li> <li>• <b>APPROPRIATE CLOTHING:</b> change of clothes to be provided in order to ensure sufficient clothing after unexpected events</li> <li>• <b>PERSONAL HYGIENE:</b> clothes and sufficient hygiene products for those children requiring such care</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>NOTES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• Each session must be risk assessed individually (location specific) and not rely on 'last time's details'</li> <li>• The dynamic risk assessment process (i.e. before and during the trip) is most important, the final assessment on paper is only a record of this process</li> <li>• <b>IT IS GOOD PRACTICE</b> to involve home, all staff and children in each risk assessment and any resultant control(s)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                               |



12. Record of fire drill (blank exemplar)

### Record of Fire Drills Table

[illegible]



[illegible]



#### Take 2 Cornwall Contact Details

01288 255212

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Bude & Stratton Business Park

BUDE

Cornwall

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