**Risk-benefit assessment date: March 2024**

**Assessed by: Play Team**

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| **Description of activity, principle or object, who might be at risk and what kind of harm.** | **Benefit or utility**  **or related policy** | **Description of risk management and maintenance agreed** | **Nominated person** | **Action date** |
| **Scooters**   * Collisions * Slips, trips or falls * Bumps, cuts, bruises and broken skin * Falling off | * Balance * Coordination * Motor skills * Muscle development * Decision making * Increased physical activity * Enjoyment * Imaginative and creative play   **(See doc 6.5 – wheeled play, 6.9 – cycle helmets)** | * Pupils briefed in assembly about using the scooters and how to store them correctly. * Playtime staff apply principles of dynamic risk assessment and guide children in movement and use of scooters. * JH check scooters daily for wear/tear/breakages.   We have not asked pupils to wear a helmet. OPAL guidance **(See doc 6.9 – cycle helmets)** states, ‘*Compulsory cycle helmets are likely to damage children’s health more than they increase safety. Children’s use of bicycles/scooters is different from adults. Children’s healthy outdoor activity and freedom to play will be even more restricted by wearing a helmet. Where the risks to a healthy lifestyle are greater than the risks from “safety” measures then health should take priority – particularly when the increase safety is marginal at best.’* | JH  Play Team | **1.9.2023**  Ongoing |
| **Sandpit**   * Sand in eyes/face etc. * Slips/trips. Contamination of sand * Minor splinters are not considered a serious injury and are an accepted part of playing with rough sawn timber. | * Pleasure and fun * Physical play and reflective opportunities * Engagement with natural environment and natural elements   **(See doc 6.1 – sandpit)** | * Sandpit built using smooth planed wood * Sandpit checked before play and covered after use. * Sand raked regularly and used all year around. * Appropriate play sand used. * Activities supervised. | JH  Play Team | **26.2.2023**  Ongoing |
| **Climbing frame**   * Slips, trips or falls * Bumps, cuts, bruises and broken skin * Falling and injuring others * Minor splinters are not considered a serious injury and are an accepted part of playing with rough sawn timber. | * Balance * Coordination * Motor skills * Muscle development * Decision making * Increased physical activity * Pleasure and fun * Physical play and reflective opportunities * Maximised rotational possibilities and therefore good potential for some unpredictability and therefore challenge. | * All apparatus checked and signed off by installers and included in annual sports safe checks. * Apparatus monitored when wet and children supervised to minimise risk. * Restricted numbers to prevent overcrowding 20 children on the climbing frame at any one time. * Impact absorbing surfaces are present where there is a significant risk of a fall | Play Team | **1.9.2023**  Ongoing |
| **Rough and tumble**   * bumps, cuts, bruises and broken skin * Serious injury is unlikely * Playing fighting is unlike real fighting in that it usually occurs between friends, through voluntary engagement, and involves turn taking and exaggerated fake moves. However play fighting can also tip into real fighting and children may still accidentally hurt each other while playing. | * Pleasure and enjoyment * Friendship * Comradery * Peer attachment * Emotion regulation * Self-control * Empathy * Physical/gross motor skills, * Resilience | * Rough and tumble allowed on the grass when it is between friends, when all involved are doing so voluntarily, where children are being careful and purposefully avoiding hurting each other. * Playtime staff to discuss difference between play fighting and real fighting and when to intervene with the children. * Play assembly on rough and tumble | Play Team  Play Team lead play assembly on 15.3.2024 | **15.3.2024**  Ongoing |
| **Gun/sword fighting**   * Minor injuries like cuts, bruises, potential to result in emotional distress * Potential for severe eye injuries from sticks being waved at eye level * Impaling type injuries from falling on to sticks whilst running. * Whilst there is no significant risk of injury from sticks being used as guns, there may be concerns from parents about this type of play behaviour. | * Pleasure and enjoyment * Friendship * Comradery * Peer attachment * Emotion regulation * Self control * Physical motor skills * Spacial awareness * Imagination and fantasy play * Playing with concepts such as right and wrong / heroes and villains / life and death.   **(See doc 6.8 – gun play and conflict)** | * Sticks are not allowed to be used as real weapons and will be taken away from children who do so. * Where sticks are used as pretend swords, children need to be careful of who is around them and allow plenty of space so that they do not inadvertently hit another child. * Children must not swing sticks around where there are other children close by who are not involved in the game. * Sticks should only hit other sticks or inanimate objects. * Play assembly on playing with sticks * Playtime staff to supervise and intervene if children’s behaviour is deemed reckless or if they are unaware of the risks they are posing to others. | Play Team  Play Team lead play assembly on 15.3.2024 | **15.3.2024**  Ongoing |
| **Large loose parts - suitcase**   * trapped fingers * trapped hair * child accidentally being locked inside * trip hazard * potential to be struck by one if it is swung around | * Imaginative play * Role play * Gross motor skills * Teamwork * Creative play-links to real world events | * Removal of locks. * Equipment checked regularly for sharp edges/rust/cracked plastic. * Play assembly used to educate the children best ways to use the equipment. | Play Team  Play Team lead play assembly on 22.3.2024 | **22.3.2024**  Ongoing |
| **Large loose parts - Boards, old cabinet doors, panels, wooden cut offs**   * splinters and injuries to hands caused by rough wood * minor head injuries, scrapes, cuts, bruises * trip hazards * crush injuries to extremities, * potential of limbs becoming stuck * Straining type injuries associated with heavy lifting. * Risk of serious injury relatively low where heavy lifting is done carefully. | * Children can use boards and doors in many different ways; creating bridges, dens, vehicles, climbing on, bracing other loose parts. * Potential for imaginary and creative role play. * Pleasure and enjoyment * Friendship * Comradery * Peer attachment * Emotion regulation * Self-control * Empathy * Physical/gross motor skills * Resilience * Pupils able to lift and move heavy play parts and use in a safe, creative way. * Physical exercise * Musculoskeletal development * Core strength * Sense of autonomy * Potential for teamwork * Opportunities to further extend play   **(See doc 6.12 – large loose parts zones)** | * Staff will check pallets for nails, significant damage, large splinters or sharp points before providing them to children. * All parts will then be checked for further damage on a weekly basis. * Damaged panels will be removed from the play environment until repaired or disposed of. * Play Tea, briefed on inspecting pallets for damage and testing the stability of structures. * Pupils briefed in assembly about what to look out for in terms of damage to panels, removing damaged panels from the play environment and informing staff, and the following guidelines in respect of playing with wooden panels. * Pupils briefed on the potential slip risk hazard if panels are left out in wet conditions | JH check boards/ panels every week  Play Team  Play Team lead play assembly on 19.4.2024 | **19.3.2024**  Ongoing |
| **Large loose parts - crates and pallets**   * Splinters and injuries to hands caused by rough wood * Minor head injuries, scrapes, cuts, bruises * Trip hazards * Crush injuries to extremities, * Potential of limbs becoming stuck * Unstable stacks toppling over when balanced edgeways on * Slipping between gaps * Nails popping up * Slats breaking under pressure from stamping feet | * Children can use pallets in many different ways; building forts, house, dens and structures, vehicles, climbing on, sitting on, bracing other loose parts so they don’t easily move e.g bridges over ditches * Imaginary play * Team building * Problem solving * Building physical strength * Co-operation * Communication * Creativity * Cense of achievement * Language opportunities   **(See doc 6.7 – crate play, 6.11 – pallet play, 6.12 – large loose parts zones)** | * Staff will check pallets for nails, significant damage, large splinters or sharp points before providing them to children. * All pallets will then be checked for further damage on a weekly basis. * Damaged pallets will be removed from the play environment until repaired or disposed of. * Play Team briefed on inspecting pallets for damage and testing the stability of structures. * Pupils briefed in assembly about what to look out for in terms of damage to pallets, removing damaged pallets from the play environment and informing staff, and the following guidelines in respect of playing with pallets. * Pupils briefed on the potential slip risk hazard if pallets are left out in wet conditions. | JH check crates and pallets weekly  Play Team  Play Team lead play assembly on 19.4.2024 | **19.3.2024**  Ongoing |
| **Large loose parts - tyres**   * Minor head injuries * Scrapes, cuts, bruises * Trip hazards * Crush injuries to extremities, * Potential of limbs becoming stuck * Nails left in tyres * Protruding wires or little wear left. * With larger tyres, there is a risk of injury when moving. * Children will want to stack them, get inside them, roll them around and build large structures. | * Gross motor skills * Musculoskeletal development * Imaginary play - make houses, forts shops etc from tyres and wood.’ * Team building * Problem solving * Building physical strength * Co-operation * Communication * Creativity * Sense of achievement * Language opportunities * Chance to extend play * Develop social opportunities   **(See doc 6.10 – tyre play)** | * Staff will check tyres for protruding wires, significant damage before providing them to children. * All tyres will then be checked for further damage on a weekly basis. * Damaged tyres will be removed from the play environment until repaired or disposed of. * Play Team briefed on inspecting tyres for damage and testing the stability of structures. * Pupils briefed on safe lifting in play assemblies. Heavy objects must not be lifted above heads. * Pupils briefed and reminded of stacking tyres and climbing on tyres no higher than themselves (on grass or soil) * Tyres can be slippery when wet. Play Team apply principles of dynamic risk assessment to determine safety. | JH check tyres weekly  Play Team  Play Team lead play assembly on 26.4.2024 | **26.3.2024**  Ongoing |
| **Large loose parts - Buggies, pushchairs**   * Trapped fingers/ catching fingers in wheels * Pinched skin * Falling out/tipping over * Collision | * Role play * Co-operative communication * Develop social opportunities amongst differing age groups * Encourage imaginary play * Fun and enjoyment | * Regular maintenance checks * Pupils to be briefed on how to safely put up collapsible buggies and how to collect in equipment at the end of the session.   Playtime supervisors to intervene only if there appears that play is becoming reckless rather than purposeful. | JH regular maintenance checks  Play Team | **25.4.34**  Ongoing |
| **Large loose parts - guttering**   * Minor injuries – scrapes, small cuts, grazes * Trips/falls * Minor head injury | * Hand eye coordination * Balance * Spatial awareness * Gross motor skills * Creativity/Imagination * Building * Science links * Cause and consequence * Muscle development * Decision making * Problem solving | * Regular maintenance checks. * Discard damaged plastic. * Training of children to be spatially aware. * Collecting of items at the end of each play session. * Children to be briefed on safe lifting of large items. * Children to return items back to a designated area to prevent falls and damages. | JH regular maintenance checks  Introduce in play assembly upon arrival  Play Team | **15.4.24**  Ongoing |
| **Large loose parts - ropes**   * Slips * Trips * Falling from heights * Rope burn * Ropes tied too tight * Whipped * Choking * Trapped limbs * Collisions * Looped rope suspended at height. * If ropes are taken into the trees and bushes there needs to be more active supervision and better training with the children. * Tree care (when ropes in use) | * Physical exercise * Tug of war - collaborative * Core strength * Gross motor skills * Imaginative play * Balance * Coordination * Den making * Rope swings * Crafts * Tying things together * Pulling each other around * Skipping * Jumping over   **(See doc 6.6 – rope play)** | * Educate children on safe use of ropes during play assemblies * Regular wear and tear checks * Dynamic risk assessments regularly * Use of thicker rope. * Ropes tied from a tree need to be supervised * Move ropes regularly if they are in trees to prevent wear of branches / easy snapping. | JH regular maintenance checks  Introduce in play assembly upon arrival  Play Team | **15.4.24**  Ongoing |
| **Shelter/den building in the forest area - tarps, ropes, crates, pallets etc**   * Splinters and injuries to hands caused by rough wood * Minor head injuries, scrapes, cuts, bruises * Trip hazards * Crush injuries to extremities, * Potential of limbs becoming stuck * Rope burns * Eye injury from sharp branches at eye level. | * Problem solving * Building skills * Team work * Physical development * Motor skill development * Spatial awareness * Decision making * Sense of achievement * Woodland provides excellent opportunities for den-making, shelter and play “in corners”. * The woodland is big enough to accommodate a large number of children and so disagreements over “territory” will be minimised. * Lots of opportunities for imaginative and creative play, playing in and with nature, tree climbing, digging, as well as shade during hot or wet weather. | * Play assemblies to educate children to play safely with ropes, tarps, crates, pallets etc * Specified ‘den building’ area - Limit amount of children in area. * Area checked by play staff, unsafe materials used * Play Team apply principles of dynamic risk assessment to determine safety. * Barrier used to create an informal barrier that children should not venture beyond. | JH regular maintenance checks  Introduce in play assembly upon arrival  Play Team | **15.4.24**  Ongoing |
| **Tree climbing**   * Potential falling out of the tree. * Falling on to someone else. | * Opportunities for upper body strength and coordination. * Builds self-esteem * Confidence * Physical strength * Hand-eye coordination * Prediction * Planning * Provides opportunities for pride and a sense of achievement. * The urge to be up high is very strong and instinctive in children especially as they gain confidence in their bodies.   **(See doc 6.4 – tree climbing)** | * Suitable climbing trees identified and labelled with colourful ribbon to identify height. * Children allowed to climb to a maximum of 1.5m (height of feet) grass or loose soil. * Play assembly on safe tree climbing * Guidance (6.4) shared with children: * **The rule of three** * **Keep close to the trunk** * **Stay off the dead -** * **Test weak branches** * **Always think about falling** * **If it doesn't feel right, don't do it** * **Never help up, only talk down** * Guidance shared with Play Team. Reviewed regularly. | CH & SL to label trees with ribbons  Play assembly  Play Team | **15.4.24**  Ongoing |
| **Tree swings**   * Potential falling out of the tree. * Falling on to someone else. * Rope choking * Rope burns | * Pleasure and fun * Build physical play and reflective opportunities * Maximised rotational possibilities (and therefore the good potential for some unpredictability and therefore challenge) * Development of self-confidence and well-being * Learn through experience, accidents from which one might * Learn * Swing users encounter conditions similar to those   with other self-built tree swings (an experience that will  be useful if/when they play on them or make their  own)   * Engagement with the natural environment and natural elements * Potential for incorporation into   imaginative games (where woodlands are the play  context), e.g. Tarzan.  **(See doc 6.4 – tree swings)** | * Trees checked annually * Swings checked regularly and then review frequency required * Educate children on safe use of swings during play assemblies * Dynamic risk assessments regularly * Use of thicker rope. * Ropes tied from a tree need to be supervised * Move ropes regularly if they are in trees to prevent wear of branches / easy snapping | SL to organise  JH  Play assembly  Play Team | Ongoing |