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**Standing Benefit-Risk Assessments** means we should look at our usual environment and practises at least annually, and also when significant changes take place, keep a written record of the areas in the table below.

**Dynamic Risk Management** means that we should be aware of the changing nature of the play taking place. They should support children to assess and manage risk as much as possible for themselves, but they should also be vigilant and take action, if they think that risk of serious harm is becoming unacceptably likely. Actions taken by staff when required should balance the reduction of likelihood or severity or harm with preserving as much of the benefit of the play as possible and empowering the children to manage future risk as much as possible. Staff should remember to 'Stop, look, listen, reflect and practise' their risk assessment

Common areas that need standing assessment, include: boundaries to dangerous areas, tree management and tree climbing, fixed equipment and inspection, broken loose parts, rope tying (especially at height), water use and water features.

**Play coordinator will carry out daily, ongoing risk assessment and pass on any potential hazards to the SLT team.**

| Play or conditions   | Benefit  | Risk   | Description of risk management and maintenance agreed  | Nominated person | Action Date             |
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| <b>Environmental</b>   |  |  |  |                  |                         |
| High winds/<br>extreme<br>elements<br><br>Thunderstorms<br>and lightning | Freedom to run and play in the wind.<br>To experiment with wind direction.<br>To study the speed the clouds pass across the sky. | Branches from trees falling onto the children.<br>Trees being toppled.<br>Equipment being blown and hitting a child.<br><br>Child being struck by lightning. | During high winds the children need to stay clear of the wooded area or any large trees around the school grounds.<br>Trees to be checked yearly for weaknesses or fungi that can weaken them.<br>A decision may be made to have indoor play or use the playground only when there are very high winds.<br>All children are to be indoors during a thunderstorm and remain in for at least 45 minutes after the last thunderclap.  | PT Lead          | As the weather portrays |
| Field  | Freedom to explore<br>More space to roam<br>Hills to roll, slide down  | Areas where there is limited view of the children .<br>Hurting others as they roll, slide down the hill.   | Through an assembly, inform the children about the different plants, trees and bushes. Show images of the plants, trees and bushes and explain any issues that could occur - berries, thorny plants. What are the hazards with these plants?<br>Through assembly and monitoring by PT, ensure the children are aware of the risks of using the hill - sliding, rolling, running down it. They need to be aware of the risks that could occur to others and of the space around them. | PT Lead          | As needs arise          |

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| Woodland           | Woodland area to explore<br>Woodland provides excellent opportunities for den-making, shelter and play “in corners”, “behind trees”.<br>The woodland is big enough to accommodate a large number of children and so disagreements over “territory” will be minimised.                     | Areas where there is limited view of the children – woodland area.<br>Pupils playing in woodland: Trip hazards and potential for cuts in woodland area. Some pupils will want to climb trees.<br>Being aware of certain plants-stinging nettles, thorny plants | Woodland to be checked for hazards. Unsafe materials removed. Woodland to be checked daily by MTAs for potential dangers and these reported to PT lead.<br>Children to be made aware that there are nettles, thorny plants in the woodland area.<br>Children to be informed about not eating berries in the Autumn- assembly   | PT       | Daily  |
| Different terrains | Increased freedom to play will foster more creative play and ensure pupils learn to manage risks more effectively themselves.   | Pupils playing in different environments with new potential dangers: There is an increased risk of minor injury to pupils who may require immediate first aid.   | All MTAs will carry their own 1 <sup>st</sup> aid pouches and 1 <sup>st</sup> aid records. Pupils with minor injuries (scratches and minor abrasions) will be treated in situ. More serious injuries will be referred to lead MTA who will deal with as appropriate, informing a member of SLT if the injury requires parental contact or hospital treatment.  | PT       | Daily  |
| <b>Resources</b>   |   |  |  |          |  |
| Pallet Play        | Building forts, house, dens and structures, climbing on, sitting on, bracing other loose parts so they don't easily move, as bridges over ditches, combining with large cable spools and planks to make mega-structures and as simple theatre stages for dancing or rehearsing a show on. | Unstable stacks, from toppling over when balanced edgewise on, slipping between gaps, from nails popping up, from slats breaking under pressure from stamping feet, or from minor splinter injuries caused by hands-on roughly sawn wood.                      | <ol style="list-style-type: none"> <li>1. A stack height limit of 90 cm (Max. 6 Pallets high when laid flat, one on top of the other) on Tarmac, mud or grass is a good guide for when KS2 children want to store, lift or move a pallet (a 4 pallet height limit is advised for KS1 pupils).</li> <li>2. Children should talk about the integrity of pallet structures with play team members before standing on them.</li> <li>3. Limit standing on (braced, tied and balanced) stable pallet structures to a maximum of 1.4m off the ground, whether placed on Tarmac, grass or mud.</li> <li>4. Pupils should always test pallets for stability (30cm lengths of nylon rope can be used to 'tie off' corners for extra stability, or tyres and other heavy objects can be used for bracing) before playing with/on them, to reduce the likelihood of them moving/toppling over. Staff</li> </ol> | PT/MTA's | Whenever used.<br>Messages conveyed as needed through assemblies |


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|           |  |   | <p>should carry out random stability checks (e.g. once or twice per week) to reassure themselves that pupils are building structures sensibly.</p> <ol style="list-style-type: none"> <li>5. Any pallet should be moved by at least two pupils at KS2 and four pupils at KS1.</li> <li>6. All pallets need to be inspected for structural integrity by staff at least twice weekly for exposed nails, finger traps, broken slats, etc. Through discussions in the play assemblies children can become extra pairs of eyes for the Play Teams dynamic risk assessment of equipment's, like pallets and planks, functional integrity.</li> <li>7. If a pupil discovers a broken pallet, it should be reported to a member of staff.</li> <li>8. If a pallet is repairable, it should be placed out of the reach of children until fixed. If broken beyond repair, it should be removed from the site. Ensure your Play Team has a basic toolbox with hammer, pliers, saws, sandpaper and nails (preferably drill nails) you can carry out in situ repairs which can also involve children.</li> <li>9. Do a specific Risk-Benefit Assessment for play with pallets, and monitor use over time.</li> <li>10. Splinters in fingers are a common, minor hazard and should be assessed as such. It is not helpful to smooth off roughly sawn timber, as children will never learn to take proper care if you do! Children need to learn for themselves, even if this means some minor pain or an infection. Pupils who experience a splinter should be taught to seek first aid assistance.</li> </ol> |          |  |
| Tyre play | If provided in sufficient quantity children can make houses, forts, shops etc from tyres and wood. This larger | Stacking them too high and one falling onto a child.<br>Rolling at speed and hitting another child. | <ol style="list-style-type: none"> <li>1. Check there are no nails etc set in the tyres and also that there is plenty of wear let and no protruding wires. Once any wires protrude the tyres should be disposed of.</li> </ol>   | PT/MTA's | Whenever used.<br>Messages conveyed as |

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|              | <p>construction appeals especially to older children. Children can roll them, which is good for core and upper body strengthening. Sitting in them, stacked up. Climbing and balancing on them to develop coordination.</p> <p>Tyres filled with sand, earth or stone and dust can be used as permanent borders for social spaces, sandpits or any loose material enclosure.</p> | <p>Trying to carry or lift a tyre that is too heavy for them.</p> <p>Climbing into tyres that are stacked too high and they topple onto a child</p>  | <p>2. Heavy tyres should be kept in one position or moved under adult supervision.</p> <p>3. The risk with smaller tyres will arise from their use. Children will want to stack them, get inside them, roll them around and build large structures. Play should be monitored and both a risk/benefit approach and play assemblies should be used to manage the emerging risks so that you come to a sensible balance between potential harm and play benefit.</p> <p>4. Children should not stack or play with tyres that are above their own shoulder height.</p>   |          | <p>needed through assemblies</p>  |
| Wheeled play | <p>A good selection of wheeled play resources are provided for many kinds of muscle development, arms, legs, shoulders and core. They will help increase coordination, balance, spatial awareness and prediction.</p>  | <p>Children riding into one another.</p> <p>Losing balance and falling off.</p> <p>Going too fast and losing control.</p> <p>Slipping on wet surface/ surface with fallen leaves on it.</p> <p>If the Scooter's foot plate becomes wet and slippery.</p> <p>Being pulled too quickly by others.</p> <p>Using other equipment to pull each other along.</p> | <p>If the handles on scooters break off or the rubber grips wear away we will need to ensure that the sharp round end of the handle tubes are not exposed. These present a hazard and should be sealed with new grips or gaffer tape.</p> <p>Encourage the children to always pass each other right to right, as they would on a road.</p> <p>Check the playground for fallen leaves and remove them if needed.</p> <p>Children ride corners at a speed that they can manage.</p> <p>Foot plates to be wiped down in wet conditions and children's footwear, checked for suitability.</p> <p>Children ride on wheeled toys at an appropriate size for their age.</p> <p>Children to use certain ropes to pull each other around.</p> | PT/MTA's | <p>Whenever used.</p> <p>Pupil Playleaders to inform PT of any issues.</p> <p>Messages conveyed as needed through assemblies.</p> <p>Dec'21</p> |
| Barrel play  | <p>Learn to manage risks</p> <p>Pupils to roll and carry equipment</p>   | <p>Children sitting inside and been rolled down the hill- injures, motion sickness</p>   | <p>Children to be made aware of the risks using the barrel. If children are being rolled, a signal needs to be worked out between them if they wish to stop.</p> <p>Discussed in assembly.</p>   | PT/MTA's | <p>Whenever used.</p> <p>Pupil Playleaders to</p>   |

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|            |   |  | PT, MTAs apply principles of dynamic risk assessment and guide children in movement and use  |          | inform PT of any issues. Messages conveyed as needed through assemblies.  |
| Water play | Exploration<br>Problem solving<br>Enjoyment<br>Pouring<br>Sieving<br>Gross motor control in carrying and lifting  | Pupils playing in water area during colder weather, risk getting wet and cold.   | Spare clothes for all age ranges of children.<br>Children to wear waterproofs in colder weather.<br>Pupils briefed about using the equipment to avoid themselves or others becoming wet.<br>Astroturf is placed in heavily accessed areas to deter mud issues.   | PT/MTA's | Whenever used.<br>Pupil Playleaders to inform PT of any issues. Messages conveyed as needed through assemblies. |
| Crates     | Stacking<br>Climbing on<br>Making dens<br>Making obstacle courses<br>imaginative play<br>Creating large constructions, especially when used with other pieces of equipment, especially tarpaulin/ planks etc.<br>Carrying items<br>Sitting in<br>Bracing other loose parts so they don't easily move, and especially as stepping stones, when upturned. | Falling off them<br>Standing on them at the edge and them toppling over<br>Injury caused by hands or feet getting caught or cut in split and damaged crates. | <ol style="list-style-type: none"> <li>1. A stack height limit of the belly button on Tarmac, or shoulder height on soft grass, is a good visual guide.</li> <li>2. Avoid standing on a stack of crates over 1.0m off the ground on Tarmac and 1.5m max. on soft grass/mud.</li> <li>3. Pupils and regularly by staff, test stacks of crates for stability before playing with them to reduce likelihood of them toppling over.</li> <li>4. Only lift single crates above head height, not multiples of crates to prevent head-bump hazard</li> <li>5. Riding in dragged crates is fine on Tarmac but beware of speed and cornering and avoid on artificial grass or rubber surfacing to protect these surfaces</li> <li>6. Sliding down a slope (e.g. on a board - like a luge) in a crate should only happen after staff and children discuss the fall height, angle of</li> </ol> | PT/MTA's | Whenever used.<br>Pupil Playleaders to inform PT of any issues. Messages conveyed as needed through assemblies. |

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|                          |   |   | <p>slope and the plank/board for stability (it may require bracing with tyres etc. to stop someone sliding off sideways) including the 'landing area' at the end of the plank/board, as well as both sides of the board for hard hazards like roots, stones or people if a child falls out, loses control or tips over. Note: Use Play Assemblies, to instruct how to protect themselves around the head with their arms.</p> <p>7. All crates need to be inspected for structural integrity by staff at least weekly for finger traps, sharp edges, breakages, etc.</p> <p>8. If a pupil discovers a broken crate, they should immediately stop playing with it and take it to the nearest member of staff for checking. There should always be plenty more crates available to pupils who want one.</p> <p>9. If a crate is repairable it should be placed out of reach of children until fixed. If broken beyond repair, it should go into the waste bins for off-site disposal.</p> |          |   |
| Tarpaulin / rubble sacks | <p>Making dens</p> <p>Climbing in them</p> <p>Being pulled around in them</p> <p>Using in an obstacle course</p> <p>Used to carry other equipment</p> <p>Hiding</p> <p>Imaginative play</p> | <p>Falling off or out of the tarpaulin or sack whilst being dragged.</p> <p>Slipping on the material.</p>                               | <p>1. If children are dragged in a sack or tarpaulin then the child doing the pulling needs to make sure that their pathway is clear, both to the sides and on the ground.</p> <p>2. The child pulling the sack needs to listen for the child in the sack, in case they are asking to stop.</p>   | PT/MTA's | <p>Whenever used.</p> <p>Pupil Playleaders to inform PT of any issues.</p> <p>Messages conveyed as needed through assemblies.</p> |
| Boat                     | <p>Imaginative play</p> <p>Learning to rig a boat</p> <p>Team work</p> <p>Language skills- vocabulary</p> <p>Climbing and balancing</p>   | <p>Falling off the boat.</p> <p>Getting their foot caught in the rigging or boards.</p> <p>Ropeburns.</p> <p>Being hit by the sail.</p> | <p>Footing straps to be removed from the boat to reduce the risk of falling.</p> <p>Have sessions on how to rig the boat safely, not for sailing.</p> <p>Make sure that the ropes are not too long to cause a tripping hazard or strangulation.</p>   | PT/MTA's | <p>Whenever used.</p> <p>Pupil Playleaders to inform PT of any issues.</p>  |

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|                               |   | Children playing with rope:<br>potential for neck injury and strangulation.  | Show how to be aware of weather conditions, especially windy weather. Set up a weather windsock.  |    | Messages conveyed as needed through assemblies. |
| Planks/ stick play            | Imaginative play<br>creating pictures/ sculptures<br>Exploring<br>Learning to manage risks          | Being poked/ hit by a stick.<br>Splinters from the stick.                    | Any large stick being carried, should be carried with the end on the floor and dragged behind them.<br>Be aware of pieces sticking out of the stick/ piece of wood.   | PT | Messages conveyed as needed through assemblies. |
| Mud kitchen                   | Exploration of textures<br>Changes in materials<br>Creating recipes<br>Imaginative play             | Dirty clothes<br>Dirty hands<br>Dirt in face                                 | Spare clothes for all range of children.<br>Children to wear waterproofs in colder weather.<br>Pupils briefed about using the equipment to avoid themselves or others becoming wet.<br>Bowl of water to wash hands. | PT | Messages conveyed as needed through assemblies. |
| Small parts/ sports equipment | Imaginative play<br>creating pictures/ sculptures<br>Exploring textures<br>Learning to manage risks | choking on small parts<br>broken pieces<br>balancing on stilts               | Children to be made aware of how to use the parts appropriately.<br>Any damaged equipment to be put in the allocated bin.   | PT | Messages conveyed as needed through assemblies. |
| Small World                   | Imaginative play<br>Make-believe  | Toys becoming lost<br>Things not being out away<br>children not sharing toys | Have a storage area for small world toys to be placed. This is to be checked regularly to make sure all toys are replaced.  | PT | Messages conveyed as needed through assemblies. |

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| <p>Ropes</p>    | <p>Tying knots<br/>Supporting other materials<br/>Imaginative play<br/>Creating pictures<br/>climbing</p>    |  <p>The main danger from rope is from looped rope suspended at height.</p> <p>Tripping over the rope.</p> <p>Getting caught by a rope.</p> <p>Rope burns</p> <p>Getting rope wrapped around the body</p> | <ol style="list-style-type: none"> <li>1. This means that when rope play is out in the open and in sight of supervisors the risks are low. Longer ropes for activities such as French skipping can be used out on the open tarmac or field as long as supervisors are aware of the activity. Ropes should not be tied at height on fixed play equipment unless under direct supervision.</li> <li>2. If ropes are taken into the trees and bushes there needs to be more active supervision and better training with the children.</li> <li>3. The following considerations should be taken into account: <ul style="list-style-type: none"> <li>● Thicker rope is safer than thinner rope</li> <li>● Wires should not be in the play environment</li> <li>● Looped ropes in tree should be closely supervised</li> <li>● Looped ropes should be removed at the end of play</li> <li>● It should not be assumed that reception and special needs children can self-regulate the risks of rope play. They will need direct supervision.</li> </ul> </li> </ol> | <p>PT</p> | <p>Messages conveyed as needed through assemblies.</p> |
| <p>Sand Pit</p> | <p>Explorative play<br/>Imaginative play<br/>digging<br/>creating<br/>modelling<br/>comparative measures</p> | <p>Sand pit possible attraction for cats, dogs and fox faeces.<br/>Sand in eyes.<br/>Healthy sand is full of microorganisms that will keep it looking and smelling clean.</p>  | <p>Sand Pit checked daily by caretaking team.<br/>Sand pit to be covered daily with netting.<br/>MTAs carry saline solution in 1<sup>st</sup> aid pouches to wash eyes in the event of thrown sand.<br/>Children to be made aware of the risks about throwing sand.</p>   | <p>PT</p> | <p>Messages conveyed as needed through assemblies.</p> |



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|  | sifting<br>sieving<br>pouring<br>Sand pit to be about 96m <sup>2</sup> x<br>0.3m <sup>2</sup> with tyres to the<br>perimeter and matting-<br>geotextile material, which<br>will help sand migration.   | These microorganisms need lots<br>of air to keep working so you<br>need to keep your sandpit well<br>dug over all of the year.                       | Make sure the sand is played with all year round to<br>prevent it going hard and rake it regularly.<br>Sand to be kept within the sand pit area.  |    |  |
| Dressing up                            | Fantasy Play<br>Imaginative play<br>Fun<br>Children dress up in a range<br>of costumes.<br>Dressing skills<br>Make up imaginary play<br>activities.  | Costumes getting damaged<br>Costumes becoming dirty<br>Arguments over certain outfits  | Children to take care with the costumes when<br>dressing and undressing from them.<br>Asking others to help to get in and out of<br>costumes.<br>Costumes to be put away in different boxes- most<br>popular- superhero and others in a separate box,<br>plus one for hats and other items.   | PT | Messages<br>conveyed as<br>needed<br>through<br>assemblies.                    |
| Slides                                 | Exhilaration<br>fun<br>challenge<br>Sliding<br>climbing  | Slipping off<br>falling from the top   | The access to the top of the slide is to be<br>maintained.<br>Children are to climb carefully on to the top of the<br>slide.  | NW | Issues to be<br>discussed and<br>conveyed to<br>the children<br>in assemblies. |
| <b>Behaviours</b>                      |  |  |   |    |  |
| Climbing and<br>Jumping off<br>heights | Physical development,<br>developing core body<br>strength<br>Gaining confidence in<br>heights<br>Ropes can be used for<br>making rope swings, crafts,<br>tying things together, pulling<br>each other around, skipping,<br>tug-of-war, jumping over<br>and all kinds of object and<br>imaginative play. In the long<br>run it is better that children<br>learn how to use ropes safely | Risk of falling.<br>Fall heights are calculated as a<br>fall straight down and are<br>measured from the height of a<br>person's feet not their head. | A clear fall should be a maximum of 1.5m height of<br>free fall onto grass or loose soil. The landing needs<br>to necessitate an impact absorbing surface such as<br>300mm depth of the correct type of bark. You also<br>have to ensure that the ground around the fall<br>zone needs to be soft ground, not tarmac or<br>concrete, and clear of large stones, stumps, fences<br>or walls and other solid objects. | PT | Messages<br>conveyed as<br>needed<br>through<br>assemblies.                    |

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|                        | <p>in a managed environment than unsafely in an unmanaged one</p> <p>Climbing builds self-esteem, confidence, physical strength, hand-eye coordination, prediction, planning and 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.</p> |   |  |   |  |
| Carrying items         | <p>to move items from one place to another</p> <p>Spatial awareness</p> <p>Coorination</p>  | <p>Carrying an object that is too heavy or too bulky.</p> <p>Dropping items</p> <p>Not carrying items correctly.</p>  | <p>Heavy and awkward items should not be carried above head height.</p> <p>Any large item should be moved by at least two pupils at KS2 and four pupils at KS1.</p>  | PT  | <p>Messages conveyed as needed through assemblies.</p> |
| Tidying equipment away | <p>Keeping areas tidy</p> <p>Keeping equipment in secure storage or enclosed areas to prevent items being blown or damaged.</p> <p>To give the children a sense of pride in looking after their equipment.</p>  | <p>Children not tidying items away</p> <p>Leaving damaged items out</p> <p>Not clearing away within a set time limit</p> <p>Leaving others to clear items away.</p> | <p>Assembly set aside to discuss how to use the equipment and put things in the correct place.</p> <p>After two whistles are blown the children are to clear away, helping each other, picking items up as they pass them.</p> <p>On the third single whistle all children move to their lines to go back into school quietly.</p> | <p>All PT</p> <p>Check OPAL duty rota to see which PT should be in each area.</p> | 4/02/2022  |