

## Risk Benefit Assessment

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
<p><b><u>Creative Area</u></b></p> <p><b>Equipment</b> This area will include scissors. Pupils may be at risk of cutting themselves accidentally. Pupil's may cut themselves on the equipment available when transporting from one place to another.</p> <p><b>Junk Equipment</b> This area will include junk modelling equipment which may be unsuitable if it is hasn't been washed.</p>	<p>All those listed in the play policy.</p> <p>This zone will develop pupil's motor skills.</p> <p>This zone will develop pupil's thinking skills, regulation, confidence, hand eye co-ordination and fine motor skills.</p>	<p>Children are taught about the different types of equipment available in this zone during the OPAL assemblies. Pupil's are reminded about the safety procedures for handling scissors.</p> <p>First aiders allocated in each zone. Each first aider has a first aid bag and will administer first aid immediately.</p> <p>Ensure collected materials are clean, hygienic and suitable for the task.</p>	<p>Playground Team</p>	<p>Sept 25</p> <p>ongoing</p>
<p><b><u>Performance Area</u></b></p> <p><b>Volume of music</b> The school is situated in an area surrounded by housing and flats. The volume of music will need to be considered for residents living close to the school.</p> <p>The music chosen should be age appropriate.</p>	<p>All those listed in the play policy.</p> <p>This zone will develop pupil's language development, performance, expression, communication, literacy, narrative, artistic, creative and confidence skills.</p>	<p>Music to be controlled by the play leader.</p> <p>Play leaders to have access to the ipad and choose appropriate music.</p> <p>Children are taught about the appropriate volume during the OPAL assemblies. Pupils are taught about the reasons why we must control the volume of the music.</p>	<p>Play Team</p>	<p>Sept 25</p> <p>ongoing</p>

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		Playground leaders to monitor the music volume throughout the playtime.		
<p><b><u>Mud Kitchen</u></b></p> <p>Pots and pans filled with mud can be heavy and children may injure themselves if they are dropped on hands and feet.</p> <p>Contact with soil</p> <p>Ingesting soil</p> <p>Soil Contamination</p> <p>Washing up</p> <p>Accidental bump or knock with resources</p> <p>Injury from a sharp rusty resource</p>	<p>This zone will develop pupil's emotional satisfaction, and may reduce uncertainty and stress around novel or complex situations.</p> <p>This zone will develop pupils thinking, reasoning, problem-solving, assessing risk, creativity and self-regulation.</p> <p>Exposure to beneficial bacteria to build healthy, functioning immune systems.</p> <p>Sensorial open-ended material.</p> <p>Normal childhood experience.</p>	<p>Ensure trays are not overloaded</p> <p>Store on low shelves under the mud kitchen</p> <p>Training in safe lifting/ carrying procedures when appropriate</p> <p>Provide hand washing provisions for during and after play.</p> <p>Establish hand washing routines.</p> <p>Children encouraged to follow a no consumption routine in this area</p> <p>Soil should be checked for contaminants daily, before play</p> <p>Checking for contaminants is part of the daily inspection checklist</p>	Play Team	Sept 25 ongoing

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Storage of utensils, pots, equipment		Children encouraged to follow a no consumption routine in this area		
Water	Involving children in the clean -up creates a sense of ownership of the space and teaches valuable life skills.	Not using manure or fertilizers on garden beds surrounding the digging patch		
Slippery surfaces				
Gravel /pebbles Pieces of natural materials	<p>Development of muscle control</p> <p>Children learning to clean and pack away equipment</p> <p>Children take ownership of the play space</p> <p>Adds new dimension to play, changes the state of materials, tipping and pouring, creating potions and soups .</p> <p>Awareness of science, maths, capacity and volume</p> <p>Opportunity to jump in muddy puddles, slip and slide, investigate the science of friction</p> <p>Fine and gross motor skills from lifting, pouring, gathering, patting, squeezing the soil, carrying, sorting patterns weighing, art</p>	<p>Pots, utensils and equipment to be washed and dried or left to drain reasonably often to avoid rusting.</p> <p>Store in trays for drainage and aeration.</p> <p>Raise awareness of manual handling with adults and children.</p> <p>Ensure trays are not overloaded</p> <p>Store on low shelves under the mud kitchen</p> <p>Training in safe lifting/ carrying procedures when appropriate</p> <p>Educators to monitor area during flooding/prolonged rain events</p> <p>Suitable footwear to be worn by children and adults including educators</p> <p>Provide area for changing shoes and putting on puddle suits</p>		

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	<p>Connection to nature</p> <p>Creative stimulus</p>	<p>Wet and muddy shoes to be removed before entering the building</p> <p>If area around digging patch and mud kitchen become too slippery spread some soft fall – educators to monitor and decide when action is required</p> <p>Any children likely to explore by putting things in their mouth are identified</p> <p>Extra supervision for children with greater likely hood to put things in their mouth</p>		
<p><b><u>Sand Pit Zone</u></b></p> <p>Sand may go into pupils eyes or mouth</p> <p>Sharp objects in the sand tray</p> <p>Foreign objects embedded in sand</p> <p>Sand on the floor- possible slip hazard</p> <p>Slippery surfaces</p>	<p>This zone will develop pupils thinking, reasoning, problem-solving, assessing risk, creativity and self-regulation.</p> <p>Exposure to beneficial bacteria to build healthy, functioning immune systems</p> <p>Sensorial open-ended material.</p> <p>Normal childhood experience.</p>	<p>Commerical sand to be purchased</p> <p>Sand pit to be covered after every use to avoid contamination</p> <p>Sand will be rinsed out of mouth/eyes immediately.</p> <p>Pupils will be taught about the risks/benefits to using the sand pit to ensure safe use</p> <p>Close supervision by person responsible for the sand area zone</p>	<p>Play Team</p>	<p>Sept 25</p> <p>ongoing</p>

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<p>Gravel /pebbles Pieces of natural materials</p>	<p>Fine and gross motor skills from lifting, pouring, gathering, patting, squeezing the soil, carrying, sorting patterns weighing, art</p> <p>Connection to nature</p> <p>Creative stimulus</p>	<p>Sand pit will be checked and cleaned regularly</p> <p>Supervisors are aware of the risks and provide suitable guidance to children.</p> <p>Playground rules discussed and regular reminders to pupils. Pupils encouraged to work through solution to any problem or consider implications of their behaviour by Playground Supervisors</p> <p>The floor will be swept after every use and during use if required.</p> <p>Dustpans and brushes are easily accessible for pupils to use.</p> <p>Sand is put in a bucket, not returned to the tray after sweeping.</p> <p>Suitable footwear to be worn by children and adults including educators</p> <p>Provide area for changing shoes and putting on puddle suits</p> <p>Wet and muddy shoes to be removed before entering the building</p>		
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## Risk Benefit Assessment

		<p>If area around digging patch and mud kitchen become too slippery spread some soft fall – educators to monitor and decide when action is required</p> <p>Any children likely to explore by putting things in their mouth are identified</p> <p>Extra supervision for children with greater likely hood to put things in their mouth</p> <p>Children encouraged to follow a no consumption routine in this area</p> <p>All children made aware not to put small objects in their mouth</p>		
<p><b><u>Small World Areas</u></b></p> <p><b>Small loose parts</b> Children should not throw small loose parts, such as sticks or stones. Broken plastic edges from the toys. Sharp edges if plastic toys are broken.</p>	<p>All those listed in play policy. Develops pupil's hand- eye manipulation and movements and brings about new and wider understanding of the possibilities of everyday objects</p> <p>Develops pupil's flexible thinking and ideas, fine motor skills, creativity, groupwork and communication skills.</p>	<p>Children are introduced to this zone in the fortnightly OPAL assemblies.</p> <p>Children are taught how to dispose of items safely if they are broken by alerting a play leader and putting the item in the bins provided in the outdoor area.</p> <p>Agree how to play with objects safely in the OPAL assembly.</p>	Play Team	<p>Sept 25</p> <p>ongoing</p>

## Risk Benefit Assessment

		Resources are tidied up and stored in labelled storage box.		
<p><b><u>Wheelie Zone</u></b></p> <p>Falls and collisions with other wheelies/ pedestrians</p> <p>Loose wheels/handles which may lead to accidents</p> <p>Knocking other children, clothing becoming trapped in moving parts/scooters and wheelie boards may tip</p>	<p>Pupils will develop their strength, physical literacy and stamina.</p> <p>Pupils will develop their whole body co- ordination and agility.</p> <p>Raised heart rate and confidence</p> <p>It will develop communication, teamwork and social skills.</p>	<p>Pupils will be expected to wear a helmet if travelling on a scooter.</p> <p>School will have a wheelie zone. Only wheelies should be in this zone. Staff will mark out area where wheelies are allowed.</p> <p>Equipment will be checked before any use.</p> <p>Equipment will be logged in the OPAL log book once it has been checked.</p> <p>Any broken/loose moving parts will be removed.</p>	Play Team	Sept 25 ongoing

## Risk Benefit Assessment

		<p>Involve children in safety talks about using the bikes in the OPAL assemblies</p> <p>Make sure children do not wear scarves in the garden to avoid tangling in wheels.</p> <p>Limit the number of wheeled toys in the zone at any one time and keep them to hard surface area to avoid muddy/slippy wheels.</p> <p>Ensure all wheeled toys are checked over regularly for damage and replaced when necessary</p>		
<p><b><u>Hammock zone</u></b></p> <p>Slips Trips Falling from height Tree care</p>	<p>Physical exercise</p> <p>Develops core strength</p> <p>Develops gross motor skills</p> <p>Develops balance</p>	<p>Educate pupils on safe use of hammock</p> <p>Educate pupils on how to safely get in and out of the hammock</p> <p>Playground leaders to do daily wear and tear checks</p> <p>Ropes tied to the tree are completed by a forest school leader.</p>	Play Team	<p>Sept 25</p> <p>ongoing</p>

## Risk Benefit Assessment

<p><b><u>Sport equipment zone</u></b></p> <p>Children should use sports equipment correctly</p> <p>Children will handle the equipment with care</p> <p>Play team leaders will supervise this zone ensuring safety at all times</p>	<p>Physical exercise</p> <p>Develops core strength</p> <p>Develops gross motor skills</p> <p>Develops balance</p> <p>Co ordination</p>	<p>Children are taught about the different types of equipment available in this zone during the OPAL assemblies. Pupil's are reminded about the safety procedures when using sports equipment.</p> <p>First aiders allocated in each zone. Each first aider has a first aid bag and will administer first aid immediately.</p> <p>Children to be shown how to use the sports equipment</p> <p>Playground leaders to do daily checks on the area</p> <p>Playground leaders to check that the equipment is safe</p>	<p>Play team</p>	<p>Sept 25</p> <p>ongoing</p>
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<p><b><u>Monkey Bars</u></b> Children can use the monkey bars 2 people at a time taking turns and making a line to wait</p> <p>Children could lose grip and fall from the monkey bars</p> <p>Play team leaders will supervise this zone ensuring safety at all times</p>	<p>Monkey bars build strength and dexterity for children</p>	<p>Make sure the monkey bars are dry and wipe them if necessary.</p> <p>Look for rubbish and other hazards under the monkey bars.</p> <p>Check each bar to be sure that none of them are loose.</p> <p>Inspect for any damage or disintegration of surface material below the bars.</p> <p>Do not walk or stand under the bars when someone is using them</p> <p>Have at least one staff member close by to monitor the monkey bars</p>	<p>Play team</p>	<p>Sept 25  ongoing</p>
<p><b><u>Water Zone</u></b> Slippery surfaces Drowning (small risk as water is extremely low)</p>	<p><b>Sensory Development</b></p> <ul style="list-style-type: none"> <li>Encourages children to explore different textures, temperatures, and movements.</li> <li>Supports sensory regulation, especially for children with additional needs.</li> </ul> <p><b>2. Physical Development</b></p> <ul style="list-style-type: none"> <li>Builds fine motor skills (pouring, scooping, squeezing).</li> </ul>	<ul style="list-style-type: none"> <li>- Water kept shallow (no deep containers)</li> <li>- Constant supervision</li> <li>- No closed lids on containers</li> <li>- Staff aware of any vulnerable pupils</li> <li>- Fresh water used daily</li> <li>- Water emptied after each session</li> <li>- Children encouraged to wash hands</li> <li>- No drinking of play water allowed</li> <li>- Clear rules for water play shared with children</li> <li>- Adult modelling and reminders</li> <li>- Supervision to step in when needed</li> </ul>	<p>Play team</p>	<p>September 25</p>

## Risk Benefit Assessment

	<ul style="list-style-type: none"> <li>• Strengthens gross motor skills through lifting, carrying, and balancing containers of water.</li> </ul> <p><b>3. Creativity and Imagination</b></p> <ul style="list-style-type: none"> <li>• Promotes imaginative role play (e.g. making potions, building rivers, “cooking”).</li> <li>• Encourages creative problem-solving using everyday items like tubes, funnels, and containers.</li> </ul> <p><b>4. Social Skills and Teamwork</b></p> <ul style="list-style-type: none"> <li>• Children naturally collaborate, share, and negotiate during water play.</li> <li>• Fosters communication, turn-taking, and cooperative play.</li> </ul>			
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<p><b><u>Mud and chalk painting</u></b></p> <p>Dirty hands/clothing – wet suits there if needed</p> <p>Use of natural materials (e.g. sticks as brushes)</p>	<p><b>1. Creativity and Self-Expression</b></p> <ul style="list-style-type: none"> <li>Allows children to express ideas freely without pressure or structure.</li> <li>Encourages imaginative play, storytelling, and design.</li> </ul> <p><b>2. Sensory Exploration</b></p> <ul style="list-style-type: none"> <li>Engages multiple senses — texture, temperature, movement.</li> <li>Especially beneficial for children with sensory processing needs.</li> </ul> <p><b>3. Fine Motor Skill Development</b></p> <ul style="list-style-type: none"> <li>Holding brushes, sticks, or chalk helps strengthen hand muscles.</li> <li>Supports pre-writing and pencil grip through natural, playful movements.</li> </ul> <p><b>4. Gross Motor and Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>Large-scale painting on pavements or walls promotes whole-arm movements.</li> <li>Develops coordination and awareness of space and scale.</li> </ul>	<p>-Regular visual checks and drying of puddles</p> <p>- Supervise use of water</p> <p>Clear expectations: no eating rule</p> <p>- Constant supervision</p> <p>- Hand washing before lunch/snack</p> <p>-Use large, chunky outdoor chalks</p> <p>- Avoid on very windy day</p> <p>-Mud sourced from clean areas</p> <p>- Daily visual inspection of site</p>	<p>Play team</p>	<p>September 25</p>
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	<p><b>5. Emotional Regulation</b></p> <ul style="list-style-type: none"><li>• Helps children focus and self-soothe through creative outlets.</li></ul> <p><b>6. Natural, Low-Cost, Eco-Friendly</b></p> <ul style="list-style-type: none"><li>• Uses accessible, sustainable materials (mud, water, natural brushes).</li><li>• Encourages respect for nature and creative reuse of the environment.</li></ul>			