



RISK-BENEFIT ASSESSMENT FOR LOOSE PARTS PLAY

This is a template to be adapted for your setting. Talk through your risk-benefit assessment with everyone involved. Make sure your assessment is easily available and updated regularly. It can be helpful to review your risk benefit assessment after a few sessions. For more information on risk benefit assessment, refer to the Loose Parts Play Manual.

Name of school or organisation

Date of assessment	Assessor(s)
What is the activity?	Where is the activity carried out?
Description and location of session, equipment and staffing	



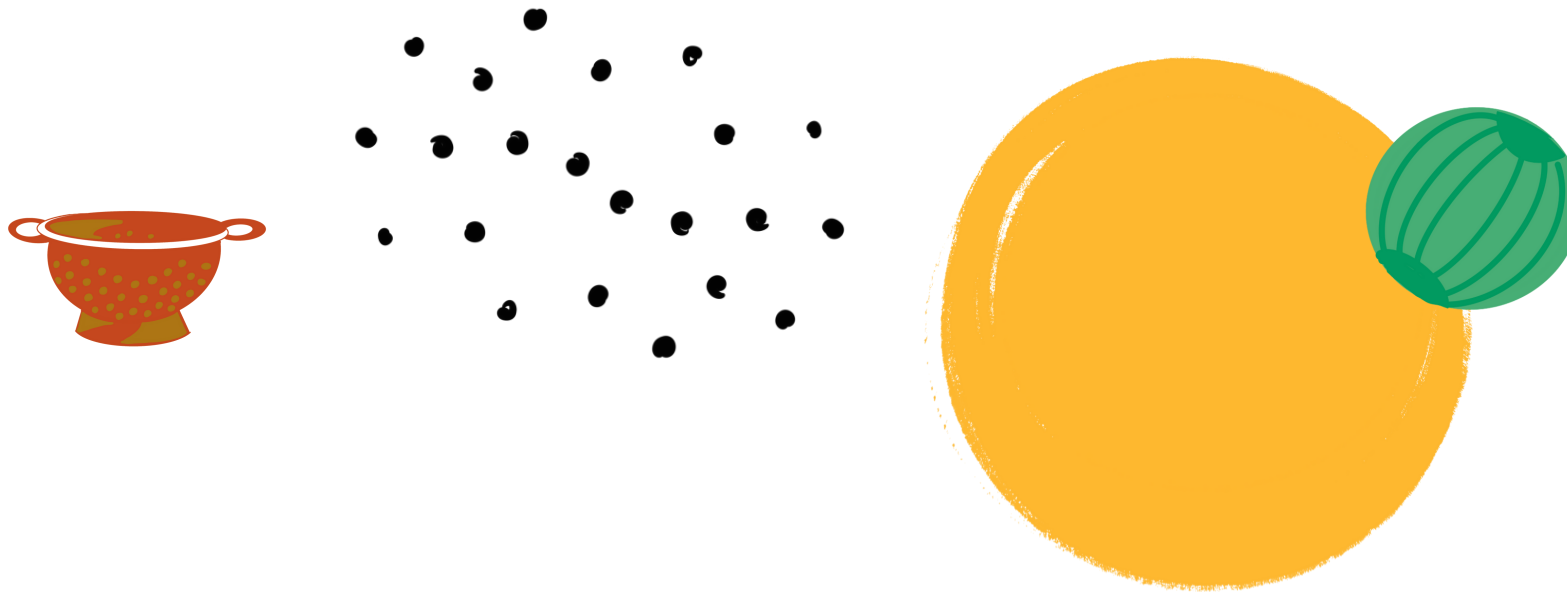
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In Scotland, the project was co-ordinated
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Benefits of loose parts play

To help balance risks and benefits, make a list of benefits you can reasonably expect of your loose parts play sessions. If you need a reminder, refer to the Loose Parts Play Manual.



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SAMPLE. This template has been completed as a draft to be adapted – categories and actions are given as examples.

What are the hazards?	Who might be harmed and how?	What are you already doing?	What are you already doing?	Action by whom?	Action by when?	Done?
Minor accident or injury during regular play; trips and slips.	<p>Staff, children.</p> <p>Minor everyday injuries such as cuts and bruises, splinters, sprains.</p> <p>Occasionally more serious injuries such as broken bones or bumps to the head.</p> <p>Stress, anxiety.</p>	<p>Staff always supervise the play sessions,</p> <p>Equipment or loose parts checked prior to initial use, upon arrival and whilst in use.</p> <p>First Aid kits readily available to staff.</p> <p>First Aider within the school.</p> <p>Staff training.</p>	<p>Walk-over play area ahead of session and make visual checks.</p> <p>Expectations of appropriate use of resources shared with children.</p> <p>Dynamic risk assessment being carried out.</p>	<p>Staff</p> <p>Staff</p> <p>Staff</p>	<p>Before session</p> <p>Before session</p> <p>Through out session</p>	



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What are the hazards?	Who might be harmed and how?	What are you already doing?	What are you already doing?	Action by whom?	Action by when?	Done?
Inappropriate use of equipment (that is, use that could cause harm to the child or others).	<p>Staff, children.</p> <p>Minor everyday injuries such as cuts and bruises, splinters, sprains.</p> <p>Occasionally more serious injuries such as broken bones or bumps to the head.</p> <p>Stress, anxiety</p>	<p>Staff training.</p> <p>Staff always supervise the play sessions.</p> <p>Equipment or loose parts checked prior to initial use, upon arrival and whilst in use.</p> <p>First Aid kits readily available to staff.</p> <p>First Aider within the school</p> <p>Children and young people are introduced to the resources used at the sessions.</p>	<p>Expectations of appropriate use shared with children.</p> <p>Dynamic risk assessment being carried out.</p>	<p>Staff</p> <p>All involved</p>	<p>Before session</p> <p>Through out session</p>	



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Faulty equipment	<p>Staff, children</p> <p>Minor everyday injuries such as cuts and bruises, splinters, sprains.</p> <p>Occasionally more serious injuries such as broken bones or bumps to the head.</p> <p>Stress, anxiety.</p>	<p>Checks of equipment prior to initial use and on an on-going basis.</p> <p>Children asked to report any faulty equipment immediately to an adult.</p> <p>Staff always supervise the play sessions.</p> <p>Dynamic risk assessment.</p>	Continue to check equipment.	All involved	Ongoing	



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Non-physical harm. For example, changes to the environment through play make it unpredictable to children who seek more certainty.	<p>Staff, children</p> <p>Children who seek certainty and reliability.</p> <p>Children upset from specific situations.</p> <p>Stress, anxiety.</p> <p>Minor everyday injuries such as cuts and bruises, splinters, sprains.</p>	<p>Supervision by staff.</p> <p>Where possible, staff aware of any additional support that some children might need whilst accessing the session.</p> <p>Staff are responsive the needs of individual children as and when needed.</p> <p>When appropriate, staff work with parents and carers or others to support children to access the session.</p>	<p>Ongoing observation, discussion.</p> <p>Quiet areas identified within the space.</p> <p>Pre-session walkabouts with children if appropriate.</p> <p>Use of high contrast markers, if appropriate (e.g., painted edges, contrasting equipment and floor).</p> <p>Involving children and staff in problem-solving (find out how they manage similar challenges in other environments)</p>	Staff	Ongoing	



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Seasonal or environmental factors which may introduce hazards.	<p>Staff, children.</p> <p>Minor everyday injuries such as cuts and bruises, splinters, sprains.</p> <p>Occasionally more serious injuries such as broken bones or bumps to the head.</p> <p>Stings from plants and insects.</p> <p>Fall injury from trees or heights.</p> <p>Slippy surfaces in wet or icy weather (especially grassy slopes, concrete and trees).</p>	<p>Ensure location of First Aider and First Aid kit are known to all members of staff.</p> <p>Check site before session, ensure paths and main areas are clear.</p> <p>Ongoing observation and dynamic risk assessment.</p> <p>Assess weather conditions prior to sessions.</p> <p>Assess location prior to session and identify potential hazards: litter, glass etc.</p>	<p>Identify hazardous plants and make everyone present aware of them.</p> <p>Make sure children are aware of trip hazards.</p> <p>Cancel sessions or move locations if weather is extreme.</p> <p>Check safety of trees and branches.</p> <p>Pick up any hazardous litter and waste.</p> <p>Report any hazards to council (or relevant authority).</p>	Staff	Before session and ongoing observation	



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Road (running out onto)	Children and young people. More serious injuries such as broken bones or bumps to the head.	Staff supervise children, ensuring they are not playing close to the road.	Supervise children throughout the session. Speak about road safety with children.	Staff	Through out session	
Broken bottles and shattered glass, Other litter or waste.	Children and adults. Minor everyday injuries such as cuts and bruises, splinters, sprains.	Staff will check the area for broken bottles and glass. Staff will remove or contain any litter or waste that might pose a hazard.	Alert children to any areas where broken bottles and glass have been cleared (in case of any remnants). Remind children to alert staff if they notice any other broken bottles, smashed glass or other litter which might pose a hazard. Safely clear up and dispose of any hazardous litter, waste, broken bottles and glass. If bigger clean up is required, report this to the relevant authority.		Prior to the start of the session and through out.	



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