

WILLASTON PRIMARY SCHOOL
School Playground- Risk Assessment Play Bin Review Sept 18

Activity	Risk	Action	Risk benefit
Play-bin			
Opening and closing the container	Fingers getting trapped	Only adults are permitted to open and close the container.	
Emptying the container	Falling, slipping, Trampling	An adult should supervise the emptying of the loose parts from the Play Bin. Children should be encouraged to pull out the contents from the front before going in search of the of objects at the back	Learning to manage own risk through experience and development of spatial awareness.
Balancing on top of barrels and tubes	Falling onto a hard surface from height	Children should be carefully observed at all times but staff should not intervene unless necessary as this will ultimately hinder them from the learning experience that this kind of risk taking brings. Staff should consider the situation before aiding or stopping the child: are they unsupported or are they being assisted by a fence or other children	Learning to manage own risk Improving balance and co-ordination Discovering their own limitations Improving peer relations
Carrying of heavy objects	Strains bumps and bangs. Walking into others	Let the child attempt to lift and if asked to help encourage them to get a friend to help. If the adult is comfortable in helping and invited to do so then by all means. Usually they will seek a friend to help them without adult intervention.	Learning about their own physical limits and problem solving and communication skills
Items rolling down slope of playground	Bumping into others unexpectedly	Any large items that can roll and left unattended, staff should where possible stand up to ensure they don't roll down the slope especially in strong winds	Children will naturally become more spatially aware as they become more familiar with the loose parts and learn to manage their own risk accordingly

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Play-bin			
Being pushed or pulled in a vehicle such as a sledge or pram	Falling out, running into others	Staff should observe the children using objects such as sledges or prams to ensure they are not attempting to hit other children in an aggressive manner	The desire to race around without being in direct control is an exciting prospect for children and allows children to develop close bonds of trust with their peers
Rolling in a barrel	Trapping fingers Rolling out of control	Rolling out of control in a barrel on the playground slope is impossible. Children will soon learn to keep their hands and fingers inside a barrel should they trap them so no action is necessary from the staff.	Children will learn to manage their own risks and become more risk aware.
Unattended equipment	Falling over equipment	Often equipment that adults presume is unattended will quickly become used. Staff should leave any such equipment where it is but may rotate objects so they do not just roll down the playground slope.	Due to the nature of ' <i>loose parts play</i> ' Children are constantly scanning their environment for objects to use in their creations, the children will become more spatially aware, more creative and more risk aware as a result.
Childrens rough and tumble play (ie. Using tubes as swords)	Hit fingers, head injuries	Staff should dissuade children from using anything that can shatter or splinter in these scenarios. These kinds of opportunities are often dissuaded by adults but staff should observe are the children in control of their actions? Do they hit each other's respective 'weapons' or each other? Are their body blows to each other slowed and controlled?	Rough and tumble play promotes brain growth and stimulates the frontal lobes of the brain and is the primary way for all children (particularly boys) of developing social competence.
Throwing equipment	Risk of injuries to others	Solitary children who are exhibiting destructive behaviour such as throwing items about may be frustrated over something unrelated. The child should be stopped from throwing the items and the issue should be investigated by a member of staff in a sympathetic way to the child's needs. Children, like the rest of us suffer from the ills of frustration, the child may feel excluded from a group or frustrated for other reasons, where possible encourage the child to create something of their own as it is likely that once the child is engaged creatively their frustration will pass and they may naturally reengage with other groups.	Children will develop greater self control in the future and learn how to express their frustration in a more acceptable manner.

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Play-bin			
Packing away equipment	Falling, Trampling, tripping, being hit by a thrown piece of equipment	A member of staff should supervise the putting away of loose parts. Children should be encouraged to leave as soon as they have put their equipment away. Staff should encourage children to fill the ends of the container first.	The Play Bin is the children's responsibility and by keeping the focused placed on this will instil a feeling of ownership and respect to the Play Bin and each other

Other areas for consideration

- All loose parts play should be kept in the agreed confines of the playground.
- The activities the children create with the loose parts have near infinite possibilities and staff should perform 'Dynamic Risk Assessment' as new situations arise and act appropriately to them allowing the play process to continue where possible.
- To ensure that playground activities are supervised staff should ensure that they have a clear view of the Playground by positioning themselves so that either they or another member of staff can view the activities.
- Occasionally equipment will get damaged, should a member of staff notice a damaged artefact and conclude that it is too dangerous for use, such as a plastic pipe that has been snapped into a sharp jagged edge, then it is the member of staffs responsibility to remove the artefact and dispose of it in an appropriate manner.
- Whenever possible, after sessions staff should be reflective and share their experiences to ensure that they work effectively as a team and maintain the best possible play experience for the children.

