

OPAL Risk Assessment – Witton Gilbert Primary School

The purpose of **Benefit-Risk Assessments** are to enable you to provide challenge, progression, excitement, creativity and fun in your play environment. They cannot and will not provide complete ‘safety’ and this is not their purpose. They can help you to think about, predict, and manage the most serious and most likely potential causes of harm. You will need two approaches to managing risk Standing Benefit-Risk Assessments and Dynamic Risk Management

Standing Benefit-Risk Assessments means you should, look at your usual environment and practices 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 staff should be aware of 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.

Common areas that need standing assessment.

Boundaries to dangerous areas, trees management and tree climbing, fixed equipment and inspection, broken loose parts, rope tying especially at height, water use and water features.

Risk Assessment carried out by – P Nelson	Job title - Headteacher	Date of assessment – 3/9/2018
Review interval - Annually	Date reviews/updates carried out – September 2019, September 2020, September 2021	

Staff covered by this assessment – All staff and pupils in playground	Activities involved – Outdoor Play and Learning
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RISK RATING		Likelihood		
		Probable Occurs repeatedly, to be expected or could affect large number of people	Possible Could occur sometime or effect a few people	Remote Unlikely to occur or not many people to be affected
Impact	Major Major injury, permanent disability or ill-health	High	High	Medium
	Severe Injury requiring medical treatment	High	Medium	Low
	Minor First aid treatment	Medium	Low	Low

Description of Activity, Principle or Object, who might be at risk and what kind of harm.	Benefit	Description of risk management and maintenance agreed	Nominated person	Action Date
<p>Access all areas including field, yard, large equipment, mud kitchen etc (Zones and supervision)</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils • Staff <p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Cuts – low • Scratches - low 	<ul style="list-style-type: none"> - Benefits of children engaged in a range of exciting and engaging activities. - Children have a right to play; creates varied and exciting environment to nurture play. - Hugely reduced overcrowding of areas, particularly the playground, where play might become chaotic, with higher risk. - Allows pupils greater choice in play areas and access to more natural 'nature' areas e.g. trees, long grass etc. - Increased space allows pupils to be more active, therefore enabling healthier lifestyles - Future benefit of physical play (rolling, scrambling and jumping) Development of strong relationships with peers - Team building skills if engaging in games such as football, cricket etc or den building activities 	<p>Areas chosen for:</p> <ul style="list-style-type: none"> • Varied play environment • Ease of non-invasive supervision • See specific areas in other sections <p>Area prepared by:</p> <ul style="list-style-type: none"> • Sourcing relevant equipment to nurture varied play experiences • Daily checks by Caretaker • All staff vigilant in areas when outside at break and/or lunchtimes • See specific areas in other sections. <p>Risks managed by:</p> <ul style="list-style-type: none"> • Supervision: Break times (60 children KS1, 119 children KS2) – 3 staff on duty KS1, KS2 duties are staggered timings and 3 staff are outside per pair of classes. Continue to reinforce there must be one member of staff on the yard area and one member of staff supervising safe use of large equipment Lunch times (Up to 210 children) Continue to reinforce that there must be a member of staff supervising safe use of play equipment – one member of staff in each zone. 8 lunchtime staff plus TA for 1:1 child. Zones are <ul style="list-style-type: none"> - Yard area - Large equipment - Mud kitchen - Sandpit zone - Hall - Field in summer term. Front of school area with Reception children in Aut/Spr. • Whole staff discussion of all areas and specific risks 	<p>Caretaker to complete daily checks</p> <p>All OPAL staff to be vigilant when out on duty</p>	<p>Daily and ongoing</p>

		<ul style="list-style-type: none"> • Staff receive weekly updates where necessary • Whole staff trained on play theory and culture • Whole staff trained on risk benefit • All staff carry out daily dynamic risk assessments <p>Whole staff prepared by:</p> <ul style="list-style-type: none"> • Risk benefit training, including dynamic risk assessment • Made aware of all specific risk assessments <p>Pupils prepared by:</p> <ul style="list-style-type: none"> • Assemblies to explain/discuss individual dynamic risk assessment (with demonstration) and specific risk assessments including rules and advice. • Class teachers tour the grounds with their class to focus on risk assessments and rules for each area • Classes produce their own standing risk benefit assessments 		
<p>Pupils playing with heavy loose play equipment</p> <p>At Risk: Pupils</p> <p>Harm – category:</p> <ul style="list-style-type: none"> • Potential for splinters - low • Crush injury from cable drums, ply sheets and pallets - med • Potential injury when lifting heavy objects - low 	<p>Pupils able to lift and move heavy play parts and use in a safe, creative way.</p> <p>Communication and negotiation to work together to move equipment.</p> <p>Deferred and immediate benefits in terms of life skills needed to keep themselves safe if moving and lifting.</p> <p>Development of motor skills and strength.</p> <p>Pupils use heavier loose play equipment to create dens, play spaces etc.</p>	<p>Resources chosen for play value:</p> <ul style="list-style-type: none"> - Pallets, plastic tubes etc checked for sharp edges and these are smoothed off - ‘Scrap’ resources provided from a range of sources e.g. staff, parents <p>Risks managed by:</p> <ul style="list-style-type: none"> - Staff vigilant outside when pupils are moving heavy loose play equipment to ensure they are doing so safely - All staff carry out daily dynamic risk assessments - Regular checks by Caretaker, Play Leader and school staff - Staff apply principles of dynamic risk assessment and guide children in movement and use of heavier play parts. <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> - Pupils briefed in assemblies and PE lessons about safe holding, moving and stacking. “Ready, steady, lift” – bent knees and 	<p>Play Leader</p> <p>All OPAL staff</p> <p>Checks by Caretaker</p>	<p>Lifting sessions to be completed by end of September 2018</p> <p>Monitoring ongoing</p>

		<p>straight back.</p> <ul style="list-style-type: none"> - Children report any broken resources that may pose risk and have allocated area to dispose of them 		
<p>Pupils playing with small loose play equipment e.g. sticks, blocks, cars, small containers etc.</p> <p>At Risk: Pupils</p> <p>Harm – category:</p> <ul style="list-style-type: none"> • Potential for small parts to be thrown, resulting in injury - low • Trips - low 	<p>Children have a right to play; creates varied and exciting materials to resource play.</p> <p>Encourages imagination and creativity.</p> <p>Development of motor skills – gross and fine.</p> <p>Negotiation, sharing, communication skills.</p>	<p>Resources chosen for play value:</p> <ul style="list-style-type: none"> - Resources checked for good condition (not natural resources e.g. sticks) - Resources provided from a range of sources e.g. staff, parents etc <p>Risks managed by:</p> <ul style="list-style-type: none"> - Regular checks by Play Leader and school staff - Pupils report any broken resources that may pose risk and have allocated area to dispose of them - Staff apply principles of dynamic risk assessment and guide children using small parts safely - Small parts to be kept in specific ‘zoned’ areas <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> - Pupils report any broken resources that may pose risk and have allocated area to dispose of them - Pupils briefed in assemblies about keeping resources in specific areas and playing with them responsibly 	<p>Play Leader</p> <p>All OPAL staff</p>	<p>Play Assembly termly with regular reminders</p> <p>Ongoing</p>
<p>Pupils playing on Rope Swing</p> <p>At Risk: Pupils</p> <p>Harm – category</p> <ul style="list-style-type: none"> • Potential for strangulation – low • Potential for fall from swing – low • Potential to be hit by a pupil swinging on the rope swing - low 	<p>Development of upper body strength</p> <p>Therapeutic motion swinging backwards and forwards</p> <p>Develops turn taking and negotiation</p> <p>Enhancement of perception – particularly depth – and movement</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> - Rope meets required standards of thickness to ensure that pupils and adults cannot loop the rope - This area is in a zone of close adult supervision - Class teachers discuss risks and benefits with pupils and share ‘rules’ for safe use - Only 1 pupil on rope swing at any one time - Caretaker carries out checks on condition of rope daily and quarterly 	<p>All OPAL staff</p> <p>Caretaker carries out checks</p>	<p>Ongoing</p>

	<p>perception, but also the perception of size and shape</p> <p>Spatial-orientation abilities</p> <p>General physical and motor stimulation enhances their physical fitness and motor competence</p> <p>May decrease chance of developing anxiety about heights (See 'Evolutionary Psychology' www.epjournal.net)</p>	<p>Risks managed by pupils</p> <ul style="list-style-type: none"> - Pupils briefed in assemblies and classes about safe use of rope swing and understand rules - Pupils involved in producing their own risk assessments 		
<p>Pupils playing with rope</p> <p>At Risk: Pupils</p> <ul style="list-style-type: none"> • Potential for neck injury and strangulation. 	<p>Thick rope enables pulling and dragging and other safe applications such as demarcation, den-building etc</p> <p>Enables imaginative and creative play.</p> <p>Develops strength, co-ordination and motor skills.</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> - No pre-looped ropes. Climbing rope not used. All rope checked to ensure it is the correct thickness. - Staff do not allow pupils to tie rope around trees <p>Risks managed by pupils</p> <ul style="list-style-type: none"> - Pupils briefed in assemblies and classes about safe use of rope - Pupils involved in producing their own risk assessments 	All OPAL staff	Ongoing
<p>Tree climbing</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Breaks – low • Scrapes – med • Cuts - low 	<p>Benefits of children engaged in an exciting and engaging activity.</p> <p>Useful knowledge and skills of safe tree climbing. H&S link to managing safe climbing strategies.</p> <p>Enhancement of perception of size and shape</p> <p>Spatial-orientation abilities</p>	<p>Trees chosen for ease of and safe climbing:</p> <ul style="list-style-type: none"> • Low, strong, healthy branches • Dense branches to cushion any fall • Soft ground <p>Trees prepared by:</p> <ul style="list-style-type: none"> • Pruning smaller branches to create space to manoeuvre, • Thorns cleared from branches/trunks (to be checked yearly) <p>Risks managed by:</p>	<p>Play Leader</p> <p>All OPAL staff</p>	Ongoing

	<p>General physical and motor stimulation enhances their physical fitness and motor competence</p> <p>May decrease chance of developing anxiety about heights (See 'Evolutionary Psychology' www.epjournal.net)</p>	<ul style="list-style-type: none"> Trees checked by staff to ensure they remain suitable for climbing Area is supervised by adult Pupils reminded about climbing trees safely through play assemblies <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> Check the ground around the tree is clear (you may fall, you don't want to land on something!) Don't put your weight on any branch smaller than your wrist Look and test before trusting a branch Keep three points of contact with the tree and only move one point at a time Keep your body close to the trunk No helping other people up (if they can't get up, they can't get down!) Don't climb higher than you are tall or the blue lines 		
<p>Pupils playing in sand pit</p> <p>At Risk: Pupils</p> <p>Harm – category:</p> <ul style="list-style-type: none"> Sand pit possible attraction for cats, dogs and fox faeces. Sand in eyes. 	<p>Large, 70m squared area will enable creative, sensory play for a large number of children.</p> <p>Development of creativity, imagination and scientific experimentation.</p> <p>Language and communication development.</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> Pit checked daily by caretaker Caretaker to uncover the sandpit on a morning and replace the cover at the end of the day Lunch staff to carry water in First Aid pouches to wash eyes in the event of thrown sand <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> Pupils briefed through play assemblies about responsible use of the sandpit Pupils report any problems with the sandpit or misuse to an adult 	<p>Caretaker</p> <p>Lunchtime staff</p>	<p>Daily and ongoing</p>
<p>Digging area, possibly including use of tools such as spades and mallets</p>	<p>Benefits of children engaged in an exciting and engaging activity.</p>	<p>Area chosen for:</p> <ul style="list-style-type: none"> Ease of supervision Low flow of passers-by 	<p>Play Leader</p> <p>All OPAL staff</p>	<p>Ongoing</p>

<p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Cuts - low 	<p>Useful knowledge and skills of working the land.</p> <p>Healthy living link to core strength and cardiovascular.</p> <p>Learn properties of objects/tools and their functions.</p> <p>Manipulation of objects in different ways.</p> <p>Development of motor skills.</p> <p>Language and Communication.</p>	<p>Area prepared by:</p> <ul style="list-style-type: none"> • Creating clear boundary • Rotavating ground, checking for harmful materials <p>Risks managed by:</p> <ul style="list-style-type: none"> • Digging area within a zone of adult supervision • Pupils shown how to use equipment safely <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Pupils briefed on safe use of equipment in play assemblies • Correct use of spade (feet clear) • Keeping blade below waist height • Being aware of who is behind • Mallet not to be raised above head • Check no-one close when hitting object with mallet 		
<p>Tyre use</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low 	<p>Benefits of children engaged in an exciting and engaging activity.</p> <p>Useful knowledge and skills of construction.</p> <p>Healthy living link to core strength and cardiovascular.</p> <p>Imagination and creativity.</p> <p>Language and communication.</p>	<p>Tyres chosen for:</p> <ul style="list-style-type: none"> • Reasonable tread, no metal showing, • Size and weight medium/low. • No slope long/steep enough to produce dangerous inertia when tyre rolled down. <p>Risks managed by:</p> <ul style="list-style-type: none"> • Regular checks of tyres by Play Leader, Caretaker and OPAL staff • Vigilance around how pupils are using the tyres <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Don't build above head height • If rolling tyre, check area clear 	<p>Play Leader, Caretaker and OPAL staff</p>	<p>Ongoing</p>

<p style="text-align: center;">Pallet use</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Splinters – med • Scrapes – low • Cuts - low 	<p>Benefits of children engaged in an exciting and engaging activity.</p> <p>Useful knowledge and skills of construction.</p> <p>Healthy living link to core strength and cardiovascular.</p> <p>Imagination and creativity, including den building.</p> <p>Communication and language.</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> • Pallets checked for reasonable condition/sturdy • Any protruding nails removed/made safe <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Pupils briefed during play assemblies • Don't build above waist height • Pallet may break, uncovering protruding nail/screw, be careful and tell adult • Pallets can give splinters if not handled correctly 	<p>Play Leader</p> <p>OPAL staff</p>	<p>Ongoing</p>
<p style="text-align: center;">Den use</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Exploitation - low 	<p>Benefits of children engaged in an exciting and engaging activity.</p> <p>Social development.</p> <p>Negotiation/sharing/compromise.</p> <p>Communication and language.</p> <p>Creativity and imagination.</p>	<p>Areas chosen for:</p> <ul style="list-style-type: none"> • Ease of supervision • Low flow of passers-by <p>Risks managed by:</p> <ul style="list-style-type: none"> • Play team to be aware of any mixed age groups using dens (exploitation of younger/more vulnerable pupils) • Play team to be aware of any excessive time groups are in a den, make checks • Play team to be aware of access to dens <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Pupils briefed during play assemblies about sharing resources and space • Dens to be dismantled each day/week (monitor) 	<p>All OPAL staff</p>	<p>Ongoing</p>
<p style="text-align: center;">Trim Trail</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils 	<p>Balance, Co-ordination, Collaboration</p> <p>Benefits of children engaged in an exciting and engaging activity.</p>	<p>Equipment prepared by:</p> <ul style="list-style-type: none"> • Annual inspection by external inspector • Weekly checks by Caretaker 	<p>Caretaker</p> <p>OPAL Staff</p>	<p>Ongoing</p>

<p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low 	<p>Enhancement of perception of size and shape</p> <p>Spatial-orientation abilities</p> <p>General physical and motor stimulation enhances their physical fitness and motor competence</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> • Pupils shown how to use equipment safely <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Pupils briefed on safe use of equipment in play assemblies 		
<p>Firefighters’ Pole</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Fall from Height - med 	<p>Benefits of children engaged in an exciting and engaging activity.</p> <p>Enhancement of perception – particularly depth – and movement perception, but also the perception of size and shape</p> <p>Spatial-orientation abilities</p> <p>General physical and motor stimulation enhances their physical fitness and motor competence</p> <p>May decrease chance of developing anxiety about heights (See ‘Evolutionary Psychology’ www.epjournal.net)</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> • Decking used has a non-slip surface • Avoid using the platform in wet weather • No more than 3 children on the platform at one time • Pupils taught how to leave the platform and go down the firefighters’ pole safely – 2 hands, 2 feet, slide • In a zoned area with adult supervision • Grass surface underneath • All staff to apply controls • Annual inspections of play equipment by competent person to be acted upon when required • Continued monitoring of condition and maintenance – Caretaker carries out regular checks and record daily and quarterly <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Pupils briefed on safe use of equipment in play assemblies and with class teacher • Pupils shown correct technique in Early Years/KS1 	<p>All OPAL staff</p> <p>Caretaker for checks</p>	<p>Review safety rules termly</p> <p>Ongoing</p>
<p>Tunnels (fixed and loose)</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p>	<p>Loose – balance, imagination (creating assault courses)</p> <p>Fixed – imagination</p> <p>Co-operation/Team work</p> <p>Gross motor skills</p>	<p>Resources chosen for play value:</p> <p>- Plastic tubes etc checked for sharp edges and these are smoothed off</p> <p>Risks managed by:</p> <p>- All staff carry out daily dynamic risk assessments</p>	<p>Caretaker</p> <p>All OPAL staff</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Fall from top of tunnel - med 		<ul style="list-style-type: none"> - Regular checks by Caretaker, Play Leader and school staff - Staff apply principles of dynamic risk assessment when observing pupils using the tunnels <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> - Pupils briefed in assemblies and PE lessons about safe use of resources e.g. checking pupils in the tunnel are safe and happy - Pupils reminded not to close in the tunnels so no-one can become trapped or stuck 		
<p style="text-align: center;">Climbing net</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Fall from Height - med 	<p>Motor skills, balance and co-ordination</p> <p>Risk taking/confidence building</p> <p>Cross core skills/ brain development</p> <p>Perceptual competencies such as depth-, form-, shape-, size-, and movement perception</p> <p>Spatial-orientation abilities</p> <p>General physical and motor stimulation enhances their physical fitness and motor competence</p> <p>May decrease chance of developing anxiety about heights (See 'Evolutionary Psychology' www.epjournal.net)</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> - Annual inspection of play equipment by competent person to be acted upon when required - Continued monitoring of condition and maintenance – weekly and quarterly inspections by Caretaker and pre-use checks - Grass surface underneath - Regular checks by Caretaker, Play Leader and school staff - No more than 4 pupils to use climbing net at one time - Climbed net in zoned area with supervision <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> - Pupils briefed in assemblies and PE lessons about safe use of climbing net 	<p>All OPAL staff</p> <p>Caretaker for checks</p>	<p>Pupils reminded about safe use of climbing net termly</p> <p>Ongoing</p>
<p style="text-align: center;">Bridge</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils 	<p>Balance , motor skills, co-ordination</p> <p>Imagination and creativity</p> <p>Confidence/ risk taking</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> • Annual inspections of play equipment by competent person to be acted upon when required • Continued monitoring of condition and maintenance – weekly and quarterly checks 	<p>All OPAL staff</p> <p>Caretaker for checks</p>	<p>Pupils reminded about safe use of</p>

<p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Fall from bridge - low 	<p>Story telling/drama Spatial-orientation abilities</p> <p>General physical and motor stimulation enhances their physical fitness and motor competence</p>	<ul style="list-style-type: none"> • All staff apply controls • Grassy surface underneath • Bridge in zoned area with adult supervision • Decking used has a non-slip surface • Avoid using bridge in wet weather <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> • Pupils briefed on safe use of equipment in play assemblies 		<p>bridge termly</p> <p>Ongoing</p>
<p>Mud Kitchen</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> • Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> • Knocks – low • Scrapes – low • Infection from germs – low <p>LIKELY PUPILS WILL GET DIRTY!</p>	<p>Imagination and creativity Sensory Friendship Exploration Language and communication development Role Play Food tech/manipulation skills</p>	<p>Resources chosen for play value:</p> <ul style="list-style-type: none"> - Resources checked for good condition e.g. pots, pans, containers - Resources provided from a range of sources e.g. staff, parents etc <p>Risks managed by:</p> <ul style="list-style-type: none"> - Regular checks by Play Leader and school staff - Pupils report any broken resources that may pose risk and have allocated area to dispose of them - Staff apply principles of dynamic risk assessment and guide pupils to use resources safely - Individual risk assessment for pupil with specific need prevents one pupil from playing in this area <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> - Pupils report any broken resources that may pose risk and have allocated area to dispose of them - Pupils briefed in assemblies about keeping resources in specific areas and playing with them responsibly - Pupils reminded to thoroughly wash hands after playing in mud kitchen and not to put hands in mouths until they have done so 	<p>Play Leader</p> <p>All OPAL staff</p>	<p>Pupils reminded about using Mud Kitchen responsibly termly</p> <p>Ongoing</p>

<p>Hammocks</p> <p>At Risk pupils:</p> <ul style="list-style-type: none"> Pupils <p>Harm - category:</p> <ul style="list-style-type: none"> Knocks – low Scrapes – low Fall from hammock – med Trip out of hammock – med 	<p>Holistic, Quiet space for reflection and relaxation</p> <p>Building/problem solving</p> <p>Therapeutic motion swinging backwards and forwards</p> <p>Develops turn taking and negotiation</p> <p>Enhancement of perception – particularly depth – and movement perception, but also the perception of size and shape</p> <p>Spatial-orientation abilities</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> Daily checks by Play Leader Hammocks positioned low to the ground Hammocks within area of supervision No more than one or two children in a hammock at one time <p>Risks managed by pupils:</p> <ul style="list-style-type: none"> Pupils briefed on safe use of hammocks in play assemblies – (e.g. if swinging a friend, check it’s not too high, check they are happy to stay in hammock) Help each other in and out of hammocks, only if help is needed 	<p>Play Leader</p> <p>All OPAL staff</p>	<p>Pupils reminded about using hammocks responsibly termly</p> <p>Ongoing</p>
<p>Rough-and-tumble play</p> <p>Harm category:</p> <ul style="list-style-type: none"> fencing with sticks/branches - med play wrestling and chasing – low/med 	<p>Great physical and motor stimulation</p> <p>Enhanced complex social competences such as affiliation with peers, social signalling, good managing skills within the peer group, bargaining, manipulating and redefining situations</p> <p>Important functions, both immediate and deferred, for motor practice, social skills practice, aggression regulation and physical health</p> <p>May reduce forms of anxiety involving social hierarchy, physical</p>	<p>Risks managed by:</p> <ul style="list-style-type: none"> Staff receive weekly updates where necessary Whole staff trained on play theory and culture Whole staff trained on risk benefit All staff carry out daily dynamic risk assessments Risk benefit training, including dynamic risk assessment Made aware of all specific risk assessments All OPAL staff to be vigilant with rough and tumble play and check that everyone is happy Staff to intervene immediately if play becomes aggressive or there a child appears uncomfortable and unhappy – and explain why they have intervened <i>Be aware that more boys tend to engage in this activity than girls and roughness in play seems to increase with age.</i> <p>Risks managed by pupils:</p>	<p>Play Leader</p> <p>All OPAL staff</p>	<p>In regular Play Assemblies</p> <p>Ongoing</p>

	closeness and social evaluation (i.e., fear of people)	<ul style="list-style-type: none"> Assemblies to explain/discuss individual dynamic risk assessment (with demonstration) and specific risk assessments including rules and advice. 		
Pupils playing in different environment with new potential dangers: There is an increased risk of minor injury to pupils who may require immediate first aid.	Increased freedom to play will foster more creative play and ensure pupils learn to manage risks more effectively themselves.	All Lunchtime Supervisors will carry their own First Aid pouches. Pupils with minor injuries (scratches and minor abrasions) will be treated in situ. More serious injuries will be referred to a Teaching Assistant who will deal with as appropriate, informing a member of SLT if the injury requires parental contact or hospital treatment.	Play Leader All OPAL staff	Review safety rules termly Ongoing