



Benefit-Risk Assessment Record Sheet and Advice

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.



Example of a Benefit-Risk Assessment

Risk Assessment Date: June 2020

Assessed by Jayne Peaker

	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
	Den building in the forest area	Imaginative play with exploration. Communication and language development through the use of play and a specific style of language. Challenge for gross and fine motor skills when heavy lifting.	Warnings about draping/hanging sheets and possible falls from a height. Discuss how high is too high and possible techniques for hanging sheets/tarps. A weekly assembly each to bring up and address any misconception. Minimal supervision required. A check in during play and a dynamic risk assessment before/after play to check suitability of resources.	JP and DR	Reviewed June 2021
	Sand Pit	Challenge for gross and fine motor skills when moving and lifting sand. Resilience building, what do you need to add to sand to make the sandcastle work? Teambuilding and enthusiasm. Experience of sand and 'beach' type play (some children may not have had this experience prior.	Assembly to address the play benefits and suggestions of positive play with the sand. If there are tools- check they are fit for play. Children are not to throw the sand as it may go in another child's eyes. Sand will need to be covered each night to avoid animal faeces. A weekly assembly each to bring up and address any misconception. Minimal supervision required. A check in during play and before/after for a dynamic risk assessment.	JP and DR	Reviewed June 2021
	Tyres	Challenge for gross motor skills when moving and lifting tyres. Exploration of movement and imaginative play.	Whole school assembly to remind the chn of play benefits of tyres. Chn not to stack them above waist height. No throwing the tyres. A weekly assembly each to bring up and address any misconception.	JP and DR	Reviewed June 2021



	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
	Trim Trail	Physical play and strengthening of balance and co-ordination. Challenging gross motor skills with resilience building. Confidence development and ability to self-risk assess.	Dynamic risk assessment to be completed each playtime to be sure all equipment is in good condition. Chn to be aware if it is wet to take care as surface will be slippery. A weekly assembly each to bring up and address any misconception. Discuss the proper use of equipment. Sign in poarch to show adults on duty whether the trim trail is safe to use or not.	DR and JP	Reviewed June 2021
	Mud Kitchen and digging area.	Challenge fine motor skills through use of equipment, strengthen shoulder movements when digging and when using different styles of equipment. Imaginative play and exploration of subject specific language.	Whole school assemblies to remind the chn of play benefits of the mud kitchen. Children are to use the water reservoir to wash hands after play. Children to wear waterproof to protect clothing in wet weather. A weekly assembly each to bring up and address any misconception.	DR and JP	Reviewed June 2021
	Wooden Planks, tubes and palates.	Physical play and strengthening of balance and co-ordination. Challenging gross motor skills with resilience building. Confidence development and ability to self-risk assess.	Whole school assembly to demonstrate the play benefits of the wooden planks. i.e. spelks. Palates to be stacked accordingly with adult supervision. Wood to be stored in a wood store so that children can store them safely. Wood chopped into manageable sizes for younger children.	DR and JP	Reviewed June 2021
	Scooters and scooter track. The children are given certain days that they can bring in their scooters in their classes. Slips, trips and falls.	More varied options of movement. Confidence development and ability to self-risk assess. Development in the children's understanding of health and safety and why helmets are important.	Children will all be wearing helmets and clothing which covers their arms and legs. children will be given a designated area (scooter track and yard) and others will be asked to stay off that area. Adult will be present to monitor the children in whilst using their scooters.	DR and JP	Reviewed June 2021
	Plastic crates and construction area. (cones and signs)	Physical play and strengthening of balance and co-ordination. Challenging gross motor skills with resilience building. Confidence development and ability to self-risk assess.	Whole school assembly to demonstrate the play benefits of the plastic crates, stacking safely. Crates to be stacked accordingly with adult supervision. Crates to be stored next to a wall so that children can store them safely. Chn not to stack them above waist height.	JP and DR	Reviewed June 2021





			No throwing the crates. A weekly assembly each to bring up and address any misconception.		
	Small world area including bird hides, chair and shelter.	Curiosity of learning, confidence in identifying birds. Space for creative play.	Whole school assembly to discuss new equipment (1.6.20) and how to safely use the equipment. Expectations of no climbing on the equipment. Adult to be in that zone for supervision.	JP and DR	Reviewed June 2021
	Wellie Shed and waterproof store.	Storage of equipment.	Children to be monitored by an adult when accessing the shed. Shed doors to be hooked back to enable them to access the shed freely. Whole school assembly to address how to store and maintain the welly shed.	JP and DR	Reviewed June 2021
	Sporting equipment and facilities (Football goals, hoops)	Physical play and strengthening of balance and co-ordination. Challenging gross motor skills with resilience building. Confidence development and ability to self-risk assess. Ability to stay active and complete physical exercise.	Whole school assembly to remind children of the risks associated with football and other contact sports. Nets to be checked daily to ensure they are correctly pinned to the floor. Check surrounding field and area for any objects that may cause harm. Adult to have eyes on that zone for supervision.	JP and DR	Reviewed June 2021