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| Subject of risk assessment: | School playground (venue) | | | | |
| Brief description of activity, location, feature, activity and equipment used. | A standard playground with tarmac surfaces, scattered trees, bushes and open grass, steps, play equipment and sports pitches. | | | | |
| Type of assessment  (if play design process) | Designer | Provider | | | Post Installation Monitoring |
| Job title and name of person making assessment | Matt Robinson | | Signature of person making assessment |  | |
| Date of Assessment | 15 December 2020 | | Review Date | 1st January 2022 | |
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| Name of senior manager: | Carley Sefton | | Signature of senior manager: |  | |
| **Risk Management Statement**  LTL recognises that all risks cannot be reduced to nil, therefore this risk assessment prioritises the significant risks. Significant risks are those which pose risk of serious injury, chronic injury, disability or death, or risks that are overly common in interrupting our staff and clients normal work. For all activities, LTL staff will dynamically assesses risks and put in place control measures and record as required, but always within agreed and recorded RBAs.  Concerns, changes in risk management practice or minor injuries that are seen by LTL staff to be significant should be reported to the LTL manager who has signed off this RBA. The correct LTL Incident Report form should be used.  **This RBA should be read in conjunction with LTL’s Health and Safety Policy, other relevant LTL Risk Benefit Assessments and LTL Play Policy (as appropriate).** | | | | | |

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| Activity or feature: | Any activity (play, learning, training and meeting) that LTL staff undertake with children or adults that uses a school playground.  This extends to arriving, unpacking, transporting, clearing up and leaving the venue.  Activities are typically physical and social in nature, involving adults walking, running and standing in the space.  Specific activity LTL Risk Benefit Assessments should be used in conjunction with this venue Risk Benefit Assessment. |
| How will participants benefit? | Relaxation, release of energy, physical, mental and social wellbeing improvements.  Physical exercise and engaging with learning about physical risk taking and physical literacy.  Learning about natural environments and appreciation of them.  Using natural environment to stimulate creativity, problem solving and general learning.  Using local or different environments to support learning.  Being able to undertake work, to meet the charitable aims of LTL. |
| Who will be at risk? | LTL Staff  Participants (children and adults) |
| Any local factors that may affect risks or controls: | Consideration should be given to seeking landowner permission, especially with a large group or for activities such as fire lighting or den building. |
| Possible hazards and risks: | Slips, trips and falls resulting in injury, especially if the terrain is challenging for the group (adult and child). Impacts and collisions between group members playing games (free and structured) that lead to significant injury.  Running into, bumping or falling on or off objects that will injure, including rocks, tree branches and sharp edges.  Dangerous litter being handled, stepped on or fallen on, leading to injury or harm.  Child running away from school grounds or small groups being isolated, leading to increased chance of harm or fear.  Cold (hypothermia) or heat injuries (sunstroke, sunburn)  Inclement weather (such as high wind, snow and ice) leading to increased possibility for injury or harm, or unusual injury (such as flying objects or falling trees).  Ingestion of toxins or poisons from flora and fauna.  Zoonosis – Toxoplasmosis and Weil’s disease.  Being run over in car park. |
| Precautions and control measures to reduce the risk severity or likelihood: | Care and awareness in car parks of moving vehicles.  The weather’s impact on a session will be assessed at the start and ongoing during a session, with care taken over cold and heat injuries, where an adult will insist on clothing or protection as needed. Wind should also be factored into this observation, with children likely to make use of the wind.  Simple inspection of the school playground will identify topography, equipment, areas and items for concern. Any faeces or poisonous flora, dangerous litter or hazardous objects may also be spotted visually. This is expected of any schools maintenance programme; however, LTL staff and participants may also act on any concerns they have to stop, remove or isolate an issue.  Simple visual inspection of other local issues or factors such as neighbouring buildings or condition of trees, especially during times of inclement weather.  Carrying of items that are heavy, awkward or sharp enough to injure should be managed carefully, with good lifting practice (share the weight, straight backs etc) employed. Care taken on steps, rough terrain or similar. Manual handling training where appropriate.  All LTL staff delivering training courses will hold a relevant emergency first aid qualification, appropriate to the training being led, and carry a first aid kit. |
| Precedents or comparisons: | School playgrounds are designed to be ‘child friendly’, and maintained to a matching standard. Adults and children will feel comfortable in moving around such an area, including groups and children being out of sight of adults, and undertaking a very wide variety of tasks and activities.  School playgrounds are one of the safest places to be for adults and children. |
| Judgement: | School playgrounds pose minimal risks, and should be used by all without fear.  Car parks alongside or in school playgrounds pose most risk, especially to LTL staff as they arrive and depart. |