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| Subject of risk assessment: | Urban environments | | | | |
| Brief description of activity, location, feature, activity and equipment used. | Any activity (play, learning, training and meeting) that LTL staff undertake with children or adults that uses:   * Public squares, pedestrian areas, shopping areas, pavements and courtyards. Hard landscaping predominantly. * Un-adopted spaces and brown field sites, with public access. * All forms of public spaces adjoining streets with traffic. | | | | |
| 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 | 21 December 2021 | | Review Date | 01 January 2023 | |
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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.  **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: | The activity being undertaken is outlined in the relevant specific LTL Risk Benefit Assessment that will work in conjunction with this Parkland Risk Benefit Assessment.  Typical activities include:  Free play, with children allowed to play around the urban space, under supervision of adults, although not always within sight.  Training and learning opportunities, where children and adults may be undertaking field study, interviews, science, numeracy and literacy activities, creating art work and general studying.  Travelling (walking, running, cycling, scootering) through an area. |
| How will participants benefit? | Fresh air, relaxation, physical, mental and social health and wellbeing improvements.  Enhanced knowledge of subject which forms the focus of the session, both of the location the group is in and a stimulus for creativity and problem solving.  Communication and social interaction between adults and children.  Connection with nature / the natural world.  Using local or different environments to support learning. Forming connection with venues and locations.  Enjoyment and fun. |
| Who will be at risk? | LTL Staff  Participants (adult and children)  Members of the public |
| Any local factors that may affect risks or controls: |  |
| 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 objects that will injure, including kerbs, walls, edges, fences, street furniture and moving objects such as cyclists and opening doors.  Dogs attacking or fear of dogs.  Dangerous litter being handled, stepped on or fallen on, leading to injury or harm.  Becoming lost, running away, isolated or being abducted, leading to harm or fear. Members of public behaving inappropriately – aggression or fear-inducing.  Inclement weather (such as high wind, snow and ice) leading to increased possibility for injury or harm, or unusual injury (such as flying objects). Heat injuries, including sun burn and heat stroke.  Being run over on road or adjacent to roads. |
| Precautions and control measures to reduce the risk severity or likelihood: | Careful venue location, taking into account the groups age and competence. Choice of activity and approach to group management to also match age and competence of the group.  Group kept away from immediate roadside, unless a conscious decision due to activity such as monitoring traffic, crossing road, travelling together etc.  Highway Code applied when walking alongside or crossing a road. Where possible, crossing points (pelican, traffic lights etc) should be used. Staff member to be actively involved in decision when to cross, with good group control and briefing relevant to age and competence of the group. LTL staff likely to take a lead role in managing crossing roads.  LTL staff member to decide clear limits on area being used, and simple effective method of recalling and head-counting group to be put in place, relevant to age and competence of the group. Good group management and briefing as required.  Group taught to stand still if approached by dogs.  Initial visual inspection of site on arrival, and monitoring of any problem litter, dog fouling etc. Hand cleaning kits carried.  Weather forecast to affect session as required, with care taken in high wind or extremes of temperature, where appropriate clothing, sun cream or hydration may be required.  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: | Health and Safety Executive have a variety of school case studies of school trips using urban environments, such as London Underground and an urban park.  Many schools undertake urban field studies, for subjects such as, social studies , geography and history, but also for literacy tasks and extra curricular visits to theatres, parks etc.  Most of the UK population is now in urban areas, and so most groups using this location will be aware of and used to managing the hazards posed.  Many schools are in urban environments, necessitating travel to them for LTL staff and pupils. |
| Judgement: | Overall, urban situations offer less privacy and more opportunity for hazardous situations to become risky. It can be harder to manage large groups in these situations.  However, most young people and adults will engage with urban environments and members of the public on a regular basis. It is therefore important that schools play a part in engaging young people with their local environment, beyond the school gate.  Overall, with careful judgment, most urban environments pose no major risks above any other venue, and should therefore be used regularly. |