

# Marshall Road State School: *Nature Play & Outdoor Learning Policy*



## Table of Contents

1. Our School	2
2. The Playmakers	3
3. Our Philosophy	4
4. School Aims	5
5. Intentional Collaboration	5
6. Teaching and Learning	5
7. Playwork Supervision at Break Times	6
8. Managing the Ecological Impact on the Site	8
9. Fire Safety Policy	9
10. Risks vs Hazards	10
11. Outdoor Emergency / Incident Procedures	11
12. Nature Play Risk Benefit Assessments	12





## 1. Our School

Marshall Road State School is an inner-city school landlocked within the Holland Park West suburb and the Birdwood M3 flyover. The school's footprint has limited scope for development but we have maximised our land use with spaces for children to climb trees and build cubby's, engage in 'loose parts' play and navigate low ropes courses. Embracing multi-age play and the playwork philosophy for break time supervision, Marshall Road SS is pioneering innovation in the Qld State School system.

Known for our focus on sustainability and citizenship, previous innovations have been our 'farm program' with sheep, ducks and chickens. The school continues to champion the mental health and wellbeing benefits of Nature Play and aims to grow this understanding through the wider school community.

The school is a strong advocate for the importance of outdoor play and the positive connections to learning as well as student health and wellbeing that result. The school's mantra, "Safe, Caring, Learners" sets a tone, which reflects a school-wide commitment to purposeful, successful learning. To this end, Marshall Road State School believes that every student can reach their full potential through a connected, inclusive community that promotes our school values:



## 2. The Playmakers

Marshall Road State School has created amazing, positive change in a relatively short period. The school is now part of a Nature Play leadership circle to support and champion the ethos to help other schools, called the 'Playmakers'.



The Playmakers are strong advocates for the importance of outdoor play and the positive connections to learning as well as student health and wellbeing that result. We recognise that play is the most powerful educational and developmental tool evolution has provided us. We believe that children who have an intrinsic connection with nature benefits every aspect of their life and flows into a larger scale appreciation of the wider world and environment.

Our various educational settings reflect a State-wide commitment to purposeful, successful learning in regards to both academic and emotional development through best practice using resources responsibly, sustainably and efficiently. We are committed to ongoing research, professional development and action research to constantly test and critically reflect upon our own practice. Staff continually seek opportunities to connect curriculum to their outdoor learning philosophy and take a risk benefit approach, ensuring their students have a voice in understanding, appreciating and planning for the inherent risks and benefits of outdoor discovery.

The Playmakers have worked closely with the department of education and their local communities to create regulations and ongoing access to nature play experiences for all. Our outdoor environmental opportunities are suitably challenging; with risk assessments and consent for use; whilst ensuring a genuine connection with the environment and reflection on the pace of life and the importance of mindfulness.

The school's outdoor play spaces are designed to encourage and support students to engage with nature and outdoor learning in multiple environments. Current initiatives include 'Tribal Cove' a yarning circle, a rocky creek bed for water play, sand play, tree climbing and tree scrambling, tyre swings, low ropes course, chickens, sensory garden, musical garden, stick play and cubby building. The loose parts area allows children to create their own play using readily available and donated materials. Tree climbing is to 3m, with tree scrambling to 1m.

The school encourages a culture of discovery and exploration. Staff continually seek opportunities to connect curriculum to their outdoor learning philosophy and take a risk benefit approach, ensuring their students have a voice in understanding, appreciating and planning for the inherent risks and benefits of outdoor discovery.

The school is an active champion of national Outdoor Classroom Day each year.

The key elements of each school's outdoor learning pedagogy are:

- **Being in the Natural Environment** - connecting with the natural environment;
- **Full Sensory, Mind and Body Engagement** - through mindfulness, proprioception and vestibular activities;
- **Problem solving and Risk taking** – gaining a sense of agency whilst learning natural consequences;
- **Exploring Local Contexts and Places** - to identify environmental problems and issues through connecting to people and places;
- **Learning by Doing** - through hands-on attentive exploring and inquiry;
- **Utilising a Play Work Approach** – in all ways we work with children;
- **Building Strong Collaborative Relationships** – authentic interactions are what makes our community strong

### 3. Our Philosophy

At Marshall Road State School, we believe that children can derive tremendous benefit from taking part in regular nature play and learning outside of the classroom. This can help to bring many school subjects/areas of development alive as they focus on real results and consequences. For that reason, the outdoors can have a significant impact on addressing areas of the Early Years Framework and Australian National Curriculum. Nature play also provides experiential opportunities allowing children to respond positively to challenges and responsibilities, to manage risk and to cope with change. Active outdoor learning and frequent nature play readily develops the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits.

In addition, some key ways in which exposure to the natural environment is beneficial to human health are:

- enhanced personal and social communication skills
- increased physical health, supporting the development of healthy, active lifestyles
- enhanced mental and spiritual health
- enhanced spiritual, sensory, and aesthetic awareness
- the ability to assert personal control and increased sensitivity to one's own well-being

Much has been learnt in recent years about how the brain works and the different ways in which we prefer to learn. Research suggests the need to re-engage learners with the world as they actually experience it – ‘experiential’ or ‘authentic’ learning. It provides a framework for learning that uses the child’s own environment to enable them to construct their own learning.

There is strong evidence that good quality learning and nature play adds much value to classroom/indoor learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone. Quality learning experiences in ‘real’ situations have the capacity to raise achievement across a range of subjects/areas of development and to develop better personal and social skills. When these experiences are well planned, safely managed and personalised to meet the needs of every child, they can:

- Improve academic achievement.
- Provide a bridge to higher order learning.
- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.

- Provide opportunities for informal learning through play.
- Reduce behaviour problems and improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes

#### 4. School Aims

- To develop outdoor learning and nature play as an entitlement for all children.
- To provide children with a wide range of high quality natural outdoor provision.
- To develop a curriculum which provides inclusive, frequent, continuous and progressive outdoor learning and nature play for all children.
- To improve the effectiveness of outdoor learning through planning and evaluating outcomes.
- To develop nature play spaces within the school to enhance children's learning experiences, using (where possible) links with local businesses and organisations
- To provide all educators with the relevant training, support and encouragement to deliver the curriculum, where most appropriate, in an outdoor setting.
- To seek out opportunities to build strong links with our local community, parents, businesses and organisations in order to widen the outdoor learning and nature play opportunities we can provide.

#### 5. Intentional Collaboration

We are proud to be collaborating with Nature Play Queensland to ensure our philosophy becomes a reality for our current and future Marshall Road students. Further, we commit to ongoing collaboration with our parents and the wider community, so that there is a greater understanding of the value and importance of nature play and a greater awareness of the safety standards our school adopts to make this possible.



#### 6. Teaching and Learning

Through the monitoring of teaching and learning in planning meetings, community 'Green Team' meetings, classroom observations, educator's self-evaluations, summative assessment records and other school procedures, we closely monitor the use of outdoor learning as a key element of the learning experience at Marshall Road state school.

Staff have been, and will continue to be, provided with relevant training in outdoor learning and nature play in order to support Continuing Professional Development (CPD), confidence and staff practice.

## 7. Playwork Supervision at Break Times

### Our Beliefs about the Importance of Playwork

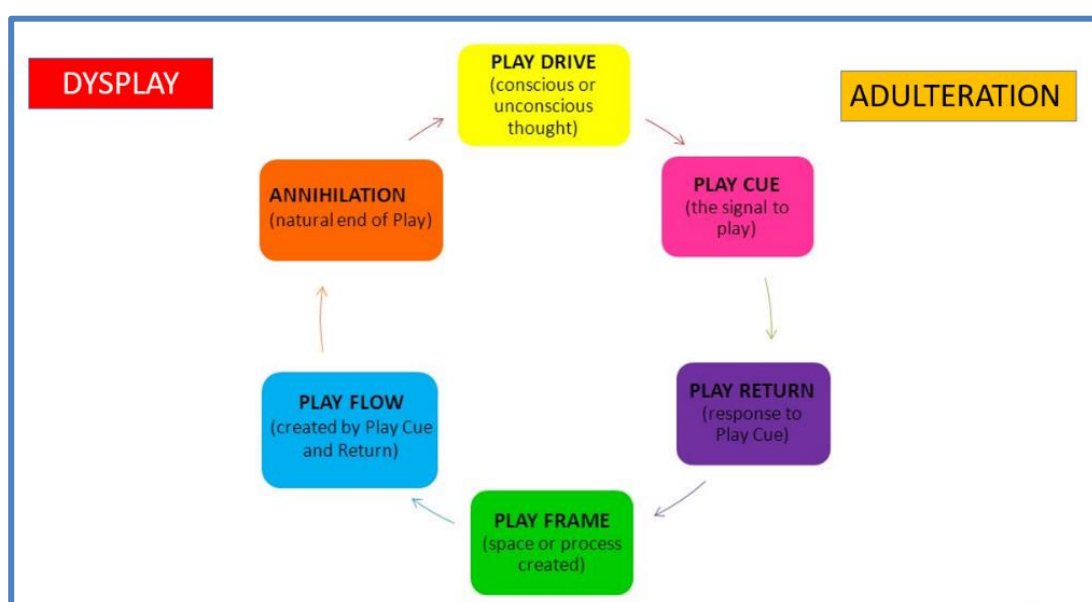
During our playtime supervision we follow the eight **Playwork Principles**, with a particular focus on:

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.

&

7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

### Our Common Language: The Play Cycle



## Our Pedagogical Approach to Play

- **Critical and Creative Thinking:** everything we do endeavours to support our student's problem-solving skills and critical and creative thinking (Ritchhart, 2011); to build their awareness of their learner assets (Murdoch, 2015) and to foster their independence to cooperate, explore and resolve conflict
- **Age Appropriate Pedagogies:** we build on our classroom pedagogy when in the playground to encourage students to explore their world through the AAP characteristics and approaches
- **Sustainability:** we use spontaneous teaching moments to help our students understand how to conserve their environment and respect their play spaces, to avoid erosion or damage to our plants and trees

## Our Play Facilitation Style

- **Play Ranging:** we work in groups of three to monitor our children's play across designated play space areas
- **Communication:** we use walkie talkies to keep in contact with our team and the other playwork supervisors so that we can react when needed to specific areas
- **Visibility:** we endeavour to be as unobtrusive as possible within the play frames of students
- **Comfort Level:** we support each other by offering to tag in and out of play situations where some staff may be pushing the limits of their comfort zone but do not wish to stop the play frame
- **Risk assessment:** we use spontaneous risk assessments to consider the safety of emerging play frames, and if unsure, consult others for advice
- **Play Cycles:** we support our students to engage fully in the play cycle, avoiding adulteration of play and teaching social and play behaviours that minimise the incidences of display
- **Play Types:** we encourage our students to explore a range of play types throughout their play opportunities to enhance their understanding of the world

## Our Language of Intervention:

When we do need to intervene, we use language that coaches our students in our pedagogical approach:

*"Tell me how you are being safe."*

*"How does your body feel?" "How do you feel?"*

*"How could you solve that problem/challenge?"*

*"How could you be a self-manager/collaborator/thinker/communicator/researcher?"*

*"How could you **think flexibly** about this challenge so you can overcome it?"*

*"Why might it be helpful to be a **reliable collaborator** in your play?"*

*"Try working it out with a friend."*

## **Our Environment**

- Our school is divided into different areas that support different play types and playframes to provide a differentiated environment to maximise opportunities for play cycles to continue until annihilation with minimal adulteration. See our Playwork Areas map below.
- Our play spaces provide a variety of provocations to create play cues for children to respond to, these play cues can be natural or complex materials, loose parts or fixed.
- Our provocations are updated and changed regularly to provide the excitement of the new to continuously engage our students in a variety of play types.
- Our loose parts are utilised in two distinct zones: the nature spaces (ELA, MMO) and the Loose Parts village. These areas provide a separation of natural and man-made loose parts to build our student's curiosity and broaden their play types.
- Friday Flow: At first break on Friday's we aim to expand children's repertoire of play where everyone can experience NP without sporting team games utilising spaces.

## **8. Managing the Ecological Impact on the Site**

It must be acknowledged that every activity taking place within our school site will have an impact on the natural environment. In keeping with our school ethos, we must strive to keep this impact to a minimum and children will be regularly encouraged to take responsibility for their environment.

In order to achieve this, a 3 Year Sustainability Plan has been devised with the children. In addition, procedures must be followed and managed, particularly around certain areas of the site.

### **Base Camp (Any Outdoor Classroom)**

Overuse of the base camp area will result in ground erosion. Therefore, children and practitioners will be encouraged to limit the time they spend in this area to group meetings, session introductions and plenaries. If in the future this ground becomes significantly damaged a possible new base camp area will be decided.

### **Log Seating**

The logs used for seating will be moved regularly to reduce their impact on the flora and fauna living under and around them.

### **Pathways**

During the months when dense high grasses grow more frequently, pathways will be cut for children and staff to use instead of cutting it all back. In sites which are prone to having snakes, it will be important to cut pathways and less dense areas for children to explore within.

### **Plants and Trees**

Flora will need to be coppiced when necessary to encourage new growth. However, the 'No Lick, no pick' rule must be enforced in all areas, with the exception of the SAKGP gardens, to reduce damage caused to any plants.



## 9. Fire Safety Policy

### **Rationale**

The purpose of an open fire is to offer the children an acceptable risk activity to enhance their learning opportunities and own coping strategies. If we only provide a sanitised environment and risk adverse activities children will not explore and discover the world for themselves, they will only experience a safety conscious environment. However safeguards must be in place to ensure the activity is at an appropriate level for their abilities and understanding without turning the activity into a safety first pursuit.

Encounters with certain types of risk help children to learn how to manage those risks. To help children with this they will first be reminded of the story of fire safety developed by the fire department and safety rules about being beside fire.

Only children willing to participate will be included in the activity, those with fears of fire will have the opportunity to talk to staff for reassurance.

Children will use a green stick to cook on the open fire (toast, marshmallow, twists).

Children will be asked questions about the fire, cooking and safety to enhance their understanding.

Campfire based activities will form an important part of our Stephanie Alexander Kitchen Garden Program (SAKGP) and Science lessons. It is imperative that all participating staff members and children are aware of strict fire safety procedures to ensure as little safety risk as possible. We also acknowledge that no fires will be lit if a local or State fire ban is in place.

### **Location**

Campfires must only take place in the designated fire pit site at school. Logs or stones to create a visible boundary must enclose the fire itself. Kelly kettles and fires must only take place/be used on the flat surface and any dead leaves must be removed from the area. Any items, which may cause tripping, must be removed from the area.

### **Positioning**

The campfire must be surrounded by seating at least 1.5 metres from the fire. When there is a fire taking place children must remain seated and are not allowed into the centre of the campfire area unless instructed one at a time by the supervising staff member. All children and practitioners must have hair tied back and any loose clothing tucked in to avoid any risk of them catching fire. All must wear long sleeves and trousers. No one must throw anything into the fire.

If the wind is causing a line of smoke to a certain seating area, children must be moved to alternative seating.

## Safety and Responsibility

A staff member can only light the fire once all the safety checks and the positioning of the children is correct. Fires will be lit using cotton wool, matches, newspaper and fire lighter cubes (if necessary). Sticks and wood must be placed on the fire from the side. Wood should never be thrown onto the fire or placed on from above. Children may 'feed' a Kelly kettle under one to one supervision from an adult once they are shown how to hold each stick by the end and drop them in from the side. The fuel should burn itself out or be extinguished using water.

**KELLY KETTLES MUST NEVER BE BOILED WITH THE CORK IN!**

## Extinguishing Fires

All campfires must be extinguished at the end of each session. A large container of water must always be carried over at the start of each session to aid this. If possible burn down all wood and sticks to ash. The fire must then be doused with the water and stirred until all smoke has disappeared and the ground is cool to touch (checked by a staff member). Any residue ash must be scatted lightly over the site.

## 10. Risks vs Hazards

Society needs to strike a reasonable balance between the value of experience and levels of acceptable risk. We believe that children benefit greatly from the opportunity to encounter and manage small risks for themselves, in order to build their self-confidence, resilience and independence. Risk Benefit assessments have been carried out and are monitored for use of all outdoor areas on-site. All safety-related paperwork considers a risk-benefit model so as not to discourage staff from becoming more creative in their thinking. To ensure community members understand our philosophy of outdoor learning and nature play we involve parents and students in the discussion of risk benefit, acknowledging that a degree of residual risk remains. Parents are currently asked to sign consent forms for outdoor activities which have been deemed a moderate or high risk (tree climbing and water play) and students are also required to complete a tree climbing licence to demonstrate competence on the approved trees and rope swings/course.

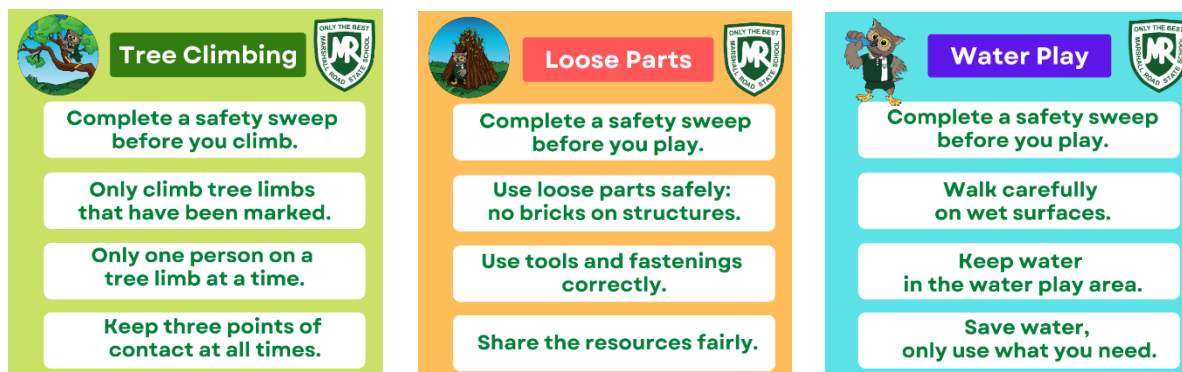
**Marshall Road State School  
Outdoor Learning  
Safety Checklist**

When you arrive in an outdoor learning area please check the following and adjust your plan as needed:

- Step 1 Safety Sweep of Area**  
Look for any sharp items, slips/trips, hazards or overhead branches and make the area safe.
- Step 2 Establish a Basecamp**  
Decide a safe spot for your students to return to when you signal.
- Step 3 Establish a Boundary**  
Decide how far away the students can go from your base camp.
- Step 4 Revise/Teach Outdoor Learning Expectations**  
Establish the learning intention and success criteria.
- Step 5 Pack Up/Clean Up**  
Leave the area better than you found it.

## Health and Safety Procedures

In the first instance, our school and Department of Education policies relating to Health and Safety and Risk Benefit Assessment are referred to and applied, prior to any outdoor learning activity that may require additional support beyond the reasonable activities one would normally apply within the classroom. We also apply robust safety procedures to effectively manage and minimise risks, which are discussed with parents prior to activity participation and are reinforced with our students at the start of each activity by facilitating staff.



## 11. Outdoor Emergency / Incident Procedures

### Minor Accident / Illness

A regularly checked First Aid kit is accessible near all outdoor areas for the duration of each session. Each kit also contains a list of medical details for children with specific difficulties (allergies, inhalers, epi pens). Snake bite aid taken if necessary

1. In an event of a minor injury to a child, they will be aided by a designated school staff First Aider. They will either be treated in the area or back in the office depending on the severity of the injury. Minor incidents will then be recorded in departmental first aid records and parents and carers will be informed at the end of the school day.
2. If a child is ill or has had an allergic reaction during the session they will be aided by school staff. Their medical details will be checked and if appropriate they will be given their inhalers or epi-pens immediately. If an epi-pen is administered or an asthma attack does not improve the emergency services will be called.

### Major Accident / Head Injury

In the event of a major accident during an outdoor session, there are two procedures to follow depending on the severity and type of injury.

1. If a child is able to be escorted by a staff member and the injury can be aided within school, they will be seen by a trained first aider at the office. Following the appropriate treatment, first aider will then ring the parents/carers of the child to inform them of the incident and request they pick up their child if necessary. An incident report will then be completed.
2. If a child's injuries require immediate hospital treatment, 000 will be called. The office will also contact the child's parent/carer. The office team will organise a member of staff to meet the ambulance at the entrance of the school. The injured child will remain accompanied by a qualified First Aider until the ambulance has arrived. All other pupils will be supervised away from the incident by the other members of staff.

## **Evacuation**

If any staff or children report any objects they deem to be suspicious/ harmful they must report these to the office ASAP. The staff member in charge will then make the decision of whether to evacuate the area. In this incidence the group will assemble at the Fire Evacuation Point and the school will be informed.

## **Missing Child**

If a child is discovered missing from the outdoor site, the situation is acted upon immediately and the following procedure must be followed:

1. The office is informed.
2. Activity for the rest of the group will stop and they will be given a whole class low level risk activity taken by one member of staff.
3. Other members of staff conduct a search which should last no more than 10 minutes.
4. If the child has not been found the office will contact the Police on 000
5. The school office will then also inform the Parent/Carer
6. Once resolved safely, all incidents are recorded through departmental channels.



## **Emergency Contact Numbers**


Ambulance/ Fire Service/ Police: 000 or 112 on a mobile, School Office: 07 34228222


## **12. Nature Play Risk Benefit Assessments**




It is crucial that children are given the opportunity to develop their self-esteem, independence and risk taking in a safe environment. In order to minimise the risk of any harm to both children and staff the following procedures are followed:

1. A full and detailed risk benefit assessment is carried out by the outdoor learning coordinator, for each activity, every 12 months. Included within the risk benefit assessment are any hazards found, who is at risk, the severity of the hazard, existing control measures and action required.
2. All staff and parents receive regular communication about the 'risk benefit assessment' process.
3. The staff member carries out a safety sweep of the wild nature site prior to each session.
4. In high winds and thunderstorms, sessions are postponed or taken indoors.
5. All children and staff are made aware of potential hazards in the outdoor learning environment and how to avoid or work around them.
6. All staff have read and are aware of the school's general and outdoor learning Emergency Procedure Policies and understand their role.
7. Staff members ensure that they regularly demonstrate and teach children the necessary skills to move safely around the site, being mindful of wildlife and the use hand tools and fire safety, where appropriate.
8. Staff members ensure a nil-by-mouth policy is adopted in all outdoor learning sessions, with the exception of a designated snack times, bush tucker planned activities or campfire sessions at the fire pit.



ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence & Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome: Benefit vs Risk L/M/H	Photos of activity
<p><b>Climbing trees and swinging on ropes, tyres from trees</b></p> <p><b>Low ropes and slack lines</b></p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Confidence through challenge.</li> <li>• Develop Coordination and strength, vestibular and proprioception senses.</li> <li>• Problem Solving</li> <li>• Social interactions</li> <li>• Connection with nature.</li> <li>• Creative and imaginative play.</li> </ul>	<p>Fall from tree, tyre swing or low ropes: fracture, break, bruising, cuts, head injury</p>	<p>Medium</p>	<p>Identify tree climbing limbs with paint including maximum height (level 5 Arborist)</p> <p>Identify tree limbs to support hanging ropes (level 5 Arborist)</p> <p>Only one child on a tree limb, swing or low rope section at one time</p> <p>Children get a tree climbing licence once approved to climb.</p> <p>Ensure spaces under climbing trees are kept clear or any loose parts or objects other than soft fall.</p> <p>Install soft fall (bark chips) under climbing trees to a depth of 300mm under the climbing limbs or position impact absorbing mats on the fall zone.</p> <p>No climbing trees above 3m (Australian playground standard height)</p>	<p>Low</p>	<p>Low-Benefits outweigh risk</p>	 


ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome: Benefit vs Risk L/M/H	Photos of activity
Exploring wild/bush areas	Learning Outcomes: <ul style="list-style-type: none"> <li>• Exploring their local natural environment</li> <li>• Confidence through challenge.</li> <li>• Develop Coordination and strength.</li> <li>• Problem Solving</li> <li>• Social interactions</li> <li>• Connection with nature.</li> <li>• Open ended, creative and imaginative thinking and play.</li> </ul>	Trips, grazes,	Medium	Ensure spaces are kept clear of loose objects.  In small spaces with many loose parts encourage children to look carefully and not to run.	Low	Low- Benefits outweigh risk	
		Object causing injury to eye	Medium	When walking through wilder bush environment, remind children to be aware of not allowing branches to swing back at others behind them.  Teach and remind children of how to move around carrying and how to use loose parts safely.  If necessary, promote the rule of no holding sticks above their 'tummy height'.	Low	Low- Benefits outweigh risk	
		A bite from wildlife inhabiting area including ticks	Medium	Teach children how to cautiously look and check for any dangerous wildlife.  Give children strategies for dealing with wildlife.  Conduct a safety sweep of bush area before each session. Encourage wearing of long shirts and pants for wilderness walks	Low	Low- Benefits outweigh risk	
		Branches falling	Medium	Ensure annual checks of trees by arborist and removal of dangerous limbs. Weekly check of tree health by groundsman	Low	Low- Benefits outweigh risk	

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome: Benefit vs Risk L/M/H	Photos of activity
<p><b>Exploring running water</b></p> <p><b>Including mud play</b></p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Allows close access to the contents of the creek and is an essential component of exploring this habitat.</li> <li>• Confidence through challenge.</li> <li>• Develop Coordination and strength.</li> <li>• Problem Solving</li> <li>• Social interactions</li> <li>• Connection with nature.</li> <li>• Creative and imaginative play.</li> <li>• Multi-sensory development.</li> </ul>	<p>Slips, trips and falls from wet surfaces causing cuts, grazes, sprains/ breaks.</p>	<p>Medium</p>	<p>Ensure spaces are kept clear of loose objects.</p> <p>In small spaces with many loose parts encourage children to look carefully and not to run.</p>	<p>Low</p>	<p>Low-Benefits outweigh risk</p>	
		<p>Drowning</p>	<p>Medium</p>	<p>No standing water in rocky creek bed or water play zone Water play zone monitored after heavy rain and out of bounds during these times</p> <p>Safety sweep of area before play and reminder of water play expectations before play (also signage)</p> <p>Staff member monitors children during play.</p> <p>When mud develops remind of mud expectations</p>	<p>Low</p>	<p>Low-Benefits outweigh risk</p>	

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome: Benefit vs Risk L/M/H	Photos of activity
Using natural 'loose parts' resources	Learning Outcomes: <ul style="list-style-type: none"> <li>• Exploring objects from their local natural environment</li> <li>• Confidence through challenge.</li> <li>• Develop Coordination and strength.</li> <li>• Problem Solving</li> <li>• Social interactions</li> <li>• Connection with nature.</li> <li>• Open ended, creative and imaginative thinking and play.</li> </ul>	Injury from natural object e.g. large stick through misuse.	Medium	Teach and remind children of how to move around carrying and how to use loose parts safely. If necessary, promote the rule of no holding sticks above their 'tummy height'.	Low	Low-Benefits outweigh risk	
		Object causing injury to eye	Medium	When walking through wilder bush environment, remind children to be aware of not allowing branches to swing back at others behind them.  Teach and remind children of how to move around carrying and how to use loose parts safely.  If necessary, promote the rule of no holding sticks above their 'tummy height'.	Low	Low-Benefits outweigh risk	
		Child falling on to uneven object(s)	Medium	Ensure spaces under climbing trees/ equipment of height are kept clear of loose part objects.  In small spaces with many loose parts encourage children to look carefully and not to run.	Low	Low-Benefits outweigh risk	
		Child built structure falling on a child(ren).	Medium	Ensure there is adequate adult supervision from an appropriate (non-disruptive) distance. Provide children with structure building sticks that are appropriate for their height and size.	Low	Low-Benefits outweigh risk	



ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome: Benefit vs Risk L/M/H	Photos of activity
<b>Using other 'loose parts' resources</b>	Learning Outcomes: <ul style="list-style-type: none"> <li>• Confidence through challenge.</li> <li>• Develop Coordination and strength.</li> <li>• Problem Solving</li> <li>• Social interactions</li> <li>• Connection with nature.</li> <li>• Open ended, creative and imaginative thinking and play.</li> </ul>	Heavy object dropped onto foot or causing lifting injury.	Low	When lifting heavier objects e.g. logs, teach children to always find a friend(s) to help with the lift and encourage them to roll heavy object away from them.	Low	Low-Benefits outweigh risk	
		Splinters, cuts, grazes	Medium	Conduct a preliminary and regular check of loose part resources to ensure wood with clear splinter risks exposed are removed or sanded down and no sharp edges.	Low	Low-Benefits outweigh risk	
		A bite from wildlife inhabiting inside/under loose parts resources.	Medium	In the warmer month particularly, it may be necessary to take down structures and put away larger piles of resources at the end of each day.  Teach children how to cautiously look and check for any dangerous wildlife.  Conduct a safety sweep of loose parts before each session.	Low	Low-Benefits outweigh risk	
		Child ingesting small loose part	Medium	Teach children the rule of 'No lick, no Pick', which means nothing at Loose Parts must go in my mouth and I should leave wildlife as I found it (unless picking a certain plant is part of a directed task).	Low	Low-Benefits outweigh risk	

ACTIVITY	Benefit Assessment	Possible hazards	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Risk with measures in place	Outcome: Benefit vs Risk L/M/H	Photos of activity
<b>Camp Fire cooking</b>  (During SAKGP only)	Learning Outcomes: <ul style="list-style-type: none"> <li>• Confidence through challenge.</li> <li>• Problem Solving</li> <li>• Social interactions</li> <li>• Learning how to be safe around camp fires</li> </ul>	Fire and heat Burning to skin and clothing Child falls into fire	High	Supervision of the fire, one person to be sat beside fire at all times while alight or hot embers remain, to ensure children do not have unsupervised access. Children will be given rules and safety advice and dangers of fire prior to visiting the fire. First aiders and first aid box will be available. Fire proof gloves within easy reach.	Low	Low- Benefits outweigh risk	
		Fire out of control	Medium	Fire will be in a soil pit surrounded by stones to prevent the fire escaping the area. Fire area will be away from buildings. The fire will not be under overhanging trees which may catch alight. A good supply of water will be available to put out flames and dampen heat. A fire blanket will be available to wrap around person who may be alight.	Low	Low- Benefits outweigh risk	
		Smoke inhalation, irritation	Medium	The position of the fire will be away from buildings. The wind direction will be constantly assessed and children advised to move safely out of smoke direction. Dry suitable wood used to prevent excess smoke. Use clear goggles if needed.	Low	Low- Benefits outweigh risk	
		Heat from hot embers Burning to skin and clothing	High	Embers dampened and cooled and spread with spade, once activity finished	Low	Low- Benefits outweigh risk	