



Cinnamon Brow Risk-Benefit Assessment



Risk Benefit Document September 2026

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
Loose Parts Play Pupils playing with heavy loose parts including large tyres, pallets, plastic crates and planks of wood. Potential for crushing type injuries to hands and feet, or straining type injuries associated with heavy lifting. Risk of serious injury relatively low where heavy lifting is done carefully.	Pupils able to lift and move heavy play parts and use in a safe, creative way. Imaginative play. Physical exercise, musculoskeletal development, core strength, sense of autonomy, potential for teamwork, opportunities to further extend play.	Pupils briefed in assemblies about safe holding, moving, lifting and stacking. Emphasise the importance of asking for help and working together when lifting heavy objects. Advise children on "Ready, steady, lift", using bent knees and straight back. Heavy objects must not be carried above head height. Playtime staff apply principles of dynamic risk assessment and guide children in movement and use of heavier play parts.	Curricular lead to share within play assembly briefing. Play coordinator Play team staff	Sept 2025 Jan 2026 April 2026 Sept 2026
Pallet Play From OPAL guidance doc 6.12: 'The main risks from pallet play usually come from unstable stacks, from toppling over when balanced edgewise on, slipping between gaps, from nails popping up, from slats breaking under pressure from stamping feet, or from minor splinter injuries caused by hands-on roughly sawn wood.' Minor splinters are not considered a serious injury and are an accepted part of playing with rough sawn timber.	From OPAL guidance doc 6.2: 'Children can use pallets in many different ways; building forts, house, dens and structures, climbing on, sitting on, bracing other loose parts so they don't easily move, as bridges over ditches, combining with large cable spools and planks to make mega-structures and as simple theatre stages for dancing or rehearsing a show on.'	Maintenance office has checked pallets for nails, significant damage, large splinters or sharp points before providing them to children. All pallets will then be checked for further damage on a weekly basis. Damaged pallets will be removed from the play environment until repaired or disposed of. Playtime staff briefed on inspecting pallets for damage and testing the stability of structures. Pupils briefed in assembly about what to look out for in terms of damage to pallets, removing damaged pallets from the play environment and informing staff, and the following guidelines in respect of playing with pallets: The use of pallets on tarmac for standing on will not be introduced as the field is much more	Play coordinators to check pallets weekly. Curricular lead to deliver assembly briefing when introduced Play time staff	5/11/2023 play assembly 08/04/24 Pallet den structures introduced Jan 2026 April 2026 Sept 2026



Cinnamon Brow Risk-Benefit Assessment



		suitable. On the tarmac, fall height of no higher than 0.6m (feet level) unless accompanied by an adult. Pallet structures for standing on to have no higher than 1.2m fall height (feet level) stacked pallets on grass and soil unless accompanied by an adult (4 pallets approx) Children and staff should talk about and test the stability of all pallet structures before playing in them (e.g. dens) or on them. Standing on pallet structures will be limited to those that are stable and strong, with pallets tied or braced together if necessary. Pallet structures to support the creation of dens have been created. Children advised on how to test that their structure is safe. More permanent structures will be tested by staff for stability at least once or twice a week.		
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Cinnamon Brow Risk-Benefit Assessment



Tyre Play From OPAL guidance doc (6.11) Potential injuries could come from nails left in tyres, protruding wires or little wear left. With larger tyres, there is a risk of injury when moving. The risk with smaller tyres will arise from their use. Children will want to stack them, get inside them, roll them around and build large structures.	Imaginative, creative play. OPAL guidance doc (6.11) 'Children can make houses, forts shops etc from tyres and wood.'	Pupils briefed on advising staff immediately if concerned over the safety of a tyre – exposed wires or nails seen. Pupils briefed and reminded of stacking tyres and climbing on tyres – no more than 1.2metres fall height (feet level) (on grass or soil) - unless accompanied by a member of staff Pupils briefed on tyres being used as a type of 'assault course' on tarmac – no stacking of tyres higher than 0.6m fall height (feet level) unless supervised by a member of staff Pupils briefed on not being inside tyres higher than their shoulder height. Pupils briefed that any other creative use of tyres must be discussed with a play lead before using Playtime staff apply principles of dynamic risk assessment and guide children in movement and use of heavier tyres.	Play lead to share within play assembly Play coordinators to check tyres on a weekly basis Play time staff	08/04/24 Reminders Sept 2025 Jan 2026 April 2026 Sept 2026
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Cinnamon Brow Risk-Benefit Assessment





Cinnamon Brow Risk-Benefit Assessment



Climbing frame Children using the fixed climbing frame during playtimes. The main risk is falling from height, potentially resulting in bumps, bruises, sprains or, in rare cases, fractures. There is also a risk of collision with other children climbing at the same time or if the equipment is used inappropriately. Risk of serious injury remains low when the equipment is used as intended and appropriately supervised.	Climbing frames provide valuable opportunities for physical development, including upper body strength, grip strength, balance, coordination and core stability. They support confidence, resilience, risk management, perseverance and problem-solving skills. Opportunities for height and climbing are recognised within OPAL principles as an important and instinctive part of children's play.	• Climbing frame checked regularly as part of routine playground inspections and maintained in line with manufacturer guidance. • Annual professional inspection carried out and records kept. • Surface beneath the climbing frame is appropriate to the fall height and checked regularly for wear or hazards. • Pupils briefed in play assemblies on safe use of the climbing frame, including appropriate climbing and being mindful of others. • Children are not permitted to swing, hang upside down or deliberately jump from the climbing frame, as this creates uncontrolled movement and increases the likelihood of falls and collisions. • Playtime staff apply principles of dynamic risk assessment and intervene where use is deemed unsafe. • Use of the climbing frame may be restricted during adverse weather conditions if required.	Play lead Play coordinator Playtime staff Site / maintenance team	Ongoing Reviewed regularly Reminders given in play assemblies as required April 2026
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Cinnamon Brow Risk-Benefit Assessment



Tree climbing Guidance from OPAL doc (6.4) The main risk of tree climbing is the potential falling out of the tree. Also, falling on to someone else.	Guidance from OPAL doc (6.4) 'Tree climbing provides many benefits to children and for many schools is the only affordable way to allow children to have opportunities for upper body strength and coordination. Tree climbing builds self-esteem, confidence, physical strength, hand-eye coordination, prediction, planning and provides opportunities for pride and a sense of achievement. The urge to be up high is very strong and instinctive in children especially as they gain confidence in their bodies.'	Suitable climbing trees identified and labelled with colourful ribbon to identify height by Forest School lead. Children allowed to climb to a maximum of 1.5m (height of feet) grass or loose soil – this will be identified in each tree by the ribbon as we progress further with additional trees added. Play assembly on safe tree climbing Guidance (6.4) shared with children: The rule of three Keep close to the trunk Stay off the dead - Test weak branches Always think about falling If it doesn't feel right, don't do it Never help up, only talk down Play coordinator to check trees on a regular basis. Tree survey completed every two years Guidance shared with play time staff. Reviewed regularly.	Curricular lead to share in play assembly Play coordinator / to check on a weekly basis Maintenance officer to check as and when needed Play team	04/01/24 Reminder Sept 2025 – trees rested April 2026 – trees rested and awaiting tree survey result Sept 2026 – tree climbing reintroduced as tree survey clear
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Cinnamon Brow Risk-Benefit Assessment



Stick Play Playing with sticks as guns or swords (see doc 6.8). Potential for severe eye injuries from sticks being waved at eye level or impaling type injuries from falling on to sticks whilst running. Whilst there is no significant risk of injury from sticks being used as guns, there may be concerns from parents about this type of play behaviour. Carrying large sticks / branches – potential of eye injuries or crushing injuries from falling branches.	Pleasure and enjoyment, friendship, comradery, peer attachment, emotion regulation, self-control, imagination and fantasy play, playing with concepts such as right and wrong / heroes and villains / life and death.	Sticks are not allowed to be used as real weapons and will be taken away from children who do so. Where sticks are used as pretend swords, children need to be careful of who is around them and allow plenty of space so that they do not inadvertently hit another child. Children must not swing sticks around where there are other children close by who are not involved in the game. Sticks should only hit other sticks or inanimate objects. Play assembly demonstration of how to carry larger branches and sticks – holding Play assembly on playing with sticks Playtime staff to supervise and intervene if children's behaviour is deemed reckless or if they are unaware of the risks they are posing to others.	Assembly briefing by curricular leads Play team staff	Sept 2025 Jan 2026 April 2026 May 2026 Sept 2026
Rough and tumble play. Playing fighting is unlike real fighting in that it occurs between friends, through voluntary engagement, and involves turn taking and exaggerated fake moves. However, play fighting can also tip into real fighting and children may still accidentally hurt each other while playing. Serious	Pleasure and enjoyment, friendship, comradery, peer attachment, emotion regulation, self-control, empathy	Rough and tumble allowed on the grass when it is between friends, when all involved are doing so voluntarily, where children are being careful and purposefully avoiding hurting each other. Rules - On the grass in a space away from others within the running track - Only 3 or 4 groups allowed Each person has to be asked if they would like to join in	Curricular lead explain in play assembly and in individual classes TA assigned to supervise	Not currently in place



Cinnamon Brow Risk-Benefit Assessment



injury is unlikely from play fighting except if children get carried away.		• They must agree otherwise play doesn't begin • Put a band on to show you are playing • Agree the 'word' that will be used if you want to stop – i.e. bananas • Glasses off! • Shake hands or fist pump with each other to show that you are beginning to play • If someone says the word, play must stop immediately • Everyone should be smiling and enjoying – if you think that someone isn't enjoying, stop to check • If you get hurt during play then this is part of the play - we would still say sorry / shake hands and carry on or... take the person to a first aider if needed and adjust your play moving forwards so this is not likely to happen again Playtime staff have had training on what the difference between play fighting and real fighting and when to intervene. They will be watching to intervene if necessary.	this area of play. SLT to closely monitor the area for rough and tumble when it is just introduced and children are very engaged in this type of play Play time staff	
Digging area Low risk except if gardening forks are used for digging, or if children unearth some kind of hazardous material. Injury could occur if a child is inadvertently hit by a spade when another is working hard at digging.	Physical strength and exercise, determination and perseverance, sense of satisfaction, exploratory play, playing with the elements, extend opportunities for imaginative and creative playing.	No gardening forks to be provided for digging. Spades and trowels only. Digging only allowed in designated area. Children to report anything unusual they find. Staff to supervise regularly, ensuring children have sufficient space. Play assembly on safe digging, emphasising the importance of giving each other room. Children not to eat anything they dig up!	Curricular lead to deliver during assembly when introduced Play team to check area daily Play coordinator to check spades	Digging area with spades introduced in Spring 24 Sept 2025 Jan 2026 April 2026 May 2026 Sept 2026



Cinnamon Brow Risk-Benefit Assessment



Woodland Pupils playing in the woodland. A multitude of potential trip hazards and potential for minor cuts and grazes. Risk of eye injury from sharp branches at eye level. Nettles present risk of stings but these should be considered as minor risks. Children could become ill if they ingested plants that were poisonous. The pond area in the forest could present a significant risk of drowning if not securely fenced off.	Woodland provides excellent opportunities for den-making, shelter and play “in corners”. The woodland area currently used is quite long in length and is big enough to accommodate a larger number of children and so disagreements over “territory” will be minimised. Lots of opportunities for imaginative and creative play, playing in and with nature, tree climbing, digging, as well as shade during hot or wet weather.	Pond area securely fenced off with sign posted no entry. Play assembly (with pictures) where children informed this is a no-go area. Back wooded area is currently also not accessible to children (due to supervision coverage) – children informed in play assembly. Children advised need to have wellies on to access area if the welly is on the stand at the edge of the grass. Ranging supervision within wooded area and mud kitchen. Play staff have ensured no low hanging branches or twigs or vines that could cause injury. Children encouraged to trample down nettles within the playable area Play assembly on playing safely in the forest. Emphasise not eating any plants and staying within agreed boundaries Pupils briefed and play time staff ensure pupils stay in bounds. Woodland checked by play coordinators daily. Unsafe materials removed. Reported back to maintenance officer and health and safety lead	Curricular lead assembly. Play coordinator check on a weekly basis Play time staff	5/11/23 reminder of looking out for hazards and safe play Sept 2025 Jan 2026 April 2026 Sept 2026
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Cinnamon Brow Risk-Benefit Assessment



Boat s Children will have free access to a small, fixed rowing boat within the outdoor provision. The resources are used for child-initiated imaginative, role-play and physical play, including climbing in/out, social interaction, storytelling, exploration, and cooperative games. The rowing boat has no loose parts and is securely positioned on site.	To support high-quality, open-ended play by providing real, large-scale resources that encourage: • Imaginative and symbolic play • Social negotiation and collaboration • Physical development (balance, strength, coordination) • Emotional resilience and confidence • Risk awareness and independent problem-solving This aligns with OPAL principles that children benefit from manageable risk and self-directed play experiences.	Who might be at risk: • Children using the boat during play • Other children nearby during active play • Play leads supervising the area Possible risks/harm: • Minor bumps, scrapes or bruises from climbing or moving around the structures • Trips or falls when entering or exiting • Overcrowding during imaginative group play • Misuse of the structure (e.g. standing on edges) All risks are considered low-level and foreseeable, similar to those encountered in everyday outdoor play.	Play coordinator to check boat visually on a weekly basis Play leads to check daily Maintenance officer to check on a weekly basis	April 2026 – shared with children as introduced as part of play Sept 2026
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Cinnamon Brow Risk-Benefit Assessment



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. Imaginative and creative play	All play time staff will carry their own pastoral 1st aid pouches and 1st aid records book. Pupils with minor injuries (scratches and minor abrasions) will be treated in situ as pastoral care. Walkie talkies are used to contact 1st aiders if required. For very serious incidents, the office will be informed immediately and a member of SLT if the injury requires parental contact or hospital treatment.	All play time staff	On going 26/04/23 Sept 2026
Scooters & Bikes Pupils playing on scooters and trike style bikes– over the playground. There is an increased risk of falling off. Potential injury falling and hurting themselves or bumping into other children.	Pupils' enjoyment, imaginative and creative play. Benefits of exercise and movement.	Pupils briefed in assembly about using the scooters and bikes on the playground. There is a specific zone with route laid out for their use. Playtime staff apply principles of dynamic risk assessment and guide children in movement and use of scooters. Playtime staff to check scooters /bikes daily for wear/tear/breakages. We have not asked pupils to wear a helmet. OPAL guidance (6.9) states, 'Compulsory cycle helmets are likely to damage children's health more than they increase safety. Children's use of bicycles/scooters is different from adults. Children's healthy outdoor activity and freedom	Curricular lead play assembly All play time staff	04/01/24 08/04/24 Sept 2025 May 2026 Sept 2026



Cinnamon Brow Risk-Benefit Assessment



		to play will be even more restricted by wearing a helmet. Where the risks to a healthy lifestyle are greater than the risks from “safety” measures then health should take priority – particularly when the increase safety is marginal at best.’		
Sand Play Guidance from 6.1 (OPAL) Pupils playing in the sand pit. Sand pit possible attraction of cats, dogs and fox faeces. Sand in eyes.	Large 20ft x 20ft rectangular area will enable creative, sensory play for a large number of children.	Pit is checked visually daily by playtime staff Pit is raked on a Monday before play. Pit is covered by nylon netting following lunch play TAs carry eye wash in 1 st aid pouches to wash eyes in the event of thrown sand	Curricular lead to introduce in play assembly Play coordinator to check on a weekly basis and rake All play team	11/09/23 04/01/24 Sept 2025 Sept 2026
Water Play Pupils playing in the water area. Potential for stagnating water Debris / animal faeces left in the water. Drowning or serious injury. Slipping injury due to wet conditions	Water play will enable creative, sensory play for a large number of children. Problem solving and team work	Water tap is separate from play area so this is controlled by play coordinator and play team Area covered in stones to support drainage and to guard against slippage Water ‘stream’ flows downwards to a drain Water trays with suitable level of water filled (shallow) supervised at all times by play team – water level checked Water trays covered / emptied at the end of play and checked daily by play team	Curricular lead to introduce in play assembly Play coordinator to check on a weekly basis All play team	08/04/24 – introduced to children Sept 2025 Sept 2026



Cinnamon Brow Risk-Benefit Assessment



Monkey bars Children use the free-standing monkey bars to swing, hang, traverse from one side to the other, and develop their own physical challenges. Pupils may fall from the equipment, resulting in minor injuries such as bumps, bruises, scrapes or sprains. More significant injuries could occur if a child falls awkwardly or uses the equipment inappropriately. Risks may increase if the equipment is overcrowded, wet, or used beyond the child's capability.	The monkey bars provide valuable opportunities for physical development, including upper body strength, grip strength, coordination, balance, agility and spatial awareness. They encourage resilience, risk assessment, perseverance and confidence as children challenge themselves and extend their physical capabilities. The equipment promotes active play, social interaction and cooperation, supporting the aims of OPAL by offering children manageable risk within a stimulating play environment.	Children are introduced to the equipment and encouraged to assess their own capabilities before use. Staff supervise the wider play environment and intervene only where necessary to prevent unacceptable risk. Expectations for safe use are regularly reinforced through assemblies and class discussions. The equipment is visually checked as part of routine playground inspections and a more detailed inspection schedule is followed in line with school policy. The surrounding surface is monitored for hazards and cleared where necessary. Equipment is taken out of use immediately if defects are identified.	Curricular lead introduces Play coordinator to check weekly Play team to daily check Maintenance officer check regularly	Introduced Sept 2026
Hanging Bars Children use the fixed hanging bars to hang, swing, traverse around the square structure, practise arm-over-arm movement and create their own games and challenges. Children may fall while attempting to move between bars or whilst hanging from the structure. This could result in minor injuries such as cuts, grazes, bruises or sprains. There is also a risk of collisions where several children are using the equipment simultaneously.	The hanging bars provide challenge and adventure while developing core strength, coordination, balance, grip strength and gross motor skills. They support children's ability to assess risk, solve problems and build self-confidence through graduated challenge. The equipment encourages imaginative and cooperative play, helping children develop resilience, determination and social skills. This aligns with the OPAL principle that children benefit from experiencing and	Children are encouraged to make sensible decisions about their own level of challenge and are supported in learning how to use the equipment safely. Staff monitor the area during playtimes and respond to unsafe behaviours where necessary. Regular reminders are given regarding consideration for others, waiting for space and taking turns. Daily visual inspections and planned maintenance checks are carried out in accordance with school procedures. The equipment and surrounding area are checked for wear, damage or hazards, and any concerns are reported immediately and addressed before	Curricular lead introduced in play assembly Maintenance officer checked Fixed equipment check completed yearly Play team visual check	April 2025 May 2025 Sept 2026



Cinnamon Brow Risk-Benefit Assessment



	managing appropriate levels of risk during play.	further use.	daily	
Hammocks Children use hammocks within the forest area for relaxing, swinging, balancing, socialising, imaginative play and creating their own play experiences. Children may fall when getting in or out of the hammock, whilst swinging, or if the hammock tips unexpectedly. This could result in minor injuries such as cuts, grazes, bruises or sprains. There is also a risk of collisions with nearby children or contact with supporting ropes, straps or surrounding trees. Risks may increase when multiple children use a hammock at the same time or during wet weather conditions.	Hammocks provide opportunities for children to rest, regulate emotions, socialise and engage in imaginative play. They support wellbeing, sensory development and emotional regulation while also developing balance, coordination and risk assessment skills. The hammocks offer an inclusive play opportunity that can be enjoyed by children with a wide range of physical abilities and interests. They contribute to the OPAL principle of providing varied play experiences that support physical, social and emotional development whilst enabling children to encounter and manage acceptable levels of risk.	The hammocks are subject to ranging supervision, with staff monitoring the wider play environment and intervening where necessary to prevent unacceptable risk. Children are encouraged to assess their own capabilities and consider the safety of others when using the equipment. Expectations regarding safe use and sensible occupancy levels are regularly reinforced through assemblies, class discussions and playtime reminders. Daily visual inspections are undertaken to check the condition of hammock fabric, ropes, fixings and anchor points. The surrounding area is checked for hazards and suitable clearance around the hammocks is maintained. Any damaged equipment is removed from use immediately and reported for repair or replacement.	Curricular lead to introduce Visual daily checks Maintenance officer weekly check as part of forest check	Sept 2026



Cinnamon Brow Risk-Benefit Assessment



Tyre structures Children use the tyre structure to climb, balance, traverse, jump and access the attached slide. The structure provides a variety of physical challenges and may be used individually or collaboratively. Children may fall from the tyres or slide, resulting in minor injuries such as cuts, grazes, bruises or sprains. There is a possibility of collisions with other children, particularly when the equipment is busy. Risks may increase if children attempt to climb beyond the intended height, push others, or use the equipment during wet or icy conditions.	The tyre climbing structure offers rich opportunities for physical play and challenge. It supports the development of balance, coordination, agility, strength and spatial awareness. The varying levels and surfaces encourage children to assess risk, solve problems, make decisions and develop resilience. The addition of the slide enhances enjoyment and motivation whilst encouraging active play. The structure promotes social development through cooperation, turn-taking and shared play experiences. This aligns with OPAL principles that recognise the importance of adventurous play and managed risk in developing confident, capable and resilient children.	The tyre structure and slide are used under ranging supervision, with staff monitoring the wider play environment and intervening where necessary to prevent unacceptable risk. Children are encouraged to assess their own abilities and to use the equipment responsibly and considerately. Safe use expectations are regularly reinforced through assemblies, class discussions and playtime reminders. Daily visual checks are undertaken to inspect tyres, fixings, slide surfaces and surrounding ground conditions. Any defects, loose components or hazards are reported immediately and the equipment is withdrawn from use until repairs have been completed. The surrounding area is kept clear of obstacles and monitored for conditions that may increase risk, such as excessive mud, ice or debris.	Curricular lead introduced in play assembly Daily visual checks play team Play coordinator check - weekly Maintenance officer checks	May 2025 Sept 2025 Sept 2026
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