



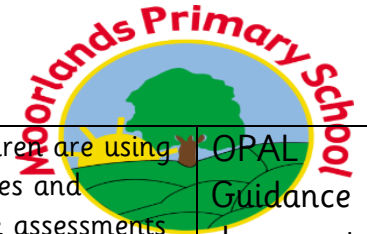
Moorlands Primary Risk-Benefit Assessment



Agreed rules	Tree climbing 2 children max per tree 3 points of contact both up and down, no jumping down clarified Adults or children must not lift or boost children up or down, if stuck, you will be verbally and calmly assisted down, 1 step at a time with 3 points of contact support. Stay close to the trunk at all times for support and studyness. Check any branches for weakness. Do not move body/hands higher than the red markers. Make own judgements on height, but not beyond red markers. Hanging bridge Bend knees to land 1 person at a time Do not stand under the hanging bridge Be ware of sore hands and judge own body strength						
Description of activity, principle or object.	Benefit or utility or related policy	Risks-who might be at risk and what kind of harm	Specific location factors	Decision	Actions to ensure mitigation of risks	Ongoing risk and maintenance management and responsibility	Links
Tree climbing and hanging bridge'-	Pleasure and enjoyment Builds self-esteem, confidence,	<i>All children are different and will have different stability, confidence, judgements and experience. It should be remembered that</i>	Trees and gym rings assessment and tested for strength by Play Co-ordinators and	Medium risk. High benefit	Additional small group, 1:1 sessions using social stories and scripts to	DIRECT SUPERVISION OPAL Play Assembly curriculum lead Informing parents via newsletter, website INSTA curriculum lead	OPAL assembly 13.04.26



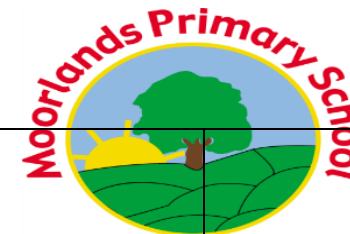
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	physical strength, hand-eye coordination, prediction, planning and provides opportunities for pride and a sense of achievement. The urge to be up high is very strong and instinctive in children especially as they gain confidence in their bodies.	<i>experience builds confidence and competence.</i> Child falling onto another child below. Child falling onto soil/grass Falling from a height Slipping from poor hand/foot placement Branches snapping under weight Scrapes, scratches, or minor bumps climbing beyond their ability getting stuck in the tree	Curriculum lead. 1.5m freefall guidance followed (grass/loose soil) Trees have clear red markers on, to ensure children do not climb higher.	To commence 20.4.26 Children can climb as far up as you/they want, but any child who climbs to more than 1.5m above the ground (red markers) will need an impact absorbing surface below them and a clear drop zone so they don't hit something	support accessibility. 1. Rule of Three (Three Points of Contact) Children must keep at least three points of contact with the tree at all times (two hands + one foot, or two feet + one hand). Why: If one point slips or a branch breaks, two more still support the child. 2. Stay Close to the Trunk Always climb on branches near the	Observation of how children are using the trees during play times and intervention/dynamic risk assessments from play team. Daily checks of surface of branches and area below. Play Co-ordinators Weekly Safe Enough check. Play Team Standing item at OPAL weekly Play Team meeting. Curriculum Leaders/Play Co-ordinators Follow up assemblies/reminders/adaptations where needed Curriculum co-ordinator	OPAL Guidance document Play Policy Newsletter
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			nasty at speed on the way down or on the ground. Therefore, we will not allow more than 1.5 metres.	trunk. Why: Branches are strongest where they join the tree. 3. Avoid Dead or Weak Branches Children are taught how to spot unsafe branches: No leaves when other branches have them Bark peeling off Snap easily, feels brittle rather than bendy If unsure, they test the branch gently from the part <i>furthest</i> from the trunk while	
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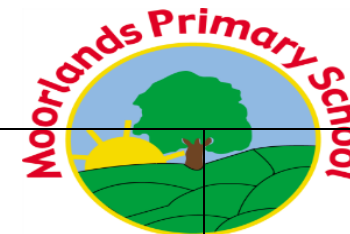
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				keeping three points of contact. If it bends and holds, they may use it — but only close to the trunk. 4. Children Decide Their Own Safe Height Children only climb to a level where they feel comfortable. Each child has different confidence and physical ability. "If it doesn't feel right, don't do it." Do not exceed 1.5m/red markers		
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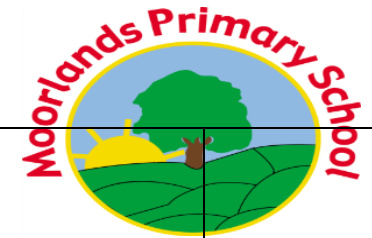
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				5. No Lifting Children Into Trees OR gym rings Adults (and other children) must never lift a child up into a tree. Why: If they can't climb up by themselves, they won't be able to climb down safely. 6. Supporting Children to Climb Down If a child becomes stuck: Adults talk them through the steps to climb down slowly Physical rescue is the last resort	
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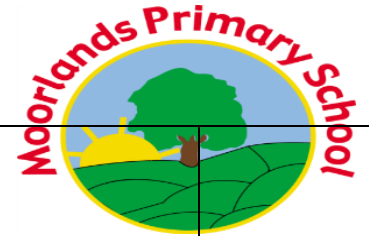
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				7. Thinking About Falling Children are taught to move slowly and deliberately, imagining what might happen if they slipped. Why: This encourages calm, careful climbing. 8. Supervision Expectations Adults directly supervise from the ground Adults remind children of rules when needed Maximum number of children per	
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					tree may be set depending on tree size/strength		