

## Dynamic Risk Assessment

A posh way of saying use your common sense! We simply can't have a rule for every situation so we teach children to anticipate possible dangers and act accordingly. This includes things like: is your landing clear? will the branch hold your weight? can you get up/down by yourself? is it windy? etc This way teaches children to adapt to different situations and helps them make appropriate judgements in the absence of an adult or a preset rule. It allows them to keep themselves safe. It also teaches them not to bow down to peer pressure as they learn to say 'no, I'm not doing that' from a very early age. The long term impact of this is invaluable.

## Risk Assessing

When risk assessing, we decide if the benefits of the activity outweigh the potential risk. Climbing, jumping, building and whatever other wonderful things children like to do all carry a possible risk. In fact, we have more accidents from children running than anything else! However, the benefit of what they are learning whilst doing these things often far outweighs the risk of possible harm. Learning to let children take risks is really hard as we naturally want to protect them, but not allowing them to discover their limits could actually be more harmful in the long term. The vast majority of children know exactly what their skill set is and it is very rare that a child tries something they can't do yet. Obviously accidents will happen but the more capable children are, the safer they will be.



FOR FURTHER INFORMATION CONTACT SCHOOL. YOUR CHILD'S TEACHER OR THE HEAD WILL BE HAPPY TO TALK TO YOU.



ANDREAS SCHOOL

PLAY  
TIMES





### Loose Parts Play

This involves playing with loose parts, such as tarpaulins, ropes, sticks, pans, dressing up, pallets etc. Fixed parts play involves, for example, climbing frames and monkey bars. The value of loose parts play is phenomenal as it allows children to follow their own ideas and develop their imagination. They learn to collaborate as they share ideas, compromise, disagree effectively and plan together. They learn to test out ideas and strategies, reflecting as they go along when things don't go as they planned. They use skills they learn in forest school, such as tying knots and combining materials but the best bit about loose parts play is the camaraderie across year groups and fun.

Playtime is a crucial part of the school day. Not only do children need to 'let off steam', they need to feel free to explore and engage in their own games and activities. In addition, play time is an opportunity to keep physically and mentally fit and strong. Relationships are made, tested, broken and remade over playtimes as children learn to be part of a larger social group.

### RULES RULES RULES!

The more rules you have, the less children think. Children will



often break the rules if they are really keen to do something. We aim to ensure that children understand the need to be ready, be safe and be respectful. In play terms, it



is vital that children think even when they are having lots of fun. Rules do not keep them

safe because they can be ignored. Thinking carefully and risk assessing does.