

New Monkland Nursery Class



Getting it Right for Every Child

Risky Play Policy



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Nurture Mindful Passion Successful



New Monkland Nursery Class

Purpose

At New Monkland Nursery Class, we know that play is an intrinsic part of children and young people's nature and development. Through play a child develops their cognitive, social, emotional and physical capabilities. Opportunities to add risky play further allows children to explore their limits, venture into new experiences and develop these capacities. Engaging in risky play allows children to experience fun, enjoyment, thrill, pride and achievement.

We aim to ensure that children are given access to risky play to extend their learning and development while being supported by confident and capable adults. Risky play includes, but is not limited to, activities like climbing, swinging, sliding, balancing and jumping from heights.

Having a play provision that allows children to access risky play gives children the opportunity to learn about risk in an environment designed for that purpose, therefore children are then able to be more equipped to deal with similar hazards in their wider world.

Principle

Managing Risk in Play Provision – Implementation guide (2013)

Health and Social Care Standards

Realising the Ambition: being me – Education Scotland (2020)

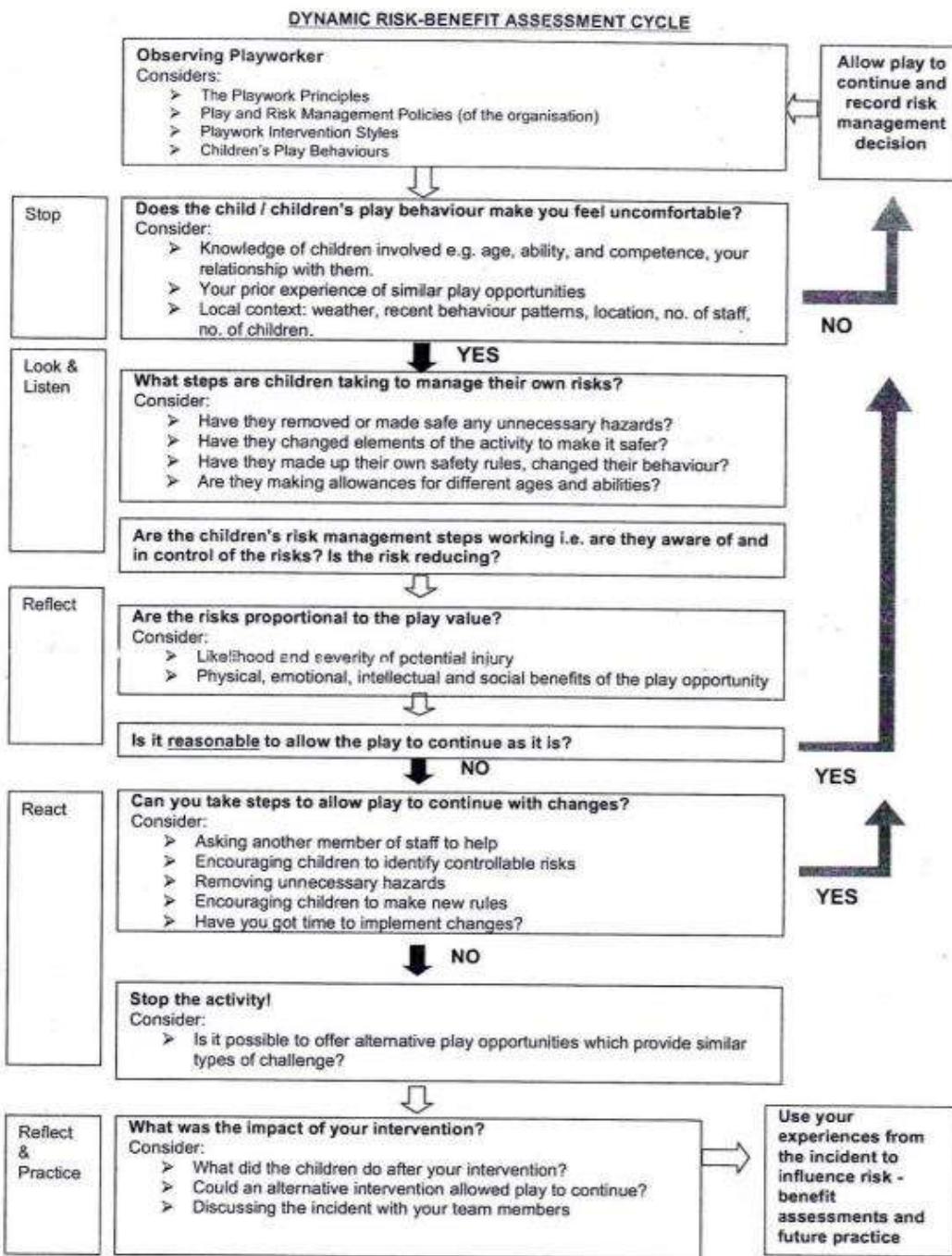
Curriculum for Excellence

Procedure

When planning for risky play, staff are able to determine whether or not the risk is acceptable or tolerable by considering the following:

- The likelihood of coming to harm
- The severity of that harm
- The benefits, rewards or outcomes of the experience

Potentially hazardous planned experiences like wood working tools and fire have a risk assessment with specific control measures, like smaller adult to child ratios or use of specific safety materials, to minimise the risk. However, in day-to-day risky play opportunities it is expected that a dynamic assessment of the risks and benefits are thought through. While observing play, practitioners can use the flow chart below to map their thinking when considering if an experience should be modified or stopped to ensure a balanced view of risks and benefits from their play



Practitioners should feel confident in their understanding of the children's play needs to offer risk and challenge and use their own knowledge and experience to inform their judgments based on the dynamic risk benefit assessment. Any new risky play opportunities explored by the children will be discussed with colleagues to allow consistency and consolidation.

UNCRC Links

Article 3 – Adults must do what is best for me.

Article 12 – I have the right to be listened to taken seriously.

Article 19 – I have the right to be protected from being hurt.

Article 28 – I have the right to an education.

Article 29 – I have the right to an education which develops my personality, respect for others' rights and the environment.

Article 31 – I have the right to relax and play.

Article 36 – I have the right to be kept safe from things that could harm my development.