Playful Risk:

Risk Benefit
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Risk Benefit Assessment (RBA)

Guiding Principles

- An element of risk is an essential part of children’s development through play
- This process focuses on the benefits to children and the risks to children
- The reasons (benefits) give the context from which to judge the risk
- Benefits must be great enough to warrant the associated level of risk and be maximised without creating unnecessary risk
- Risks should be minimised without losing major benefits
- Risk Benefit Assessments should capture the risks, the benefits and the reasons for the judgements of safety
- Risk Benefit Assessments are a useful planning tool, or decision making tool as well as a supporting document to demonstrate a considered approach

These notes assume you already have basic knowledge of Risk Assessment.

Please use the information in this document as a guide and adapt it as necessary to fit your specific needs.
Risk Benefit Assessment

The Background

Health & Safety Executive (HSE) fully supports the provision of play for all children in a variety of environments. HSE understands and accepts that this means children will often be exposed to play environments which, whilst well-managed, carry a degree of risk and sometimes potential danger.

- CHILDREN’S PLAY AND LEISURE – PROMOTING A BALANCED APPROACH, Health & Safety Executive (HSE) 2012
Play is crucial to child development. It is in play that we test our beliefs of how the world is made up and how we fit and function within it. As part of this testing process we need to take some risk in order to discover the limitations of ourselves and of the world around us. Without this how would we develop?

So by tackling small but real risks in play children develop and learn to deal with risk in the rest of their lives.

For this reason Bath and North East Somerset Council believes there is a balance to be struck between ensuring children’s safety from serious injury yet enabling stimulating and effective play opportunities which will include an element of risk. This is outlined in the Bath & North East Somerset Council Play Policy (1999):

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**Quality Play Provision And Questions Of 'Safety'**

The concepts of ‘hazard’, 'acceptable risk' and 'unacceptable risk’ are critical to making informed judgements about what constitutes a best possible play environment.

Bath & North East Somerset would be failing in its responsibility if it did not create opportunities that allow children to explore and experience themselves and their world through the medium of play. This is done by offering children opportunities to take acceptable risks (that is, to freely undertake actions and involve themselves in situations that push against the boundaries of their own capacities) in environments that are challenging and stimulating. This process fosters the development of skills and is broadly educative in that it allows children to learn what cannot be taught, what they have to find out for themselves. Without such opportunities children’s development is inhibited, undermining their capacity to deal with the wider unsupervised world. If a play provision fails to offer children varied and interesting experiences, it is reasonable to be concerned that children may seek challenge and stimulation elsewhere, in areas that may contain unacceptable levels of risk. Equally, if children are denied opportunities to assess some risks for themselves in a variety of settings and situations, then it is reasonable to be concerned that they will lack the experience and skills to distinguish between levels of risk in the wider world.

What constitutes an acceptable level of risk in any particular play environment will be determined in relation to the understandings and objectives set out in this policy...
13. 'Unacceptable Risk'

Adults are responsible for ensuring that 'risks' are taken within the context of an environment that offers challenge and stimulation but where it is reasonable to assume children will not come to harm; this includes, but extends beyond, ensuring that the physical aspects of the site are free from unacceptable risk.

Removing all possibility of challenge and failing to distinguish between 'acceptable risk' and 'unacceptable risk' limits children's capacity to develop positively, undermining the service objectives of play providers.

14. Risk Assessment

It is a requirement under the Health and Safety at Work Act 1974 (Management of Health & Safety at Work Regulations 1992) that employers undertake regular Risk Assessments. Risk Assessment is based on a holistic approach to assessing risk; that is, it looks at all the elements—and the connections and relationships between them—that comprise the work (i.e. the play provision) environment.

Those responsible for the regulation, inspection and implementation of health and safety are required to make judgements appropriate to the particular circumstances of the individual provision and its aims and objectives. What might be appropriate for one provider will not necessarily be appropriate for another. Factors to be considered will include, for example, the ages and capabilities of the children who use the provision, the level and types of accidents that have occurred, and—if applicable—the level of supervision and support that is available.

Risk assessment is a relatively straightforward technique that, when understood, can be a highly functional tool supporting the development of quality play environments. Bath & North East Somerset is committed to ensuring that play providers receive appropriate play-based training and support to enable them to conduct risk assessments.

From this basis where the need for acceptable risk is acknowledged and is weighed against the benefits, Bath and North East Somerset Council has now adopted the Risk Benefit Assessment approach to children’s play. As an extension of the Risk Assessment process this approach is a robust and effective way to make such judgements.
Who else uses Risk Benefit Assessments?

Risk Benefit Assessments are now being adopted by a number of Local Authorities and other organisations nationally as an effective way to risk assess social settings such as children’s play.

“... the concept of Risk/Benefit Assessments, whereby both risks and benefits are assessed and decisions made as a result of weighing up both factors, is a ground-breaking approach, and one completely consistent with Health and Safety Executive advice.”

- Natural Childhood, The National Trust (2012)

In 2002 the Play Safety Forum* produced a guide called Managing Risk in Play Provision: An Implementation Guide. Alongside this they released a supporting statement which summarised the approach: Managing Risk in Play Provision: A Position Statement. These outline the need for risk in children’s play and how this must be weighed against the benefits. In summary it states that:

‘Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risks of death or serious injury.’

*The Play Safety Forum is a grouping of national agencies involved in Play Safety

Note that the need is to avoid “unacceptable risks of death or serious injury” not to avoid all danger or risk of injury.

It is now widely recognised that Risk Benefit Assessments are an effective and robust method to help ensure play opportunities for children are both safe and suitable.
This message has also been outlined in Lord Young’s review of Health & Safety for the Government - *Common Sense, Common Safety* - which directly recommends Risk Benefit Assessments.

As well as this it has been reinforced by the Health & Safety Executive (HSE) itself in a statement put out in late 2012. Among other messages the HSE states that:

> “Play is great for children’s well-being and development. When planning and providing play opportunities, the goal is not to eliminate risks, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool”

It is from this position that many organisations, including Local Authorities, are moving toward the use of Risk Benefit Assessments. As such they will even more effectively meet the needs of children to play while still meeting their legal and moral obligation to ensure there are no unacceptable risks.

The rest of this document explains in more detail what Risk Benefit Assessments are and how they can be used.
Risk Benefit Assessment

What is it and how do I do it?

In a 13-year period, [Professor] Ball found that perhaps three or four children had died as a result of equipment-related injuries, including falls: around one child fatality every three or four years.

Again, the figures have been at this level for decades. This means that, each year, the odds of a child dying from such a playground accident are less than 30 million to one.

39 D. Ball, Playgrounds: Risks, benefits and choices (Sudbury, Health and Safety Executive, 2002), section 2.1.3; 40 O. Ball, ‘Risk and the Demise of Children’s Play’ in B. Thom, R. Sales and J. Pearce, eds, Growing up with Risk (Bristol, Policy Press, 2007), p. 63; 41 Ball (2002), see note 39. There is some uncertainty because in one or two cases it was genuinely difficult to find out exactly what happened.

- No Fear: Growing Up in a Risk Averse Society, Tim Gill
What are Risk Benefit Assessments?

Risk Benefit Assessments are like Risk Assessments but with a clear emphasis on the benefits as well as the risks. To do this a judgement is made on the level of risk, and a judgement is made on the level of benefit. These are then compared to see if the activity is worth doing.

For example, it is a reasonably high risk for a child to climb a tree, but it also has great benefits: physical exercise and coordination, emotional development, overcoming fear, achievement, learning about nature, as well as learning how to judge risks (and benefits!) themselves.

If the situation is right then although this is of reasonably high risk it might be an acceptable risk due to all these benefits.

In a professional setting, this decision would have to be thought through and the judgement logged… and the Risk Benefit Assessment is the place to do this.
Why use Risk Benefit Assessments?

Traditional Risk Assessments focus on removing or minimising risk and are still used to meet the Health & Safety at Work Act 1974 for staff and the workplace. As mentioned in the Play Policy: "It is a requirement under the Health and Safety at Work Act 1974 (Management of Health & Safety at Work Regulations 1992) that employers undertake regular Risk Assessments." However, to entirely minimise risk is not always appropriate in social settings such as children’s play, as risk is a necessary part of it.

For this reason we recommend the use of Risk Benefit Assessments in children’s play.

To take an example from the Bristol City Council’s draft Risk Benefit Policy, written by Bernard Spiegal, PLAYLINK:

“By way of example: it makes no sense for a factory worker to have to get to a store room via a wobbly bridge. There is no benefit to be derived from being at risk of falling, or being nervous because the bridge does not offer firm footing.

In a play setting, the case is almost exactly the opposite: the wobble, the lack of stability, the sense of uncertainty generated, the risk involved in traversing the bridge one end to the other, is precisely the point of having the bridge.”

Risk Benefit Assessments can better capture the reasons for allowing some risks which may not be allowed in other work settings. However, they are not an excuse to allow unnecessary risks.

Two advantages of Risk Benefit Assessments over traditional Risk Assessments are:

1. They help to record why a certain risk is deemed acceptable, rather than just how large the risk is. If the worst was to happen and someone got badly hurt then this clear record would be very useful in showing an appropriate professional approach had been taken to make the judgement.

2. By giving clear focus to the benefits it gives opportunity to spot when an increase in a risk might create much more benefit.

As a simple example, imagine a play space with nothing but grass in it which no one uses. It’s very low risk but also very low benefit because no one uses it!

However, add something to climb and swing on - with all the risks which come alongside this - and you might then find this space becomes well used by local children and families, who then do more exercise, feel better and healthier, and more people meet and get to know each other so the community becomes stronger. So by increasing the risk a little, the benefit was hugely increased.
So what’s the hardest bit?

The two difficult questions to answer are:

1. How do we judge risk?
2. How do we judge benefit?

If you are not used to making these judgements then it would be worth doing a few examples with someone who is: To help “get a feel for it”.

Even once you are comfortable with making these judgements it is still useful to share them with different people to make sure you have a balanced view. (As you know, some people can be very care free and others over-cautious so by sharing Risk Benefit Assessments with others you can make sure a balanced judgement is made).

There are some notes on the next page about how to make these judgements.

RBA Actions

Once a Risk Benefit Assessment is performed further actions may be necessary to reduce the risk or increase the benefit. These should be logged alongside the items in the RBA with clear detail on when it will be done and by whom.

A note also needs to be made on the RBA once this is done (again this will be a clear record that all reasonable precautions were taken).
How to make the judgement

To judge risk, consider:
- what might happen – i.e. cuts & grazes, broken leg, emotional trauma, death
- what likelihood there is of this happening – i.e. everytime, once every few months, once in a lifetime.

Then consider how these two things balance to give an overall risk (low, medium, high).

For example, there might be an open gateway from a park to a busy road. The likelihood of a child running out into the road might be low but what might happen as a result could be very serious (serious injury or even death). So the resulting Risk judgement might be medium: Because it is not very likely to happen but if it did it is likely to be serious.

To judge benefit, consider:
- what benefits are there – i.e. physical, mental, emotional, health, community, economic, skills development, etc.
- how great are these benefits – i.e. is it something that’ll be easily gained elsewhere, might this be the only time / place this benefit is gained, is it likely to be a lifelong benefit.

Then consider how these two things balance to give an overall benefit (low, medium, high).

To take the same example as above: The open gateway from a park to a road. The benefits might be:
- that it makes the park feel more welcoming and so encourage greater use,
- that people with prams, push chairs and wheel chairs can assess it as easily as other people
- there’s no risk of the gate closing on anyone’s fingers
- there’s no on-going maintenance costs of a gate or risk of it being stolen for scrap metal value!

How great are these benefits? This could only be judged by looking at the individual circumstances at this park. But in general they are all quite low, unless for example, this was the only entrance wheelchair users could access, in which case this benefit would be much greater.
Supporting notes: [N.B. It’s sometimes easier to fill in this section after the rest of the form]

- Especially note the difficult decisions, i.e. when the benefits only just justify the risk, or when it might not be clear to others why a decision was made.

- For Example: the risk of climbing a particular tree might be a high medium due to the size of the gaps between branches. But the strong benefits to a particular group of children might make it a worthwhile activity. However, with a different group of children the benefits may not be as great, or the risks may be higher (due to ability or temperament of the children). In this case the activity may not be worthwhile when balanced against the risks.

Many of these children have not had the opportunity to spend much time in natural areas so the benefits are likely to be larger than for some other children.

It also means they may need a little more support and guidance on what risks there are.

Nearest phone / person with mobile (is there phone reception?!): Peter Piper 0123456789

Nearest Hospital A&E: Bath RUH, Weston, Bath, BA...
<table>
<thead>
<tr>
<th>What are the benefits?</th>
<th>Benefit Rating</th>
<th>What further actions are necessary? And why?</th>
<th>How will you put this into action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General site, Small stream, Poisonous plants</td>
<td>High</td>
<td>Contact a local nature organisation to find out about what plants on site may be very poisonous and what interesting plants and animals etc might be there. Or if they know of any myths or stories about the area which might be fun to tell the children.</td>
<td>Peter Piper 15 02 2013 Low 12 02 2013</td>
</tr>
<tr>
<td>Tree climbing</td>
<td>High</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Den building</td>
<td>High</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Rope swings</td>
<td>Med</td>
<td>Get a good rope to take so can make a simple rope swing for the time the group is there, if there is an appropriate place to do so.</td>
<td>Peter Piper 15 02 2013 Low 12 02 2013</td>
</tr>
</tbody>
</table>
### EXAMPLE Risk Benefit Assessment — Page 3; Risk Assessment

<table>
<thead>
<tr>
<th>What are the hazards?</th>
<th>What precautions are already in place?</th>
<th>What are the risks?</th>
<th>Risk Rating</th>
<th>What further actions are necessary? And why?</th>
<th>How will you put this into action?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General site</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trip &amp; slip hazards. Uneven and damp ground.</td>
<td>Brief everyone of the hazards, supervision. Ensure no small children are by the stream on their own or without an adult nearby. First Aid trained staff and first aid kit will be taken with the group at all times.</td>
<td>Likely minor injury – cuts / bruises from slips / trips etc. Serious injury unlikely with measures in place as mentioned.</td>
<td>Low</td>
<td>Site inspection on arrival to check for new hazards.</td>
<td>Supervisor On the day Med 15 02 2013</td>
</tr>
<tr>
<td>Small stream – risk of drowning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poisonous plants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tree limb breaking / Fall from tree</strong></td>
<td>Climbing only in dry and low wind conditions, with supervision and within climbers’ ability. Climbers made aware of the risks and to check strength of branches before using them. Also, to consider other people including those on the ground. Spectators to stay out of fall area as much as possible. The trees in question have lots of branches which would break a fall, so the maximum fall height is limited to approx. 2 metres and the area below the trees are free of sharp protrusions and rocks.</td>
<td>Serious injury including death possible. This group of children are good at making risk judgements and being careful so the likelihood of a serious accident is low.</td>
<td>Med</td>
<td>Site inspection on arrival to check for new hazards.</td>
<td>Supervisor On the day High 15 02 2013</td>
</tr>
<tr>
<td>Anyone climbing may be injured or anyone underneath tree might get hit by falling people or branches.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Den building</strong></td>
<td>Checked Forestry Commission guide on dens (Rope swings, dens, treehouses and fires – Paddy Harrop) to help inform this assessment. Materials all natural and found on site, no tools used and dens will be only built on ground level.</td>
<td>Likely to have minor cuts and bruises but not likely to have serious injury because all work is low level.</td>
<td>Low</td>
<td>Site inspection on arrival to check for new hazards.</td>
<td>Supervisor On the day Med 15 02 2013</td>
</tr>
<tr>
<td>Hit by long or large sticks / stones as people move them or if they fall. Cuts and bruises, possibly concussion. Those involved or close proximity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rope swings</strong></td>
<td>Checked Forestry Commission guide on rope swings (Rope swings, dens, treehouses and fires – Paddy Harrop) to help inform this assessment. No existing rope swings on site, so only ones made by staff will be used. Staff to check the rope before use, select a suitable location and minimise the hazards as far as reasonably practicable.</td>
<td>With the measures mentioned the likelihood is low but if an accident happened it could be serious.</td>
<td>Med</td>
<td>Site inspection on arrival to check for new hazards.</td>
<td>Supervisor On the day High 15 02 2013</td>
</tr>
</tbody>
</table>
Final Notes

Remember there is often no definitive answer when making judgements on risk and benefit. It is a judgement.

Get to know the activity or place which is being assessed and get to know the Risk Benefit Assessment process.

From a good knowledge of these it is much easier to make a good judgement.

The Risk Benefit Assessment forms have just a few steps; But don’t forget it’s the quality of the information you put each box which gives it any value (and helps to “cover your back” if anyone has an accident and tries to pin blame on you or your organisation!).

And finally, this process can be a good planning tool:

Running through what the benefits are helps you to judge whether it is worth doing and whether the corresponding risks are acceptable.

It is also evidence that a sensible professional judgement has been made.

And it helps to avoid a slip into a “culture of anxiety” where everyone becomes over-concerned with low level risks and loses sight of the benefits.

It is all about keeping the risk to a reasonable minimum while at the same time ensuring the greatest benefits are achieved.

Or to put it another way, doing the best for the children.
Further Information

Benefits from Play

For the person playing:

Physical Benefits

Improved:
- Co-ordination
- Fine motor skills
- Gross motor skills
- Strength
- Stamina - cardiovascular and aerobic fitness

Mental Benefits

Improved:
- Problem solving skills
- Decision making skills
- Risk awareness and judgement (physical and emotional risks)
- Sense of self / autonomous thinking
- Independence
- Sense of place in the world / belonging
- Understanding of, and connection to, the world
- Social skills – communication, negotiation, relationship building
- Responsibility / looking after each other
- Awareness of other people
- Interest for understanding more

Emotional Benefits

Improved:
- Confidence
- Resilience
- Recognition of emotions and ability to respond appropriately
- Ability to work through emotions
- Feeling of controlling one’s own life

Establishing a habit of exercise

General benefits:

Strengthen the community
Saves money / resources / work
Encourages more people to play
Provides good role models

Can you think of any others?
Especially about the difficult decisions, i.e. when the benefits only just justify the risk, or when it might not be clear to others why a decision was made. For example; the risk of climbing a particular tree might be a high medium, due to the size of the gaps between branches. But the strong benefits to a particular group of children might make it a worthwhile activity. So this point should be written here.

(In contrast, with a different group of children the benefits may not be as great, or the risks may be higher (due to ability or temperament of the children). In this case the activity may not be worthwhile when balanced against the risks. So you would not do the activity at all)

[N.B. It's sometimes easier to fill in this section after the rest of the form]
<table>
<thead>
<tr>
<th>What are the benefits?</th>
<th>Benefit Rating</th>
<th>What further actions are necessary? And why?</th>
<th>How will you put this into action?</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>e.g. Medium</td>
<td>e.g. make slightly more challenging to improve development of motor skills</td>
<td>e.g. Peter Piper e.g. 01/01/14 e.g. Low e.g. 15/12/13</td>
</tr>
<tr>
<td>overcoming fear,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sense of satisfaction,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confidence building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>– maybe high benefit for these three, especially if the children don’t get this from activities at school or home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some small benefit in motor skills and coordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the hazards?</td>
<td>What precautions are already in place?</td>
<td>What are the risks?</td>
<td>Risk Rating</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>e.g.</td>
<td>e.g.</td>
<td>e.g.</td>
<td>e.g.</td>
</tr>
<tr>
<td>• users falling off high platform / wall onto concrete</td>
<td>• users briefed of hazard and can see it easily</td>
<td>• cuts and bruising, possible broken limb. Very slim chance of serious head or neck injury.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
## Single Page Risk Benefit Assessment

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Key benefits which give the background to the risk judgements below</th>
<th>Consider likelihood of getting the benefit and the value of the benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the hazards?</td>
<td>What precautions are already in place?</td>
<td>What is the risk?</td>
</tr>
<tr>
<td>Action by whom:</td>
<td>Action by when:</td>
<td>Priority</td>
</tr>
<tr>
<td>e.g. users falling off high platform / wall onto concrete</td>
<td>e.g. users briefed of hazard and can see it easily</td>
<td>e.g. cuts and bruising, possible broken limb. Very slim chance of serious head or neck injury.</td>
</tr>
</tbody>
</table>

### Supporting notes:
Especially reasons for the difficult decisions

#### Nearest phone / person with mobile (is there phone reception?):
#### Nearest Hospital A&E:

<table>
<thead>
<tr>
<th>Name of Assessor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Line Manager Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Ways to Judge Likelihood and Severity in making Risk Judgements

<table>
<thead>
<tr>
<th>Likelihood / Frequency</th>
<th>Severity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlikely - improbable, possible, almost never</td>
<td>Mild - Trivial injury, minor injury</td>
</tr>
<tr>
<td>Fairly likely – occasional, frequent</td>
<td>Serious - Major injury to one or more people</td>
</tr>
<tr>
<td>Very likely - regular, common, most time this activity is done or equipment used</td>
<td>Severe - Death of one or more people</td>
</tr>
</tbody>
</table>

### Ways to Judge Likelihood and Value in making Benefit Judgements

<table>
<thead>
<tr>
<th>Likelihood / Frequency</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlikely - improbable, slim chance of getting the benefit</td>
<td>Little - Trivial benefit easily found elsewhere</td>
</tr>
<tr>
<td>Fairly likely – occasional, frequent, likely to find the benefit</td>
<td>Good – clear benefit but could possibly be found elsewhere as well</td>
</tr>
<tr>
<td>Very likely - regular, common, likely to find the benefit every time</td>
<td>Strong – distinct benefit not likely to be found in many other places</td>
</tr>
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<td>If the Risk is...</td>
<td>...and the Benefit is...</td>
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<td>High</td>
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</tbody>
</table>
Sources of Further Information

Bath and North East Somerset Council:

Play Policy

Play Team
http://www.bathnes.gov.uk/play

Play England:

Managing Risk in Play: A Position Statement – Play Safety Forum


Managing Risk in Play: A briefing for risk managers – Play England

Member’s Briefing. Common Sense, Common Safety. The Lord Young Health and Safety Review
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Health and Safety Executive pages:

High Level statement: “CHILDREN’S PLAY AND LEISURE – PROMOTING A BALANCED APPROACH”


Risk Debate – Final Summary (2005)
http://www.hse.gov.uk/risk/debate.htm

General Risk Management information (not Risk Benefit)
http://www.hse.gov.uk/risk/index.htm

London Play Briefing:


Playlink: