**Risk-Benefit Assessment for Walks (Template)**

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| --- | --- | --- | --- |
| **Route** |  | **Assessed by** |  |
| **Start Location** |  | **Date/s** |  |

**Description of activity/walk:**

*[Insert description of intended activity; games you may employ; volunteers that will be coming; intended outcomes, if any]*

**Value-based risk-benefit assessment (see glossary below for explanation of terms)**

| **Activity** | **Local Factors and Persons at Risk (Children/Young People/Adults/Staff/Volunteers)** | **Benefits** | **Risks**  | **Action to be taken to reduce risk** | **Residual risk rating** | **Further action needed?** |
| --- | --- | --- | --- | --- | --- | --- |
| *e.g. 2 km walk* | *Adults in workshop**Children accompanied by caregiver* | *Healthy exercise**Fresh air**Exploring own community**Sharing skills and ideas**Fun* | *Trip hazards**Sun burn**Getting wet and muddy (risk if long term exposure)**Roads**Stings/cuts* | * *Ensure everyone clear who the responsible person is (if parents attend, they are responsible)*
* *warn participants and caregivers to wear appropriate clothing*
* *bring spare hats*
* *discuss possible risks and agree behaviour (no running over roads, watch out for nettles)*
* *carry first aid kit*
* *carry phone and battery pack*
 | *L* | *No* |
|  |  |  |  |  |  |  |

**Glossary**

**Value-based, risk-benefit assessment**: a balanced approach that ensures that values and principles are considered as part of the assessment

## Benefits: the specific, positive things that have been identified through the assessment that children and young people gain through the activity (social, physical, emotional, psychological, etc.).

## Risks: in general use, the work ‘risk’ refers to the probability, likelihood or chance of an adverse outcome. In risk management contexts, the word tends to include a measure of the seriousness of the adverse outcome, as well as its probability. The HSE defines risk as the chance that ‘somebody could be harmed by [a hazard] together with an indication of how serious the harm could be’.

## Local factors: any relevant issues that are specific to the setting being assessed (for example, locality to housing, characteristics of local residents and typical users, nature of supervision, access to the site, size of the site, proximity to busy roads or other hazards, etc.)

## Action taken: This should state the actions taken as a result of the decision reached. The choices could include:

## None

## Increase monitoring levels

## Bring in expert

## Meet with parents/users to raise awareness of approach to risk

## Other language used when assessing risks and benefits for play and outdoors activities

## Safe: ‘safe’ or ‘safety’s is perhaps the most commonly encountered term in debates about children and risk, such as: ‘Is this playground/park/tree/public square safe?’ There is no simple answer to questions like this, because the word ‘safe’ means different things to different people (see Managing Risk in Play Provision: Implementation Guide, p. 31).

## Hazards: hazards are potential sources of harm. The HSE defines a hazard as ‘anything that may cause harm, such as chemicals, electricity, working from ladders, an open drawer, etc.’ There is no action and no object that may not be hazardous in certain circumstances. It is impractical to treat all potential hazards with the same degree of seriousness. We need to make judgements about:

## Which hazards need to be modified or removed.

## Which hazards might be acceptable or desirable, because of their benefits to children and young people.

## What, if anything, is to be done about hazards that have been identified.

## (Referenced from Managing Risk in Play Provision – Implementation Guide, pp 31-32).

## Playwork Principles: the professional and ethical framework for playwork, which describes what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people’s capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

*Thanks to Islington Council and Walking for Health, on whose templates this form is based*