

Scotland's Play Ranger Toolkit

A guide to setting up and running an effective
Play Ranger Service in Scotland



Thrive outdoors

For a sustainable Scotland, where our children and young people can play, learn and thrive outdoors



This Toolkit is based on an original work written by Dan Rees-Jones which was published by Wandsdyke Play Association (WPA) in 2008. Our thanks to Dan for supporting the writing and development of this Scottish Play Ranger Toolkit and to WPA for allowing us to use the original Play Ranger Guide as a baseline. We also thank the Scottish experts themselves, the Thrive Outdoors Play Ranger Ventures, for providing materials and supporting the development of this Toolkit.

Aberdeen Play Forum
Belville Community Garden
Concrete Garden
Early Years Scotland
East Lothian Play Association
Possibilities for Each and Every Kid PEEK
Play Scotland
Royston Youth Action
ScrapAntics
Smart Play network
Under the Trees

Thanks to Wrexham Council Play Development Team and Malcolm Cochrane Photography.

This toolkit is available as a download from www.inspiringscotland.org.uk

The production of the original version of this document was funded by the Scottish Government.

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Introduction

This Play Ranger Toolkit has been developed by Thrive Outdoors, in collaboration with a number of Scottish charities who use the Play Ranger model throughout their delivery of outdoor play provision.

Through this collaboration, we hope to bring a focus on growing play opportunities for children and harnessing the expertise of the sector. As defined in Scotland's National Position Statement for Outdoor Play and Learning:

"All children and young people have the right to play and the right to learn as enshrined in the United Nations Convention on the Rights of the Child. Playing outdoors enhances learning and is fundamental for children and young people to thrive in health, wellbeing and development".

In addition to providing children with access to play opportunities, Play Ranger projects can also help parents understand play, remove any fears of their children playing out, and encourage parents to join in, engage and have fun. Between the toolkit, case studies and library of resources there is an extensive range of expertise and advice collated, along with examples and templates to help make setting up a Play Ranger service as easy, and to as high a standard as possible.

Of course, each project and individual community is different and will require editing to ensure it meets these needs. Hopefully this toolkit will provide more than just a start in making this happen.

Play - A Policy in Context

Play spans and contributes to the vision and outcomes of several Scottish Government policy areas. More specifically, the outcomes achieved by Play Rangers are supported in early year's policy, health and well-being, community development, criminal justice and community planning.

Here is a summary of policies that fit with the Play Ranger ethos:

National Performance Framework (2015)

To achieve the national outcomes, the National Performance Framework aims to get everyone in Scotland to work together.

Sustainable Development Goals (2015)

The National Performance Framework (NPF) and the Goals share the same aims. The National Performance Framework is Scotland's way to localise the SDGs. The NPF has a focus on tackling inequalities so that no one in Scotland is left behind as we work together to achieve the Goals.

United Nations Convention on the Rights of the Child Article 31

recognises that play is a right and fundamental part of children's quality of life.

Better Start, Brighter Futures (2022)

sets out how Scotland will work together to deliver on Scotland's national mission to tackle child poverty. It is not solely a plan for the Scottish Government, it is a plan for all of Scotland, recognising the contribution all parts of society must make to deliver the change needed for children and families.

Realising the Ambition (2021)

explores the range of interactions, experiences and spaces Scotland needs to provide for babies and young children to help them learn and grow best from their earliest days through to being a young child in early primary school.

In essence, 'Realising the Ambition: Being Me' increases expectations of high quality but still provides the necessary support for all who work in the early years sector and beyond.

Children & Young People's Mental Health Task Force Delivery Plan (2018)

Children, young people, their families and carers should know that they are supported in good mental health and will be able to access services which are local, responsive and delivered by people with the right skills.

National Planning Framework (2021)

The National Planning Framework (NPF) is a long-term plan for Scotland that sets out where development and infrastructure is needed.

Active Scotland Delivery Plan (2018)

Plan setting out actions that we and Active Scotland's partners are undertaking, working together to encourage and support people in Scotland to be more active, more often.

Learning Estate Strategy (2019)

provides a platform for investment in the learning estate across Scotland and sets out a strategic approach for managing the learning estate.

Tackling Climate Action – Net Zero Nation: Public Engagement Strategy (2021)

focuses on connecting people with what is happening in the transition to net zero. We aim to promote meaningful engagement with people's values, identities, and concerns to facilitate a society-wide response to the climate emergency.

Play Rangers – A Brief History

In the UK, the first Play Ranger project started in 2003 in London with the aim of increasing the use of public parks and providing security to parents concerned over their children's safety. In Scotland, Play Ranger projects formed part of the 2010–2012 investment in Thrive Outdoors – formerly known as GoPlay, the Scottish Government and Inspiring Scotland's initial partnership investing in play.

Play Rangers reach and impact in this fund, helped to establish Play Rangers as the core activity of the next phase. From 2012–2022, Thrive Outdoors has implemented the Play Ranger Model throughout our projects – emphasising its importance in both the Outdoor Community Play and Active Play strands. The Play Ranger Model has supported outdoor play organisations to go above and beyond for their beneficiaries, providing support, guidance, and resources as well as play.

Play Ranger projects were invested in because they addressed a number of needs. Many children in Scotland were being deprived of opportunities to play which in turn disadvantaged them, their families, and communities and society as a whole. The root causes of this are complex and include institutional, attitudinal, physical and regulatory barriers at many different levels. There are fewer children playing outdoors and in many communities there are insufficient play facilities and a lack of green space. Play Rangers also address the needs of children with ASN. By facilitating free play sessions, the play is by default accessible and inclusive.

There is an absence of free play opportunities for children and outdoor play is still not considered safe by many parents because of anxiety around 'stranger danger' and traffic. Play Rangers offer a model of play which can break this cycle. 'Play Rangers delivered effectively' can achieve significant outcomes for

children, parents and communities. They not only facilitate a child's right to play but combat anti-social behaviour, build relationships within neighbourhoods and improve children's self-esteem, social skills and health. With the adoption of the UNCRC in Scotland quickly escalating, the Play Ranger Model supports organisations to allow the voices of children and young people to be heard and acted upon.

Play Rangers have the potential to bring about lasting improvements to the quality of children's play, local open spaces and the way communities come together in them. A Play Ranger's role includes elements of youth outreach, community development, participation and environmental work. They need to know how to make the best use of the natural environment for play, make difficult judgments on appropriate risk taking and how to be catalysts for play, without becoming either entertainers

The right place to start is to create opportunities for as many children as possible to access quality outdoor play opportunities – and Play Rangers are the ones who can help make this happen.

or child-minders. Play Rangers also need to be able to make the case for play and to advocate for children and young people with local agencies.

In an ideal future, Scottish communities will not permanently need Play Rangers – children will play freely, feel secure and welcome in a vibrant, well-used social space that meets all their play needs and where they are informally overseen by adults. The journey to this ideal future needs to begin somewhere.



The Who, What, Where, and when of Play Rangers



Scotland's Play Ranger Toolkit: Introduction

Who is a Play Ranger?

A Play Ranger is a playworker who facilitates children and young people's play through open access provision in local parks and other open spaces. They are 'detached workers', working in public spaces within communities, enabling and encouraging all children to play freely outdoors. Play Rangers differ from registered after school clubs or play schemes as the children are free to come and go as they choose. Play Rangers may have qualifications; however, this is not essential to the role. The only essential criteria is that they have a desire to make a difference and a passion for play.

What do they do?

Play Rangers facilitate free play in outdoor community settings for children and young people of all ages, and their families. Play Rangers mostly engage with children and young people in areas of greatest social and economic need. Generally, there are no direct charges for Play Ranger services and no formal registration is required.

Where do you find them?

Play Rangers work in parks or open spaces which are usually close to neighbourhoods where children live.

When do they work?

Play Rangers work with children mainly during their leisure time, after school and in the holidays. Some Play Ranger provision models also provide free play sessions in natural environments during curriculum time too. They work all year round and in all weathers.

How do they operate?

Play Rangers offer a service which provides opportunities, builds trust and respect, keeps children safe, uses local facilities more effectively and develops a community cohesion that previously did not exist. Play Rangers provide a community service with children's play at its heart.



Staffing

Recruitment and Employment

Recruiting a good team of Play Rangers can be a challenge. A starting point is someone who has the will (not just experience) to work with children, to work outdoors in all weathers (all year round) and who has a passion for play!

A Bespoke Range of Skills

Often, Play Rangers can be qualified or experienced in other professions which can enhance play opportunities. Play Rangers should understand that the playwork profession isn't a regular 9-5 job and often involves working unsociable hours.

Play Rangers need to be effective in building relationships with children, families and communities. Play Rangers should understand the dangers of delivering outdoor play and should be trained in minimising risk along with managing and defusing a range of challenging situations.

Advertising is the essential first step and can be worthwhile but notoriously expensive through local newspapers. Effective and cheaper alternative solutions to this could be to:

- **build a good bank of contacts of agencies in the playwork, education and youth work sectors;**
- **pin on office notice boards or via their external links;**
- **advertise for free on the local authority websites;**
- **post vacancies via social media sites such as LinkedIn, Facebook or Twitter;**
- **put up posters in local organisations.**

It is a good idea to invite any interested candidates to visit an existing project to see what the job entails and if the particular style of play provision suits them. This is also an informal way of assessing the suitability of potential applicants before interview. The hours a Play Ranger will be employed may require careful consideration and should be reflected in the principle duties outlined in the job description.

Areas to Consider When Developing a Play Ranger Role

- Contact hours versus planning and non-contact time – and travelling time in rural areas.
- Maintaining and valuing staff working across wide areas.
- Flexibility to allow for second or third jobs.
- Ensuring colleagues have time to create strong teams through effective communication and information sharing strategies.
- Valuing playwork as a viable profession and career path – offering further training or qualifications.
- Variability between potential summer hours versus winter hours.

Team Meetings, Supervisions and Appraisals

Having weekly and monthly team meetings, individual supervision and annual staff appraisals is essential to create and maintain a sense of teamwork and enthusiasm as well as helping to deal with people's fears and worries from the outset. This also helps all staff to grow and develop within their roles.



Team and Detached Working

In order to build and maintain a strong team of Play Rangers who feel valued and supported, it will be important to consider and balance the following:

- **an appropriate office base/meeting point that is convenient and accessible for Play Rangers;**
- **prioritising attendance at staff meetings;**
- **opportunities for the team contact time in order to share experiences and build skills;**
- **team building events and staff social events;**
- **opportunities for teams to work together as much as possible if non-contact time is available; and**
- **giving staff the tools they need to enable and facilitate contact – i.e. mobile phones for sessions or working from alternative locations.**

As well as having a central base for office duties, meetings, supervisions and so on, it is also important to carefully consider appropriate equipment and resources that Play Rangers will need for play sessions. If possible, equipment should be stored at, or nearby, the play settings, bearing in mind that play sessions do not run to office hours.

Training and Development

Training is an opportunity to boost staff morale and to enhance team work in the workplace. A good Play Ranger requires a number of different skills and competences. It is important to provide opportunities for staff training to maintain quality play work provision. The following training areas have been identified as essential to the fulfilment of the Play Ranger role:

- **First Aid.**
- **Trauma Informed.**
- **Dynamic Risk Benefit Assessment.**
- **Safeguarding Children Training including Child Protection (minimum level 2).**
- **SVQ Level 2 Playwork Qualification, or equivalent experience or qualification and desire to play.**
- **Food hygiene if applicable.**

It is good to encourage Play Rangers to be proactive in reflecting on their own training and development needs. When Play Rangers have completed any training, regardless of whether it is delivered internally or by an external organisation, it is good practice to put a plan in place to ensure any skills or knowledge gained has the opportunity to be put into practice and shared.

It is also essential to care for the well-being of Play Rangers, you can find out more about cultivating positive mental health and well-being in the workplace. [Click here](#)





Preparation

Essential Groundwork and Children and Young People's Voices

There are a number of key considerations that need to be addressed before Play Rangers start to work in local parks and open spaces. A period of several weeks is recommended to enable each new team to establish an identity, undertake preparation and publicity tasks to help local communities understand the nature of the Play Ranger provision and the benefits.

The following steps are recommended when establishing a new Play Ranger service:

- **develop a clear identity and vision for their service;**
- **create a list of other local agencies to communicate with and who may be future collaborators such as local housing associations, local police, community councils;**
- **make links with the local primary school and considering delivering fun information/ taster sessions; and**
- **identify a clear and concise publicity campaign to help reach the key stakeholders, for example leaflets for each child in the local school and community.**

You should consider full details of your proposed outdoor play project including: activities, who will benefit, the challenges faced and how the voices of local children and their families will be included. Taking into consideration the adoption of the UNCRC in Scotland and specifically Article 12 (Every child has the right to have a say in all matters affecting them, and to have their views taken seriously).





Scotland's Play Ranger Toolkit: Preparation

Multi-agency Working

Before a Play Ranger provision starts it is important to understand the local area. Visit the locality to get to know it and establish baseline figures on its current use – this will be useful in helping to monitor the project's impact over the first few months.

Consider obtaining information on current levels of anti-social behaviour and criminal activity in the area from the relevant local authorities or community planning partnerships. This will help to establish a reference point for any future improvements through the Play Ranger service.

Develop a list of other agencies in the area whose work might align with, or benefit from, the Play Rangers. Contacting as many as possible to explain what the service is, and outlining potential ways of working together in the future can help with a seamless introduction of the service. A full list of local organisations you may wish to communicate with is included in the appendices, but could include:

- **Schools, parks and leisure services.**
- **Police and neighbourhood wardens.**
- **Residents' associations.**
- **Shops and businesses.**
- **Sports and healthy living teams.**

Identity

It is important for an organisation to have a clear vision for their Play Ranger provision and to effectively communicate this to their clients – children, young people, parents and carers – so everyone knows the purpose and scope of the provision being offered.

Creating a statement of intent, being clear about the difference between childcare and open access provision and outlining the nature and scope of open access provision is a good way of achieving this goal.

An example:

Play Rangers are 'detached' play workers, working away from a fixed setting. They differ from registered after-school clubs or play schemes because they are open access. Open access is defined as: "... supervised provision which allows children to come and go at will. It is designed specifically to respond to the needs and wishes of children, offering secure and stimulating places where they can play and meet their friends in their leisure time." (Playlink, 2003)





Media

Using social media to promote your service is a great free tool. You can post on your organisation's page on platforms such as Twitter and Facebook or even post to local groups on Facebook. Many communities have groups for parents, women in the community and new parents.

You may also consider contacting the local media to promote the service or delivering flyers to locations in the local community.

Promoting the Project

Children

A good way to promote the project to children is through the local primary schools. Delivering a simple and fun assembly about the service and/or some play sessions during lunchtime will help children get to know the team and understand the services on offer. A leaflet which they can take home may also help.

Community

An effective way to prepare the community immediately beside where Play Rangers will be is to create information leaflets. These can be delivered to all the houses in the immediate nearby area and where possible, the leaflet should include a photograph of each Play Ranger. Information on the service should also be included on your website with leaflets making reference to the address. Information on the leaflets could include:

- **Introduction to Play Rangers.**
- **Who are Play Rangers?**
- **What do Play Rangers do?**
- **Where and when Play Rangers will be.**
- **Success stories.**
- **Why it works.**
- **Contact details.**
- **Website & social media links.**
- **Funders' logos.**



Delivery

Listening to Children's Needs – Co-design and Co-creation of Services

Once Play Rangers start working in a community, engaging with children on a regular basis about their ideas for future play sessions is important and essential according to the UNCRC. This will not only help empower children, in turn building relationships, but will also get them excited about future Play Ranger sessions.

As one of the general principles of the UNCRC, Article 12 recognises that all children have the right to have their views heard and taken seriously. Children's participation is critical for their rights to be realised. Play Rangers may benefit from familiarising themselves with Lundy's framework of Space, Voice, Audience, and Influence (Article for Lundy's framework: 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child, 2005). Play Rangers will need to be aware of and develop appropriate techniques to engage children and their families in the development and delivery of services. Actively listening to children on a day-to-day play basis will help Play Rangers gain a wider understanding of what children think and want from their play spaces and free time, in turn providing Play Rangers with the opportunity to listen to other issues in a child's life and consider how these can be enhanced by play.

Consistency

Providing a consistent outdoor provision after school, every week, all year round and in any weather, will allow Play Rangers to build strong bonds with local children, young people and parents respectively. This consistency of provision helps to develop trust and helps parents to feel more confident in letting their children come out and play.



Equipment and Resources

Although children will have their own set of ideas about what they want, additional play materials can provide valuable and rich play experiences, it is worthwhile considering the following:

- Loose parts and scraps.
- Arts & crafts material.
- Outdoor cooking equipment including eating and drinking equipment.
- Sports equipment.
- Building materials.
- Chalk.

For a more detailed list of essential play equipment, see the equipment section in the appendices.



Consistency is key to effective Play Ranging

Relationships in the Community

Play Rangers help to create positive opportunities for children to associate with their local area and can bring children of all ages, backgrounds and schools together throughout the year. The working ethos should therefore be to try and build positive relationships with the children and young people in their communities and involve them in the decision making and development of the project by listening to them.

It is a good idea to link with and encourage parents and families to become involved with the sessions. This can also be a valuable step towards sustaining the project beyond the Play Ranger's provision.

Working With Volunteers

Volunteers are an excellent way of gaining extra support for sessions and building links throughout the community. Sometimes young people or parents may opt to volunteer as a direct result of their own positive experiences. When recruiting volunteers, it is important to make sure all volunteers:

- **are interviewed and assessed for suitability for the role by a senior member of the team;**
- **sign an agreement which outlines their role and responsibilities to the organisation as well as the organisation's commitment to them;**
- **have a current PVG (Protection of Vulnerable Groups Scheme);**
- **are supervised and supported when volunteering and feel valued as a member of the team; and**
- **are encouraged to undertake the training offered by the organisation.**

More information on recruiting and supporting volunteers can be found from this website:

www.volunteerscotland.net/organisations/resources/good-practice-guides/ or click [here](#)



Understanding Children's Behavior

The localities and 'open access' nature of Play Ranging means it is important for Play Rangers to support children to be able to resolve conflict in a way that still allows them to challenge each other constructively. Through this approach Play Rangers are perceived as non-authoritarian, consequently, gaining respect, trust and over time, stronger relationships.

Effectively handling bullying is also a consideration. Play Rangers operate in outdoor public spaces right in the heart of children's territories and are likely to experience a range of different behaviors. By the nature of open access provision, it is often difficult to deal with situations where bullying and similar behavior occurs. Projects should operate an anti-discriminatory practice and Play Rangers should use their position to address issues as they arise. Examples of issues include bullying, substance use, discrimination and racism.

Play Rangers generally deliver sessions in some of the most deprived communities in the country. For this reason, many children and young people who are supported by Play Rangers have experienced a number of childhood traumas, such as food poverty, fuel poverty, and isolation. It is important that Play Rangers are aware of this and implement a trauma informed approach to their practice.

Sometimes situations can escalate very quickly in open access provision, so Play Rangers should be sensitive to behaviors as they arise and support children and young people to work through situations of conflict or distress. In many cases, the young people will need to make decisions for themselves about how they wish to tackle challenging situations and what collective action they should take. It is crucial for Play Rangers to remain calm, unprejudiced and objective at all times and focus on helping children in re-establishing play. Please see the appendices for further guidance and information.

Children with ASN

Due to an increase in demand of services for children with ASN, Play Rangers are seeking more support in delivering outdoor play sessions to this demographic. It is important to ensure outdoor play sessions are accessible and inclusive to all, and to listen to the voices of children and families with in ASN when designing the service.

There are number of resources and toolkits that Play Rangers can consult to improve their knowledge and understanding of delivering outdoor play sessions to children with ASN. Some examples are; [Play Scotland's Inclusive Play Design resources](#), the [Free to Play Guide](#), and Scottish Government's [Inclusive Play in Context](#) publication.



Managing Risk

Personal Safety

It is important that Play Rangers follow guidelines for safe ways of working. This is especially important when often working in the dark evenings. Although each specific play organisation will have its own health and safety policy to inform and guide Play Rangers, the following list contains important aspects of personal safety for Play Rangers to consider.

- **Play Rangers should always work in teams of two as a minimum and be clearly identifiable to parents and children. Brightly coloured uniforms or high visibility vests may be useful along with visible official identification to validate a Play Ranger's identity.**
- **Play Rangers should always work together and be within vocal range of each other. If a situation arises where only one Play Ranger is left on site then the session should finish.**
- **Each Play Ranger pair should have a charged mobile phone and a wind-up torch for each session.**

- **Play Rangers should have up to date first aid training and carry a first aid kit. They should also be aware of the organisation's accident and emergency procedures, in most cases their role is as responsible adult rather than in loco parentis.**
- **It is recommended that each organisation develops a 'dangerous situations' policy that gives all staff and volunteers clear guidelines on what to do in case of any potential difficult situations.**



Safeguarding Children

Play Rangers have a professional responsibility to all the children that they come into contact with. Within an organisation, all Play Rangers should undergo child protection training and there should be a designated officer within each service. Play Rangers should record incidents and occasions that have caused concern in their session reviews and logs. Any immediate concern should be reported directly to the line manager and each case dealt with individually.

All safeguarding policies and procedures information should be available to all staff at all times. Staff should also be aware of the following policies and procedures that are effective on a national scale:

- **Every LA in Scotland, and its relevant health board, are required to jointly prepare a Children's Services Plan for each three-year period. This relates to services which have a significant effect on the wellbeing of, or are of benefit to, children and young people. The Scottish Government has provided [statutory guidance on children's services planning](#) (Scottish Government, 2020).**
- **The national approach to improving outcomes for children and young people in Scotland is Getting it**

right for every child (GIRFEC) (Scottish Government, 2021a). This provides a framework for those working with children and their families to provide the right support at the right time.

- **The key guidance for anyone working with children in Scotland is the [National guidance for child protection in Scotland](#) (Scottish Government, 2021b).**
- **In Scotland, the definition of a child varies in different legal contexts, but statutory guidance which supports the [Children and Young People \(Scotland\) Act 2014](#), includes all children and young people up to the age of 18.**
- **Where a young person between the age of 16 and 18 requires support and protection, services will need to consider which legal framework best fits each persons' needs and circumstances. [The National guidance for child protection in Scotland](#) gives more detail about this and explains how professionals should act to protect young people from harm in different circumstances (Scottish Government, 2021b).**

Source: learning.nspcc.org.uk

Setting Rules

It is important for children to take responsibility for themselves when playing outdoors. Getting children to create their own rules in play is a good way of developing risk management skills and independence. However, it is important to be mindful of laws and regulations that might impact rules that children have set such as the Green Cross Code and Outdoor Access Code.

Risk in Play

Play Rangers operate in the community and evidence has shown that many children come to use the service because they and their parents feel reassured that someone is there and it is safe.

Many older children also choose to use the public spaces where Play Rangers are present, not always to join in, but mainly to feel better about hanging out in a more vibrant and loosely supervised space. When consulting with children about their sessions, Play Rangers have found that children will often request challenging play activities that involve elements of risk.

Don't let this stop you - challenging play has its benefits. Risky play helps children to develop their own skills in regard to assessing hazards, risks and safety and is a key approach to reducing injuries.

Risk Benefit Approach

Play Scotland publishes guidance which helps play providers strike a balance between the risks and benefits of offering children challenging play opportunities.

The guidance, which is endorsed by the Health and Safety Executive, shows how current risk assessment practice can be replaced with an approach that takes into account the benefits to children and young people of challenging play experiences, including taking risks.

The guidance recognises the position that, while outside expertise and advice are valuable, the ultimate responsibility for making decisions rests with the provider. The full implementation guide is written for those responsible for managing play provision, and for those involved in designing and maintaining such provision.

The general approach could also be useful for those who manage other spaces and settings where children play.

Download the Managing Risk in Play Provision: Implementation Guide [here](#)



Through Play Ranger provision, children may take part in play activities which include:

- making and cooking on fires;
- making and using outdoor ovens;
- using knives for whittling and stone carving;
- playing with large catapults; or
- building go-karts and using a range of tools.

Play Rangers are responsible for the play activities they help to organise and therefore need good risk benefit assessment skills.

They need to clearly identify the difference between risks and hazards in order to make assessments and complete formal risk assessment forms.

Formal Risk Benefit Assessments

Risk assessment forms should detail the activity, potential hazards, possible risks and precautions that need to be considered. A generic formal risk-assessment template can be found in the appendices.

Activity risk assessment forms should be quick and easy to complete and regarded as guidance and support to staff rather than just more cumbersome paperwork.

Dynamic Risk Benefit Assessments

Play Ranger sessions are of an open access and free play nature, which means that situations can escalate very quickly. Play Rangers need to be proficient in making dynamic and informal risk assessments. These assessments happen on site and are based on observations of what is happening at any one time.

Accurate assessments will help Play Rangers be aware of, and sensitive to, different play behaviours as they arise. This in turn will help them work with children and young people to support them through situations of danger or conflict. In many cases, young people will need to make decisions for themselves about how to move forward or what collective action they should take. Becoming a perceptive observer will enable Play Rangers to remain calm in stressful situations, unprejudiced and objective at all times, and focused on maintaining a positive and exciting play environment. A dynamic risk-assessment can be found in the appendices.

The open access nature of Play Ranger provision means that the numbers of children can fluctuate, sometimes dramatically in a short space of time. This may mean that some activities, such as making small fires might become too difficult to manage safely and will need to be discontinued. This judgment will be based on the observations of the Play Rangers at the setting. Being sensitive to the 'Playwork Principles' and intervention styles, while also making sure that children don't seriously hurt themselves, is a difficult skill to master, but improves with confidence. You can find out about the Playwork Principle on the Play Scotland website www.playscotland.org

For more information on intervention styles, please refer to Bob Hughes' First Claim: a Framework for Playwork Quality Assessment. This provides a description of appropriate ways to intervene in the play process. Ultimately, talking openly about hazards and potential risks helps children manage their own safety while still enjoying freely chosen play.



Infection Control

The risk of infection of airborne viruses to children playing in outdoor spaces is very low; proportionate decision making requires that trade-offs between the risks and benefits of safety interventions are part of the decision process.

Where necessary, devise new methods and prepare staff for new procedures to limit numbers, record attendance and to deal with emergencies and ensure workers have suitable resources of the appropriate quantity to comply with recommendations.

In the case of large-scale viral outbreak, it is important to have resources such as ID badges, uniforms, adequate PPE, first aid kit, hygiene and cleaning products and mobile technology. Hand sanitiser should be at least 60% alcohol based and detergent wipes appropriate for the surface they are being used on - cleaning products should conform to EN14476 standards.

It is also important to ensure organisational child protection and safeguarding, insurance, health and safety policies, and data protection procedures are reviewed and updated where necessary in light of Covid-19.

Evaluation

Monitoring and Evaluation and Learning

Play Rangers need to know what difference they make and be able to explain why play is so important for children in Scotland. They need to be able to evidence the difference they are making through their Play Ranger sessions, be confident about what they are measuring, why they are measuring it, how best to capture this evidence and then use it.

By monitoring and evaluating the service, the project can use the learnings to identify what does and doesn't work and take action accordingly – stopping things that aren't going well and enhancing things that are.

An Outcome Evaluation Framework (OEF) was developed by GoPlay with support from Evaluation Support Scotland. The OEF identifies ways that play organisations can realistically demonstrate their difference through use of evidence. It is also used by funders to help applicants articulate the difference they want to make through their play services, and how to do that through an evaluation framework.

For many, the development of an evaluation framework starts with the construction of a logic model. A logic model tells the story of your project or programme in a diagram and a few simple words. It shows a connection between the need you have identified, what you do and how this makes a difference for individuals and communities. The OEF can help you construct one but a typical example is included in the appendices.

A simple evaluation framework should measure:

- **Your inputs - these are the resources you put in to do the work: money, people, time, premises, equipment.**
- **Your outputs - these are the activities or services you put on for your users.**
- **Your outcomes - these are the changes and differences that you want to make by delivering your activities. They should be specific and simple, able to be measured more than once and show change.**

Typical Outcomes that the Thrive Outdoors Play Ranger projects sought were:

- **Children have improved health and well-being.**
- **Children have improved social skills and increased confidence and self-esteem.**
- **Children are diverted from anti-social behavior.**
- **Parents have increased confidence to let children play out.**

There are common methods of gathering evidence which will help to demonstrate the impact your Play Ranger project is making. These include:

- **Questionnaires, surveys, interviews, focus groups, video diaries, exercises, mapping and visual progress tools.**
- **Observation notes and session feedback sheets (as Play Rangers will have been trained through their SVQ in Play).**
- **Attendance sheets, record of activities, use of services.**
- **Social media observations.**

Evaluation is a cyclical process and should be reviewed by all involved in the project on a regular basis. The impact you achieve from your Play Ranger service should be promoted to your stakeholders and partners on an annual basis. This may be done via your annual reports, regular funding reports etc.

You can find a wide range of useful training and resources on evaluation from Evaluation Support Scotland's website: www.evaluationsupportscotland.org.uk/resources or click [here](#)



Digital

Social Media

For any organisation serious about engaging its community, having an active presence on social media is essential. According to Ofcom, 87% of UK adults are online and spend more than three hours a day browsing the internet, and 83% of the adult population regularly use social media. As an organisation looking to boost active and outdoor play and support your community, maintaining an appropriate and engaging voice on social media is essential.

Social media is a great tool when seeking to engage with your key stakeholder groups. If you're a national organisation, that could be government ministers, MSPs, businesspeople or charity executives. If you're a community-based initiative, that could be local activists, councilors or public figures. It's important to be involved in your local conversation to drive awareness and engagement with your services.

At Inspiring Scotland, interactions through social media have led to international cooperation, renewed support, engagement with government ministers and funders, and new relationships being forged with potential partners.

It also enables you to use your expertise to influence the development of policy. Lots of key stakeholders in the fields of education – including education leads at councils, Scottish Government and third sector policy experts – engage on social media, sharing work and key findings. Engaging with them positions your organisation as an expert in its field and enables you to advocate on behalf of the people you support.

You can find out more about using social media to it's highest potential [here](#).



Cyber Security

Charities are increasingly reliant on IT and technology and are falling victim to a range of malicious cyber activity. This can cause a loss of access to this technology, having funds stolen or suffering a data breach through a cyber-attack, which can be devastating both financially and reputationally. Five things you should consider to ensure your charity has effective cyber security are:

1. Backing up your data.
2. Protecting your charity from malware.
3. Keeping your smartphones & tablets safe.
4. Using passwords to protect your data.
5. Avoiding phishing attacks.

Click [here](#) to read more on these topics, at Inspiring Scotland's Knowledge Hub.



GDPR

The General Data Protection Regulation (2016) is a regulation on data protection and data privacy. Complying with this regulation is an essential process in the safeguarding of beneficiaries. GDPR obligates you to provide data subjects with information about the processing and use of data in a concise, transparent, intelligible and easily accessible form, using plain and clear language. It may be useful to nominate a 'data champion' within your organisation – someone who has good knowledge of GDPR and it's implementation in your organisation.

You can find out more about GDPR and its implementation [here](#).



Case Studies



PEEK

PEEK (Possibility for Each and Every Kid) is a community led organisation based in the East End of Glasgow developing children, young people and their families through free play, creative arts, and physical activity. PEEK's Play Rangers deliver and facilitate 12 play sessions across 10 communities around Glasgow, with the aim for children and young people to reclaim spaces and feel more included in their community.

Read more about PEEK case study [here](#).



Under the Trees

Under The Trees is an outdoor learning charity based in Central Scotland. They specialise in forest schools and environmental education for all. Within their activities Under the Trees offer play opportunities for young people with additional support needs. Their ASN family play sessions run at a local country park, through holidays and at weekends through term time. ASN play sessions run through the week in local woodland, organised through local school units. There is a limited amount of ASN activities available regularly, especially during holidays. Under the Trees' family sessions allow parents and young people to explore the local area, enjoying free play and meeting other families.

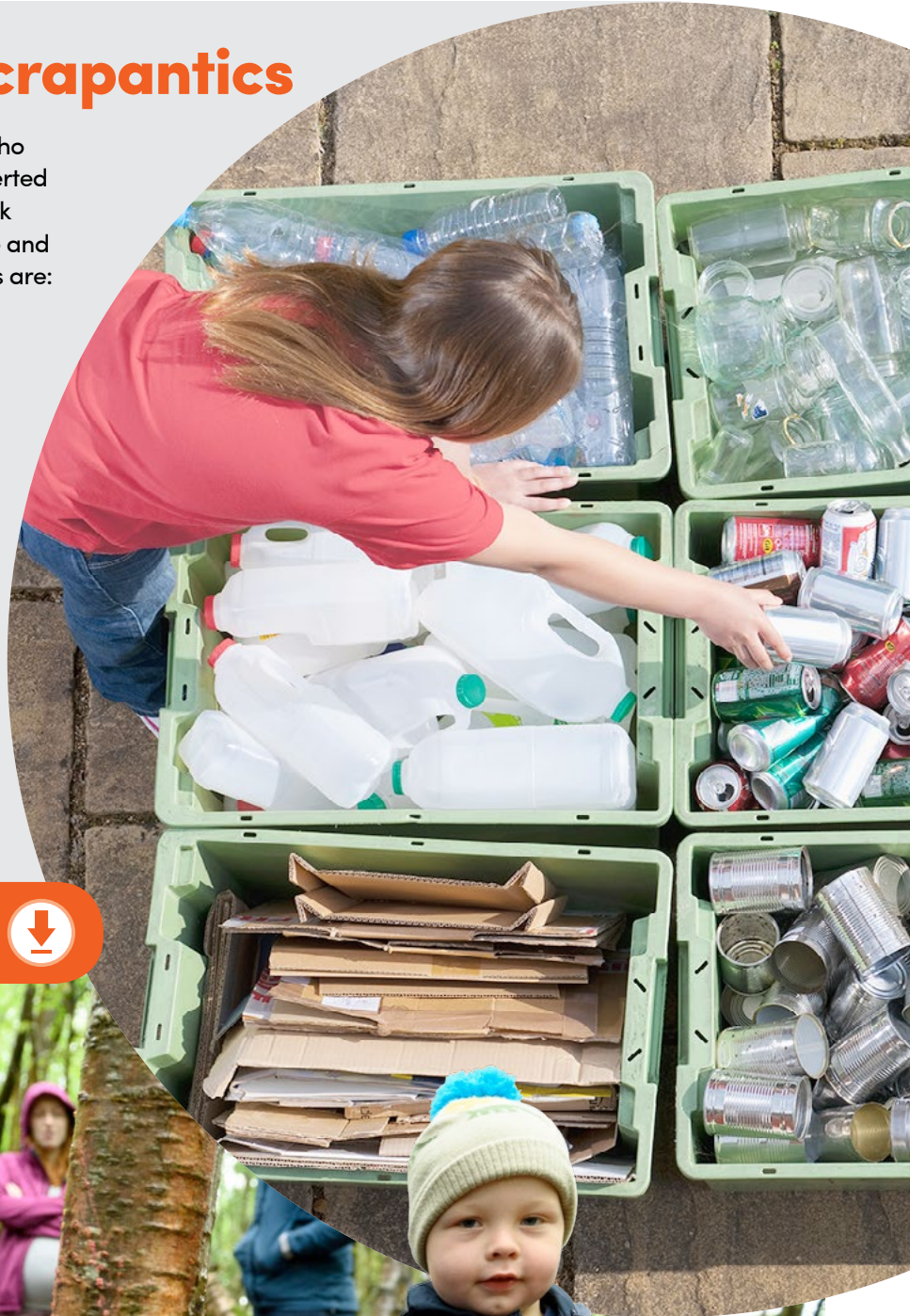
Read more about Under The Trees case study [here](#).



Play Scotland/Scrapantics

ScrapAntics are a social justice enterprise who run Dundee's only ScrapStore and have diverted over 75 tonnes of business excess waste back into the community as resources for creative and play-based projects. Their core four impacts are: education, recycling, community and arts.

Play Scotland is the national expert in play for parents, providers, the play workforce and policy makers. They are the custodian and voice for children and the play sector, a leader and campaigner for the importance of quality, accessible free play and experts in developing and delivering strategic planning for play. Working in partnership Play Scotland and ScrapAntics deliver Playful Communities - free facilitated play sessions, which support families and children who live in Dundee in recognised areas of disadvantage as highlighted in the Scottish Index of Multiple Deprivation (SIMD).



Read more about Play Scotland and Scrapantics case study [here](#).



Appendices

These appendices are generic and reflect the forms, policies and practices that the Play Rangers use. We would encourage you to review, use and amend any so as to suit your organisation, your location, and provision. This list is not exhaustive but more a sample to help you on your way. The appendices broadly follow the following areas:

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Sample Play Ranger Job Description

Project/Organisation:

Managed By:

Job Title: Play Ranger

Salary: £XX p/h (consider noting if it's a funded role and any time limitations)

Hours: £XX hrs per week (consider noting if it is a sessional role)

Main Function:

To bring play to the heart of the community, encouraging, supporting and motivating children and young people to participate in free play activities and enjoy the outdoors. To provide an inclusive service so that children will have fun, stay safe, be inspired, make friends, learn, contribute to and provide them with life skills socially and individually. To assist the Senior to organise, deliver and facilitate such stimulating and innovative free play.

Duties:

- Provide outdoor play opportunities all year round (on and off site)
- Facilitate freely chosen and self-directed play opportunities
- Encourage children to help plan and choose the kinds of activities that they would like to do enabling them to experiment and learn about themselves and the world around them while allowing them to experiment and take risks within the safety of the project
- Supervise children at all times making sure that safety procedures are followed conforming to the project's Child Protection and Health & Safety policies and other relevant policies and complete any appropriate reports e.g. accident / incident forms
- Encourage good behaviour and deal with any challenging behaviour in accordance with the projects policies and procedures.
- Ensure non-discriminatory practices at all times – in line with the Equal Opportunities policy
- Preparation and clearing up of activities/areas
- Contribute to joint working and partnership working ensuring positive relationships with all concerned.
- To liaise with parents, carers, professionals and partnership agencies

Health & Safety:

- Ensuring that all areas/equipment used is free from hazard/danger
- Reporting/removing any items considered dangerous
- Ensuring all reasonable precautions are taken with regard to the children's and your own Health and Safety, on indoor/outdoor activities and games.
- Understand and implement Dynamic Risk Benefit assessments

Administration/Procedures

- Ensure familiarity and adherence to organisation's procedures/policies
- Support evaluation of the service by maintaining register of attendance, consent and evaluation records (observations, images, questionnaires, videos as appropriate)
- Noting and acting with regard to special health or dietary needs of children on register
- Attendance at staff meetings and training sessions as required
- Keeping a log of, and reporting any issues on sessions to your line manager
- Other duties associated with the childcare service as required
- If appropriate for your organisation maintain a register

Sample Play Ranger Person Specification

	Essential	Desirable
Qualifications	Youth or Playwork qualification – e.g. SVQ2 in Playwork (or equivalent)	<ul style="list-style-type: none"> • basic first aid • food hygiene [training can be arranged]
Knowledge or experience	<ul style="list-style-type: none"> • Extensive experience of working with a wide range of children and young people. • An understanding of the principles of play and the role of adults • Awareness of Child Protection guidelines and relevant legislation • Excellent communication skills with children and adults • Ability to work in partnership • Good team worker and able to use own initiative • Awareness of dynamic risk benefit assessments • Computing/IT skills and social media • Be able to work within the ethos of the employing organisation 	<ul style="list-style-type: none"> • Be in possession of a driving licence • Understanding of monitoring and evaluation techniques • Experience of working with children with disabilities • Knowledge of local area • Experience of consultation techniques with children • Ability to advocate for children's rights and promote participation in decision making.
Personal Skills	<ul style="list-style-type: none"> • Adaptable to varied workload • Flexible approach to working hours • Willingness to work in all weathers and seasons • Good physical health • Be patient, tolerant and able to work in a team • Be organised and efficient as well as flexible in his/her approach • Be able to work within the ethos of the employing organisation • Be full of fun and sparkle 	

Sample Petty Cash Claim Form

Claim for the period: - - / - - / - - - - to - - / - - / - - - -

Staff Name:

Role:

Date	Details of Expenditure	Account Code	Amount	Balance
				£25.00
DD/MM/YY	Purchase of Chalk	Play Ranger	£2.50	£22.50
DD/MM/YY	Purchase of Tarpaulin	Play Ranger	£10.00	£12.50
	Balance			

NB: Receipts must be gained and attached to the claim form.

Receipt of funds

Acknowledged receipt of £..... and I confirm that this has been put in petty cash tin.

Signed Date

Sample Mobile Phone Policy

The phone is shared so that everyone can keep in touch so please can you check them daily and have them switched on during all sessions and carry them on your person.

International calls are barred, and all calls are noted in the monthly bills received.

If you use the camera function on your phone in the session ensure you have sought permission to take photographs of any of the children in the images
(See Media Release > Permissions Form)

Sample Play Ranger Essential Equipment List

Item **Packed Y/N**

Cooking Eating & drinking

Single hob camping gas stove	
2 x non-stick pans with clear lids	
Non-stick wok	
2 x unbreakable metal flasks	
2 x plastic chopping boards	
Spatulas, wooden spoons, whisks, small knives etc	
Cutlery - plastic & metal	
Washing up bowl, washing up liquid, tea towels	
Chop sticks	
Skewers	
30-40 hard plastic cups	
Brown paper, tinfoil, food bags	
General foodstuffs - flour, stock , foodstuffs etc	
Small tinfoil trays	
5 x 1 litre water carriers	
Charcoal	
Kindling , cotton wool & nightlights	
Safety matches	
20 x household bricks (good for lining cardboard ovens & not burning the ground)	
Wire rack for makeshift grill	

Sport / Active Play

Cricket set	
Footballs	
Light & foam balls	
Large foam dice	
Tennis balls	
Tennis bats	
Skipping ropes	
Hoops	
Course markers	
Roller skates	
General circus equipment	
Good quality kite	

Arts & Crafts

Chalk	
Loads of paper (big, small, card, coloured & plain)	
Glue	

continued >

Exercise books & sketch books

Pens, pencils, felt tips, crayons, paints etc	
Brushes	
Face paints	
Sculpting wax & fake blood (for wounds)	
Palettes	
Clay	
Mud Roc	

Den Building/Climbing Kit

Box of 5 good long ropes	
Tarps or large sheets	
20-30 tent pegs	
String	
20 x bamboo canes	
Cardboard boxes	
Small beach shelters/wind breaker	
Cable ties, pegs	
Gaffer & masking tape	

Free Play/Loose Parts

Large cargo nets	
Large rolls of brown elastic	
Dressing up box	
Water slide	
Paddling pool	
Wild sling catapult with water bombs	
Spade, trowel & mini forks & buckets	
Workman gloves	
Head torches	
Combination case (good for treasure hunts)	
Trolley/skateboard	

Miscellaneous

Digital camera	
Board games	
Box of books	

Sample Equal Opportunities Policy

1. Introduction

- 1.1. (Organisation) is striving to be an Equal Opportunities employer. Its policy is to take every reasonable step to ensure that no one connected to (organisation) receives less favourable treatment than others, on grounds of gender, marital status, disability, medical problems, race, colour, religious belief, political belief, sexual orientation, nationality, ethnic origin, social class, age, trade union activity, past crimes, responsibility for dependants or employment status. Such equality of opportunity will also apply to services delivered by (Organisation).
- 1.2. (Organisation) declared, therefore, that it will introduce measures that will combat all direct or indirect discrimination in its employment practices and its provision of services.
- 1.3. In addition, (Organisation) will co-operate with those groups in (location) who are seeking to achieve these ends and will take positive action to encourage others to undertake similar initiatives based on declaration of intent.

2. Aims of the Policy

- 2.1. To promote equality of employment opportunities and eliminate discrimination in employment.
- 2.2. To apply relevant supportive employment procedures and practices and develop appropriate training programmes.
- 2.3. To provide a means of monitoring equality of opportunity in the provision of services.
- 2.4. To follow all current legislation relating to Equal Opportunities.

3. Application of the Policy

- 3.1. This policy will be distributed and explained to all employees and members of the (Organisation) along with subsequent amendments.
- 3.2. (Organisation) will keep up to date with information about discrimination, the problems it can cause, how it affects us and the implications for our work.
- 3.3. (Organisation) will pursue employment procedures and practices designed to promote equal employment opportunities and eliminate discrimination and regularly review effectiveness.
- 3.4. (Organisation) will reserve the right to not use services from companies who do not agree with an equal opportunities policy.
- 3.5. Any instances of discrimination contrary to this policy will be taken seriously and involve the implementation of Disciplinary Procedures.
- 3.6. An employee who feels they are being unfairly discriminated against should raise this with their line manager using the grievance policy.

4. Application for Posts

- 4.1. Applicants will be given as much clear and accurate information about the post through advertisements, job descriptions and the interviews so that they can assess their own suitability for the post.
- 4.2. Recruitment procedures will not indicate a preference for a certain group of applicants unless there is a genuine occupational qualification or requirement which applies to the post. Recruitment materials and processes should be designed to only collect the information necessary for the post.
- 4.3. All applicants should be informed that (Organisation) operates an Equal Opportunities policy.
- 4.4. This policy will be distributed to prospective employees as part of the application pack.
- 4.5. All interviews should be objective and the decision must be based on the applicant's suitability for the job and ability to fulfil the job requirements.

5. Staff Training

- 5.1. (Organisation) will not discriminate against any employee in the provision of training and training courses.

continued >

- 5.2. Appropriate training should be provided to all new employees to enable them to do their job properly, this is also required for employees returning from work after a break. Where training is not available at the time the employee should be informed and all efforts should be made to get essential training in the future.
- 5.3. All employees who are of an interview panel should receive appropriate training.
- 5.4. When allocating places on training courses employees will not be discriminated against and priority should be given to the employees who are most in need of it to carry out their job.
- 5.5. All employees are entitled to any support they feel they need.

6. Services Provided

- 6.1. (Organisation) will ensure that its services can be accessible to all members of the public regardless of disabilities and personal circumstances.
- 6.2. Positive steps will be taken to ensure that groups that often are excluded get to comment on the services provided. All services should be flexible and respond to any changes in the community.
- 6.3. All information is provided in accessible formats on request and targeted where necessary.
- 6.4. Systems shall be provided to monitor the progress of service delivered and customer satisfaction.
- 6.5. All information provided in accessible complaints procedure will be in place to ensure that discrimination does not happen or is dealt with in the proper manner if it is discovered.
- 6.6. Positive Action groups shall be set up to target the needs of individual groups that are likely to face discrimination.
- 6.7. All advertising and publicity should emphasise the Equal Opportunities provided by (Organisation).

Sample Inclusion policy

- [Organisation name] is committed to striving for the inclusion of all children in our setting.
- We believe that all children have the right to play, have fun, and feel safe and secure in their play. We believe in valuing each individual child whole-heartedly without discrimination of any kind.
- All children will be respected and their individuality and potential recognised, valued and nurtured.
- Every child has the right to access quality play opportunities, which enhance their development and understanding of the world around them. Each individual child has the right to access these opportunities in an environment that is free from prejudice and discrimination.
- We will do our utmost to be pro-active in meeting the needs of all who are involved in our service. This will involve consulting with service users, staff and professionals in the field.
- We strive to include positive image resources that represent the differences and similarities in people that make up our richly diverse society and give children a balanced view of the world around them.
- We understand that each individual child has different needs that need to be met to enable that child to be included in our setting.
- We recognise that in order to include all people successfully in our setting, we need to look at the attitudes of people involved in our club. Therefore, we promise to challenge any form of discrimination in our setting from any person, child or adult, on our premises and to explain why a person's opinion or attitude is being challenged.
- We aim to ensure that all staff have received relevant inclusive play training and endeavour to keep up to date with local and national developments in inclusive play practice.
- And finally... we promise to make our setting a happy and secure place for children and young people to play and feel included.

Sample Health and Safety Policy

1. Introduction

- It is the aim of (Organisation) to provide employees with safe and healthy working conditions, equipment and systems through training and supervision as needed.
- We also accept responsibility for the health and safety of non-employees taking part in (Organisation) activities. We shall work with outside organisations working within our premises to ensure general safety throughout the offices.
- We shall keep our policies up to date and comply with all current legislation in particular:
 - The Health and Safety at Work Act 1974
 - The Management of Health and Safety issues.
- Subsequent legislation relating to Health and Safety issues.
- A copy of this policy will be provided for each member of staff. They are required to read and understand it, and be aware of the procedures laid out below. They will also be provided with updates when policies are amended.
- Specific arrangements and duties are set out in the policy below.

All employees shall be provided with a copy of this policy and updates as they become available.

2. Aims of the Policy

- To provide a safe and healthy environment for employees to work in.
- To comply with all current legislation on Health and Safety.
- To provide procedures for when incidents happen that cannot be prevented.
- To learn from incidents to prevent them from happening again.

3. Responsibilities

- The Board of Trustees (if a Charity):
 - The Health and Safety at Work Act 1974 and the Employers Liability (Compulsory Insurance) Regulations 1969 put a statutory duty on all employers to ensure, so far as is reasonably practicable, the health, safety and welfare of its employees and other people who may be affected by their work.
 - The Chair, supported by the Board, has overall and final responsibility for the health, safety and welfare of all employees and must ensure that all legislation is followed.
 - The Chair, supported by all the Board, shall review the policy annually and take account of any comments made by employees and the Health and Safety Officer.
 - The Chair, supported by the Board, is also responsible for doing a thorough risk assessment for the office and all employee activities outside the office. This should also be reviewed annually with feedback from employees.
- Health and Safety Officer:
 - The Chair of the Management Board/Chief Executive should elect a Health and Safety Officer who is a "competent person" as defined in the Health and Safety at Work Regulations 1999 (amended 2002).
 - The Health and Safety Officer should be there to provide a link between the employees and the Management. Their main responsibility is to assist the Management with updating the Health and Safety Policy and Risk Assessment.
 - The Health and Safety Officer should be provided with any training they require to complete their job competently.
 - The Health and Safety Officer should also be responsible for ensuring that fire drills are held regularly and that the First Aid Kit is fully stocked and that accident records are kept up to date and accident prevention is taking place.
 - All employees should know who the Health and Safety Officer is so they can report any problems to them.

- All Employees:
 - The Health and Safety at Work Act 1974 also puts a duty on all employees to ensure that all problems with Health and Safety found whilst working are reported to the Office Administrator or the Health and Safety Officer to be dealt with.
 - They are also required to be aware of the contents of the Health and Safety Policy and report breaches in it, as well as suggesting improvements to make the office a safer environment to work in. Any breaches of the policy could result in disciplinary action.
- First Aid Officer:
 - There should be at least one First Aid appointed person to deal with all First Aid needed by employees and visitors to the Office, as well as people working in the office from other organisations. (Depending on the size of your organisation)
 - This person should be provided with the relevant First Aid training to at least the level of a “competent person” which should be kept current. This training needs to be recognised by the Health and Safety Executive.
 - The First Aid appointed person should liaise with the Health and Safety Officer to inform them of the types of accidents happening within the office and put steps in place to try and prevent them happening again. They should also make sure that the First Aid Kit is stocked as recommended by the Health and Safety Executive.
 - Basic First Aid is recommended training for every Play Ranger.

4. Accidents and First Aid

- All accidents, no matter how small, must be recorded in the Accident Book, which can be found in XXXX location.
- Reportable incidents covered by the Reporting of Injuries, Diseases, and Dangerous Occurrences (RIDDOR) 1995 should be reported correctly using the correct form for the organisation
- The First Aid Box is located (where) and a small First Aid kit should be carried by Play Rangers on sessions.
- All employees must follow the rules set out in the Health and Safety (First Aid) Regulations 1981
- Anyone performing First Aid that is not trained in First Aid does so at their own risk and is not insured to do so.

5. Risk Assessment

- Refer to Risk Assessment Policy – which includes dynamic risk assessment

6. Fire Safety

- Every employee is responsible for knowing the fire procedure and the escape routes for the building. The training should be part of the induction process.
- Fire routes and emergency exits must be clearly marked.
- Fire doors and escape routes should be kept clear at all times and anyone finding them blocked has a duty to clear them.
- Fire drills should be carried out every TERM. These should be organised by the Fire Prevention Officer and Health and Safety Officer.
- If you discover a fire, raise the alarm immediately by pressing the white spot in the centre of the alarm to break glass and phone 999 for fire service.
- In the event of a fire, the nominated fire person collects the registers and counts the children/young people at assembly point. A member of staff or volunteer checks the building/area.
- The rest of the staff/volunteers are responsible for escorting the children to the assembly point.
- No personal belongings are collected on way out.
- When safely at the fire collection point, no member of staff, child/young person, parent/carer or any visitor will re-enter the building until permission is granted by the Fire and Rescue Officer in charge.
- When all safely back in the building another count is carried out to ensure everyone is returned safely.

- If any child/young person has been affected, they will be comforted by staff and parent informed.
- Date, time, number of children/young people, number of staff, evacuation time, arrival at assembly point, register checked and senior workers signature should be entered on the record of fire drills.
- All firefighting equipment, such as extinguishers, should be checked annually by the manufacturer. These should only be used by people trained to do so and only to ensure escape from a fire.
- By law, all employees and visitors must be signed into the building to ensure that everyone can be accounted for in case of fire. It is the responsibility of the Fire Prevention Officer to ensure that the record is removed in case of fire so that it can be checked.
- All visitors to the office should be made aware of the fire procedure and escape routes.
- All fire drills must be reviewed by the Fire Prevention Officer and Health and Safety Officer and improvements suggested to the organisation to improve subsequent drills.

7. House Keeping

- Building Issues (if applicable)
 - The buildings landlord is responsible for ensuring that the building is in a good state of repair. All faults should be reported to them immediately.
 - It is the (organisations) responsibility to ensure that all repairs are carried out promptly with the minimum disruption to work.
 - It is the responsibility of all employees to notify the (organisation) of any such problems.
 - Office Equipment (if applicable)
 - The office equipment is the responsibility of the (organisation) to get repaired. All damaged equipment should be taken out of use immediately and reported to the
- (Organisation) who shall ensure that it is repaired quickly and safely.
 - Consumable items, such as light bulbs, should be replaced safely. Electricity should be turned off and an appropriate stepladder should be used to prevent falls.
 - Aisles and gangways should be kept clear at all times, and it is the responsibility of the employees to see that it is done.
 - Items should be stacked and stored safely.
 - Wires should not trail around the office. Any necessary wires must be taped down securely to avoid the risk of tripping.
- Electrical Equipment Safety
 - (Organisation) shall comply with the Electricity at Work Regulations 1989 and IEE 17th edition manual.
 - All maintenance on electrical equipment should be professionally inspected on an annual basis.
 - All employees should check electrical equipment before using it and not use it if they suspect any problem. All problems should be reported to the management immediately who should deal with it promptly and safely.
 - The Office Administrator should regularly perform visual inspections on electrical equipment.
- Hazardous Materials
 - The Control of Substances Hazardous to Health (COSHH) Regulations requires all substances to be assessed prior to use.

8. Training

- All employees must receive basic Health and Safety training as part of the induction procedure.
- Updates should be provided to all employees when policies are changed.
- Further training on any aspect of Health and Safety may be provided if staff request it of management.

Sample Volunteer Policy

Introduction

(Organisation) recognises the value of voluntary activity as an important expression of citizenship and an essential component of a free and democratic society. By engaging volunteers, (Organisation) will take responsibility for ensuring they are deployed appropriately, valued for their contribution and respected as colleagues.

In devising this policy, (Organisation) acknowledges Volunteer Development Scotland guidelines on good practice in engaging volunteers.

For the purpose of this policy volunteering is defined as:

“Volunteering is the commitment of time and energy for the benefit of society and community, the environment or individuals outside one’s immediate family. It is undertaken freely and by choice, without concern for financial gain.”

1. Aims of the Policy

- To recognise the importance and effectiveness of voluntary activity and acknowledge and support the role of volunteers in its work.
- Outline the principles upon which volunteers are engaged within the organisation.
- Set standards of good practice in the involvement of volunteers within the organisation.
- Encourage and enable rather than restrict the involvement of volunteers within the organisation.
- Improve the quality and effectiveness of volunteering in the work of (Organisation).
- Ensure effective systems of management and support are implemented for those managing volunteers.

Review and alterations of Volunteer Policy

Volunteers, staff and management committee members will be consulted prior to any alterations being made and formally adopted.

2. Volunteers Role

- Volunteers may be involved in a range of roles and tasks within (organisation) including management committee, administration and involvement in organising events. Volunteers may be involved on a regular basis or recruited for specific time limited pieces of work.
- Volunteers will not be put into any position, which may be seen as a cheap substitute for paid work or may be considered as a threat to a paid employees post.
- (Organisation) will ensure that all paid employees are aware of the role of any volunteer within the organisation and actively encourage and foster working relationships between both.
- With the exception of the management committee, volunteers engaged by (Organisation) will be supported and supervised by the designed committee member.
- (Organisation) recognises the need for training of individuals responsible for managing volunteers and is committed to this.

3. Recruitment and Selection

- Volunteers will be recruited in line with (organisation’s) equal opportunities policy. Positive action steps will be taken in the recruitment of volunteers where appropriate.
- (Organisation) will keep informed of good practice in the recruitment and selection of volunteers and will seek assistance and advice where appropriate.
- All volunteering opportunities will be advertised widely, in ways that are accessible to all sections of the community.
- Volunteers will be offered appropriate volunteering opportunities to meet their individual needs and the needs of (organisation)

4. What volunteers engaged by (organisation) can expect

- Volunteers can expect to participate in an induction to (Organisation) covering its aims, values, ethos and background information.
- Each individual volunteer will be provided with the details relevant to their own particular task such as written task descriptions, time commitments, location and designated supervisor.
- Each volunteer will be made aware of their responsibilities in relation to existing policies and procedures, particularly in relation to the constitution, health and safety, equal opportunities, complaints, grievance and disciplinary.
- Each volunteer will be informed of how to claim out of pocket expenses.
- Each volunteer will have the opportunity of accessing appropriate training relevant to their voluntary work and their personal development.
- Each volunteer will be made aware of (Organisation)'s insurance policy covering him or her whilst undertaking voluntary activities on behalf of (Organisation).
- Volunteers will be made aware that (Organisation) can provide a reference on the basis of their voluntary work.

5. (Organisation)'s expectations of volunteers

- All volunteers engaged by (organisation) will be made aware of the organisations standard expectations of volunteers as outlined below:
- To be reliable and inform the organisation as soon as possible if unable to attend or unable to continue volunteering for any reason.
- To participate in regular support sessions and communicate ideas, issues of concern etc, to nominated supervisor.
- To participate in an induction session and any necessary training.
- To respect confidentiality.
- To keep appropriate records of all out of pocket expenses.

6. Monitoring and Evaluating

(Organisation) will continually monitor all aspects of involvement of volunteers within the organisation with reference to this policy. An evaluation will be undertaken annually and volunteers will be involved in this process.

Play Ranger – Open Access Guidelines

It is wise to ensure that families and communities understand that you are providing a Play Ranger service in their community, and understand within that where responsibilities lie.

A statement similar to the following should be considered when promoting your work and in any marketing or communication literature you may produce.

Open Access

We operate on an 'open access' principle meaning that children are free to come and go as they please. We are not a child care provider therefore we are not responsible for the children.

We offer a level of supervision to the point that if a child was hurt or troubled we would take appropriate action but we are not registered to 'look after' children. Our Play Rangers will have a contact sheet for every child.

Sample Consultation Technique

(Organisation) recognises that there is no single technique or method for involving children and young people and that different approaches will be selected to suit different ages, interests and abilities.

Active participation by children and young people will be sought and respected. (Organisation) use consultation in order to:

- Gain an increased understanding of how children and young people use play spaces and how they want to use the environment for play
- Make more informed decisions and improvements in local play provision and the design of play spaces
- Develop better, more exciting places to play that children want to use
- Ensure greater sense of ownership by children and young people of local play facilities
- Ensure there is greater respect from children and young people for adults who listen to their views, and from adults towards children about playing outdoors

Examples of Consultation Tools

1. The Target

A Dartboard target is drawn and the children are given stickers to place on the target e.g. If you thought the session was really good, put your sticker in the centre of the target etc.

2. Ideas and Complaints Book

There are two books available at each session and they are for children to write or drawdown any ideas, comments or complaints they have about anything.

Sample Safeguarding Children Policy

Introduction

“All children have the right to protection from exploitation, physical mental & sexual abuse” The United Nations Convention on the Rights of the Child

We are committed to creating and maintaining the safest possible environment for children and young people. We aim to create a culture where children are valued, their right to be safe is respected and where we strive to minimise the risk of harm.

We do this by:

- Recognising that all children have the right to freedom from abuse.
- Ensuring that all our staff and volunteers are carefully selected and accept responsibility for helping to prevent the abuse of children in their care.
- Responding swiftly and appropriately to all suspicions or allegations of abuse and providing parents and children with the opportunity to voice any concerns they may have.
- Appointing an officer who will take specific responsibility for child safety and act as the main point of contact for parents, children and outside agencies.
- Reviewing the effectiveness of our safe guarding children policy and activities each year at the annual general meeting.

Appointing an officer

We appoint a respected and committed person from our project (Management or Staff) for the role of Safe Guarding Officer.

The officer will undertake awareness training in child protection issues and will be able to inform the appropriate authorities if a complaint about possible abuse is made by a child or adult. The officer's name and contact details will be displayed prominently in our premises and given to the parents, existing and new members.

Recruitment

We have a standard procedure for the recruitment of staff and volunteers.

We require a statement about any previous convictions, two referees and a check to be carried out for a PVG.

Supervision

All staff will have regular supervision and appraisals. The project may be monitored internally and externally by various authorities.

Learning and Development

We encourage staff to take advantage of relevant child protection training and to gain qualifications. We review practice and learn from experiences.

Records

Service users have the right to expect that all records kept (where appropriate) in the project are in line with good recording practice.

Good practice when working with children

- Children have the right to express their views and have these views taken into account.
- There should be a formal complaints procedure.
- Children should not be subjected to an environment that allows bullying, shouting, racism, sexism or any non-inclusive practices.
- There should be clear guidance about what behaviour is appropriate in a relationship of trust between an adult and a young person.
- Service users have the right to expect that services are relevant to users' needs and are provided in a timely and sensitive way.

Whistle Blowing Policy

There must be a clear and well publicised way in which adults and young people can report concerns about abusive or unethical conduct.

PROCEDURES

Emergencies

If a child is in need of immediate medical attention the Senior Play Worker takes responsibility and may need to:

- Telephone for an ambulance.
- Ring the child's doctor.
- Ask the carer to take the child to the doctor or the hospital at once.
- Offer to take the carer and child to the hospital/surgery/clinic.
- Take the child him/herself to hospital/surgery/clinic.

The child is the legal responsibility of the parent or carer and that person must be involved at once.

Suspected abuse

If a situation arises that leads you to a suspicion of child abuse, you will probably feel shocked and even guilty that such a thought should cross your mind. Try not to convey this to the child, particularly if the child is telling you about the problem.

Take seriously repeated verbal indications of abuse

- Listen to and observe the child
- At the first opportunity and with discretion, share your concerns with the other members of staff.
- Check with the parents to see if they noticed any changes in behaviour and seek explanations for unusual bruises or marks. A good relationship with carers/parents can mean that enquiries of this nature can be done in a non-threatening way; however, sharing your concerns with parents will forewarn them that you are likely to take the matter further.

The person who has first noticed the suspected abuse should be supported and helped to record in writing everything that has been noticed. Records should be kept in a safe place, remember to include:

- Date
- Observations – physical and behavioural
- Child's explanation
- Parent/carer's explanation
- Decision taken

Strict confidentiality must be observed at all times

Concerned members of staff may find their minds put at rest after an explanation by the parent, but if the explanation does not ring true or a feeling of dissatisfaction persists, staff should discuss, decide and record the decision. They might decide to keep an eye on the situation for the next few days or weeks, seek advice from an outside agency or report suspicion to social services. If it is certain there is a problem of child abuse, the Senior Play Worker/Management must:

- Contact social services duty desk.
- Inform one member of the management committee, preferably the Chair of any action you propose to take. You need not name the child, but by informing your employer, you will cover yourself if a complaint is lodged against you by the family to your employer at a later date.
- Inform the parent of the action you have taken.

A Play Worker's responsibilities do not include investigating the suspected abuse. However, play workers should keep accurate records of their observations and of anything said to them by the child or others in connection with the suspected abuse. It is always important to listen to children.

- Your primary responsibility is to protect the child.
- You have a duty to take action.
- You will not have to cope alone.
- Social services aim to support the family rather than breaking up the family unit. Your action at an early stage could stop a deteriorating situation becoming a crisis.
- You may never have to face a suspected case of child abuse, but you must be aware of and recognise the signs and symptoms of it.

Sample Complaints Policy

We hope that anyone who comes into contact with (Organisation) will feel that they can tell us about any suggestions, criticisms or complaints that they have. We want to give the best possible service to all our users – children, parents, staff and the wider community – and we will always try to improve when problems are identified.

If you are happy to pass on your complaint in person please talk to the Play Leader / Play Ranger or Manager.

We promise:

- To listen properly to what you have to say.
- To give you an answer straight away, if possible, (or within a time frame specified for complaints i.e. with 14 days to investigate and respond) but always follow up your complaint promptly.
- To discuss your complaint at our next Board/Management Committee meeting.
- If you would prefer to complain in writing, or if you are dissatisfied with the outcome of a verbal complaint, please write to our Chairperson/Chief Executive/Project Leader at the address below:-

Person/Role:

Organisation Name:

Address:

Post Code:

Telephone:

Email:

We promise:

- To give your complaint serious attention.
- To discuss your complaint at our next management meeting.
- To respond to you in writing as soon as possible/appropriate XX timeframe.
- We hope this will never be longer than XX weeks.

Sample Positive Physical Management Policy

Appropriate touching and physical contact will include:

- Comforting
- Reassuring
- Playing Games
- Greeting and Farewells
- Administering First Aid

Appropriate touching is to be conducted in an open way. Play Rangers are to comply with the following rules.

- Play Rangers will not get involved in any intimate behaviour with children such as soiled underwear removal etc.
- Play Rangers acknowledge that there are going to be times when children will not be fully clothed. Play Rangers will do their utmost to protect and ensure the children are safe within the settling and not open to exploitation
- Play Rangers will ensure that children engage with each other in a positive manner and enjoy safe play
- Play Rangers will acknowledge age appropriateness within their positive physical management

Sample Image consent form

Occasionally, we take photographs of children accessing our play services. We may seek to use these images in our publications, displays, and social media and on our website. We may also make video or webcam recordings for promotional, evaluation and monitoring purposes.

To comply with the Data Protection Act 1998, we need your permission before we can photograph or make any recordings of your child.

Conditions of use:

1. This form is valid for the period of time XX to XX / whilst attending 'organisation'. Images of your child will not be used after this time unless specifically requested of you. Please inform/email/write to the 'organisation' if you wish to withdraw consent at any time.
2. The images we take will be of activities that show the school and children in a positive light.
3. Embarrassing or distressing images will not be used. The images will not be associated with negative or sensitive issues.
4. We may use group photographs or footage with very general labels e.g. 'play in the park'.
5. We will only use images of children who are suitably dressed.
6. We will make every effort to ensure that we do not allow images to be taken of any children for whom we do not have permission or who are 'at risk' or disallowed from having their photographs taken for legal or social reasons.
7. We will take all reasonable measures to ensure the images are used solely for the purposes for which they are intended. However we cannot guarantee this and take no responsibility for the way images are used by other websites or publishers or for any consequences arising from publication.

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies. In giving your consent you understand that images may be used in printed and electronic form. To give your consent, please complete the information overleaf and return to:

Please tick those that apply:

I give permission for my child's image to be taken and used in publicity material / news media for the (organisation), including printed and electronic publications, video, photographs and on websites

I do not want my child's image used in any publicity

I have read and understood the information overleaf.

Name of Child:

Parent's or carer's signature:

Name (in block capitals)

Date:

Organisation:

If you require help completing this form or a translated version, please contact your child's school.

Sample Anti-bullying and Harassment policy

(Organisation) regards bullying and harassment as unacceptable. Children have a right to play in an environment which is free from fear and intimidation. Firm action will be taken whenever it occurs: maintaining a strong stance against bullying helps to create a positive, caring and healthy play environment where individuals are respected and feel secure in a way which enhances personal and social development.

Any allegation of bullying made against a member of (organisation) staff will be dealt with via the child protection procedure if it involves inappropriate physical contact with a child and via the line management system otherwise (e.g. verbal harassment or intimidation).

Bullying is defined as deliberately hurtful behaviour that is repeated over a period of time, against which it is difficult for those being bullied to defend themselves. It is important to remember that not all conflicts involve bullying; when children with the same power, numbers and strength fight or argue from time to time, this is not bullying.

Bullying occurs when a person is made to feel unhappy by one or more people.

Play workers need to be aware of the many different ways in which a child can be bullied or harassed:

- Verbal - name-calling, taunting, teasing, gossiping and humiliating.
- Physical - violence: hitting, kicking, pushing, pinching etc.
- Psychological - being spoken to in a demeaning way or being pressured to conform or do things.
- Social - isolation, rude gestures, exclusion from groups.
- Material - having possessions stolen, damaged or extortion taking place.
- Virtual - when the harassment is perpetuated through texting, email or other virtual means

The most common form of bullying is name-calling; the next most common is being physically hurt or threatened. Whilst teasing and name-calling can sometimes be intended - at least initially - to be taken as a joke, staff need to be aware of how quickly and easily such behaviour can escalate and cross over the line into bullying. Such behaviour should always be tackled at an early stage. A failure to challenge bullying behaviour can lead children to see bullying as a quick and easy solution to getting what they want.

Note: Bullying can have a racist, sexist, religious or homophobic focus and in these cases it is important to tackle openly the issues surrounding the bullying as well as the behaviour itself. This same approach should also be taken in instances where the bullying is focused on disability.

Play workers should aim to raise awareness of (Organisation's) anti-bullying ethos by:

- Opening up discussions: allowing children to talk about their feelings and concerns in a safe environment, and to enable them to share concerns about bullying.
- Helping children to feel comfortable: they are able to tell staff about any concerns they have with regard to bullying.
- Adults leading by example, and always demonstrating basic good manners.

To really help prevent the spread of bullying, there must be support for all children involved in any incident. The needs of the bully and the bullied should always be taken into account; it is often the case that a child who bullies in one situation may be a victim in another. The focus must be to solve the problem rather than necessarily to punish the bully.

Staff response to bullying

- Act firmly – and be seen to act firmly – against bullying whenever it occurs.
- Bullying behaviour must be taken seriously, and action needs to be taken as early as possible.
- Make it clear to both parties that you disapprove of what the bully has done.
- Don't make premature assumptions – listen carefully to all accounts, providing a forum so that all parties can express their point of view.
- Offer support to both parties: the needs and problems of all the children involved are important.
- Avoid blame wherever possible, particularly in the early stages of dealing with the situation as it tends to cause defensiveness and a breakdown in communication. Reassure the victim, and do as much as you can to empower them (the child may prefer that this be done confidentially).
- Encourage the bully to see the victim's point of view, and discuss the impact and consequences of their behaviour.
- Encourage children not to be passive and not to accept bullying behaviour, whether they themselves are being bullied or they see someone else being bullied.
- Share information with other members of staff.
- It is important to reinforce the anti-bullying ethos through discussions,
- Record the details of any serious incidents and the action that was taken.

When Involving parents:

- It is better done constructively rather than as punishment.
- Be careful with the language you use when dealing with sensitive issues: for example, say “it seems your son/daughter and the other child have not been getting on very well lately” rather than “your son/daughter has been bullying the other child”.
- An automatic assumption of blame or an accusation is much more likely to make the parent react defensively and make it much harder to reach a solution.
- Confidentiality must be observed when dealing with issues of bullying, as an accusation of harassment can create problems between families and is potentially defamatory. As a general rule, you should avoid naming the bully when discussing the matter with the family of the child who has been bullied.

(Organisation) needs to monitor bullying, and should address it in team meetings. The nature, frequency, and the suitability of actions taken in response to incidents should be discussed. New children need to be informed about the anti-bullying ethos and be made aware of what they can do if they feel that they or someone else is being bullied or harassed.

Risk-Benefit Assessments, Informing Practice

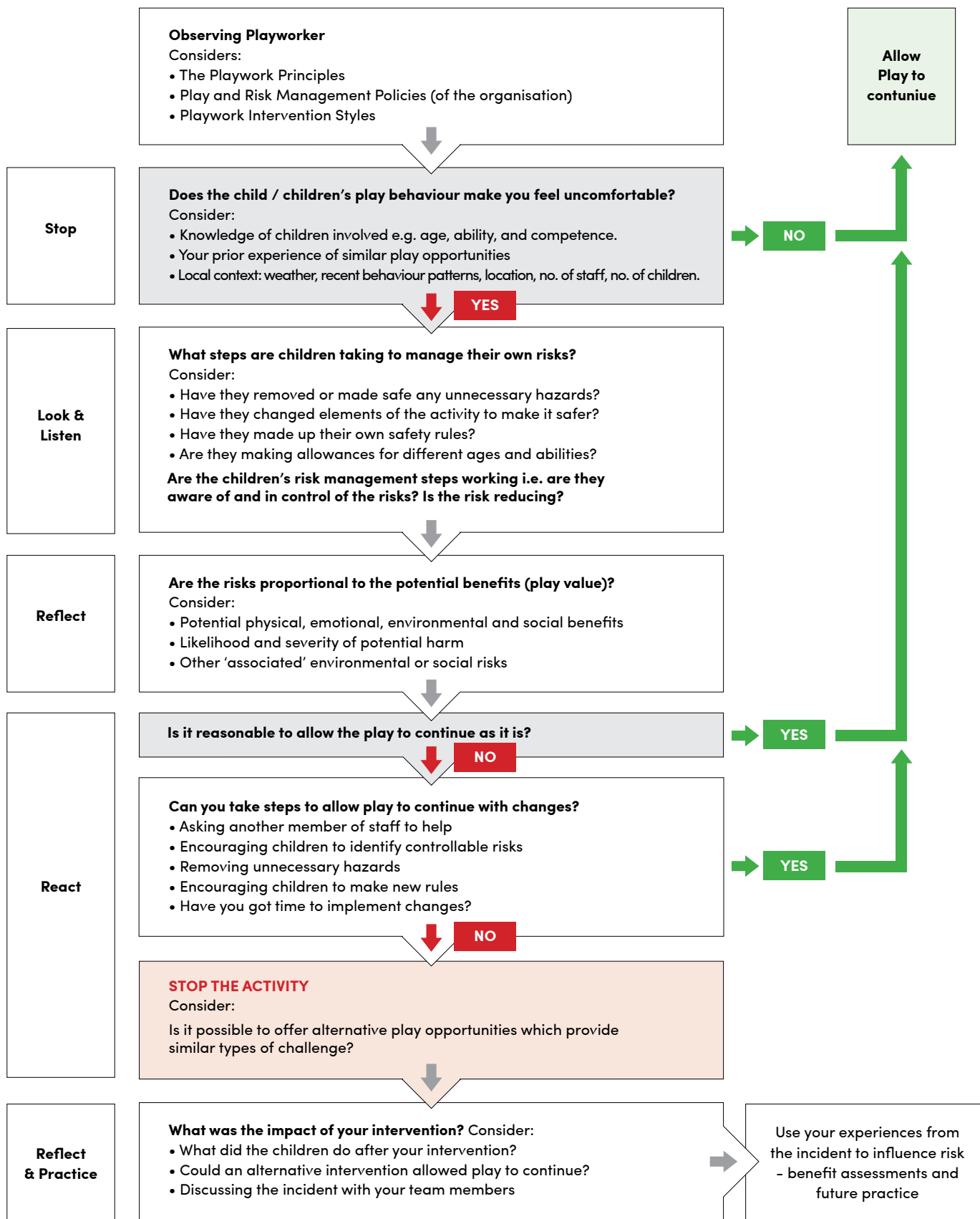
The information here has been sourced from 'Managing Risk in Play Provision: Implementation guide' (2nd edition), published in 2013 by the Play Safety Forum with Play England, Play Wales, Play Scotland and PlayBoard Northern Ireland.

This first form is designed to support a balanced approach to risk management using the process of risk-benefit assessment (RBA). It is aimed at those involved in providing play opportunities in a range of contexts, including play areas, public parks, green spaces, out-of-school childcare settings, playwork settings, schools and early year's services. It builds on the guidance document.

The publication is free and readily downloadable on the Play Scotland website.

Those using this form should focus on the significant risks that the play provision gives rise to. The Health and Safety Executive (HSE) defines significant risks as those that go beyond everyday life and that “are capable of creating a real risk to health and safety which any reasonable person would appreciate and would take steps to guard against.”

Conwy & Wrexham Risk Management Framework: Dynamic Risk - Benefit Assessment Cycle



Overview of Risk-Benefit Assessment

Project/Proposal Name			
Type of Assessment (tick one box)	Designer <input type="checkbox"/>	Provider/Manager <input type="checkbox"/>	Post-installation <input type="checkbox"/>
Assessor	Monitoring		
	Name		
	Position		
	Date		
Description and location of facility, feature, activity or equipment			
Date to review risk benefit assessment			
Signature of senior worker / manager			

Main Form: Risk-benefit assessment

Benefits:

Risks (taking into account any technical information identified in the supplementary form below):

Local factors:

Precedents &/or comparisons:

Decision:

Actions taken:

Ongoing management and monitoring:

Sample Alternative Play Ranger Risk / Benefit Form

An adaptation of the previous form, however with the same emphasis to assess the risk against the benefit of an activity for a child taking place.

Team / Dept		Date of Assessment		
Activity being assessed		Location being assessed		
Assessor (Print Name)		Signature		
Benefits to the children (specific to the activity)	Possible Hazards / Risks (What are the risks. What are the hazards and the harm that may arise)	Immediate Action Taken (How we reduce the risk)	Further Action Required	Person Responsible Timescale for Completion
Other comments, observations or actions				

Sample Generic Risk Assessment (Completed)

Date of Assessment		To be reviewed			Carried out by		
Hazard	Level of Risk 1-4	Likelihood 1-4	What needs to be done about the hazard?	What further action needs to be done?	Action taken by who?	Result	
Uneven ground	1	4	Participants are advised about the area before play commences	Dynamic risk assessments taken through session	Play Rangers	C	
Carrying equipment to and from vehicle	2	1	Manual handling training and manual handling policy in Play Ranger Pack. Weight limits for individual items kept to minimum	Staff asks and observed on safe practice	Senior Play Rangers	T	
Play Equipment Broken/faulty	2	1	Play rangers to perform checks before the start of each session. Equipment marked and taken out of use if broken	Checks to take places during setup, Monitor throughout session	Play Rangers	T	
Broken bottles/glass	2	3	Area identified and all Play Rangers informed of location, Area to be cordoned off if possible.	Monitor throughout session	Play Rangers	C	
Needles on the ground	3	2	Play rangers to sweep area if found notify Play development worker immediately. Under no circumstances is any untrained individual to touch/move them	Senior Play Ranger will notify Environmental officers	Play Rangers Senior	C	
Stinging nettles and thorny bushes	2	3	Part of Play ranger sweep. Children to be warned at start of session about area.	Monitor throughout session	Play Rangers	C	
Mud or grit in the eye	2	2	First aid qualified staff member to deal with this.	Play rangers to advise group on not throwing dirt around	First Aid qualified Play Rangers	C	

Sample – Play Ranger Risk Assessment Form

Date Location

Activity: Den Building

Level of risk (1-5) 5 being most dangerous

Prospective Risk	Who is affected	Measures in place	Action take to reduce risk	Risk Level	Signed
Debris - glass	All	Ground maintenance carried out by caretaker	Staff to risk assess area prior to session – clear all debris – sharp box	3	
Using Mallet	Children & Young People		Staff carry out a safety talk	3	
Potential cuts	Children & Young People	All materials are checked after each activity	Staff to check all materials and plastics	2	

Sample Play Ranger Daily Hazard Check List

Activity/Lesson: Date:

Zone/Area: Time Completed:

Please Note: Risk benefit assessment should be continuous throughout the session and should include hazards from above:

Hazards identified

Hazard No.	Hazard	Hazard Identified
1	Moving Traffic	YES/NO
2	Hazardous Materials / Potentially poisonous Plants/Berries/Fungi Etc	YES/NO
3	Steep/Slippery/Uneven Surfaces/Footpaths	YES/NO
4	Deep Water/Rapid Flow	YES/NO
5	Dog or Animal Fouling	YES/NO
6	Overhanging Branches / Dead Trees	YES/NO
7	Uneven Ground / Hidden Holes In Grass Areas	YES/NO
8	Fences & Barbed Wire	YES/NO
9	Sharp Objects (Knives, Needles etc.)	YES/NO
10	Weather Conditions (Heat Or Cold)	YES/NO
11	Broken Glass	YES/NO
12	Other:	YES/NO

Control action implemented

Control Actions	Enter Hazard Number	Comments
Eliminate – Remove hazard		
Reduce – Change or alter Activity Environment		
Isolate – Restrict access to /or around hazard		
Control – Change to a less hazardous activity		
PPE – Provide Personal Protective Equipment e.g. gloves		
Give Advice e.g. give safety briefing		
Other		

Completed by:

Lead Worker signature:

Sample – Needle and Syringe Disposal Guidelines

Consider training in this area if it is likely your staff will come across this situation and speak to your local Doctors / NHS regarding acquiring a Sharps Box.

1. Do not be alarmed
2. Remove children from the area
3. If possible disguise needle until you can get the correct container to remove it
4. Do not touch the sharp point with fingers or hand
5. Preferably use a litter picker to remove, put in the correct container (black needle box) which is at the back garage and seal it.
6. Put needle and syringe, point first into the container.
7. More than one can be placed in the black sharps box
8. If there are no correct containers for needles use a plastic tub with a lid and report this to your senior worker
9. Record this on the daily risk assessment sheet
10. Senior worker will report this to the necessary medical centre

Sample – Incident Report

NOTE it is worth checking within your organisation if you have a standard method of reporting incidents so as not to duplicate work. However your management might feel they need a specialist form to cater for any incidents which may occur whilst on a play ranger session.

This form must be completed when an incident occurs on a Play Ranger Session by the Play Ranger leading that session. Please continue on an additional form if there is not enough space on this form, and ensure any additional sheets are numbered and attached to this front sheet.

Where did the incident take place? Date: DD/MM/YY

Approximate time of incident:

Incident details: Who was involved? What happened?

What Action Was Taken?

First Aid/Treatment administered, if so what?

Other Agency involvement e.g. Police/ Community Safety Wardens etc?

Any Other Adults Present? (inc. staff, parents, teachers, volunteers etc)?

Any Future Action Identified?

Play Ranger Session Lead: Signature: Date: DD/MM/YY

Manager: Signature: Date: DD/MM/YY

Sample - Action Plan Template for Evaluation

Outcome (change or difference you want to make)			Indicators (how you know the outcome is happening)	How to collect information about the indicator	Who will do this?	When and where info will be collected

Evaluation and Monitoring advice

By reviewing your work, and effectively evaluating your own performance against the outcomes you hope to achieve, you will not only help an organisation realise if it is delivering but help an organisation to understand where they can improve

There are many evaluation tools available, it therefore would be wise to consider what your outcomes are and set about developing tools and techniques that work for you organisation, its scale and location.

Some useful web links when understanding and implementing effective evaluation and monitoring of your Play Ranger activity.

www.evaluationsupportscotland.org.uk/evaluation/

For a perspective on the strategic approach for Play in Scotland -
Scotland's Play Strategy - www.scotland.gov.uk/Resource/0042/00425722.pdf

<https://charityhealthcheck.org.uk/knowledge-hub>

Sample – In School Play Ranger Questionnaire – for Pupils

As you know we have been running Play sessions in your School at lunch times, therefore we would like to ask you a few questions so as to make your Play time more enjoyable.

Did you enjoy your session at School today? Yes No Not Sure

At the session today what did you like doing the best?

Running Playing Games Making new friends Being outside

The wood The Sand Climbing Water Balls

What else would you like to do when outside playing?

Sample – In School Play Ranger Questionnaire – for Teachers

NOTE – for teachers paper questionnaires may not work as well and you may wish to consider the use of free media tools to support gaining evidence from Teachers / Playground Supervisors – for example the use of Survey Monkey <https://www.surveymonkey.com/>

As you know we have been running Play session in your School at lunch/break/golden times, as part of our efforts to effectively evaluate our work and to learn from the evidence we gather, we would like you to take 2 minutes to complete the following short questionnaire please.

Did your pupils appear to enjoy your session at School today? Yes No
(Provide optional answers or offer free text options)

At the session today what particular behaviours did you observe?
(Provide examples or offer free text options)

When back in the classroom did the children present with different behaviours from what you have normally seen?

Happier More Relaxed More keen to learn Better attention More Noisy
More agitated Same as Normal Worse Behaviour

Any Comments?

Through our sessions we aim to support the development of the child and via the play undertaken support outcomes under the Curriculum for Excellence. Do you feel the children have progressed or achieved via the sessions any of the CofE outcomes?

(provide examples or offer free text options)

Sample Session Monitoring and Evaluation Form: Play Ranger Sessions

Information about session	Information about staffing	Information about Session programme (include notes on spectators and tourists)
Date of Session	Paid Staff	
Start/End Time	Volunteers	
Place of Session	Tutors or Guests	
Weather		

Information about Participants
Total attendance <input type="text"/> Male <input type="text"/> Female <input type="text"/> Any new children attending <input type="text"/>
Please add any additional information about the group below (behaviour, incidents, concerns)

How did we do?	Excellent / very good / good / adequate / poor / very poor	What is your evidence for this? (use additional space on this form if required)
Children and young people seemed happy and at ease in their surroundings		
Children and young people engaged well in activities and with each other		
Children and young people tried out new activities/or learned new things		
Play Types Observed – circle the predominant types of play undertaken on this session	Symbolic Exploratory Communication Rough and Tumble Role Locomotor Creative/Imaginary Other?	
Preparation for next week's session		
Booking activity or contacting tutors		
Requesting petty cash and amount needed		
Other?		

Sample Trip Consent Form

We are proposing to run a trip to XXXXXXXXXXXXXXXX, the date of the trip is DD/MM/YYYY
The trip will leave XXXXXXXXXXXX location at XXXXXXXXXXX time and return to the same location at XX time.

Child's Name	
Date of Birth	
Address	
Contact Number	
Does your child have any allergies / health issues?	

Image Consent

I give permission for the above named child/children to be involved in pictures / videos taken by (Organisation) staff, which can be used as promotional material as outlined in our Media Consent Form.

Please tick the appropriate box: Yes No

The above information I have given is up to date and correct and I hereby give permission for the above named child/children to attend the trip.

Parent Name:

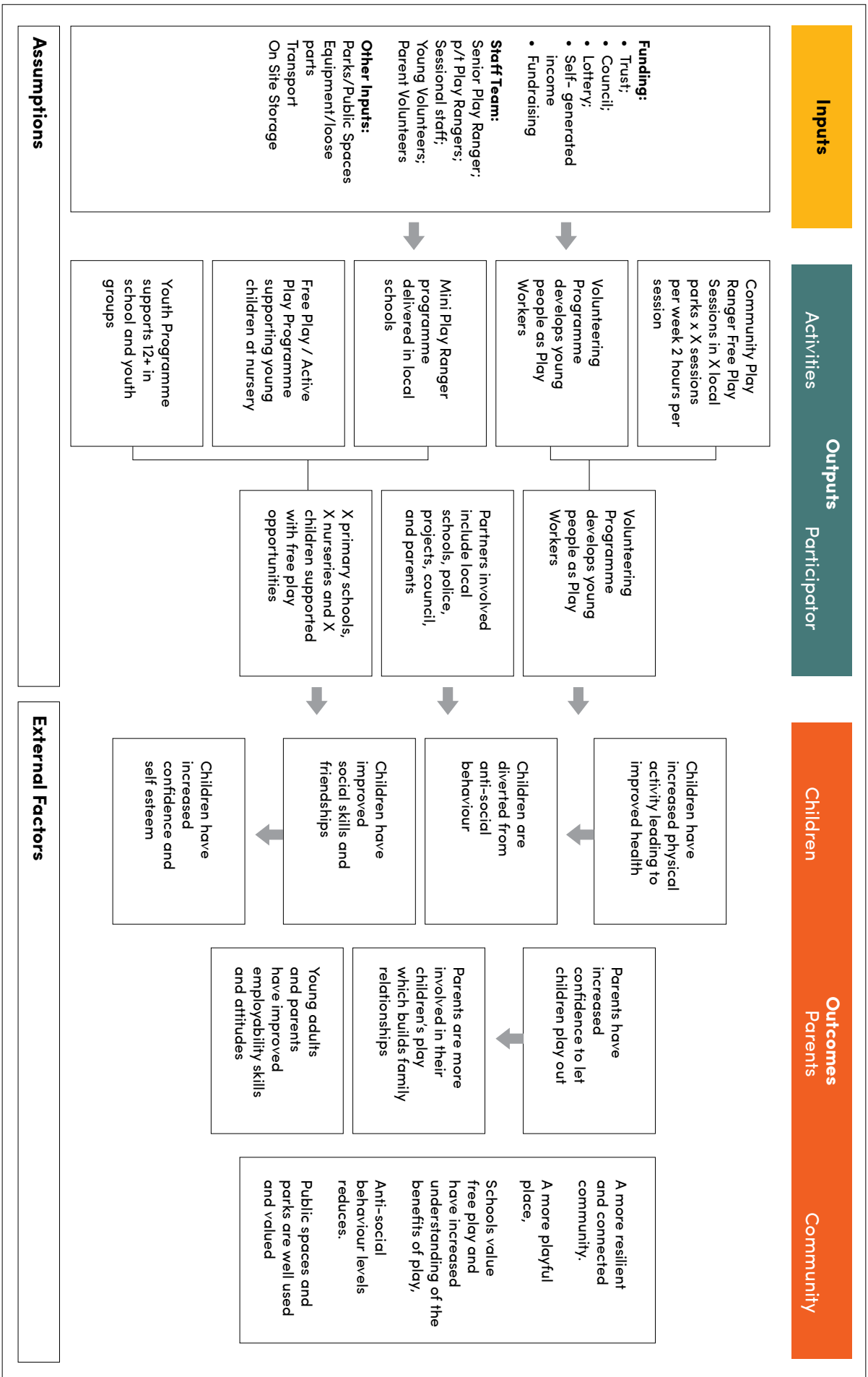
Parent Signature:

Date:

Sample Outcomes and Indicators

Outcomes	Sample Indicators
Children have improved social skills	<ul style="list-style-type: none"> • Extent to which they participate – increasing? • Extent to which they take the lead and express views/ideas. • Inventing new games from existing resources. • Extent involved in collaborative and cooperative play • Ability to talk about achievements and failures • Ability to analyse and articulate experiences • Less reliance on others (independence). • Level of fun/enjoyment- children say/are seen to be having fun • Number of friends increases
Increased physical activity leading to improved health	<ul style="list-style-type: none"> • Increased physical confidence through taking on new challenges and trying different approaches. • Improved speed, confidence and motivation for physical tasks • Children/parents say they have more energy and stamina • Children saying they are fitter and stronger. • Teachers, parents and carers observe increased physical skills
Parents / Carers /Teachers have increased confidence to allow children to play out	<ul style="list-style-type: none"> • Extent to which children lead their own play • Numbers taking part in outdoor play within their communities • Number of new settings/spaces being used for play • Ratio of free time to structured activity • Feedback from teachers • Schools adopting play policy and engage in play within curriculum
Children are diverted from anti-social behaviour	<ul style="list-style-type: none"> • Recorded levels of vandalism over a period • Recorded attitudes to local spaces and their use • Participation levels in community events and volunteering • Attitudes to children/YP being in public spaces
More Play takes place in the community / More opportunities to Play	<ul style="list-style-type: none"> • Increase in the numbers attending sessions • Increase in the number of groups/schools offering free play • Time available for free play increases - number of times per week children play outside • Extent parents and teachers engage in free play • New types of space being used for outdoor play
Children have improved space and places for Play	<ul style="list-style-type: none"> • Sense of freedom – Children say they have the opportunity to do what they want. • Use of audits for Play & Green Space • Numbers using Play spaces • More community space is used for play and supported by local partners

Sample Play Ranger Logic Model





For a sustainable Scotland, where our children and young people can play, learn and thrive outdoors

Scotland's Play Ranger Toolkit

INSPIRING SCOTLAND

Inspiring Scotland Registered Suite 2, 14 New Mart Road, Edinburgh, EH14 1RL.
Inspiring Scotland is A Company Limited by Guarantee registered in Scotland,
No. SC342436, and a registered Scottish charity, No. SC039605.



Scottish Government
Riaghaltas na h-Alba
gov.scot

Inspiring Scotland is funded by the Scottish Government to administer the Outdoor Community Play fund and support the wider outdoor community play sector.