



WILBURTON C of E PRIMARY SCHOOL OPAL Play Policy

Adopted: January 2022
Date of last review: January 2023
Date of next review: January 2024

Commitment

Our school undertakes to refer to this play policy in all decisions which affect children's play. Our school is committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children.

Rationale

Our school believes that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment. The school acknowledges the UN Convention on the Rights of the Child, especially Article 31, and supports the child's right to play. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.

The OPAL programme rationale is that ...*"better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life"*.

We believe the ethos of OPaL unites our school vision; with our school values of Love, Excellence and Wellbeing being at the heart of play:

Love:

Allowing the children to reflect on their own play, teaches children to understand and acknowledge the impact their actions have on others, and to change their behaviour as necessary. It also teaches them how to recognise, understand and respond to the emotions and behaviours of others. It is important to be taught how to share resources and ideas to work towards a common goal as well as caring for and enjoying the world around them. Involving the children regularly in how they play, will help achieve this goal.

Excellence:

It is also important for the children to ask questions and seek understanding with all their mind. Outdoor play challenges children to try new things and increases their ability to push themselves with determination, concentration and resilience.

Wellbeing:

Play teaches children how to keep their bodies healthy whilst providing lots of opportunities to improve their physical health. Play helps them to name, understand and express their emotions, so children have confidence to succeed when faced with new challenges which are continually provided through the Opal programme. We aim to celebrate everyone and recognise their achievements during Play Assemblies.

Definition and Value of Play

Play is defined as any freely chosen activity which a child finds satisfying and creative. It may or may not involve equipment or other people. We believe play has many benefits, including:

- Play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, different concepts and different ideas.
- Play enhances children's self-esteem and their understanding of others through freely chosen social interactions, within peer groups, with individuals, and within groups of different ages, abilities, interests, genders, ethnicities and cultures.
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices, problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.

Aims

In relation to play our school aims to:

- ensure play settings provide a varied, challenging and stimulating environment.
- allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- provide opportunities for children to develop their relationships with each other.
- enable children to develop respect for their surroundings and each other.
- aid children's physical, emotional, social, spiritual and intellectual development.
- provide a range of environments which will encourage children to explore and play imaginatively.
- provide a range of environments which will support children's learning across the curriculum and learning about the world around them.
- promote independence and teamwork within children.
- build emotional and physical resilience.

Rights

Our school recognises the UN Convention on the Rights of the Child which includes *the right to play, recreation and leisure* (Article 31) and the *right of children to be listened to on matters important to them* (Article 12). We acknowledge that we have a duty to take these rights seriously and listen to children's views on their play.

Benefit and Risk

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

Managing Risk in Play Provision: An Implementation Guide (2012)

The school will use the Health and Safety Executive guidance document '*Children's Play and Leisure – Promoting a Balanced Approach*' (September 2012) as the principle value statement informing its approach to managing risk in play. In doing so, the school will adopt a risk-benefit approach as detailed in '*Managing Risk in Play Provision: An Implementation Guide*'.

Risk-taking is an essential feature of play provision, and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and managed play environment. In the words of the play sector publication 'Best Play', play provision

should aim to *'manage the balance between the need to offer risk and the need to keep children and young people safe from harm'*.

In addition to standard risk/benefit assessments the school will practice dynamic risk management with children encouraging them to identify and manage risks in an environment where adults are present to support them.

Supervision

The law requires that children in school have supervision but for primary school playtimes there are no stated ratios. During the school day there will be one or more adults present outdoors. The school recognizes OPAL's three models of supervision: Direct, Remote and Ranging. Supervision will usually take on remote and ranging models, so that children can quickly find an adult, and adults can patrol large sites to gain an awareness of the kinds of play and levels of risk likely to be emerging.

The Adults' Role in Play

The school will help children maximize the benefits they can gain from play by the provision of trained staff who are informed by and work in accordance with the Playwork Principles. Staff will use and refer to these principles when appropriate interventions are needed, and ultimately will strive for facilitating an environment which nurtures children's self-directed play.

The playworker's core function is to create an environment which will stimulate children's play and maximise their opportunities for a wide range of play experiences. A skilled and experienced playworker is capable of enriching the child's play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the play setting. Playworkers are a channel of access to new materials and tools and they can act as a stimulus to children to explore and learn. They are also available to participate in the play if invited.

Environment

We believe that a rich play setting should ensure that all children have access to stimulating environments that are free from unacceptable/unnecessary risks and thereby offer children the opportunity to explore for themselves through their freely chosen play.

We will strive to continually improve the quality and diversity of our school's grounds to enhance play. We will use the document 'Best Play' – To guide us on what a quality play environment should contain.

<http://www.playengland.org.uk/resource/best-play/>

Assessing and managing risks

Risk assessments identify measures to control risks during school activities. Health and safety law requires the school to assess risks and put in place proportionate control measures. The law also requires it to record details of risk assessments, the measures taken to reduce these risks and expected outcomes.

The school will record significant findings of the assessment by identifying:

- the hazards
- how people might be harmed by them
- what they have in place to control risk

Records of the assessment should be simple and focused on controls. Outcomes should explain to others what they are required to do and help staff with planning and monitoring.

Risk assessments should consider what measures are needed to protect the health and safety of all:

- staff
- pupils
- visitors
- contractors

Schools will need to think about the risks that may arise in the course of the school day. This could include anything related to the school premises or delivery of its curriculum, whether on or off site.

Factors included in risk assessments will vary between schools, although some will appear in most schools. HSE provides [guidance on the risk assessment process](#) and [Coronavirus: latest information and advice - HSE news](#).

