



Naunton Park Primary School

Play Policy

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1.0 Introduction

Naunton Park Primary School believes that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment. We have adopted the OPAL, Outdoor Play and Learning, approach to ensuring that all children can learn and play in a safe, creative, positive and healthy environment.

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"*.

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. We recognise the *right of children to be listened to on matters important to them* (Article 12). We acknowledge that we have a duty take these rights seriously and listen to children's views on their play.

Throughout the school day, including during play in curriculum time and non-curriculum time, children are provided with opportunities to learn about the school's values and put them into practice. Respect, responsibility, curiosity, determination, kindness and resilience are the values that are referred to throughout all play activities, with efforts being recognised and children being praised when these values are observed.

2.0 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.

3.0 Aims and objectives

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, making responsible choices.
- provide opportunities for children to develop their relationships with each other, communicating and playing respectfully, responsibly and with kindness.
- 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 and develop a sense of curiosity.
- 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 and promote determination.

4.0 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 assessments (which are in place for children to use a range of equipment during playtimes) the school will practice dynamic risk management with children by encouraging them to identify and manage risks in an environment where adults are present to support them.

5.0 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 should be one or more adults present outdoors. The school recognizes OPAL's three models of supervision: Direct, Remote and Ranging. Except for new children in reception, the school does not believe direct supervision is possible or beneficial. Supervision will take 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.

There will always be a minimum of two adults supervising the children when playing on the playground plus one adult who supervises the Trim Track area. Adults have a whistle available

should additional support be required quickly and all members of the Lunch Team carry a 'red triangle' to call for support if needed from another adult. One member of the Lunch Team carries a walkie-talkie, linked to the school office, for emergencies during lunchtime. All members of staff on duty during playtimes wear high-visibility jackets so that they can be easily found by children and first-aid kits are readily available.

Playtime supervisors must ensure they are spread around the playground and grassed areas and are able to safely see children in all areas.

6.0 Roles to support 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.

Play Monitors help to prepare the environment for playtimes and help the adults, at the end of playtimes, to ensure all resources and equipment are stored away safely. All children are responsible for tidying up at the end of playtimes to help keep resources fit for purpose and ensure the playground is available for PE lessons between playtimes.

7.0 Playtime logistics to enable play

At Naunton Park Primary School, there are two timetabled playtimes for children in Year 3 to Year 6 and three timetabled playtimes for children in Reception to Year 2.

During lunchtimes, children have a choice to eat outside or inside. If having a packed lunch, children are able to choose when to eat in order to maximise opportunities for play. Children can sit on any bench or picnic rug to eat their lunch.

8.0 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.

At Naunton Park Primary School, the playground, grassed area and Trim Track area are used during playtimes. Children are able to access all of these areas, although limitations are in place to ensure the safety of all children as follows:

- The Trim Track area is timetabled, with each year group having access at least two playtimes a week.
- Football games are limited to the court area of the lower playground.
- Balls can also be used by the basketball hoops on the lower playground.
- Pallets and tyres are available to play with on the grassed area.

Other areas of the school are occasionally used during playtimes. If this is the case, an adult must be supervising the children in each area at all times.

All adults and children should be aware of the Risk Assessment in place to negate risk and promote the safety of all children during playtimes.

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/>

9.0 'Wet play'

If the weather is deemed unfit to play outside, children will spend their playtime in their classroom. This includes:

- Thunder and lightning.
- Strong winds.
- Torrential rain.

Each classroom has a bank of resources for children to play with during 'Wet Playtimes'.

10.0 Review

This policy will be reviewed every three years or when applicable depending on the children's needs. As equipment and resources change, the policy and/or the Playtime Risk Assessment will be adapted.

This policy should be read and reviewed in conjunction with the school's Child Protection Policy, Anti-bullying and Hate Policy and Health and Safety Policy.



CHILDREN'S PLAY AND LEISURE – PROMOTING A BALANCED APPROACH

1. Health and safety laws and regulations are sometimes presented as a reason why certain play and leisure activities undertaken by children and young people should be discouraged. The reasons for this misunderstanding are many and varied. They include fears of litigation or criminal prosecution because even the most trivial risk has not been removed. There can be frustration with the amounts of paperwork involved, and misunderstanding about what needs to be done to control significant risks.
2. The purpose of this statement is to give clear messages which tackle these misunderstandings. In this statement, HSE makes clear that, as a regulator, it recognises the benefits of allowing children and young people of all ages and abilities to have challenging play opportunities.
3. HSE fully supports the provision of play for all children in a variety of environments. HSE understands and accepts that this means children will often be exposed to play environments which, whilst well-managed, carry a degree of risk and sometimes potential danger.
4. HSE wants to make sure that mistaken health and safety concerns do not create sterile play environments that lack challenge and so prevent children from expanding their learning and stretching their abilities.
5. This statement provides all those with a stake in encouraging children to play with a clear picture of HSE's perspective on these issues. HSE wants to encourage a focus on the sensible and proportionate control of real risks¹ and not on unnecessary paperwork. HSE's primary interest is in real risks arising from serious breaches of the law and our investigations are targeted at these issues.

Recognising the benefits of play

Key message: '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.'

6. HSE fully recognises that play brings the world to life for children. It provides for an exploration and understanding of their abilities; helps them to learn and develop; and exposes them to the realities of the world in which they will live, which is a world not free from risk but rather one where risk is ever present. The opportunity for play develops a child's risk awareness and prepares them for their future lives.
7. Striking the right balance between protecting children from the most serious risks and allowing them to reap the benefits of play is not always easy. It is not about eliminating risk. Nor is it

The Courts have made clear that when health and safety law refers to 'risks', it is not contemplating risks that are trivial or fanciful. It is not the purpose to impose orders on employers that are wholly unreasonable (R v Chagot (2009) 2 All ER 660 [27])

about complicated methods of calculating risks or benefits. In essence, play is a safe and beneficial activity. Sensible adult judgements are all that is generally required to derive the best benefits to children whilst ensuring that they are not exposed to unnecessary risk. In making these judgements, industry standards such as EN 1176 offer bench marks that can help.

8. Striking the right balance does mean:

- Weighing up risks and benefits when designing and providing play opportunities and activities
- Focussing on and controlling the most serious risks, and those that are not beneficial to the play activity or foreseeable by the user
- Recognising that the introduction of risk might form part of play opportunities and activity
- Understanding that the purpose of risk control is not the elimination of all risk, and so accepting that the possibility of even serious or life-threatening injuries cannot be eliminated, though it should be managed
- Ensuring that the benefits of play are experienced to the full

9. Striking the right balance does not mean:

- All risks must be eliminated or continually reduced
- Every aspect of play provision must be set out in copious paperwork as part of a misguided security blanket
- Detailed assessments aimed at high-risk play activities are used for low-risk activities
- Ignoring risks that are not beneficial or integral to the play activity, such as those introduced through poor maintenance of equipment
- Mistakes and accidents will not happen

What parents and society should expect from play providers

Key message: 'Those providing play opportunities should focus on controlling the real risks, while securing or increasing the benefits – not on the paperwork'.

10. Play providers² should use their own judgement and expertise as well as, where appropriate, the judgement of others, to ensure that the assessments and controls proposed are proportionate to the risks involved.

11. They should communicate what these controls are, why they are necessary and so ensure everyone focuses on the important risks.

12. It is important that providers' arrangements ensure that:

- The beneficial aspects of play - and the exposure of children to a level of risk and challenge - are not unnecessarily reduced
- Assessment and judgement focuses on the real risks, not the trivial and fanciful
- Controls are proportionate and so reflect the level of risk

Play providers include those managing or providing play facilities or activities in parks, green spaces, adventure playgrounds, holiday ayschemes, schools, youth clubs, family entertainment centres and childcare provision.

13. To help with controlling risks sensibly and proportionately, the play sector has produced the publication *Managing Risk in Play Provision: Implementation Guide* which provides guidance on managing the risks in play. The approach in this guidance is that risks and benefits are considered alongside each other in a risk-benefit assessment. This includes an assessment of the risks which, while taking into account the benefits of the activity, ensures that any precautions are practicable and proportionate and reflect the level of risk. HSE supports this guidance, as a sensible approach to risk management.

If things go wrong

Key message: 'Accidents and mistakes happen during play – but fear of litigation and prosecution has been blown out of proportion.'

14. Play providers are expected to deal with risk responsibly, sensibly and proportionately. In practice, serious accidents of any kind are very unlikely. On the rare occasions when things go wrong, it is important to know how to respond to the incident properly and to conduct a balanced, transparent review.

15. In the case of the most serious failures of duty, prosecution rightly remains a possibility, and cannot be entirely ruled out. However, this possibility does not mean that play providers should eliminate even the most trivial of risks. Provided sensible and proportionate steps have been taken, it is highly unlikely there would be any breach of health and safety law involved, or that it would be in the public interest to bring a prosecution.

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