



Play Policy

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1 Commitment, Culture and Rationale

At Ashbrook School, our goal is to create a truly inclusive school 'where every child belongs; celebrating diversity and creating unity. We believe that this is most successful when all members of our school community work together to maintain a safe and stimulating environment.

We recognise the importance of the need for high quality sustainable play for children, regardless of their needs and abilities, and that inclusive play is achieved by offering carefully considered outdoor spaces that offer a real choice of accessible play opportunities.

As an OPAL Play school, we share their vision: ***'that every child in every school has an amazing hour* of high-quality play every day – with no exceptions.'***

**At Ashbrook the time allocated to outdoor play may vary from year group to year group.*

We firmly believe that play is essential for physical, emotional, spiritual and intellectual development.

We undertake to refer to this play policy in all decisions that affect children's play. We are committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children.

2 Background

Children spend up to 20% of their time in school at play. This time is invaluable and needs clear planning. Changes in society such as heavier traffic, busier lifestyles, the legacy of the covid-19 pandemic, fewer areas for play and awareness of risk have led to 'play poverty' for today's children. This makes their play opportunities at school even more important.

Access to high quality play leads to happier children and in turn fewer behaviour issues and accidents, a more positive attitude to school, skills development and more effective learning in the classroom as less staff time is spent resolving issues.

Play England drew up The Charter for Children's Play which sets out a vision for play and states that:

- **Children need time and space to play at school**
- **Adults should let children play**
- **Children value and benefit from staffed play provision**

- **Children's play is enriched by skilled playworkers**
- **Children sometimes need extra support to enjoy their right to play**

Ashbrook School fully recognises its duties and responsibilities to support children's playtime while they are at our school.

3 What is play?

The Government's Play Strategy defines play as:

'encompassing children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development – not only for individual children but also for the society in which they live'.

Play activity meets the four components of a child's development:

- **Physical** (direct impact on physical development, co-ordination and fitness)
- **Intellectual** (cognitive development, imagination)
- **Educational** (the knowledge and understanding of academic outcomes)
- **Social** (the development of values, beliefs and self-perception and the parallel communication skills, leadership and teamwork this enhances).

At Ashbrook School, we recognise that **great** play involves:

- Children being creative and cooperative
- The adult being responsive to children's invitations and requests
- It may be solitary or social
- It invites investigation
- It makes children happy and happy children are better learners

4 The Benefits of Play

Play is recognised for the important contribution it makes to education and lifelong learning, a finding confirmed by many studies of early childhood. Research shows that play can enhance problem solving; it is also widely regarded as providing opportunities for social interaction and language development. The contribution of play to educational development is suggested through the inherent value of different play types, e.g. through risk taking and exploratory play in formal and informal settings, allowing children to experiment, try new things and push their boundaries.

As a result of implementing this policy we believe that children will:

- be happier
- increase self-awareness and self-esteem
- improve language and communication skills
- improve concentration
- improve their imagination, independence and creativity
- improve social skills
- be resilient, confident, good problem solver
- be ready for anything as a result of negotiation and independence of thought
- be better at problem solving
- develop life skills
- improve their physical development, co-ordination and fitness.

5 Benefit and Risk, Health and Safety

'Play is great for children's wellbeing 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 (Play Safety Forum, 2012)

An essential element of exploration within the medium of play is the opportunity for children to experience freely-chosen activities, where they can take acceptable risks and challenge themselves beyond their existing capabilities. Allowing children to take acceptable risks develops their ability to independently judge risks and learn new skills. Without opportunities to take acceptable levels of risk children's development is inhibited, which reduces their ability to deal with the wider unsupervised world.

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

Play Safety Forum

Research shows that the uncertainty and challenge of much of children's play is a very large part of its appeal to them, and that it also enhances the development of their brains and bodies, making them more adaptable and resilient as they grow. Risk and challenge is not limited to physical risk – it includes the uncertainties involved in making new friends, playing with children from different backgrounds and building emotional resilience through trying out new experiences with the possibility of failure.

Children should be encouraged and supported to encounter and manage risk for themselves in an environment that is as safe as it needs to be rather than completely devoid of risk. 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.

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. As outlined in 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'***.

Ashbrook School will use the Health and Safety Executive guidance document *Children's Play and Leisure – Promoting a Balanced Approach* (September 2012) as the principal 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* (Play Safety Forum, 2012).

- All activities, play areas and equipment will be subject to standard checks on a daily basis by the Play Team. The school will ensure annual checks are carried out on engineered and fixed equipment. These checks will be kept on Smartlog.
- Risk-benefit assessments will be carried out for activities involving risks presented by environment, materials or practices deemed to have the potential for unacceptable risk of serious injury or harm. All risk-benefits will be carried out by the OPAL Curriculum Lead and OPAL Play Coordinator and held on file.
- The Play Team, guided by the Play Coordinator will be responsible for the site, equipment and resources in general, which are intended to be open access. They will also be responsible for any activities which are directly led by the Play Team.
- It is the responsibility of all staff to work within agreed policy and procedures and to adhere to all control measures imposed as a result of assessments.
- It is the responsibility of the members of the Play Team to act upon any concerns and to ensure that any deficiencies are rectified immediately and to report to the Play Coordinator as soon as possible.

6 The Adults' Role in Play

Ashbrook school will help children maximise 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 that nurtures children's self-directed play.

The playworker's core function is to create an environment that 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.

At Ashbrook the Play Team, guided by the Play Coordinator, will ensure that the broadest possible range of play opportunities are available to children, to observe, reflect and analyse the play that is happening and select a mode of intervention or make a change to the play space if needed. They will ensure that the play space is inclusive – supporting all children to make the most of the opportunities available in their own way.

7 OPAL – Outdoor Play and Learning

Ashbrook Primary School has entered into an agreement with OPAL Outdoor Play and Learning to support the development of the quality of our playtime provision.

We will create plans to transform the school grounds over several years to promote the continued creation and recreation of the play space by the children. Our ultimate aim is to have an integrated playground from Foundation to Year 6.

7.1 Loose Parts

Research shows that the greater the range of experiences presented by a play environment, the more children will naturally explore and learn through play. The vital ingredients for these experiences are loose parts: attractive, flexible materials that children can readily change, manipulate and control for themselves. These will be stored in allocated areas both outside and in the OPAL storage shed 'The World of Imagination'.

7.2 Monitoring

The school will use the OPAL audit tool and pupil surveys to monitor the implementation of its play policy, strategy and action plan. An annual report should be presented to governors.

7.3 Physical Environment

We recognise that our outdoor environment can be used as a natural resource for learning and playing. With careful planning that involves the

children we can ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve and use their imagination and creativity. Our children will be given the opportunity and responsibility to manage, play in and use the space and freedom afforded by the outdoors. By empowering our children in this way they will learn to develop, value and respect the outdoor environment and care for living things.

8 Equality, Diversity and Inclusion

Article 31 of the United Nations 'Convention on the Rights of the Child' states that children *have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities*. Ashbrook School acknowledges that every child has the right to choose the kind of play that is suitable for them whatever their age, gender or background (and other protected characteristics).

At Ashbrook School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs. We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter, and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning. The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, and Diversity Inclusion Policy.

9 Policy Review

This policy will be reviewed formally by the OPAL Curriculum Lead every 3 years.

10 Notes

1 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 burdens on employers that are wholly unreasonable (R v Chagot (2009) 2 All ER 660 [27])

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

11 Appendix 1 – Play Types

There are acknowledged to be a number of different play types (around 16) which provide playworkers, managers and trainers with a common language for describing play. There are in no particular order.

- 1 **Symbolic Play** – play which allows control, gradual exploration and increased understanding without the risk of being out of depth e.g. using a piece of wood to symbolise a person or an object or a piece of string to symbolise a wedding ring.
- 2 **Rough and Tumble Play** – close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength. Discovering physical flexibility and the exhilaration of display. This type of play allows children to participate in physical contact that doesn't involve or result in someone being hurt. This type of play can use up lots of energy.
- 3 **Socio-dramatic Play** – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature e.g. playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.
- 4 **Social Play** – play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended e.g. any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols i.e. games, conversations, making something together.
- 5 **Creative Play** – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise. Allows children to design, explore, try out new ideas and use their imagination. They can use lots of different tools, props, equipment. It can have a beginning and an end, texture and smell e.g. enjoying creation with a range of materials and tools for its own sake. Self-expression through any medium, making things, changing things.
- 6 **Communication Play** – play using words, nuances or gestures e.g. mime / charades, jokes, play acting, mickey taking, singing, whispering, pointing, debate, street slang, poetry, text messages, talking on mobiles / emails/ internet, skipping games, group and ball games.
- 7 **Dramatic Play** – play which dramatises events in which the child is not a direct participator e.g. presentation of a TV show, an event on the street, a religious or festive event, even a funeral.

- 8 **Locomotor Play** – movement in any or every direction for its own sake eg chase, tag, hide and seek, tree climbing.
- 9 **Deep Play** – play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear e.g. light fires with matches, make weapons, conquer fear such as heights, snakes, and creepy crawlies. Some find strength they never knew they had to climb obstacles, lift large objects etc e.g. leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam, roller skating, assault course, high jump.
- 10 **Exploratory Play** – play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects eg engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.
- 11 **Fantasy Play** – This is the make believe world of children. This type of play is where the child's imagination gets to run wild. Play, which rearranges the world in the child's way, a way that is unlikely to occur e.g. playing at being a pilot flying around the world, pretend to be various characters/people, be where ever they want to be, drive a car, become be six feet nothing tall or as tiny as they want to be the list is endless as is a child's imagination.
- 12 **Imaginative Play** – play where the conventional rules, which govern the physical world, do not apply e.g. imagining you are or pretending to be a tree or ship, or patting a dog which isn't there.
- 13 **Mastery Play** – control of the physical and affective ingredients of the environments e.g. digging holes, changing the course of streams, constructing shelters, building fires.
- 14 **Object Play** – play which uses infinite and interesting sequences of hand-eye manipulations and movements e.g. examination and novel use of any object e.g. cloth, paintbrush, cup.
- 15 **Role Play** – play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature e.g. brushing with a broom, dialling with a telephone, driving a car.
- 16 **Recapitulative Play** – play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages.

12 Appendix 2 – The Playwork Principles

These principles establish the professional and ethical framework for Playwork and as such must be regarded as a whole. They describe what is unique about play and Playwork and provide the Playwork perspective for working with children and young people. They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

- 1** All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
- 2** Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
- 3** The prime focus and essence of Playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
- 4** For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
- 5** The role of the playworker is to support all children and young people in the creation of a space in which they can play.
- 6** The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
- 7** Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
- 8** Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well-being of children.

13 Appendix 3 – HSE 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 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 benchmarks that can help.

8. Striking the right balance does mean:

- Weighing up risks and benefits when designing and providing play opportunities and activities
- Focusing 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

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.

Policy information	
Date of policy	May 2024
Policy author(s)	Jamie Ainscow/Hayley Cobley
Role(s) of reviewer	Headteacher/Foundation Lead
Review date (every 3 years)	May 2027
Published on website?	TBC
Date ratified by LGB	24 th May 2024