

LINGEY HOUSE PRIMARY SCHOOL

HEADTEACHER: MRS C T WILKINSON



Play Policy

November 2022 – November 2027



1. Commitment

Lingey House recognises that play is important for pupils and pupils benefit from outside play. Therefore, Lingey House undertakes to refer to this play policy in all decisions that affect children's play. Lingey House is committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all pupils. A curricular lead for play, who will be a member of the Senior Leadership Team (SLT) will be appointed to lead on areas of policy, strategy, communication, planning and evaluation. A play lead will be appointed as the operational lead for play; leading on resources, quality of playwork, reflective practice, improvement plans, risk-benefit management and communication practices. A play governor will also be appointed who will hold leaders to account and ensure sustained effort and ongoing improvement in quality of play.

2. Rationale

Children spend up to 20% of their time in school at play. Therefore, this time needs to be coherent and planned for. At Lingey House, we believe that all children need opportunities to play that 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. Due to changes in society such as heavier traffic, busier lifestyles, fewer areas for play and awareness of risk have led to 'play deprivation' for many of today's children. This makes their play opportunities at school even more vital. Better quality play leads to happier children and happier staff. With better quality play opportunities there are fewer behaviour problems, a more positive attitude to school and improved skills development and learning.

We surveyed the pupils in July 2022 for their views on play time; their responses highlighted the need for improvement. Many were positive about the play times and the grounds, but some pupils' comments identified the following areas for improvement:

- some children felt they had nothing, or not enough things to make up a game and play with
- some children felt there were no, or not enough nice places to sit.
- some children said they were only allowed to access the field and bushes in nice weather

All staff surveyed said that play was important for pupils and they recognised the benefit of outside play. However, they felt that currently pupils would like more things to do and

sometimes found play times a bit boring. It was also widely agreed that pupils don't have the same outdoor opportunities as staff did when they were children. Resilience, problem-solving skills and developing relationships were all areas that staff recognised as important skills that needed to be improved. Staff identified that providing more activities, opportunities (including time and resources) would promote greater play opportunities leading to better development of problem-solving, resilience and reduced amounts of behaviour issues.

At Lingey House, we have implemented the Outdoor Play and Learning (OPAL) programme to enhance our play offer. 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."*

At Lingey House, we also believe that the open ended, all weather, explorative play opportunities will allow pupils to experience and excel in each of our core school values:

- Resilience
- Nurture
- Respect
- Kindness
- Individuality

3. Definition and value of play

Play is defined as any freely chosen activity that a child finds satisfying and creative. It may or may not involve equipment or other people. At Lingey house we believe play has many benefits which include but are not limited to the list below:

- 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.

4. Aims

In relation to play our school aims to:

- develop emotional and physical resilience by offering a varied, challenging and stimulating environment where children can push themselves.
- nurture where children will play with and alongside children of many ages and abilities. The play team will support and offer encouragement providing opportunities for children to develop their relationships with each other.
- enable children to develop respect for their surroundings, each other, staff and equipment.
- promote independence and teamwork within children instilling a sense of kindness where children share, turn take, encourage and help others.
- Promote individuality in providing a range of environments that will encourage children to explore and play imaginatively allowing the opportunity for expression.
- allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- aid children's physical, emotional, social, spiritual and intellectual development.

5. Rights

At Lingey House we recognise 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 take these rights seriously and listen to children's views on their play.

The decisions set out in this policy reflect the views of our pupils. Pupil surveys will be conducted at least annually, class play ambassadors will be appointed from year two to year six to ensure pupil voice is considered in all decisions made and staff will welcome feedback from pupils in a weekly OPAL assembly.

6. Benefit and Risk

'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 (2012)

Lingey House 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 (see appendix A). 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 order to develop our core values (resilience, respect, kindness, individuality and nurture) the need to allow acceptable risk is fundamental. Especially when helping children to develop resilience and respect, they need to be allowed to take risks in order that they can learn to manage them. Only in doing so will children be able to make fully informed decisions in their later years. Respect for themselves (as well as others and equipment) is also a huge factor in teaching risk management skills.

The curricular lead is responsible for identifying the areas of play that require a risk benefit assessment (RBA) and completing the assessments along with the play lead. Risk benefit assessments will set out the benefit of an activity, the potential risks and any mitigations needed to ensure it is an acceptable level of risk. The RBA will be completed for any area that is deemed to pose risks. If it is not an acceptable level of risk, the play lead will not allow the activity to take place. If it is an accepted level of risk, details will be shared in assembly with children and with the play team. In addition to written risk benefit assessments, Lingey House will use dynamic risk management in order to respond to the fluid nature of risk and challenge in the play environment. Staff will supervise the areas (using one of the accepted supervision methods -described in Appendix B- as appropriate to the area and activity). The school will also manage risk by building children's skills in identifying and managing appropriate risk themselves. A key part of this will be through the weekly OPAL assembly. The play lead will be responsible for keeping records of the risks identified and any measures taken.

7. Supervision

The law requires that children in school have supervision but for primary school playtimes there are no stated ratios; it is simply stated that for playtimes during the school day, there should be one or more adults present outdoors. As a school, we complete risk-benefit assessment to identify our supervision needs and consider 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. Therefore, supervision at playtimes 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. The minimum level of supervision required for each area is set out in our risk benefit assessment document.

8. The adult's role in play

At Lingey House, we will help children maximize the benefits of their 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 will ultimately 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. See Appendix C for Play Work Principles.

9. Equality and diversity

Through providing a rich play offer which meets every child's needs, we will ensure that all children (regardless of age, gender, race, disability or other special needs) can develop and thrive, build strong relationships and enjoy school

10. Environment

We believe that a rich-play setting should ensure that all children have access to stimulating environments that are free from unacceptable or 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' published by the children's play council to guide us on what a quality play environment should contain. This document is available at <http://www.playengland.org.uk/resource/best-play/>

Date: November 2022

Review: November 2027

Approved by Full Governing Board on 24 November 2022

APPENDIX A

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 bench marks that can help.
1. 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

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. 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'.

3. 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.
4. They should communicate what these controls are, why they are necessary and so ensure everyone focuses on the important risks.
5. 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
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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.

6. 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.'

7. 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.
8. 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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APPENDIX B

Supervision Models

Taken from OPAL E-Pack

Document 5.6 – Free-Range Supervision Guidance

Direct – this is where the supervisor(s) will be able to see all areas of play, and be close at hand, around a maximum of 20 metres away. Some play features in these areas such as play houses or planting may offer semi-hidden opportunities. This will be most common in nursery and reception classes.

Remote – this is where a supervisor or supervisors are located at a relatively static location some distance from an activity, eg supervisor on the playground and activity 20 metres or more away. This style is widely used in other countries and its purpose is for an adult to be present to respond rapidly to an accident or serious behaviour incident.

Ranging – this is where the supervisor moves around the play area, usually on a set course/schedule. The distance from pupils therefore differs but can be 20 metres or more away. On a large site supervisors should have zones so that they know which parts of the site they are covering, and they should modify their attention based on the kinds of play and their judgement about areas of highest risk.

APPENDIX C

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 well being 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 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.
6. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
7. 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.

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