



Play Policy

Originally written	March 2024
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1. Commitment

Article 31 of the UN Convention on the Rights of the Child states that 'A child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.'

Brompton-on-Swale C.E. Primary school recognises that play is an essential part of a happy and healthy childhood. As a school, we provide consistently high quality, sustainable play opportunities for all children. These inclusive opportunities in play are achieved by offering carefully considered outdoor spaces, equipment and toys that offer a rich choice of accessible play experiences for every child. At Brompton, we are committed to using our school vision: 'Having the Courage to Shine' and this play policy to guide our planning and actions in providing play opportunities for children. We believe play has a vital role in children's health, happiness and wellbeing. It creates children who are independent, confident, imaginative, adaptable, social and able to assess risks.

2. Rationale

We believe that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. 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 Primary 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.*' This aligns to our school values to be inquisitive, the best version of ourselves and face new challenges. Children will have opportunities to develop their inquisitive minds through their play and exploration. By playing with and helping others they will demonstrate key Christian Values such as friendship and compassion. Children will develop resilience by facing challenges through play opportunities. Children will have freedom to explore and as a result be more active, more collaborative and more positive both inside and outside the classroom.



3. Definition of Play

Play is defined as a process that is intrinsically motivated, directed by the child and freely chosen by the child. Play has its own value and provides its own purpose. It may or may not involve equipment or other people.

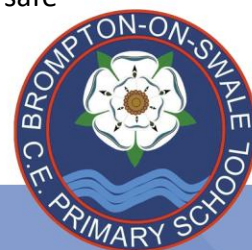
We believe play has many benefits, including:

- 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, as well as different concepts and 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.

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'.*

At Brompton the children and staff think that:

- play allows children to *'be the best version of themselves'*
- play enables children to be creative and co-operative
- adults' roles in high quality play is to support children during play and to be responsive to children's invitations and requests. Further to, it is important to carry out dynamic risk assessments to weigh up the risk and benefits of play activities and develop the children's risk awareness.
- play may be solitary or social
- play invites investigation and exploration which may test boundaries
- play makes children happy and happy children are healthier children who in turn can learn better
- children have a right to play with a wider range of resources as long as it is safe regardless of age, gender, social or cultural background
- play is something you choose to do and that it is fun!



- enables children to process their experiences of the world

4. 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 that will encourage children to explore and play imaginatively.
- Provide a range of environments that 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.

5. 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.

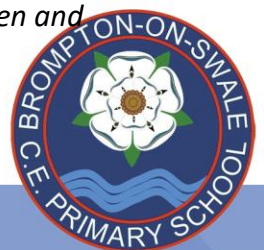
6. Benefit and risk

'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 (Play Safety Forum, 2012)

Brompton-on-Swale CE Primary 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)***.

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'*.



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.

7. 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 recognises OPAL's three models of supervision: Direct, Remote and Ranging. Except for new children in reception, whose skills and orientation in the school environment need to be assessed, the school does not believe direct supervision is possible or beneficial. Supervisors will use ranging and remote supervision 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.

Our role as play providers is to facilitate the maximum amount of enriching opportunities for children to encounter. They need to learn to develop independence and manage risk for themselves in an environment that is as safe as it needs to be, rather than completely devoid of risk. By using ranging and remote supervision models, children will be able to take ownership in their own play and develop their skills of resilience and explore inquisitively.

8. The adult's role in play

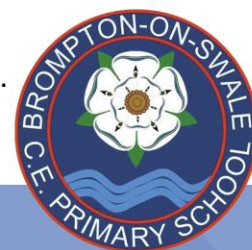
We, as an entire staff, are fully committed to working with children to provide the play experiences that they want and need in their school. We will have a continuing dialogue with children about the play provision in the playground which will include regular play assemblies, School Council or school action group involvement, surveys and other pupil voice outlets. The adult's role will also be to facilitate play and encourage children to assess the risks and benefits of activities within the play setting. The school is working with OPAL (www.outdoorplayandlearning.org.uk) to help guide a strategic approach to developing play at Brompton. In addition to this the Brompton Play Team (Appendix 2) will work in collaboration with parents, teachers, teaching assistants, MSAs and all other staff as well as the children to implement the changes highlighted in this policy.

Teaching assistants and MSAs, along with our play leaders will take on the role of Play Makers. They 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. Play Makers ensure that the play space is inclusive – supporting all children to make the most of the opportunities available in their own way.

9. Children's Role in Play

The children will all have access to their own version of the play policy. (Appendix 3) It will also include the rights and responsibilities of the children to

- Have ownership of their play and outdoor learning experiences
- Respect and look after each other, their environment, equipment and toys.



- To be aware of sanctions surrounding purposely dangerous or unsafe behaviour
- Ensure that playtimes are fun for everybody

This children's policy will be shared and explained to all children regularly as part of ongoing assemblies, discussions and dialogue in class and with School Council.

10. Equality and diversity

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

11. 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' to guide us on what a quality play environment should contain. www.freeplaynetwork.org.uk/pubs/bestplay.pdf

At Brompton we will:

- use the outdoor space as a natural resource for learning and playing, encouraging the children to value natural or found objects for play
- include the children when planning for playing and learning outdoors
- ensure that the outdoor area offers all children the opportunity to investigate, take risks and explore and use their imagination and creativity
- expect the children to respect the outdoor environment and care for living things
- give children the opportunity to manage the space and freedom afforded by the outdoors
- enrich the quality of the environment to maximise variety of play types and increase play value
- ensure that the playground is an integrated area where children can play safely.
- teach the children their responsibilities with regard to maintaining the quality of their outdoor space, and the equipment available and ensure they take an active part in doing this.
- promote children's pride for the outdoor space that belongs to them



Appendix 1

Benefit-Risk Assessment Record Sheet

Risk Assessment Date..... Assessed by.....

	Description of Activity, Principle or Object, who might be at risk and what kind of harm.	Benefit or Utility Or Related Policy	Description of risk management and maintenance agreed	Nominated person	Action date

Appendix 2

Structure of adult roles in practice

OPAL Team

This is the team working directly with OPAL to ensure policy is in place and develop play and outdoor learning at Fairlight. It consists of:

- The Head of School (Adam Firmin)
- Play Co-ordinator/ Play Leader (Emma Taylor)
- Federation SENDco (Tamara Hayman)
- Pupil Voice Co-ordinator (Emma Taylor)
- Parent Representative/ Governor/ LSC member (Kellie Wallace)

Appendix 3

Children's play policy (to write with school council)

