

ST MARY'S CATHOLIC PRIMARY SCHOOL

Play Policy



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Play Policy Commitment & Rationale

St Mary's undertakes to refer to this play policy in all decisions that 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.

Our school believes 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."*

Links to our school values

	<p>FAITH We love one another as Jesus taught us to do: we show forgiveness and tolerance towards others.</p>	<p>Playtimes will be happier for all children and through play they will have opportunities to resolve conflicts between themselves and show forgiveness.</p>
	<p>COMMUNITY We are respectful to everyone and everything in our school, local and worldwide community.</p>	<p>Through play, children will be respectful of the boundaries that are put in place. They will show respect for one another as they take turns and share. They will show respect for the equipment that they have opportunities to use.</p>
	<p>KNOWLEDGE & UNDERSTANDING We enthusiastically seek knowledge and understanding to develop our God-given potential.</p>	<p>Children will be exploring the environment around them in creative ways and learning through play. Children will develop knowledge and understanding of 'risk – benefit' analysis and ways to keep themselves safe.</p>
	<p>FRIENDSHIP & PROTECTION We are kind to one another and stand up for what is right.</p>	<p>Children will have the opportunities to engage in different types of play whilst developing their social skills, enhancing communication, collaboration and problem solving.</p>
	<p>GROWTH & DEVELOPMENT We grow and develop in our own unique ways. We aim to develop a growth mind-set.</p>	<p>The play opportunities will encourage resilience and self-confidence. Through the different areas, children will be able to try out new things and to rebuild when things go wrong.</p>
	<p>LET YOUR LIGHT SHINE We are all made and loved by God. We try to let our light shine every day in different ways.</p>	<p>There will be opportunities for all children to freely express themselves in a safe environment. The Play Team will identify any opportunities needed to ensure all children can excel in their play and that the play provision is inclusive of all.</p>

Definition and value 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. It may be serious or light-hearted. It may produce something, or it may be done simply for its own sake. It allows children an opportunity to be creative, to make decisions and to assess and manage risks.

At St Mary's, we recognise that play may involve making noise, getting dirty, making a mess and sometimes being out of the direct gaze of adults. We believe that the role of the adults is to support the play process.

We believe play has many benefits, including the following:

- 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.

Our Play Policy works alongside our other policies, in particular the Behaviour Policy. These key aims are taken from the behaviour policy:

- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To create a culture of exceptionally good behaviour: for learning, for community, for life .

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.
- Allow children the right to assess risk, get out and tidy away equipment.
- Ensure adults respect these rights, providing inclusive opportunities for creative, exciting play, use of restorative justice to resolve conflicts and to support children who have additional needs at playtime.

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.

In Personal, Social and Health Education, we discuss the rights that children have and the responsibilities that go along with this too. They have the right to play and the responsibility to respect others' rights too.

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)

The 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. (Appendix A) 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 practise dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them.

R: Risk-benefit assessment- we will consider the risks and the benefits of using equipment, we will think about how we can reduce the risk, if the benefit is worth it. The notes from this will be displayed on the OPAL notice board.

A: Assemblies focused on playtime- these take place at least fortnightly, celebrating play and working with the children to agree safe play.

P: Policy for play ratified by governors and shared with all stakeholders.

I: Inspections carried out regularly and all staff aware how to assess loose parts.

D: Dynamic risk management embraced by all staff

We believe our school grounds are a controlled environment where children can take considered risks, learn what they are capable of and develop the skills to become more proficient. Considered risks are decisions that the children have made based on their own capabilities and understanding of the implications of what they are about to do. The children will receive regular updates about the risks that they are allowed to take through the regular Play Assemblies, which will be based on what has been happening at play times through feedback from the Play Team who have been supervising.

Through play at school is an ideal place for the children to test out acceptable risks to give them greater skills in the outside world. Their opportunities to have this level of freedom is much more limited outside of the school environment which carries greater dangers. We seek to provide children at St Mary's with

many varied play experiences so that they are ready when they move onto their secondary education and the next stage of their childhood.

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.

St Mary's has generous ratios of adults to children for playtimes and lunchtimes. We recognise OPAL's three models of supervision: Direct, Remote and Ranging. Except for 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 move around the site to gain an awareness of the kinds of play and levels of risk likely to be emerging.

The area for lunch times will be split into 5 zones. These zones will be supervised by the Play Team using the ranging supervision model. They will be able to see each area every 5 minutes. They will be visible and able to check in with all children playing in their zone. There will also be a member of the Senior Leadership Team and the Play Co-ordinator floating around the zones who will be able to be an extra adult in one of the busy zones, or to cover if there is an absence.

There are also other staff available in the office for more serious first-aid issues and teachers who are around in classrooms and the staff room, should the need arise.

The adult's role in play

The 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 [see appendix C]. 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 can enrich 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.

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.

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

Appendix A: Health and Safety Executive Managing Risk Statement

Taken from: <https://www.hse.gov.uk/entertainment/childs-play-statement.htm>

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 burdens on employers that are wholly unreasonable (R v Chagot (2009). 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 benchmarks 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 providers 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 playschemes, 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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Appendix B: Weekly Loose Parts Risk Assessment

	Check	Remove
Monday	Construction	Sharp edges/corners Cracks Tyres with cracks
Tuesday	Buggies and suitcases	Exposed metal bars with sharp ends Snapped handles/bars in back of suitcase. Broken wheels Broken cable ties (which hold the buggy open) Loose, exposed screws/metal rods
Wednesday	Mud kitchen	Exposed sharp metal (broken saucepan handles etc) Loose, exposed screws Broken spoons/cups – sharp plastic or metal edges
Thursday	Construction	Sharp edges/corners Cracks Tyres with cracks
Friday	Buggies and suitcases	Exposed metal bars with sharp ends Snapped handles/bars in back of suitcase. Broken wheels Broken cable ties (which hold the buggy open) Loose, exposed screws/metal rods

The playwork principles

Keep a reflection diary to understand how you do these things

1. Understand Need

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.

2. Understand Process

Play is a process that is freely chosen, personally directed and intrinsically motivated. 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. Support Process

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. Advocate for Play

For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.

5. Create Spaces

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. Learn and Reflect

The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, reflective practice.

7. Understand Impact

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

8. Choose Intervention Styles

Playworkers choose an intervention style that enables children and young people to extend their play. All playworker interventions must balance risk with the developmental benefit and well-being of children.