

Braiswick Primary School Play Policy (OPAL)



Staff consulted: November 2022

Ratified by the Governing Body: 17.11.2022

Review Date: November 2025

Appendix 1: full H&SE Managing Risk Statement

Appendix 2: The Language of Play

Commitment

Our school 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.

Rationale

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."*

At Braiswick, and across all schools in the Learning Pathways Trust, our ethos is based on the Fish Philosophy; Be there, Make their day, Choose your attitude and *Play*. Through this ethos we promote play and having fun in our learning both inside and outside the classroom.

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.

At Braiswick Primary school we recognise that play may need to make a noise, get dirty, make a mess and sometimes be out of the direct gaze of adults. We believe that the role of the adults is to support the play process. We aim for children to have the opportunity for 'free range' play within the school grounds.

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.
- Play embodies the philosophy of our school by encouraging children to make someone's day, choose their attitude and have fun in what they do.
- Play is inclusive and encourages positive interactions between pupils of different ages and stages.

Aims

Through our belief in children's rights, we aim to:

- Ensure our play setting provides 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.
- Encourage children to recognise the value of play as part of their curriculum and personal development.

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.

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. 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.

At Braiswick, we see that if adults remove all risk for children, they never learn to recognise or manage it within their own lives. When adults remove risk without an explanation, we see that whilst a situation may have been avoided in the moment, it will not be avoided next time – as the child had no opportunity to reflect on the apparent risk, and the implications for not mitigating it. An example would be a child about to climb a tree. If an adult simply said, do not do that, get down – the child would be safe in the moment and move on, but will most likely go on to climb a tree in future, with no adult present. The risk remains, the adult doesn't. If the adult asked some questions such as, 'how high do you think is a safe fall?', or 'how high are you going to climb? How will you get YOURSELF down?', the child has opportunity to consider what they are about to do, the risks and mitigations for themselves. Involving other children in the play discussion further strengthens the impact of the conversation.

See Appendix A HSE Managing Risk Statement

1. 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 continuous 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. There will be a graduated and differentiated approach to the levels of supervision as we develop the play curriculum here at Braiswick that matches the needs of children at different ages and stages.

Our supervision plan is (this will develop as we add more areas):

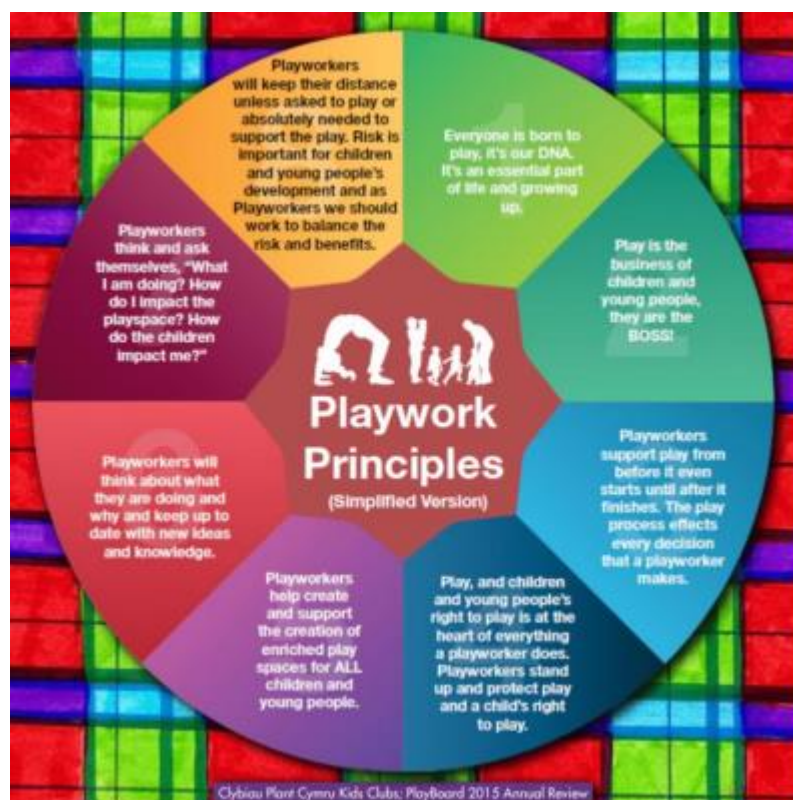
- Direct supervision of the large trim trail and den building area- one adult per area
- Ranging supervision of the school field (sports area)
- Ranging supervision of the loose parts zone / digging area
- Ranging supervision of the playground

2. 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. 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.

Part of the induction of all staff who are involved in the play of children (almost all staff in a primary school) is a discussion regarding this policy, a shadowed play time experience and a session discussing 'The language of Play' (appendix B). We see the language we use with our children during play as the very vehicle to get play right – so we spend a valuable amount of time ensuring that all staff, particularly those who have not been part of the OPAL programme from the beginning, understand the way play is talked about, modelled and intervened aligned to the school and OPAL principles.



These 'Playwork Principles' also form part of the initial induction of all staff involved in play – and are part of our staff OPAL notice board.

3. 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. Play is not an exception to our school's commitment to equality and diversity.

4. 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

Safeguarding and Play

At Braiswick, we recognise that a rich play setting supports our wider safeguarding agenda within school. In essence, our strong play offer, as outlined above:

- helps children develop confidence in sharing their voice and advocating for their own rights,

- increases children's social and emotional capabilities
- helps develop a love, enjoyment, respect and safe use of the outdoors, a key foundation for caring for the environment and keeping themselves safe in the outdoors environment

Our caretaker performs regular Health & Safety checks of the play areas.

Managing Risks:

- The Opal working party and all playtime supervision staff will check for dangers/ risks when outside with the children
- The children will be made aware of possible risks and helped to manage those via regular Play assemblies and staff alerting them, for example slippery or wet surfaces
- We will separate the play area into zones to maintain a risk/benefit management system creating quiet areas as well as areas for physical play.
- The children will not play on the ripples between the playground and the field.

Appendix A:



Health and Safety
Executive

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
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]) 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

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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.

September 2012

Appendix B: The Language of Play

Language to support play

Supporting play: How to supervise challenging play outdoors

We encourage play supervisors to follow these helpful steps before intervening in play they feel is challenging or risky. This approach allows for the adult to fully comprehend the situation so their intervention can be more informed and effective. It also provides some time for children to practice independent risk assessment and conflict management.

1. Watch:

Get a good understanding of what is going on, and determine if children are managing risk independently.

2. Wait:

Check-in with yourself, and weigh your fear against actual risk.

3. Move closer:

Get another perspective. Does your presence cue the children to manage the situation differently?

4. Intervene without shutting down the play:

Inform children about the risks and provide guidelines for them to manage those risks.

Negotiate some modifications with the children to manage the risks differently (eg by moving activity from asphalt to grass).

Language to support play

These prompts were developed by an OPAL school in Canada to support children taking responsibility for their play. This same language is used to guide discussions about play inside the school in the classroom, at assemblies and on school display boards.

Are you having fun?

Is it safe enough for you?

Are you including others?

Instead of saying no - try these:

Many social conflicts and behavioural issues during play time are motivated by feelings of frustration or anger towards the many restrictions during playtimes. Instead of saying no, try to support the child's play and help them to work through solutions to continue playing safely and make better decisions in the future.

When children are play fighting with loose parts:

"Are you still having fun? If not, maybe you should play with something/someone else."

"Have you checked in with your partner? Is she/he still having fun?"

"What would happen if you hit each other's face/head/eyes?"

"Are you aiming below the shoulders?"

When children are climbing

managing heights:

“Do you feel safe?”, “What would happen if...?”,
“What’s your next step?”
“Do you think that’s stable? How can we make
that work?”
“Look around. Have you checked to see if
anyone near you could get hurt?”

When children are in an area that is challenging to supervise or off limits:

“Why have you chosen this spot to play?
Is there any spot in the grounds that has the same features
(eg shade, privacy, slopes, mud etc)?”
“Do you know why this area is out of bounds?”
“Is there anywhere else you could play?”

Other helpful communication prompts:

Stay focused on what you’re doing.
What is your next move?
Do you feel safe there?
Take your time.
Does that branch feel strong and stable?

I’m here if you need me.
Please find a safe spot for your stick while you’re running.
I’ve noticed that this is a really busy area.
What are some of the things we need to
watch out for with so many kids around?”
(And give some examples). Or, Let’s move this to a lower-traffic zone.

I’ve noticed that there are a lot of fallen trees and sticks to trip on here.
Should we move this game to a more open area?
Sticks need space. Mike, please back up from
Sarah. She’s holding a big stick!
Sticks need space. Look around. Do you have
enough space to swing that big stick?
What’s your plan with that big stick?
Rocks need space!

Find more space!
Before you throw that rock, what do you need to look for?
That rock looks really heavy! Can you manage it?
Please give each other lots of space so that no one feels like they need to push and no one gets
knocked over by accident.

Do you feel stable/balanced?
Do you need more space?
Check in with each other. Make sure everyone is still having a good time.
Ask her if she’s ok.
Ask him if he’s still having fun.

Did you like that? Make sure you tell her if you didn't like that.
If you need to run, meet me at the next trail marker!
Let's check this cave/fort to make sure it is safe to hide in.

When you want to say be careful!

Retrieved from <http://childnature.ca/when-you-want-to-say-be-careful/>