

Roseberry Primary and Nursery School

Play Policy



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Date: May 2023
Date for Review: May 2025

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Roseberry Primary School Play Policy

1. Rationale

The school undertakes to refer to the play policy in all decisions which affect children's play:

Our school believes that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment. The school acknowledges the UN Charter 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.

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 Roseberry Primary school, our mission statement states:

At the heart of our community, we provide a safe and inclusive environment where individual achievement is proudly celebrated at every step. Our engaging and exciting curriculum inspires our pupils to explore the world and broadens their horizons in readiness for the adventures ahead.

Roseberry: Respectful. Resilient. Ready for life.

With OPAL we aim to extend this learning environment further into the school grounds and the time the children dedicate to playing.

The Department for Public Health and NHS England advise:

'Children and young people need to do 2 types of physical activity each week:

- aerobic exercise
- exercises to strengthen their muscles and bones

Children and young people aged 5 to 18 should:

- aim for an average of at least 60 minutes of moderate intensity physical activity a day across the week
- take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones
- reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day. All activities should make you breathe faster and feel warmer.'

Physical activity guidelines for children and young people (2019)

As part of the Active30 Durham initiative, our school pledge to provide 30 minutes of moderate to vigorous activity for our children everyday through curriculum PE lessons, extra-

curricular clubs, early years fundamental movement skills programmes and morning and lunch time breaks. We believe that the OPAL programme helps us to achieve this for all of our children. (Appendix 2).

2.The Value of Play

'Play is defined as any freely chosen activity which a child finds satisfying and creative.'

Play is defined as any freely chosen activity which a child finds satisfying and creative. 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, 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.

3. Aims

As a school, we aim to address the provision of improved play opportunities 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 which will encourage children to explore and play imaginatively.
- Provide a range of environments which 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.

4. Benefit and Risk

'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'

Managing Risk in Play Provision: Implementation guide is published for Play England 2012

Managing Risk in Play Provision Risk-taking is an essential feature of play provision, and of all environments in which children and young people legitimately spend time at play. Play provision aims to offer children and young people the chance to encounter acceptable risks as part of a stimulating, challenging and controlled learning 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 addition to standard risk/benefit assessments we will practice dynamic risk management with children encouraging them to identify and manage risks in an environment where adults are present to support them.

5. Supervision

'Roseberry recognises OPAL's three models of supervision Direct, Remote and Ranging.'

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, the school does not believe direct supervision is possible or beneficial. Supervision 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.

5. The adult's role in play

'Play-workers are a channel of access to new materials and tools and they can act as a stimulus to children to explore and learn.'

As a school, we will help children maximize 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 (Appendix 4). Staff will use and refer to these principles when appropriate interventions are needed, and ultimately will strive for facilitating an environment which nurtures children's self-directed play.

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

OPAL Team

This is the team working directly with OPAL to ensure policy is in place and develop play and outdoor learning at Roseberry Primary School.

It consists of:

- The Head Teacher (Emma Dunn)
- Deputy Head Teachers (Rebecca Dodds)
- Curricular Lead for Play (Gemma Morton)
- Play Co-ordinator (Katy Farr)
- Play lead team member (Lauren Nixon)
- Play team (Jackie Farrer, Gillian Cutts, Tracey Matthews, Alex Bell, Michelle Brown, Claire Strong, Adele Allison)
- Care Taker (Paul Atess)

OPAL Champion Governor (_____)

OPAL Champion Parent (_____)

All adults working at the school are part of the play team and have a responsibility to follow this policy

6. Environment

'...a rich play setting should ensure that all children have access to a stimulating environments...'

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 themselves through their freely chosen play.

The H&SE Managing Risk Statement declares:

'HSE fully recognises 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 managed, carry a degree of risk and sometimes potential danger.'

'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.'

In exposing children to rich and stimulating environments in which they can investigate, explore, problem solve and strengthen social relationships, we believe we are providing a full and rewarding play experience that will allow children to build strong character and resilience in order to grow into successful and happy young adults. We understand that managing risk and carefully planning these environments is key to allowing this growth.

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. <http://freeplaynetwork.org.uk/pubs/bestplay.pdf>

Appendix 1

Full H&SE Managing Risk Statement



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 risks 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 Charget (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 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.

September 2012

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 Chargot* (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.

Appendix 2



<https://countydurhamsport.com/active-30/>

The Government Childhood Obesity Plan has set out the ambition for all children to achieve 60 minutes of physical activity every day, with schools being responsible for delivering 30 of these active minutes and parents also being responsible for 30 active minutes.

As a county, we want our children to have the best start in life and physical activity plays a key part in physical, mental and emotional wellbeing and academic learning! The Active 30

Durham Hub provides a centralised bank of resources which will provide schools and parents with inspiration on how to embed physical activity into young people's lives.

Active 30 Partnership

The Active 30 Durham Campaign aims to help schools and parents / carers in County Durham to support young people to participate in 30 minutes of moderate to vigorous intensity activity everyday at school and 30 minutes everyday at home – as recommended by the Chief Medical Officer (CMO).

Now more than ever is an important time to support all young people to be active for their physical & mental health and wellbeing.

Active 30 Durham is supported by County Durham Sport, Education Durham (Durham County Council), School Games Organisers, School Sport Partnerships, Public Health (Durham County Council), Culture, Sport & Tourism (Durham County Council), Youth Sport Trust, Area Action Partnerships (Durham County Council) and Durham University the material has been collated or created within this central Hub to support school staff and parents / carers with ideas to help children be active.

To join the campaign you must pledge to be an active school!

After pledging, you can begin to work towards the following awards:

- Active 10 – every child participating in 10 minutes of moderate to vigorous intensity activity every day at school.
- Active 20 – every child participating in 20 minutes of moderate to vigorous intensity activity every day at school.

- Active 30 – every child participating in 30 minutes of moderate to vigorous intensity activity every day at school.

The criteria required to meet these awards are:

- The activity level is to be sustained for a full term
- All activity should be organised by your school e.g. in the school day or school involvement before or after.
- Activity must be between moderate and vigorous intensity levels
- 100% of children must reach the activity level everyday

Appendix 3

Physical activity for early years (birth - 5 years)

Active children are healthy, happy,
school ready and sleep better

- BUILDS RELATIONSHIPS & SOCIAL SKILLS
- MAINTAINS HEALTH & WEIGHT
- CONTRIBUTES TO BRAIN DEVELOPMENT & LEARNING
- IMPROVES SLEEP
- DEVELOPS MUSCLES & BONES
- ENCOURAGES MOVEMENT & CO-ORDINATION

Every movement counts

Aim for at least **3** Hours across everyday

- PLAYGROUND
- JUMP
- CLIMB
- MESSY PLAY
- THROWCATCH
- SKIP
- OBJECT PLAY
- DANCE
- GAMES
- PLAY
- TUMMY TIME
- SWIM
- WALK
- SCOOT
- BIKE

Move more. Sit less. Play together

UK Chief Medical Officers' Guidelines 2011 Start Active, Stay Active: www.bit.ly/startactive

Physical activity for children and young people (5–18 Years)



BUILDS
CONFIDENCE &
SOCIAL SKILLS



DEVELOPS
CO-ORDINATION



IMPROVES
CONCENTRATION
& LEARNING



STRENGTHENS
MUSCLES
& BONES



IMPROVES
HEALTH
& FITNESS



MAINTAINS
HEALTHY
WEIGHT



IMPROVES
SLEEP



MAKES
YOU FEEL
GOOD

Be physically active

Spread activity
throughout
the day

Aim for an
average of at least
60
minutes per day
across week

All activities
should make you
breathe faster
& feel warmer



PLAY



RUN/WALK



BIKE



ACTIVE TRAVEL



SWIM



SKATE

Activities to
develop
movement
skills, and
muscle and
bone strength
**ACROSS
WEEK**



SPORT



RE



SKIP



CLIMB



WORKOUT



DANCE

Get strong



INACTIVITY

Move more

Find ways to help all children and young people accumulate an average of at least 60 minutes physical activity per day across the week

UK Chief Medical Officers' Physical Activity Guidelines, 2019

Appendix 4

The Playwork Principles

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 healthy development and well-being of individuals.

2. UNDERSTAND PROCESS

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 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.



Supporting school improvement through play www.outdoorplayandlearning.org.uk



@OPAL_CIC



@OpalOutdoorplay

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 ADULT 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.



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Appendix 5

PLAY TYPES

- Symbolic Play**: A child talking on a mobile phone.
- Locomotor Play**: A child hanging from a tree branch.
- Recapitulative Play**: A child wearing a horned helmet and holding a sword.
- Creative Play**: A pair of colorful, multi-fingered gloves.
- Exploratory Play**: A child building a sandcastle.
- Communication Play**: Two children talking, with speech bubbles.
- Role Play**: A child inside a cardboard box.
- Fantasy Play**: A child in a purple wizard costume holding a wand.
- Socio-dramatic Play**: Two children with a toy stroller.
- Object Play**: A child with a top hat.
- Mastery Play**: A child standing by a campfire.
- Deep Play**: A child climbing a stack of stones.
- Rough and Tumble Play**: Children playing on a trampoline.
- Dramatic Play**: A child on a stage with an audience and a speech bubble saying "Wow!".
- Social Play**: A child in a wheelchair and another child playing with a jump rope.
- Imaginative Play**: A child with a thought bubble containing a tree.

PLAY SCOTLAND
www.playscotland.org

A Playworker's Taxonomy of Play Types by Bob Hughes

emeroleary.com

Appendix 6

Charter for Children's Play

Children have the right to play

All children and young people have the right to play and need to play: free to choose what they do – lively or relaxed, noisy or quiet – with the chance to stretch and challenge themselves, take risks and enjoy freedom. The right to play is enshrined in Article 31 of the UN Convention on the Rights of the Child.

Every child needs time and space to play

All children and young people – disabled and non-disabled – whatever their age, culture, ethnicity or social and economic background, need time and space to play freely and confidently with their peers, free of charge, indoors and outdoors, somewhere they feel safe. Play provision should actively include the widest range of children and seek to engage with those from minority groups.

Adults should let children play

Parents, carers and other adults can support children and young people's play by respecting the value and importance of all types of play, playing with their children and by creating opportunities and allowing time for children to play independently with their friends, inside and outside the home.

Children should be able to play freely in their local areas

Children have the same right to use and enjoy public space as others. Local streets, estates, green spaces, parks and town centres should be accessible for children and young people to move around in safety and offer places where they can play freely, experience nature, explore their environment and be with their friends.

Children value and benefit from staffed play provision

Children should have access to a choice of staffed facilities where children's play rights and needs are the first priority, such as adventure playgrounds, play centres, holiday play schemes, after-school play clubs, breakfast play clubs, toy libraries, play buses and play ranger services.

Children's play is enriched by skilled playworkers

Qualified, skilled playworkers are trained to put children's play needs at the centre of their work in a variety of settings, enhancing the range and quality of play experiences for all children. They are the best people to run staffed play provision for school-aged children. The role of the playworker is as important as that of any skilled professional working with children and should be respected and rewarded accordingly.

Children need time and space to play at school

The school day should allow time for children to relax and play freely with their friends. Young children learn best through play and, as they get older, play supports and enriches their learning. Children learn best if teaching is creative and enjoyable. In school, time and space for play and outdoor learning is as important as formal teaching. School grounds should be good places to play.

Children sometimes need extra support to enjoy their right to play

Children and young people living away from home or visiting unfamiliar or controlled environments such as hospital, prison, immigration centres, and residential homes and schools, sometimes experience fear, anxiety and discomfort. For these children it is especially important to ensure they have good play opportunities facilitated by trained staff and volunteers.

Appendix 7

<http://freeplaynetwork.org.uk/pubs/bestplay.pdf>