

Onslow Infant School

Play Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Policy Review

This Policy reviewed and adopted in Summer 2025

The Policy will be reviewed in Summer 2026

By the Children & Learning Committee: Onslow Infant School Governing Board

Did you know that children participate in up to 600 playtimes a year. That accounts for approximately 20% of the school day or 1.4 years of their primary education!

1. Commitment

Onslow Infant 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.


2. 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, 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."*

Our school values are at the core of everything we do:

- Belonging and Friendship
- Respect
- Positivity
- Responsibility
- Honesty
- Confidence



Play in all its rich variety is one of the highest achievements of the human species, alongside language, culture and technology.

(Whitebread, 2012)

Playing contributes greatly to such diverse areas as language, arts, culture, science, maths and technology. Furthermore, play supports self-regulation as a key developmental mechanism: this ability is increasingly shown to be vital to academic success. Research provides considerable evidence that play can develop the cognitive abilities needed for formal learning: play aids development of problem-solving capabilities, creativity, representational skills and memory.

Another important consideration is the emotional literacy and control needed to learn in school. Playing aids the development of concentration and attention. Playing in outdoor environments with natural features has been shown to be particularly helpful to this.

Moyles (1989) demonstrated that for every aspect of children's development, there is a form of play behind it. In combination, these forms of play support all aspects of physical, intellectual and social-emotional growth. Therefore, a balance of experience of each of these types of play is essential in bringing key developmental and learning benefits to all children.

3. 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.

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.

At Onslow, children join us in the Reception year and experience play right from the start. They learn through play, inside and outside; we call this 'continuous provision' where children have free access to resources, interesting objects and toys. This style of education moves through into Year 1 to ensure children are active in their learning. All pupils at our school have lunch playtime for an hour each day and we use as much of our school grounds as possible during this time, every day.

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.

This ties in with our whole school vision:

'The learning experience and environment will be creative, challenging, exciting, relevant and forward thinking. Our school will always be a caring place where children and adults make a valuable contribution and are inspired to be creative, think for themselves and feel confident to meet new challenges. Our children will respect themselves and others and have an understanding of their role in school and the wider community. We believe effective partnerships between children, staff, parents, governors and the wider community are central to the success of our children.'

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)

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. Any new equipment or resources, such as large loose parts, will be introduced in play assemblies before being put into the playground environment. The children, with support from the Curriculum Lead for Play, will come up with 'rules' to manage the risk. This will be recorded in an appendix to the risk-benefit assessment.

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.

Ranging areas have been established and training is provided for all play team members. Each range has a clipboard where staff can log any questions, observations or risk that they encounter. These will be checked daily by the play coordinator and discussed in every play team meeting.

8. 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.

This video was shot over one 45 minute playtime at St Michael's Catholic Primary School in Surrey after 18 months of working with OPAL Outdoor Play and Learning:

<https://youtu.be/cm7IfAEsijl>

9. 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.

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. The outdoor environment is the perfect platform for play. Children need places that they can use in ways of their own choosing and which offer them variety, adaptability, challenges, space and access to the natural world.

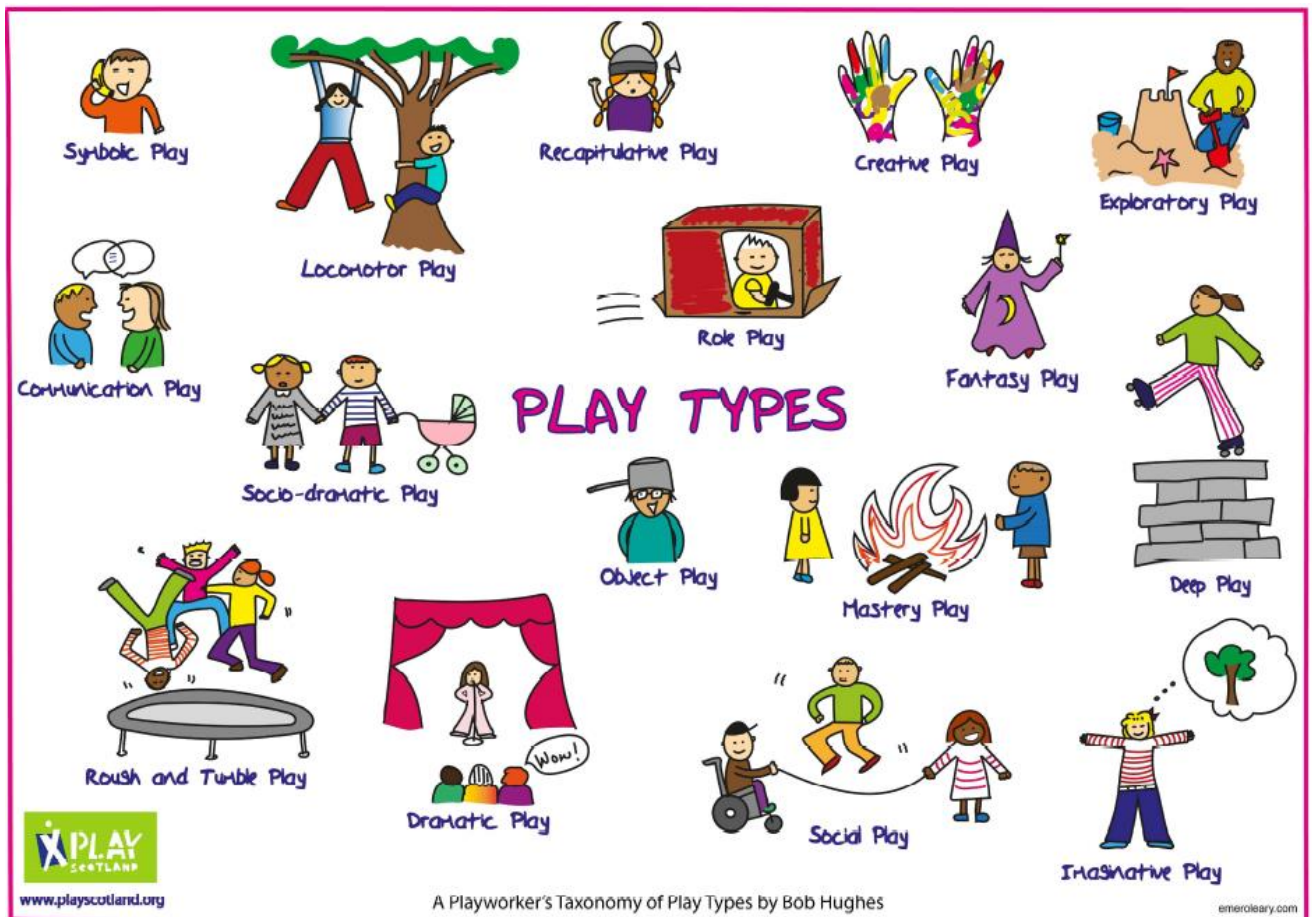
We will strive to continually improve the quality and diversity of our school's grounds to enhance play. We will use the document 'Best Play' to guide us on what a quality play environment should contain: https://www.playscotland.org/resources/print/Best-Play.pdf?plsctl_id=19842

'Our physical development impacts on our well-being, our mental health and our sense of self. Children need to put energies into their body ahead of their mind. Your provision therefore needs to offer this in abundance. Jumping, rolling, catching, running, balancing, hopping, stretching, twisting, leaping. Children need to take on new risks and asses for themselves the conditions around them'.

Can I Go and Play Now, Greg Bottrill (2018)

11. Play Types

Play types can simply be described as the different behaviours we can see when children are playing. There have been numerous attempts to categorise different types of play. Our school uses the play types from play theorist Bob Hughes (2006) *Play Types – Speculations and Possibilities* in which he explains that ‘each play type is both distinctly and subtly different from the others’. It is useful to be able to recognise them since ‘engaging in each one is a necessary corollary for a child’s healthy development’.



The Play Coordinator will collate data on first aid incidents and behaviour incidents each month, and this will be used to help measure the impact of the program.

Appendix 1

GUIDANCE Health and Safety Executive (HSE) – Managing Risk in Play and Leisure



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

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.

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