

# Spring Meadow Primary School & School House Nursery



## Play Policy (Outdoor Play and Learning - OPAL)



Reviewed: Summer Term 2023  
Next Review: Summer Term 2024

## Commitment

This Play Policy reflects our commitment to ensuring that every child at Spring Meadow Primary School has daily opportunities for high quality play. We are committed to using this policy and documentation in all decisions which impact on children's play.

## Rationale

At Spring Meadow Primary School and School and School House Nursery, we believe that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.

Children spend 1.4 years of their primary school attendance in playtime. This time is valuable and needs coherent planning. Changes in culture and society have led to 'play poverty' in childhood which has numerous negative impacts.

Better play means happier children. Happier children mean fewer behaviour problems, a more positive attitude to school, improved concentration in lessons, development of physical skills, development of problem solving skills, fewer conflicts and happier staff.

We also believe that happier playtimes can have a positive impact on attendance, so the OPAL programme is part of our Attendance Strategy.

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.*"

## OPAL and our School Values

The OPAL programme aligns with the values that underpin the curriculum and wider school life at Spring Meadow.

<b>Our Values</b>	<b><i>Through high quality play children will:</i></b>
<i>Aspiration</i>	Learn to set goals for themselves and learn from the achievements of others
<i>Social Justice</i>	Learn how to make sure that everyone has the right to the same benefits and privileges within the environment

<i>Perseverance</i>	Become resilient through repeating activities until they achieve their chosen outcome
<i>Inclusion</i>	Children will learn to respect and develop relationships with each other regardless of age, sex, gender, race, disability or other special needs
<i>Respect</i>	Teach children to take care of each other and the environment around them
<i>Equity</i>	Understand that everyone has the right to access the same play opportunities and that some children may need different support to allow this to happen

### **Definition and Value of Play**

Play is defined as a process that is intrinsically motivated, freely chosen and directed 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 Spring Meadow Primary School and School House Nursery we recognise that when children are playing they 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, not interfere with or influence the play process.

We believe that:

- 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.

## **Aims**

Through the development of high quality play, and the provision of a varied, challenging and stimulating environment, our school aims to:

- 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, including children outside of their class or year groups
- 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, Equality and Access**

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.

At Spring Meadow Primary School and School House Nursery, we acknowledge that every child has the right to choose the kind of play that is suitable for them whatever their age, gender or background.

## **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 practise dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them.

## **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.

However, Spring Meadow Primary School 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 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 move around the site to gain an awareness of the kinds of play and levels of risk likely to be emerging.

At Spring Meadow, our Learning Support Assistants have been trained as Playworkers and they are responsible for daily supervision at lunchtimes. At break times, Playleaders will be supported by Teaching Staff.

## **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.

## **Equality and Diversity**

Through providing a rich play offer that meets 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.

## **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 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](http://www.freeplaynetwork.org.uk/pubs/bestplay.pdf)