



BISHOP CREIGHTON ACADEMY

Play Policy

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1. Commitment

Bishop Creighton Academy undertakes to refer to this play policy in all decisions that affect children's play. We are committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children.

2. Rationale

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.

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."*

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.

4. Aims

In relation to play, Bishop Creighton Academy 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

Bishop Creighton Academy 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.

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)

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’*.

Children should be encouraged and supported to encounter and manage risk for themselves in an environment that is as safe as it needs to be rather than completely devoid of risk. In addition to standard benefit-risk assessments the school will practice dynamic risk management with children. They will be encouraged to identify and manage risks in an environment where adults are present to support them and learn to identify and manage appropriate risk themselves.

Children will be introduced to new resources and ways of play through regular whole school assemblies. This will give them the opportunity to learn and participate in identifying benefits and potential risks.

All activities, play areas and equipment will be subject to standard checks on a daily basis by the Play Team. It is the responsibility of all staff to work within agreed policy and procedures and to adhere to all control measures imposed as a result of assessments.

Bishop Creighton Academy 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 (see Appendix 1). 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).

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. Bishop Creighton Academy 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 areas to gain an awareness of the kinds of play and levels of risk likely to be emerging.

Remote - This applies when adults are visible and reachable by children within the play environment so that they can quickly respond to an accident or incident. The assumption is that every action by every child will not be seen, but that clear processes are in place to deal with incidents should they happen, and that they can quickly be identified and acted on. It is expected that risk will be controlled by managing the environment and building competence in the children.

Ranging - This applies on large school sites which might have areas away from open view, such as around corners, over mounds, in woodland or long grass. Supervisors would range over the site so they have an idea of the kind of play going on and where children are. This kind of supervision relies on children being supported in identifying and managing risk, and building self-regulation skills and social skills. This kind of play will take place in an environment where risk-benefit assessments have been made.

Direct - This is when adults need to see what every child is doing at every moment and all children are in relatively close sightline of adults. This would be applicable in situations where there is considerable danger of death or serious injury, it is judged that children have very low levels of competence and where they are unlikely to be able to manage risk or self-regulate behaviour.

8. The adult's role in play

At Bishop Creighton Academy we 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.

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.

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

Children have a right to risky play and our environment needs to cater for these needs. The children need ownership of their play and the environment they play in. This promotes love and care for their own environment that they play in and will enable them to care for and maintain their play equipment with minimal adult support. Children's social and emotional development increases when they are engaged in high level, good quality play. Our environment helps cater towards these needs of the children. Children develop confidence in team building and advocating for their own rights when they have an environment which enables them to play successfully. Our environment is underpinned by the belief that every child should have the right to play.

Appendix 1 – HSE: 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 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
 - Focusing 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'.

11. 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.
12. They should communicate what these controls are, why they are necessary and so ensure everyone focuses on the important risks.
13. 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 focus on the real risks, not the trivial and fanciful
 - Controls are proportionate and so reflect the level of risk
14. 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.'

15. 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.
16. 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.

Notes

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])

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.