PLAY POLICY

(Adopted from the OPAL Play Policy)

Version: 2

Date: April 2026

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Policy Statement

This policy was written in April 2026.

This statement of policy was approved by the Governing Body at their Summer Term 24 meeting

Chair of Governor's Signature	Name
Headteacher's Signature	Name

(Date)

Play at Albrighton is valued, purposeful and carefully considered. Representing 20% of time a pupil spends at school, we feel it is vital play is given the same considerations as other parts of the taught curriculum. We have therefore developed an approach to play that places it firmly alongside the subjects taught in school.

Play at Albrighton may look different to play in other schools, as we seek to engage all children in meaningful play which offers them access to all 16 play types outlined by Bob Hughes (see Appendix 1). We take a risk-benefit approach to play, where risk and challenge are essential for children's learning and development, and we enable our children to identify and manage risks in a supported environment. This approach is supported by both the Health and Safety Executive (HSE) and the Department for Education (DfE).

1. 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.

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, 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."*

By providing a series of high-quality opportunities to play, we aim to engage children in activities they are motivated to participate in. As a consequence, we expect behavioural problems and accidents to be minimised.

Children's play outside of school has changed significantly in recent years; national statistics show children have up to 6 hours of some form of 'screen time' per day compared to just 5 hours of social outdoor play per week. In addition to this, statistics continue to show rises in over-weight children, mental health issues and emotional disorders such as anxiety and depression. In response to this, we believe it is now more important than ever to provide high quality, constructive and social-driven opportunities to play.

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.

Our children define play as an opportunity to explore and have fun with friends, where they have a free-choice of what to do and they aren't too many unnecessary rules. Making up games, being creative and being trusted to be sensible while they have fun are essential parts of play. They also think it's an important way to spend time with friends, and socialise away from the classroom.

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 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.
- Include everyone, by ensuring play is inclusive for all children, so that everyone is able to take part in the activities that are appealing to them.
- 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, and do this on a regular basis both formally during assemblies and through the voice of the school council, and informally by listening when children are playing.

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) - here

The school will use the Health and Safety Executive guidance document *Children's Play and Leisure – Promoting a Balanced Approach* (September 2012) - here - 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)* - here.

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.

See Appendix 2 for a copy of the HSE Managing Risk Statement – also found here: https://www.hse.gov.uk/entertainment/assets/docs/childrens-play-july-2012.pdf

7. Supervision

The law requires that children in school have supervision but for primary school playtimes there are no stated ratios. During playtimes in the school day there will always be 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.

8. The adult's role in play

- **Head teacher** : Karen Tearle – has overall responsibility for play provision.
- **Curricular Lead for Play** : Darren Green – is responsible for the planning and co-ordinating of play provision.
- **Play Co-ordinators** : Pat Summers / Vicky Matchett – are responsible for co-ordinating the provision of play and directing the playworkers / play leaders on a day-to-day basis.
- **Site Lead** : Rob Summers – is responsible for ensuring the site is well maintained.
- **Playworkers / Play Leaders** : lunchtime staff - responsible for supervising and facilitating play, following the Playwork Essentials principles of 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.

What OPAL playtimes look like - video

Playwork Essentials - handbook

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.

We strive to continually listen to the children, and respond to provide them with the opportunities for play they desire and request.

Our approach to play ensures no child is left out, providing an inclusive environment where all children have access to engage in activities that are appealing to them.

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 are extremely lucky to have extensive grounds that can be used to provide a wide range of opportunities for our children to play and explore the world around them.

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

A rich outdoor setting that provides stimulating opportunities for play, which is well maintained and subject to dynamic risk assessments, helps to promote positive wellbeing, safeguard children and minimise the amount of unstructured time they have. Such an approach to play helps children to develop social confidence, leadership / team building and advocating for their own rights. Through our play approach, children will develop a love and enjoyment of the outdoors, which is a key foundation for caring for the environment.

Appendix 1 – Bob Hughes' Play Types



Appendix 2 – HSE Managing Risk Statement

HSE

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[1] 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 Chargot (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[2] 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.

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