

# Collierley Primary School



## Play Policy

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Date: September 2019

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Date of Governors' Approval:

Review date: September 2020

**Collierley Primary School**  
**Play Policy**

This policy sets out Collierley Primary School's commitment to ensuring quality play opportunities are available to all children. As a school, we aim to improve the way we think and provide opportunities for play. We believe that play is essential for physical, emotional, spiritual and intellectual development. In a time where outdoor play environments and opportunities are on the decline, the school grounds provide a crucial place for children to experience self-initiated play.

**Our aims**

Our school aims are:

- To provide children with a play setting which is both stimulating and challenging.
- To allow children to take risks.
- To provide children with a range of environments which will support children's learning across the curriculum and about the world around them.

We aim to give the children the opportunity to:

- Explore the world around them through playful experimentation.
- Develop social skills, enhancing communication, collaboration, tolerance and problem solving.
- Encourage resilience and self-confidence.
- Think creatively.
- Develop independence and take responsibility for themselves and others.
- Develop physical health.
- Develop emotional health, allowing the balance between acting freely and allowing everyone to have their rights. Our rights and responsibilities are displayed in every classroom.
- To develop skills in self-assessing and managing risk.

### **What is play?**

Play is any freely chosen activity which a child finds satisfying and creative. 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 and make decisions.

We recognise that play may need to make a noise, get dirty, make a mess and sometimes be out of the direct gaze of adults. We believe it should give children the opportunity to play with all ages and that it is the role of the adults to support the play process. Children will also have the opportunity for 'free range' play within the school grounds.

### **Respecting rights**

All children have a right to relax and play and to join in a wide range of activities (Article 31).

#### United Nations Convention on the Rights of the Child

At Collierley Primary School we promote children's rights from the UN Convention of the Rights of the Child. We see that children's rights are a central focus in everything we do, as a framework for our teaching and learning and at the heart of our ethos.

The school has a rights respecting ethos. In our communal areas, such as the playground, sports hall and the dinner hall we use the following rights:

- We have the right to be happy.
- We have the right to be safe.
- We have the right to play and relax (Article 31)

Through our belief in children's rights, we aim to provide a secure, caring environment where all children are happy, intrinsically motivated, relaxed and able to reach their potential.

**Children have a right to be happy** therefore to respect this right the children must follow instructions, use equipment without hurting others, assess risk and tidy equipment away. Adults respect this right by providing opportunities for creative, exciting play, use conflict resolution to support children and supporting children who have additional needs at playtime.

**Children have the right to be safe** therefore to respect this right children must follow instructions, use equipment without hurting others, assess risk and tidy equipment away. Adults respect this right by assessing risk daily, encouraging children to assess risk also and helping children tidy up.

**Children have the right to play and relax** therefore to respect this right the children must follow instructions, use equipment without hurting others and help others who need it. Adults respect this right by developing new opportunities for play, listening to children's ideas about play and supporting children who have additional needs to access play.

### **Risk assessment and play**

An essential element of exploration within the medium of play is the opportunity for children to experience freely chosen activities, where they can take acceptable risks and challenge themselves beyond their existing capabilities. Allowing children to take acceptable risk develops their ability to judge risk independently and learn new skills.

All children both need and want to take risks in order to explore limits, venture into new experiences and develop their capacities, from a very young age and from their earliest play experiences. Children would never learn to walk, climb stairs or ride a bicycle unless they were strongly motivated to respond to challenges involving a risk of injury.

Play England

Carefully considered and comprehensive risk assessments of all play provision within the school should be reviewed on an annual basis, or whenever significant change or development in play provision/equipment or child circumstances takes place.

To manage the levels of risk we will follow the following guidelines:

- Recognise the need for professional judgement in setting the balance between safety and goals.
- Ensure risks are as apparent as possible to staff and children.
- Design spaces where the risks of hazards are clearly apparent.
- Ensure risks that children may not appreciate are controlled and managed.
- Provide staff with training to supervise play setting.

### **Remote supervision**

We may not be able to see every child all of the time, especially when the children are using the trees. It is expected that staff will move around throughout playtime, finding out what the children are doing and where the children are playing. Staff can then check in on the children's play throughout playtime.

### **Inclusion**

All children are entitled to welcoming and accessible play provision, irrespective of gender, economic or social circumstances, ethnic or cultural background or origin or individual abilities. It is our responsibility to ensure adequate provision is provided.

### **Review**

This policy will be closely monitored by the head teacher and play leader. A working group, led by the head, comprising of play leader, lunchtime supervisor and play governor, will take responsibility for managing the action plan for play.

This policy has been shared by the whole school community.

For further information re Principles and Risk Benefit see attached appendices.

APPENDICES

Appendix 1 Health and Safety Risk 2012

Appendix 2 Play work Principles

## 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<sup>1</sup> 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.'*

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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])

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 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<sup>2</sup> 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
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**

### **Appendix 1**

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<sup>2</sup> 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.



## Playwork Principles

These principles establish the professional and ethical framework for playwork and as such must be regarded as a whole.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

- 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 the healthy development and well being of individuals and communities.
- 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 instincts, ideas and interests, in their own way for their own reasons.
- 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.
- For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
- The role of the playworker is to support all children and young people in the creation of a space in which they can play.
- The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
- Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
- Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and well being of children.

The Playwork Principles were developed by the Playwork Principles Scrutiny Group, convened by Play Wales and adopted by SkillsActive in 2005.

## Appendix 2