



# OPAL play policy 25/26



Policy approved and adopted: October 2024

For Review: September 2026

## 1. Commitment

Our school undertakes to refer to this play policy in all decisions that affect children's play. Calmore is committed to providing the strategic and operational leadership needed to provide and maintain inclusive, quality play provision for all of our children.

## 2. Rationale

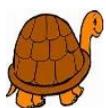
Our school believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. We believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, 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.*"

At Calmore Infant school, we want to encourage all children to have quality, inclusive play. Play is an important part of school life and involves many skills needed in life such as negotiation, sharing, resilience, risk taking and many more. We encourage children to be resilient, independent learners to prepare them for the wider world and to be a respectful member of our school community. As a school our learning heroes are embedded within our learning.

We encourage the children to be:

Resilient



Resourceful



Part of a team



Reflective



## 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.

These statements link to all areas of the curriculum at Calmore Infant school. Children have the 'right' to play, and this is valued as highly as any other curriculum area in our school. Play makes up 20% of a Childs 'school life and children deserve to get quality, engaging play during their time at Calmore Infant school.

#### 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, developing skills for life.
- 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.

## 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. This will be carried out during regular OPAL assemblies to help involve and educate the children about managing risks and for staff to assess if the play is 'safe enough'. In order for children to navigate their way through day to day challenges, we want to promote resilience, risk taking and negotiation; just some of the key skills needed in life. Without these skills children become risk averse and unable to manage day to day risks.

## *Appendix I- H&SE Managing Risk Statement*

### **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.

The children will be able to choose which zone they would like to play in and these zones will be made aware to the children before their opportunity to play and they must decide in which zone they wish to play. Each zone will be supervised by adults from our Calmore Play Team. The adults will be distributed across the play areas and will rotate according to need and number of children.

### **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.

*\* Appendix 2 & 3 – Play work Principles.*

### **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.

Our Vision at Calmore Infant School seeks to foster a warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access or learning and to create inclusive processes and practices where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Please see Our Equality and Diversity policy on school website. *Appendix 4*

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

Our extensive grounds and diverse range of equipment provide all children with opportunities to find their preferred play style. This rich play setting supports safeguarding, helps children develop confidence in team building and advocating for their own rights, increases children's social and emotional capabilities and helps develop a love and enjoyment of the outdoors, which is a key foundation for caring for the environment.

## Appendices (separate tabs on website for parental access)

1. <https://www.hse.gov.uk/entertainment/assets/docs/childrens-play-july-2012.pdf>

### 2. OPAL Welcome Book

<https://media2->

[production.mightynetworks.com/asset/58242656/OPAL\\_Welcome\\_Book\\_2022\\_v3.pdf](https://media2-production.mightynetworks.com/asset/58242656/OPAL_Welcome_Book_2022_v3.pdf)

### 3. Playwork essentials

<https://www.outdoorplayandlearning.org.uk/elearning/playwork-essentials/#/menu/6054blee7c92630f25lcdf3f>

#### **The playwork principles**

*Keep a reflection diary to understand how you do these things*

##### **1. Understand Need**

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.

##### **2. Understand Process**

Play is a process that is freely chosen, personally directed and intrinsically motivated. 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.

##### **3. Support Process**

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.

##### **4. Advocate for Play**

For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.

##### **5. Create Spaces**

The role of the playworker is to support all children and young people in the creation of a space in which they can play.

##### **6. Learn and Reflect**

The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, reflective practice.

##### **7. Understand Impact**

Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.

##### **8. Choose Intervention Styles**

Playworkers choose an intervention style that enables children and young people to extend their play. All playworker interventions must balance risk with the developmental benefit and well-being of children.

### 4. Equality policy:

<https://calmoreinfantschool.ovw2juniperwebsites.co.uk/attachments/download.asp?file=424&type=pdf>