



Play Policy

Last reviewed: March 2026

Next review due: March 2027

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."*

Our vision and values

We are dedicated to ensuring all our pupils succeed – challenging and developing their ability to think independently, building their resilience, wellbeing and enabling them to transfer their skills and learning to all aspects of their life. We offer our children an engaging and challenging curriculum that connects and celebrates our school, our homes and families, and our place within modern Britain and the wider world. We aim to enrich our children's well-being, attitudes to learning, resilience and ability to fulfil their potential: personally, physically and academically. Embedding a nurturing and inclusive approach, we strive to develop inquisitive minds, sense awe and wonder and a determination to **believe** that anything can be **achieved**.

It is our aim that when our children leave us they do so as well rounded, confident individuals, prepared for the next steps in their education and for later life. Our core values are, **respect, resilience, responsibility and fairness**. Along with our motto and vision, they determine everything we do in school. We believe that our vision and values are very much integrated within our play and our children are encouraged to embody these values during their 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. 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 Colburn Primary school 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 that the role of the adults is to support the play process.

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.
- 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.

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.’

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 (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)*.

It is our job as educators to inspire and nurture an inquisitive mind in every child. It can be easily achieved from the play environment we create; to the open ended questions we ask. However, Dr Bruce Perry tells us about three common ways adults can crush the curious child's learning: fear, disapproval and absence. A fearful child will be unwilling to explore and be curious, preferring to seek the familiar over anything new. The constant "don't touch", "don't climb" and "don't do that", disapproval that children hear from the adult so often can also diminish the child's willingness to be curious and adventurous. With the absence of an invested adult, the child may not be as curious without that boundary of safety and someone to share in the discovery and joyfulness of learning with the child. So we believe the benefits of risk are important, alongside positive risk assessments and with experienced play workers.

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.

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.

Colburn 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.

Except for new children in reception, the school does not believe direct supervision of playtime is possible or beneficial. Supervision will take remote and ranging models, so that children can quickly find an adult, and adults can patrol the playground to gain an awareness of the kinds of play and levels of risk likely to be emerging. We will ensure that the numbers of staff available and patrolling the play area to support play are assessed and is suitable for the number of children at play. We have staff working in zones and wear hi-vis vest so children are able to see adults quickly.

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.

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.

Links with other policies

- Health and Safety Policy
- Safeguarding Policy
- Well Being Policy
- Play Risk Assessments

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