



# The James Oglethorpe Primary School

## Play Policy

Revised: March 2024

## **Every Individual Child Achieves**

### **1. Commitment**

**Article 31 of the UN Convention on the Rights of the Child states that ‘A child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.’**

The James Oglethorpe Primary School recognises that play is an essential part of a happy and healthy childhood. As a school, we provide consistently high quality, sustainable play opportunities for all children. These inclusive opportunities in play are achieved by offering carefully considered outdoor spaces, equipment and toys that offer a rich choice of accessible play experiences for every child. At The James Oglethorpe Primary School we are committed to using our school vision and this play policy to guide our planning and actions in providing play opportunities for children. We believe play has a vital role in children’s health, happiness and wellbeing. It creates children who are independent, confident, imaginative, adaptable, social and able to assess risks. These skills link closely to our key values:

- #aspiration-aspiring to do well, (‘having a go’ at all play opportunities provided to find out our likes/dislikes)
- #identity-knowing that we belong, that we are equal and to respect each other’s choices whatever type of play we choose
- #integrity-ensuring that we ‘do the right thing’ –that we treat each other and the play equipment in the right way.

We believe that these core values addressed through play will help our pupils to develop as individuals as well as teach essential life skills across the whole school day.

### **2. Rationale**

Children spend up to 20% or 1.4 years of their time in school at play. Therefore, this time needs to be coherent and planned for. Changes in society such as heavier traffic, busier lifestyles, fewer areas for play and awareness of risk have led to ‘play deprivation’ for many of today’s children. This makes their play opportunities at school even more vital. Better quality play leads to happier children and happier staff. With better quality play opportunities there are fewer behaviour problems, a more positive attitude to school and improved skills development and learning. As the children improve their quality of play and have more enriching play times, there are fewer accidents and classroom learning is

enhanced as the children come in from play happy and ready to learn.

Play is recognised for the important contribution it makes to education and lifelong learning; a finding confirmed by many studies of early childhood. Research shows that play can enhance problem solving; it is also widely regarded as providing opportunities for social interaction, time to talk through and resolve friendship issues independently and language development which is vital for all of our children and, in particular, for EAL learners and those children with deprived speech and language. The contribution of play to educational development is suggested through the inherent value of different play types e.g. through risk taking and exploratory play in formal and informal settings, allowing children to experiment, try new things and push their boundaries in a safe environment.

We surveyed the children in July 2021 for their views on play time, they highlighted the need for improvement. Many were positive about the playground, but some children's comments included; *'there is not enough to do'*, *'we need more things to play with'*, *'the playground needs an extra thing'*, *'it needs more resources'* so we acted upon this.

### **3. Definition of Play**

The Government's Play Strategy defines play as:

*'encompassing children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward and is a fundamental and integral part of healthy development – not only for individual children but also for the society in which they live'.*

This activity meets the four components of a child's development:

- Physical (direct impact on physical development, coordination and fitness);
- Intellectual (cognitive development, imagination);
- Educational (the knowledge and understanding of academic outcomes); and
- Social (the development of values, beliefs and self-perception and the parallel communication skills, leadership and teamwork this enhances).

#### **At The James Oglethorpe Primary School the children and staff think that:**

- play allows children to be creative and co-operative
- adults' roles in great play is to be responsive to children's invitations and requests, and to carry out dynamic risk assessments to weigh up the risk and benefits of play activities and develop the children's risk awareness.
- play may be solitary or social
- play invites investigation and exploration which may test boundaries
- play makes children happy and happy children are healthier children who in turn can learn better

- children have a right to play with anything they choose from the playground resources and as long as it is safe regardless of age, gender, social or cultural background
- play is something you choose to do and that it is fun!
- play enables children to process their experiences of the world

#### 4. Risk and Benefit

Many research studies have found that the social, physical and mental benefits to children of managed risks are vast. Children become more resilient, adaptable and are keen to try new experiences. Children should be provided with opportunities to challenge themselves and also to experience successes and failures. Risk and challenge is not limited to physical risk – it includes the uncertainties involved in making new friends, playing with children from different backgrounds and building emotional resilience through trying out new experiences with the possibility of failure.

*'Without opportunities to take acceptable levels of risk, children's development is inhibited, undermining their capability to deal with the wider unsupervised world'. (DCFS)*

At The James Oglethorpe Primary School we are committed to providing these experiences for our children in a managed way. The Health and Safety Executive offer guidance on the provision of play in educational settings and state that:

**'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 dangers'. (HSE, 2013)**

The James Oglethorpe Primary School will use the Health and Safety Executive's guidance on Managing Risk in Play and Leisure ([www.hse.gov.uk](http://www.hse.gov.uk)) (**Appendix 1**) as its principle guiding documents in making decisions relating to risk and play.

Our role as play providers is to facilitate the maximum amount of enriching opportunities for children to encounter. They need to learn to manage risk for themselves in an environment that is as safe as it needs to be, rather than completely devoid of risk. The benefit to children of challenging play opportunities should be balanced with any potential risk when carrying out risk assessments. We will adopt a risk-benefit approach and use dynamic risk assessments (**Appendix 2**) to manage our duty of care to protect and provide for children's needs.



## **5. Adults' Role in Play**

**We, as an entire staff, are fully committed to working with children to provide the play experiences that we want and need in our school. We will have a continuing dialogue with children about the play provision in the playground which will include regular play assemblies, School Council involvement, surveys and other pupil voice outlets.**

Adults' roles will also be to facilitate play and encourage children to assess the risks and benefits of activities within the play setting. The school is working with OPAL ([www.outdoorplayandlearning.org.uk](http://www.outdoorplayandlearning.org.uk)) to help guide a strategic approach to developing play at our school. In addition to this, the The James Oglethorpe Primary School Play Team (Appendix 3) will work in collaboration with parents, teachers, teaching assistants, MDAs and all other staff as well as the children to implement the changes highlighted in this policy. Teaching assistants and MDA's will take on the role of Play Makers. They will ensure that the broadest possible range of play opportunities are available to children: to observe, reflect and analyse the play that is happening and select a mode of intervention or make a change to the play space if needed. Playmakers ensure that the play space is inclusive – supporting all children to make the most of the opportunities available in their own way.

## **6. Children's Role in Play**

The children will all have access to their own version of the play policy in the form of a play charter. (Appendix 4) In it will also include the rights and responsibilities of the children to:

- Have ownership of their play and outdoor learning experiences
- Respect and look after each other's environment, equipment and toys.
- To be aware of sanctions surrounding purposely dangerous or unsafe behaviour
- Ensure that play times are fun for everybody

This children's policy will be shared and explained to all children regularly as part of ongoing assemblies, discussions and dialogue in class and with the School Council.

## **7. Environment**

At The James Oglethorpe Primary School we will:

- use the outdoor space as a natural resource for learning and playing, encouraging the children to value natural or found objects for play
- include the children when planning for playing and learning outdoors
- ensure that the outdoor area offers all children the opportunity to investigate, take risks and explore and use their imagination and creativity

- expect the children to respect the outdoor environment and care for living things
- give children the opportunity to manage the space and freedom afforded by the outdoors
- enrich the quality of the environment to maximise variety of play types and increase play value
- ensure that the playground is an integrated area where all children from Reception to Year 6 can play safely
- teach the children their responsibilities with regard to maintaining the quality of their outdoor space, and the equipment available and ensure they take an active part in doing this
- promote children's pride for the outdoor space that belongs to them.

**Appendix 1 add 4.6**

**CHILDREN’S PLAY AND LEISURE – PROMOTING A BALANCED APPROACH**

**Appendix 2**

**Benefit-Risk Assessment Record Sheet used by staff for all risk measured activities**

**Risk Assessment Date.....**

**Assessed by.....**

	<b>Description of Activity, Principle or Object, who might be at risk and what kind of harm.</b>	<b>Benefit or Utility Or Related Policy</b>	<b>Description of risk management and maintenance agreed</b>	<b>Nominated person</b>	<b>Action Date</b>



## **Appendix 3**

### **Structure of adult roles in practice**

#### **OPAL Team**

This is the team working directly with OPAL to ensure policy is in place and develop play and outdoor learning at Fairlight. It consists of:

The Head Teacher  
Play Co-ordinator  
Play Leader  
Site manager  
Parent Representative/ Associate Governor

#### **The James Oglethorpe Primary School Play Team**

All adults working at the school are part of the play team and have a responsibility to follow this policy. When on the playground at playtimes staff all should act as PlayMakers.

However, more specifically, at lunch times the following structure exists:

#### **Curricular lead for Play - Clare Northwood**

<https://docs.google.com/document/d/199meNoU6LDWJa0QvTGMA-mN6EP3GNCsQHSnVUsynOkg/edit>

#### **Play Co-ordinator - Leanne McCann**

<https://docs.google.com/document/d/1dpNczYGVqOhtJtgAQV4GHi68J74rYyi9Y9jlfuP6vrE/edit>

(Leads and manages strategy)

#### **Play Leader - Sam McBride**

(Leads and manages playtimes)

#### **Assistant Play Leader - Louise Osborne**

(Supports play leader and steps up in their absence)

#### **Play Makers - MDAs**



(Support children's' play as describe in paragraph 5)

**Parent Play Champion**

<https://docs.google.com/document/d/1kwlti7yOn9tVnZ5TVx6waFVD0xp2b5wP4n8QS90a0Og/edit>

**Governor Play Champion**

<https://docs.google.com/document/d/15J1-Aksbl9CWQLQ5TFoBXY0DFEksBFwynaKcryZpSSc/edit>

**OPAL Ambassadors-Rotas**

<https://drive.google.com/drive/folders/1lcWzJ5o2yeyoyaixwr15jok9Llw5BW8x>



## **Appendix 4**



The James Oglethorpe Primary School Children's Play Charter

### **We have the right to have an enjoyable play.**

#### **To:**

- choose what makes us happy at playtime.
- feel safe during our play and lunchtime.
- play on the field wearing wellies/change of footwear.
- play in the OPAL zones using the correct equipment.
- have access to play equipment that hasn't been broken.
- feel respected by all.
- to report behavior that upsets us.

### **We have the responsibility to ensure others have an enjoyable play too:**

#### **We have the responsibility :**

- to make others feel safe.
- to allow others to make their own choices when playing.
- to ensure we have our wellies/change of footwear in school.
- to use the OPAL equipment safely and correctly.
- to put broken equipment/sharp finds into a box so these can be fixed.
- to respect each other as well as our OPAL Ambassadors and Play Makers (MDA)