



Blessed Robert Widmerpool Catholic
Primary and Nursery School

Play Policy

“...My joy may be in you, so that your joy may be full.” John 15: 11

The following policy outlines Blessed Robert Widmerpool’s CVA (BRW) commitment and approach to children’s play in school. This policy is central in all decisions made that affect children’s play and our staff and school community is committed to providing the strategic and operational leadership required to provide and maintain high-quality play provision for all of our children.

Rationale

BRW 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.

BRW follows and aligns to the Outdoor Play and Learning (OPAL) rationale:

“... 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.”

This philosophy supports, strengthens and builds upon our own school values – the ‘5 Rs’:

Responsibility - for our own actions and the world.

Relationships - with each other and our community.

Resilience - rising to challenges and never giving up so that we overcome them.

Resourcefulness - using the resources around us to learn, grow and overcome challenges.

Reflectiveness - thinking about our actions to help us improve.

The OPAL programme mirrors the BRW Way and supports in creating the happy and secure environment that enables our children can reach their potential – spiritually, morally, culturally, physically and academically. Through this play approach, children are encouraged to be responsible for their own actions, and a culture of independence and respect is promoted.

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 BRW, 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 endless benefits:

- 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.
- Play promotes resilience, resourcefulness, relationships, reflectiveness and responsibility, the values we promote at BRW.
- Play teaches kindness and respect, supporting children in growing and developing into the best version of themselves, just as the key virtues at BRW teach.
- Play in school can help alleviate the growing crisis we are seeing nationally in child mental and physical health. A 'Plan for Play' in school like this one can make a significance difference in the lives of our pupils.

Aims

BRW's aims in relation to play are as follows:

- 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, ensuring these are based on respect, tolerance and equality.
- 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.

Rights

BRW 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.

In line with **Catholic Social Teaching (CST)**, our 'Plan for Play' fosters so many of these principles:

- **Participation** – our right and duty to participate fully
- **The Common Good** – working for the good of our neighbour
- **Distributive Justice** – everyone having access to and their fair share of resources
- **Solidarity** – supporting our brothers and sisters because we are all one global family
- **Subsidiarity** – we empower each other and ensure everyone has a say
- **Stewardship** – we are stewards of the Earth and guardians of God's gifts

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)

BRW uses 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 adopts a risk-benefit approach as detailed in *Managing Risk in Play Provision: An Implementation Guide* (Play Safety Forum, 2012, See appendix).

We believe that risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time at play. In line with our school values and virtues, risk builds resilience, confidence and independence as well as common sense, respect and attentiveness for each other and the environment that surrounds them. 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, BRW practises dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them.

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.

BRW has high 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 EYFS, whose skills and orientation in the school environment need to be assessed, the school does not believe direct supervision is possible or beneficial. Supervisors 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.

Out Play Team and Play Coordinators are assigned to different playground zones and are highly visible to pupils in specific uniform. Staff communicate with each other via walkie talkies and

are fully trained in the OPAL approach. In addition, children are educated and reminded regularly about how to play as well as how to access help and support if needed.

The Adult's Role in Play

BRW helps 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 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 Play Team's and Play Coordinators' 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.

For example, playworkers supervise at a distance, intervening only when absolutely necessary. If a playworker's support is sought by a child, the playworker coaches the child in how to come to the best solution for the challenge or question they may have. This fosters the resilience and independence that is so important in child development. See 'Playwork Essential' in Appendices for further information.

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. Please refer to BRW's Equality and Diversity Policy for further information.

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 strive to continually improve the quality and diversity of our school's grounds to enhance play. We use the document 'Best Play' to guide us on what a quality play environment should contain. www.freeplaynetwork.org.uk/pubs/bestplay.pdf

Safeguarding

This policy advocates a strong safeguarding ethos and culture, which is threaded and embedded throughout BRW. Our plan for play supports children in developing confidence and self-esteem in themselves and others. The approach encourages and enables children to advocate for their own rights and the rights of others. As such, it increases their social and emotional capabilities, fostering a love of the outdoors and stewardship. BRW's approach to play educates children in participating appropriately, successfully, healthily and safely in school and in society.

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