



Aragon Primary School

Play Policy



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Play Co-Ordinator: Emma Cox

Date: June 2024

This policy will be reviewed at least annually and following any concerns and/or updates to the national and local guidance or procedures.

Date agreed and ratified by Governing Body: 1/7/24



This Policy sets out Aragon 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, social, 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.

We follow strategies suggested by OPAL, whose 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.”

1. Commitment

Our school undertakes to refer to this play policy in all decisions that affect children’s play. Aragon Primary 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

Aragon Primary School believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. The school acknowledges the UN Convention on the Rights of the Child, especially Article 31, and supports the child’s right to play. 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.

3. Definition and value of play

Play is defined as any freely chosen activity that a child finds satisfying and creative. 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, different concepts and different 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 which 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. 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 (2012)

The school uses the Health and Safety Executive guidance document 'Children's Play and Leisure – Promoting a Balanced Approach' (September 2012) as the principle value statement informing its approach to managing risk in play. In doing so, Aragon Primary School has adopted a risk-benefit approach as detailed in '*Managing Risk in Play Provision: An Implementation Guide*.

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. In the words of



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.

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;
- talk to the children about risk benefits in Play Assemblies.

6. 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 adult present outdoors. The school recognizes OPAL's three models of supervision: Direct, Remote and Ranging. Except for new children in reception, the school does not believe direct supervision is possible or beneficial. Supervision will take remote and ranging 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.

7. The adult's role in play

The school will help children maximize 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 will ultimately strive to facilitate 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.

8. 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



9. 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.

<http://www.playengland.org.uk/resource/best-play/>