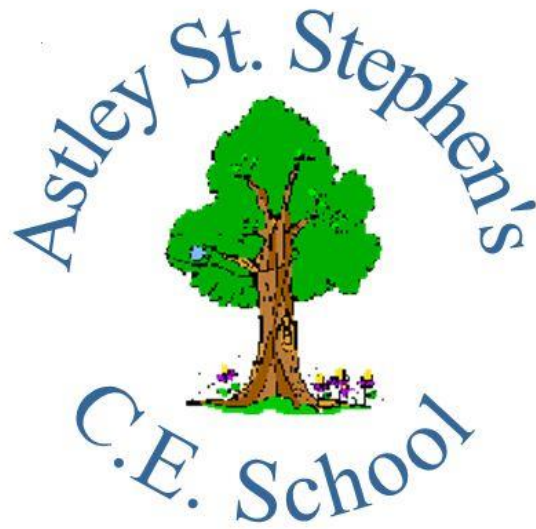


Astley St Stephen's CE Primary School



Play Policy

Subject Leader: Mrs M Lowe

Date Reviewed: February 2026 (to be ratified by Governors)

Next Review Date: February 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 OPAL play policy reflects and strengthens our school values by creating an environment where every child can thrive. Through play, children develop wisdom as they make decisions, solve problems, and learn from experience. The freedom and creativity within play foster a deep sense of joy, encouraging curiosity and a love of learning. Challenges and managed risks help build resilience, enabling children to persevere and grow in confidence. Collaborative and inclusive play nurtures compassion, as pupils learn to understand, support, and respect one another. By trying new activities and stepping outside their comfort zones, children demonstrate courage, while shared experiences and teamwork naturally develop strong friendships. Together, OPAL play ensures our values are lived and experienced every day, shaping well-rounded, confident, and caring individuals.

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.

Play is widely recognised as a vital part of children's development, defined as freely chosen, intrinsically motivated activity that enables exploration, creativity, and enjoyment. High-quality play has a significant impact on children's physical health, emotional wellbeing, social skills, and cognitive growth, supporting everything from problem-solving and communication to self-regulation and confidence. At St Stephen's Astley, the value of play is closely connected to the school's vision and values of wisdom, joy, resilience, compassion, courage, and friendship, as well as key policies that promote wellbeing, inclusion, and safeguarding. Through the OPAL approach, play is positioned as an essential part of the school day, where children learn to collaborate, take appropriate risks, and develop independence in a safe and supportive environment. This commitment aligns with national policies and guidance, including those that emphasise children's right to play, the importance of physical activity, and the promotion of mental health and wellbeing in schools, ensuring that play is not only enriching but also purposeful, inclusive, and underpinned by best practice.

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.

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.

The United Nations Convention on the Rights of the Child strongly aligns with the values of St Stephen's Astley by placing children's wellbeing, development, and voice at the heart of all practice. The right to education (Article 28) and the right to develop talents and abilities (Article 29) reflect the value of **wisdom**, encouraging children to grow as learners and thinkers. The right to play and leisure (Article 31) links directly to **joy**, recognising play as essential to happiness and wellbeing. Articles that promote protection, support, and recovery (such as Articles 19 and 39) reinforce **resilience**, helping children feel safe and able to overcome challenges. The emphasis on respect, dignity, and non-discrimination (Article 2) supports **compassion**, encouraging kindness and understanding towards others. The right to express views and be heard (Article 12) nurtures **courage**, empowering children to speak confidently and take part in decisions that affect them. Finally, the focus on cooperation, respect, and social development

throughout the UNCRC naturally builds **friendship**, as children learn to form positive relationships and value others. Together, these links show how children's rights and the school's values work hand in hand to create a supportive, inclusive, and empowering environment.

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) [Children's play and leisure - HSE](#) 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.

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.

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.

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