



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

At Ridgeway Farm CE Academy, we believe every child is uniquely created and deeply valued. Our Christian ethos underpins all we do, and we are committed to providing an environment where all children can flourish—spiritually, emotionally, socially, and academically.

We believe that play is a vital part of a child's development, and that all children should have access to opportunities that allow them to explore, imagine, create, and take considered risks. Through play, children develop confidence, resilience, and relationships—all of which reflect our core values of Friendship, Courage, and Respect.

Our play provision reflects our belief in inclusivity and equality, ensuring that every child—regardless of gender, sexual orientation, economic or social circumstances, ethnic or cultural background, or individual abilities—feels welcome, safe, and empowered.

We are proud to be part of the OPAL Primary Programme, which aligns with our vision that children should be active, engaged, and joyful learners. As OPAL states:

"... 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."

At Ridgeway Farm, we see play not as a break from learning, but as an essential part of the learning journey—a time when children live out our values, grow in character, and experience the joy of being together in community.

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.

At Ridgeway Farm CE Academy, we view play as a central part of a child's development and wellbeing, not just a break from learning. It is a time when children explore their identity, develop key life skills, and experience the joy of being part of a community. Play reflects and strengthens our family ethos, where every child is known, valued, and nurtured as part of God's family.

Play is freely chosen, self-directed, and intrinsically motivated activity that children engage in for enjoyment and exploration. It is a process that is both creative and constructive, enabling children to experiment, problem-solve, take risks, and develop resilience.

Our staff recognise that high-quality play:

- Promotes physical health through active movement and exploration
- Supports mental wellbeing, reducing stress and encouraging joy, freedom, and connection
- Develops social skills, including cooperation, empathy, negotiation, and friendship
- Enhances learning, as imaginative and outdoor play deepens thinking, language development, and creativity

These benefits align fully with our school's commitment to nurturing the whole child and reflect our Christian values of Friendship, Courage, and Respect. In play, children show friendship through kindness and inclusion, courage through trying new things and taking healthy risks, and respect by working with others and looking after shared resources.

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.

At Ridgeway Farm CE Academy, we uphold this right through a play culture that is inclusive, valued, and central to school life.

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) 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.

At Ridgeway Farm CE Academy, we want our children to experience appropriate risk and challenge in their play because it helps them grow into confident, resilient individuals who believe in themselves and their ability to overcome obstacles. Risk-taking—whether physical, social or creative—supports children in developing problem-solving skills, independence, and perseverance. This reflects our vision for all children to develop a love of lifelong learning and to live life in all its fullness (John 10:10). In a safe and supportive environment, risk and challenge allow children to flourish emotionally, physically and spiritually, as they learn to navigate the world with courage and curiosity, rooted in the knowledge that they are unique, valued and deeply loved as part of God's family.

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.

At Ridgeway Farm CE Academy, we are committed to providing a safe, inclusive, and well-supervised play environment where all children can thrive. In line with our duty of care and safeguarding responsibilities, we maintain a minimum supervision ratio of 1:30 during playtimes. This is typically achieved through seven trained play leaders who are strategically deployed across the playground.

To ensure effective coverage and clarity, a clearly marked supervision map is used daily to show where each staff member is assigned. This ensures that all areas of the school grounds are monitored, and that staff take responsibility for specific zones.

We also provide additional supervision for vulnerable children, including those with an EHCP that recommends adult support during unstructured times. This ensures that every child—particularly those with additional needs—has the support required to feel safe, included, and able to access high-quality play.

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.

At lunchtime, a group of children begins constructing a den using crates, blankets, and sticks. A trained playworker observes from a distance, ensuring the space is safe while allowing the children to lead the activity. When the children struggle to keep one side of the den stable, the playworker offers a suggestion about how to use heavier crates for support but does not take over. Later, a child asks the playworker if they can join in the game. The playworker accepts the invitation, briefly taking on a role in the children's imaginative story. When the play naturally shifts again, the playworker steps back to allow the children to lead. This illustrates how playworkers enable self-directed play, provide appropriate resources, and only intervene in ways that enhance—not control—the play experience.

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.

See Trust policy document [here](#)

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

A rich play setting is a powerful tool for safeguarding and promoting children's overall wellbeing. When children are given the freedom to explore, take age-appropriate risks, and make choices within a supportive and well-supervised environment, they learn to assess situations, develop resilience, and feel secure in expressing themselves. Through collaborative play, they build confidence in team settings, learning how to communicate, negotiate, and solve problems together. This nurtures a strong sense of self and empowers them to advocate for their own needs and rights. The social and emotional capabilities developed through play—such as empathy, patience, and emotional regulation—are essential life skills that support positive mental health. Furthermore, engaging in outdoor play fosters a deep connection with the natural world. As children experience joy, freedom, and discovery in outdoor spaces, they begin to value and care for the environment, laying vital foundations for future environmental stewardship.

History of most recent policy changes and review period

Date	Page	Change(s) made:	Origin of change:
Jan 2025	4	Reflect change of link to new Trust policy	Blue Kite Trust

Policy Owner	School
Policy Approved by	Governors
Date Adopted	June 2023
Last Review Date	Jan 2025
Next Review Date	Jan 2026



CHILDREN'S PLAY AND LEISURE – PROMOTING A BALANCED APPROACH

1. Health and safety laws and regulations are sometimes presented as a reason why certain play and leisure activities undertaken by children and young people should be discouraged. The reasons for this misunderstanding are many and varied. They include fears of litigation or criminal prosecution because even the most trivial risk has not been removed. There can be frustration with the amounts of paperwork involved, and misunderstanding about what needs to be done to control significant risks.
2. The purpose of this statement is to give clear messages which tackle these misunderstandings. In this statement, HSE makes clear that, as a regulator, it recognises the benefits of allowing children and young people of all ages and abilities to have challenging play opportunities.
3. 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 danger.
4. HSE wants to make sure that mistaken health and safety concerns do not create sterile play environments that lack challenge and so prevent children from expanding their learning and stretching their abilities.
5. This statement provides all those with a stake in encouraging children to play with a clear picture of HSE's perspective on these issues. HSE wants to encourage a focus on the sensible and proportionate control of real risks¹ and not on unnecessary paperwork. HSE's primary interest is in real risks arising from serious breaches of the law and our investigations are targeted at these issues.

Recognising the benefits of play

Key message: 'Play is great for children's well-being 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'.

6. HSE fully recognises that play brings the world to life for children. It provides for an exploration and understanding of their abilities; helps them to learn and develop; and exposes them to the realities of the world in which they will live, which is a world not free from risk but rather one where risk is ever present. The opportunity for play develops a child's risk awareness and prepares them for their future lives.
7. Striking the right balance between protecting children from the most serious risks and allowing them to reap the benefits of play is not always easy. It is not about eliminating risk. Nor is it

¹ The Courts have made clear that when health and safety law refers to 'risks', it is not contemplating risks that are trivial or fanciful. It is not the purpose to impose burdens on employers that are wholly unreasonable (R v Chagot (2009) 2 All ER 660 [27])



13. To help with controlling risks sensibly and proportionately, the play sector has produced the publication *Managing Risk in Play Provision: Implementation Guide* which provides guidance on managing the risks in play. The approach in this guidance is that risks and benefits are considered alongside each other in a risk-benefit assessment. This includes an assessment of the risks which, while taking into account the benefits of the activity, ensures that any precautions are practicable and proportionate and reflect the level of risk. HSE supports this guidance, as a sensible approach to risk management.

If things go wrong

Key message: 'Accidents and mistakes happen during play – but fear of litigation and prosecution has been blown out of proportion.'

14. Play providers are expected to deal with risk responsibly, sensibly and proportionately. In practice, serious accidents of any kind are very unlikely. On the rare occasions when things go wrong, it is important to know how to respond to the incident properly and to conduct a balanced, transparent review.
15. In the case of the most serious failures of duty, prosecution rightly remains a possibility, and cannot be entirely ruled out. However, this possibility does not mean that play providers should eliminate even the most trivial of risks. Provided sensible and proportionate steps have been taken, it is highly unlikely there would be any breach of health and safety law involved, or that it would be in the public interest to bring a prosecution.

September 2012



Appendix 2 – Playwork Principles

See link to Playwork Principles [here](#)

