

Windhill21 OPAL Play Approach

1. Commitment

Our school undertakes to refer to this play approach 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

Windhill21's vision is to empower young people to take on the world. Our mission is to achieve our vision through six curriculum drivers. We believe that the OPAL approach supports building and nurturing of pupil characters with no limitations on their learning. This is underpinned by our six pillars: Responsibility, Resilience, Relationships, Reflection, Respect and cuRiosity.

Windhill21 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."*

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. At Windhill21, we recognise the value of play and it is priority four of our school development plan.

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.
- We develop and value pupil voice which is crucial to the success of OPAL.

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 and responsibility 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, reflect and play imaginatively.
- Provide a range of environments that will support children's learning across the curriculum and develop curiosity 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.

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.

Windhill21 is a growth mindset school that encourages children to try new things, persevere when times are difficult and learn from their mistakes. They solve problems and communicate their thoughts and ideas. We have nine attributes that foster a growth mindset such as 'Agent Risk-taker'.

Think High Agents		
Agent Respect		Has a fair and objective look at people, things, and ideas different to his own.
Agent Open minded		Always willing to consider new ideas, and is always receptive to new ideas that respect the values of other individuals and cultures and seek to consider a range of points of view
Agent Communicator		Receives and express ideas and information confidently and clearly, sometimes in more than one language
Agent Perseverance		Has a steady will to complete a task in spite of any obstacles before him. He keeps trying, learns from his mistakes and never gives up!
Agent Reflector		Gives thoughtful consideration to their own learning by constructively analysing their personal strengths and weaknesses.
Agent Problem Solver		Exercises initiative in applying thinking skills critically and creatively to solving complex problems
Agent Inquirer		Has a natural curiosity, enjoys exploring and finding out about new things.
Agent Risk-taker		Approaches unfamiliar situations without anxiety and have the confidence to explore new ideas
Agent Caring		Show sensitivity towards the needs and feelings of others, and has a sense of personal commitment to helping others and the environment

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

Windhill21 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, Windhill21 staff will ensure all children, regardless of age, gender, race, disability or other special needs, can develop and thrive, build strong relationships and enjoy school.

Windhill21 will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across the school community. Equality of opportunity and inclusivity are fundamental to the vision and values of the school. The commitment to equality and diversity is, in part, achieved through the eradication of discrimination and is implemented through appropriate policies, procedures and good practice.

10. Environment

At Windhill21, we believe that a rich play setting should ensure that all children have access to stimulating environments that are free from 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