St Nicholas C of E Primary School

OPAL Play Policy
September 2026

Introduction to OPAL

The Outdoor Play & Learning (OPAL) Primary Programme is a mentor-supported school improvement initiative designed to help schools strategically and sustainably enhance the quality of their play provision. It addresses every area that requires planning if schools are to create meaningful, high-quality opportunities for children to play, learn, and grow.

Research shows that play makes a significant contribution to children's physical and emotional health, wellbeing, attitudes to learning, and overall enjoyment of school life. Given the vital role of play and current concerns about children's health and their access to rich outdoor play experiences, the OPAL Programme offers considerable benefits for children, parents, schools, and the wider community.

The OPAL Primary Programme guides schools through a cultural shift in the way play is understood and supported. Its success comes from a series of interconnected actions, implemented with the expert guidance of an OPAL mentor. This approach embeds play within school policies and practices, establishing clear guiding principles and strategies for improving playtimes. The outcomes can be transformational—and, at best, truly spectacular—showing measurable progress even in the most challenging school environments.

Our Commitment

At St Nicholas, our engagement with OPAL directly supports our school vision to Show Love, Aim High and Be Courageous. Through OPAL, we:

- **Show Love** by creating an inclusive, nurturing and joyful outdoor environment where every child feels safe, valued and supported in their play, enabling them to build positive relationships. Our commitment ensures play spaces that promote kindness, cooperation, and emotional wellbeing.
- **Aim High** by setting ambitious standards for play provision that enrich children's development, stimulate creativity, and encourage problem-solving. We ensure that play is purposeful, high-quality, and aligned with our aspiration for every child to thrive.
- **Be Courageous** by embracing a risk-benefit approach to play that encourages children to explore, challenge themselves, and grow in resilience. Through OPAL, we empower pupils to take appropriate risks, develop independence, and build confidence in a safe but stimulating environment.

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, solve problems and be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.

There are different types of play which are promoted through having OPAL in our school. See Appendix 1 which shows the different types of play we promote.

Rights of the Child

Our school recognises the UN Convention on the Rights of the Child, including:

- The right to play, recreation, and leisure (Article 31)
- The right of children to be listened to on matters important to them (Article 12)

We acknowledge our duty to take these rights seriously and actively listen to children's views on their play. In doing so, we uphold and live our school values:

- **Be Courageous** – We encourage children to express their ideas, take appropriate risks, and explore new challenges in their play, fostering independence and resilience.
- **Aim High** – We strive to provide outstanding play opportunities that inspire children to reach their full potential in creativity, collaboration, and personal growth.
- **Show Love** – We create a nurturing, inclusive, and supportive play environment, respecting every child's voice and ensuring they feel valued and cared for.

By embedding these values into our approach to children's rights, we ensure that play is not only enjoyable but also a meaningful and empowering part of every child's school experience

OPAL Charter

To promote the rights stated above and to ensure a positive play experience for our children, we have an OPAL Charter. This has been shared with staff and children, who have signed the charter to show their agreement and commitment to OPAL Play at lunchtimes. See Appendix 2 for our OPAL Charter.

Our OPAL Charter sets out the expectations that help make playtimes safe, enjoyable and inclusive for everyone. These expectations support our vision of Show Love, Aim High and Be Courageous.

Children and staff work together to:

- Respect people and resources
- Include others in play
- Look after the environment
- Play safely
- Show kindness and responsibility

Safeguarding & Welfare

At St Nicholas CE Primary School, children's safety and wellbeing remain our highest priority. OPAL enhances safeguarding by providing structured opportunities for children to develop independence, resilience, communication skills and positive relationships within a supervised environment.

All play areas are regularly checked and monitored by trained staff. Adults use dynamic risk assessment to ensure children can enjoy rich play experiences whilst remaining safe. Any safeguarding concerns identified during playtimes are managed in line with the school's Safeguarding and Child Protection Policy.

Through OPAL, children learn to communicate their needs, solve conflicts positively, seek support when required and understand how to keep themselves and others safe.

This policy should be read alongside the school's Safeguarding and Child Protection Policy and current statutory safeguarding guidance.

Mental Health and Wellbeing

We recognise that play is an important contributor to children's mental health and wellbeing. Through opportunities to socialise, be active, solve problems and spend time outdoors, OPAL supports emotional resilience, self-regulation and positive wellbeing.

Inclusion and SEND

The Outdoor Play and Learning (OPAL) Primary Programme naturally promotes inclusion for children with Special Educational Needs and Disabilities (SEND) by transforming school playtimes into flexible, open-ended, and accessible environments. OPAL aligns with the principle that play is a child's fundamental right as recognised by the UN Convention on the Rights of the Child. It ensures that provision is welcoming and accessible to every child, irrespective of their background or individual abilities.

The OPAL approach fosters inclusion through several key mechanisms:

- **Open-Ended Play**: The use of diverse 'loose parts' resources, such as tyres, crates, fabric and natural materials, allows children to engage in self-directed, imaginative play.. This flexibility means children with diverse needs can participate in ways that suit their interests and abilities, without the pressure of structured, skill-based tasks.
- **Supportive Environments**: OPAL schools create varied play zones, including quiet areas, active spaces and sensory areas, to meet children's different needs. This helps children with SEND, who may sometimes find traditional playtimes overwhelming, to find a space where they feel comfortable and can regulate their emotions.
- **Skill Development**: The programme emphasises the development of essential life skills such as communication, self-regulation, resilience, and social interaction. For pupils with SEND, this type of outdoor play helps them develop these skills in a practical, real-world "laboratory of life".
- **Whole-School Culture Shift**: True inclusion requires a systemic commitment, and OPAL aims to embed inclusive play into the school's identity and improvement plan. Staff training and parent communication are key components, ensuring that play is valued by everyone and is part of everyday practice.
- **Measurable Benefits**: Schools implementing the program report that pupils with SEND participate more fully in play, leading to happier children, fewer behaviour incidents, and more productive afternoon learning sessions for all pupils.

At St Nicholas, children with SEND are supported through:

- Quiet and sensory-friendly play areas
- Flexible opportunities for child-led play
- Visual prompts and routines where needed
- Opportunities to build friendships and social confidence

- Adults who know and understand individual children's needs
- A wide variety of play experiences to suit different interests and abilities

This helps every child access meaningful play regardless of their starting point.

Equality and diversity

Our OPAL provision is for everyone.

We celebrate diversity and ensure play opportunities are accessible regardless of age, gender, ethnicity, faith, disability, language, background or individual need.

We actively encourage all children to participate, contribute ideas and develop a sense of belonging. Through inclusive play experiences, children learn respect, empathy and appreciation of differences, supporting our vision to Show Love every day.

Attendance & Engagement

We recognise that children are more likely to attend school regularly when they feel happy, connected and engaged in school life.

The OPAL programme contributes positively to attendance by creating exciting play opportunities that children look forward to experiencing each day. Through developing friendships, belonging and enjoyment of school, OPAL supports children's overall engagement and wellbeing.

Our aim is that every child feels motivated to attend school, participate fully and enjoy all aspects of school life, including playtime.

Early Years Foundation Stage (EYFS)

At St Nicholas, OPAL supports the principles of the Early Years Foundation Stage by providing rich opportunities for active learning, exploration and critical thinking. Through high-quality outdoor play, children develop communication and language, personal, social and emotional development, physical development and characteristics of effective learning. Our play provision recognises that young children learn best through first-hand experiences, exploration and play.

OPAL Roles and Responsibilities

At St Nicholas, we have a team with specific roles and responsibilities to embed OPAL into our curriculum, ethos and school vision.

Curricular Lead for Play –

The curricular lead for play is responsible for driving all play-related initiatives forward within the school. In our school this is Mrs Emma Slack. The curricular lead for play is the person who has responsibility for the school's play action plan and the inclusion of play in the school improvement plan. The Curricular Lead for Play is responsible for:

- Evaluating and monitoring play within the school.
- Being responsible for, supporting and managing the play team and their professional development.
- Managing the play coordinator and their professional development.

- Reviewing and updating the school's play action plan at least three times a year.
- Working closely with the play coordinator to deliver the school's play action plan.
- Carrying out observations of playtimes once every half term.
- Liaising with service support and/or the business manager regarding the maintenance and improvements of the outside area.
- Liaising with the play coordinator and the play team regarding the ordering and replenishing of loose parts and resources for play.
- Working with the play coordinator to ensure regular play team meetings are held to train in play work practice and improve play at the school.
- Incorporating pupil voice for play into the school's communications plan and liaising with the OPAL Squad to gain pupil voice and promote junior leadership.
- Liaising with the play coordinator to ensure regular play assemblies are conducted using OPAL's CINI format.

OPAL Play Coordinator –

The OPAL Play Coordinator is responsible for supporting the Curricular Play Lead in driving all play-related initiatives forward within the school and will support and facilitate meaningful and productive child-initiated play during the school day in accordance with the play policy. In our school this is Miss Cherelle Coleman.

The Play Coordinator is responsible for –

- Ensuring there are sufficient resources to promote each of the 'play types' as listed in the play policy.
- Working with the Play Team to check the quality and condition of resources, and to repair or remove any resources that are unsuitable or damaged.
- With the Play Team ensuring resources are stored appropriately.
- With the Curricular Lead for Play, securing funding from internal or external sources.
- Purchasing resources as required
- Coordinating appeals within school and local communities for resources.
- With the Curricular Lead for Play**,** building play team members expertise and practice.
- Organising and supporting the pupil OPAL Squad with their role.
- Facilitating peer-led play opportunities.
- Providing suggestions for playmaker activities and games.
- Discussing and planning with pupils/staff for enriching play.
- Implementing planned activities which promote play development.

OPAL Play Team Members

Our midday supervisors, some of whom are teaching assistants, are all members of the OPAL Play Team. Their main lunchtime duties of covering daily lunchtime tasks are:

- Assisting children at lunch, e.g., with queuing, getting seated, opening packets, spillages, disputes, clearing plates / cutlery
- Encouraging good eating and social skills,
- Recording and reporting incidents of note that occur during lunchtime – e.g., site issues, maintenance of equipment, behaviour, first aid etc.
- Providing first aid
- Promoting and safeguarding the safety and welfare of children in accordance with school child protection and behaviour management policies.
- Offering care, support and advice for children during lunchtime.

Furthermore, they are part of the OPAL Play Team and it is their role to ensure that all our children have meaningful lunchtime play every day. When outside they are known as the Zone Rangers for OPAL and are responsible for:

- Working with the play coordinator to ensure all children have access to exciting play opportunities every lunchtime.
- Facilitating play opportunities and acting as ambassadors for play.
- Working with the site manager, play coordinator, and other play team members to ensure that all our children have a safe site for play.
- Coordinating and communicating between play zones and dining hall to ensure all children visit the dining hall and eat their lunch.
- Assessing play areas for risks daily and communicating/implementing any changes required.
- Assisting with putting out and packing away of play equipment/kit.
- Contributing ideas and suggestions to improve the team practices and performance.
- Supporting and upholding the school's vision, our OPAL Charter and rewarding pupils with verbal praise or dojo points for positive attitudes and behaviours.
- Attending periodic team meetings and/or training for professional development.

Parent Play Champion & working in partnership with parents

Parents and carers play an important role in supporting OPAL.

We regularly share updates about our OPAL journey and welcome feedback from families. We value donations of loose parts and recycled materials and encourage parents to support outdoor play at home whenever possible.

Our Parent Play Champion is Mrs Miranda De-Freston. Our Parent Play Champion will:

- Observe and assess playtime within the school at least once a year.
- Sit on the OPAL working party and attend development meetings.
- Support other parents to understand the school's approach to play.
- Advocate OPAL's approach and for children's play within the PTA and school community.
- Share contributions and ideas from parents and the wider community.
- Support appeals for fundraising for ongoing resourcing alongside parents and the wider community.

By working together, we can provide rich play experiences that help children thrive.

Governor Play Champion

The Governor responsible for play at the school will be required to:

- Observe and assess play within the school.
- Evaluate and monitor play within the school and report findings to Governors.
- Help to make improvements to play in the school.
- Gain feedback from the children.

The OPAL Squad

The OPAL Squad is made up of children in Years 5 and 6 who have applied and been selected to fulfil the two roles mentioned below. Encouraging and establishing a student-led OPAL system is an excellent way

to create leadership opportunities for children and a practical means to keep the work sustainable for staff by shifting the responsibility to the children. Our OPAL Squad will help make playtimes AWESOME for everyone! OPAL stands for Outdoor Play and Learning — it's all about making sure every child has fun, feels included, and enjoys playtimes safely and happily. At our school we Show Love, Aim High, and Be Courageous. Our OPAL Squad members will live out this vision every day on the playground.

The OPAL Junior Leadership Team

Each class from Reception to Year 6 has an OPAL Junior Leader. They will:

- Present & make announcements in class assemblies or whole-school assemblies
- Inform children about new outdoor practices (i.e., modelling ideal behaviours, all weather play, playground rules),
- Lead on assessing and writing Risk Benefit Assessments and creating safety rules
- Gathering pupil voice from their classes
- Feeding back to the Curricular Play Lead, Play Coordinator and Junior Zone Rangers, Parent Play Champion and Governor Play Champion.
- Be involved in fundraising activities to provide new resources and develop new play zones.
- Provide updates to parents in newsletters etc

OPAL Junior Rangers

We have a team of OPAL Junior Rangers who help support lunchtime play. They will:

- **Keep everyone safe!** As safety superheroes they are always on the lookout to make sure children are playing kindly and safely.
- **Set up adventure zones!** They help put out the play equipment to create a playground full of exciting possibilities.
- **Tidy with teamwork!** When playtime ends, they'll help put away equipment so it's ready for the next epic adventure.
- **Encourage awesome play!** They'll cheer on creativity, teamwork, and imagination — making sure everyone feels included and has fun.
- **Be helping hands ready!** They'll look out for children who need a bit of support — offering kindness, care, and encouragement when it's needed most.
- **Celebrate heroes!** They'll identify children who have followed the school vision and OPAL charter and celebrate their super achievements by giving them recognition with a certificate!

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).*
https://www.hse.gov.uk/entertainment/childs-play-statement.htm

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 practise dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them. We follow the R.A.P.I.D approach to risk created by OPAL.

Risk-benefit: Our school is producing written risk-benefit assessments. These set out how we manage identified common and serious risks in play.

Assemblies: We hold regular play assemblies and class meetings with Junior Leaders where risk management and mitigation are discussed with the children.

Policy: All OPAL schools have a play policy, where they state that risk and challenge are essential for children's learning and development and that enabling children to learn how to identify and manage risks in a supported environment is a good thing. This approach is supported by both the Health and Safety Executive (HSE) and the Department for Education (DfE).

Inspection: It is the duty of all play team members to constantly inspect the play environment to keep it free of hazards such as broken glass, broken objects and litter.

Dynamic Risk Management: Play team members are expected to practice 'dynamic risk management' when on duty. This means they should be constantly aware of the changing nature of the play taking place in their allocated zone. Staff should have an idea of where all children are in their zone, how risky their play appears to be, and what resources they are using. Staff should support children to assess and manage risks independently wherever possible. However, they must remain vigilant and take immediate action if they believe there is an unacceptable risk of serious harm.

Our Risk Benefit Assessments are completed by our Curricular Lead for Play, Play Coordinator with the OPAL Junior Leadership Team. From the Risk Benefit Assessment, the Junior Leaders then create a child-friendly Safety and Rules Poster. This is then shared with classes through either assemblies or the Junior Leadership Team meeting with the classes they represent. See an example of a completed Risk Benefit Assessment and Safety Guide in Appendices 3 & 4. OPAL provision operates in accordance with the school's Health and Safety Policy, Risk Assessment Procedures and First Aid arrangements.

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 familiarity with 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.

Role of the adults

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 Play work Principles**.** Staff will refer to and use these principles when appropriate interventions are needed, and will strive for facilitating an environment that nurtures children's self-directed play. The Play team'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. Adults should participate in play only when invited or when needed. They should understand how and when to intervene.

Oracy and OPAL

As a school, we recognise that high-quality play provides powerful opportunities for oracy development. Our OPAL approach is explicitly aligned with the Voice 21 Oracy Framework, ensuring that pupils develop the skills and confidence to communicate effectively in a range of real-world contexts.

During OPAL playtimes, children are provided with purposeful opportunities across a variety of play scenarios to develop their spoken language, listening and dialogue skills. Through collaborative and imaginative play, pupils learn to:

- express ideas clearly and appropriately
- listen attentively and respond thoughtfully to others
- negotiate, compromise and resolve conflict
- work collaboratively to solve problems

These experiences support the development of all four strands of oracy identified by Voice 21:

- **Physical** (voice projection, clarity, body language)
- **Linguistic** (vocabulary, sentence structure, reasoning)
- **Cognitive** (organising ideas, problem-solving, decision-making)
- **Social and Emotional** (turn-taking, empathy, confidence, respect)

Alongside the Voice 21 Oracy Framework, our OPAL Play Team will model the use of Sustained Shared Thinking language, which is an intentional strategy to enhance children's cognitive and social development during play through interaction, encouraging working together in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc.

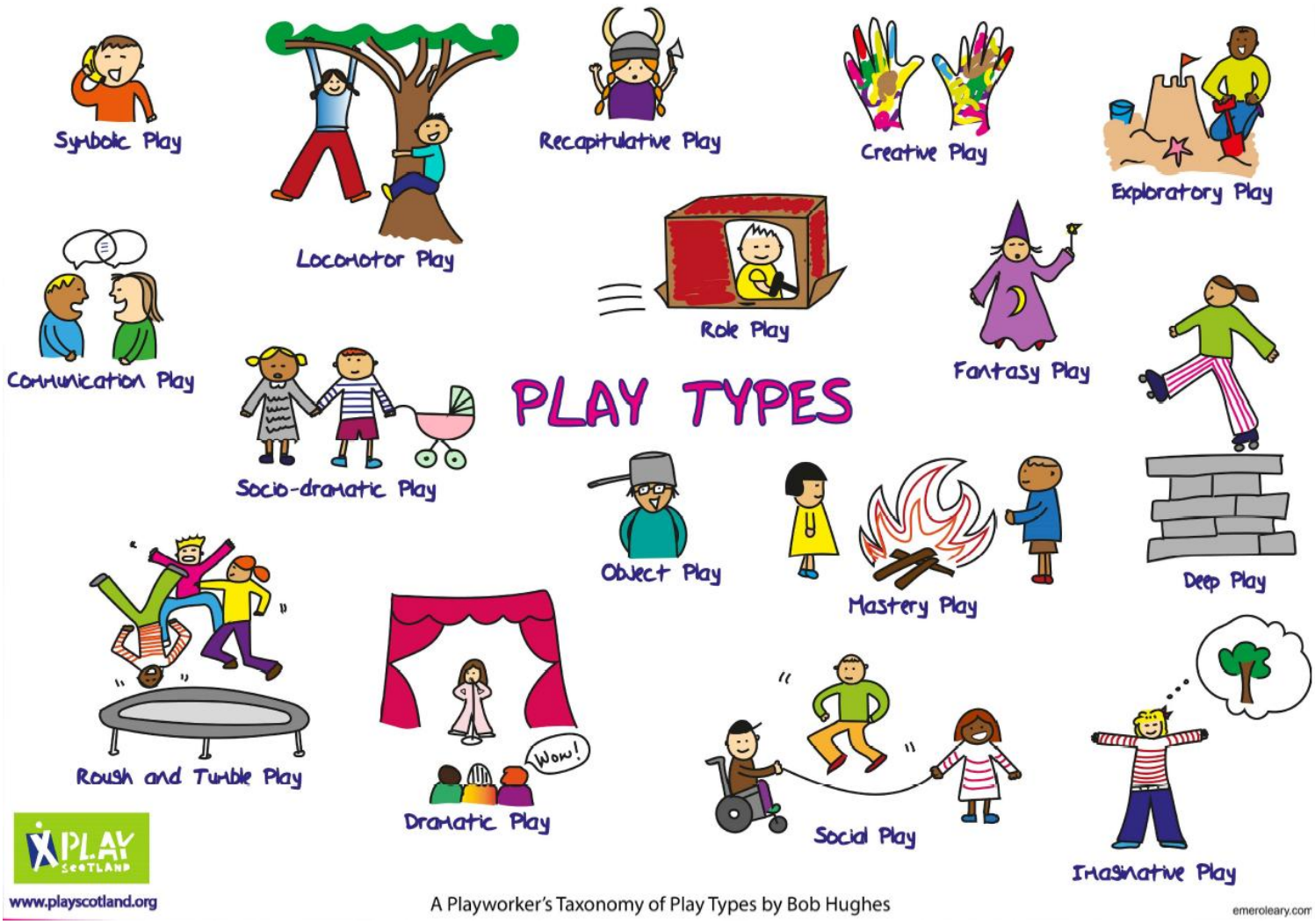
By embedding oracy into the philosophy of play, OPAL supports children to develop deeper learning and essential life skills, building confidence, fluency and resilience as communicators, enabling them to apply these skills meaningfully across the curriculum and beyond school.

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

Appendix 1 – Types of Play



Appendix 2 – St Nicholas OPAL Charter



Appendix 3 – Example of a Risk Benefit Assessment

Aim high, be courageous, show love
St NICHOLAS
C of E Primary School, Kenilworth

Risk Assessment – Fast Wheeled Zone

R:	**Risk-benefit assessment**
A:	**Assemblies focused on playtime**
P:	**Policy for play ratified by your governors or equivalent**
I:	**Inspections carried out regularly**
D:	**Dynamic risk management embraced by all staff**

The purpose of **risk-benefit assessments** is to enable you to provide challenge, progression, excitement, creativity and fun in your play environment. They cannot and will not provide complete 'safety' and this is not their purpose. They can help you to think about, predict, and manage the most serious and most likely potential causes of harm. OPAL's approach follows best practice advice from the Health and Safety Executive, The Play Safety Forum, Zurich Municipal Insurance, and local authority health and safety advisory teams. OPAL has developed the five-part **R.A.P.I.D. response** (see box above) to managing risk in your school approach to play, which should be followed alongside the guidance on managing loose parts and other more risky play outlined in the OPAL ePack.

Risk-benefit assessment date: 01.12.25 **Assessed by:** Emma Slack, Chez Coleman and the OPAL Junior Leadership Team

Zone: Fast Wheeled Area **Activity: Scooters, bikes including balance bikes and tricycles, skateboards, circle bikes etc**
Benefits: 1. Physical Activity – Encourages exercise, improving cardiovascular health, coordination, and balance. 2. Motor Skills Development – Enhances fine and gross motor skills, aiding in overall physical development. 3. Independence & Confidence – Helps children develop a sense of freedom, control, and self-confidence. 4. Social Interaction – Promotes play with peers, teamwork, and outdoor engagement. 5. Fun & Recreation – Provides enjoyment and encourages outdoor activities. plus – core strength, coordination, cooperation, creativity. Items are essential to a rich play environment.

Risks:	**Risk Management:**
1) **Falls & Injuries:** Common risks include scrapes, bruises, and more serious fractures or head injuries. 2) **Collisions:** Crashing into others, barriers or pedestrians. 3) **Traffic Hazards:** Riding in unsafe areas can expose children to vehicle accidents.	• Designated Zone - Have a designated zone (Zone 3) specifically for a high-risk fast wheeled area using black/white barriers, cones or tyres for boundaries. • If needed, (Dynamic Risk Assessment), implement a one-direction travel rules within the zone to avoid head-on collisions • Child involvement – Children are involved in safety discussion and negotiating the rules of play which helps them learn to manage risks themselves and develop spatial awareness and prediction skills. • Supervision – Ensure there is adequate staff supervision with vigilant, mobile and attentive staff ranging the zone. • Helmets - Ensure children are wearing helmets when on scooters and bikes and they are correctly worn. Zone Rangers to monitor. • Teach the children how to put on a helmet correctly. • Staff are trained in delivering first aid and a first aid point is near to the designated fast wheeled zone. Staff should ensure that the accident reporting procedures are followed for incidents. • Safety Rules - OPAL Junior Leadership Team have created safety rules and helped to create the risk & benefits assessment. These have been shared by the Junior Leadership Team and each class has a copy. Zone Rangers have a copy on the staff OPAL board.
4) **Equipment Safety:** Broken parts, loose handlebars, worn wheels, brakes not working, sharp edges.	• Regular checks – Zone Ranger staff (can also include the junior zone rangers to help) to check vehicles twice weekly for wear/tear/breakages – loose handles, tyres damage, broken parts etc and the checks are recorded on the OPAL safe enough risk assessment sheet. Remove or repair broken items immediately and recorded on the Health & Safety Communication Record on the staff OPAL board. • Maintenance - Ensure the vehicles are age-appropriate and in good condition. Store scooters in the reception shed, wheels turn to avoid rust. Scooters should be put away after each session.

5) **Weather Conditions:** Slippery or uneven surfaces increase the risk of falls. 6) **Environmental Hazards:** Slippery surfaces (wet or icy), uneven ground, obstacles, clothing caught, hard surface, walls.	• Area checks – Conduct pre-use checks of the area to identify and remove or mitigate hazards. Opal Zone Rangers (Staff) to check daily. • Clothing – Encourage pupils to tie up long hair and no scarves or long flowing clothing that could get caught.
7) **Skill & Behaviour**: Younger children may struggle with control, leading to unexpected accidents, overly adventurous behaviour, pushing others unsafely, arguing over turn taking. 8) **Skill**: Some children may attempt tricks which can heighten the risk of injury.	• Safety Rules - OPAL Junior Leadership Team have created safety rules and helped to create the risk & benefits assessment. These have been shared by the Junior Leadership Team and each class has a copy. Staff Zone Rangers have a copy on the staff OPAL board. • Safety Rules – All children have read and sign the OPAL Charter and the school's Behaviour and Relationship's Policy is in place to support this.
9) **Use of helmets:** Children may choose to wear an ill-fitting helmet and not do it up correctly or it may be loose and cause a risk of catching the straps in their hair or round their neck and entrapment. 10) **Use of helmets:** Children may catch themselves in the catch when doing up the helmets.	• Helmets - Ensure children are wearing helmets when on scooters and bikes. Staff Zone Rangers to monitor. • Sizing – Encourage children to pick the correct size and show them how to do it up correctly. Staff Zone Rangers to monitor. • Putting them on – Children to be shown in the first instance how to put them on correctly and check they fit. Staff Zone Rangers to monitor. • Supply of helmets – There is a supply of helmets of different sizes for children to access.
Additional information to be considered: We have stipulated in our safety rules and as part of our risk assessment that children must wear a helmet when using the scooters and bikes as this is more adventurous play. Most manufacturers and safety bodies recommend a helmet certified to the EN1078 standard as the absolute minimum safety equipment that should be worn. This will protect the child's head in the event of a fall. The zone in which is the designated area for the fast wheeled zone is concrete and if a child falls whilst moving fast on a vehicle in this area, wearing a helmet may reduce the risk of a head injury. This will be monitored weekly through the logging of first aid in relation to this area and feedback from Zone Ranger staff and reviewed each half term with the Headteacher (Amy Mitro), Curricular Lead for Play (Emma Slack) and Play Coordinator (Chez Coleman)	

Activity ideas:
Obstacle Courses: Set up cones, chalk lines, or household objects for kids to weave through. Add small ramps or bumps for an extra challenge. Time them to see who can complete the course the fastest.
Scooter Races: Organise short-distance races or relay races using the school track or other designated areas on the playground. Introduce fun variations like "slowest race" (where the last to cross the finish line wins without stopping).
Scooter Tag: One child is "it" and must tag others while riding their scooter/bike. Use a safe, open space to prevent collisions.
Follow the Leader: One child leads by performing tricks, turning, or making fun movements while others copy.
Treasure Hunt: Hide small objects or clues around an area and have children scoot/ride to find them.
Simon Says: (Scooter Edition) Give commands like "Scoot in a circle," "Jump off and spin," or "Scoot backward" to make it more engaging.

Appendix 4 – Example of a Safety and Rules Poster

Fast Wheeled Zone

When using the equipment in the fast wheeled area you must:

- Wear a helmet
- Choose a helmet that fits & make sure it is done up correctly
- Only 1 person on a vehicle apart from the circle bikes
- Go at a sensible speed
- Stand up on scooters, sit down on bikes
- No tricks, even if you can do them
- Ride away from others
- Stay in the fast wheeled zone
- Do not crash into others or objects
- Look around & check for people nearby
- Brake in time, gently & using all brakes
- Only enter the zone if a vehicle is free to use
- Wait outside the zone until a vehicle is free
- Return the vehicle to the vehicle park area
- Take turns and share
- Choose the correct size vehicle