



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Huntingdon Academy

Opal Play Policy

Review frequency: Every year

Approval: Rebecca Riley

Last Updated: April 2026

1. Introduction

At Huntingdon Academy, we recognise that play is fundamental to children's health, wellbeing and development. Through our OPAL (Outdoor Play and Learning) approach, we are committed to providing high-quality, inclusive and engaging play opportunities for all pupils.

Play is an essential part of the school day and supports children's physical, emotional, social and cognitive development. All children from Foundation Stage 2 to Year 6 play together outdoors, promoting collaboration, independence and a strong sense of community.

Our approach to play is underpinned by our school values:

- **Thinking**
 - **Listening**
 - **Communication**
 - **Collaboration**
-

2. Intent

At Huntingdon Academy, our intent is to:

- Provide a rich, stimulating and inclusive play environment for all children
- Ensure every child has access to high-quality play experiences every day
- Promote children's independence, creativity, resilience and wellbeing
- Support children in developing positive relationships and social skills
- Enable children to experience appropriate risk and challenge
- Foster a lifelong enjoyment of outdoor play and physical activity

We recognise that play is a child-led process and children have the right to explore, create and direct their own play experiences.

3. Implementation

At Huntingdon Academy, the OPAL approach is embedded across the whole school and is carefully planned, resourced and reviewed to ensure high-quality play provision for all pupils.

We implement our OPAL approach through:

- A wide variety of play zones offering diverse experiences**

The playground is organised into clearly defined zones that support different types of play, including physical, creative, imaginative, social and quiet play. These zones are regularly reviewed and developed to ensure they remain engaging, inclusive and appropriately challenging.
- Mixed-age play across the whole school (F2 – Year 6)**

All children play together, promoting collaboration, leadership and social development. Older children model positive behaviours, while younger children benefit from support, guidance and shared experiences. This approach strengthens the sense of community across the school.
- Weekly OPAL assemblies (every Monday)**

A dedicated OPAL assembly takes place each week to reinforce expectations, introduce or revisit play rules, and ensure children understand how to use each zone safely and responsibly. These assemblies also celebrate positive play behaviours and successes.
- Weekly OPAL play leader meetings**

Play leaders meet weekly to review provision, discuss any incidents or emerging needs, and plan improvements. This ensures that play provision remains responsive, safe and continually developing.
- Use of loose parts and natural materials**

Children have access to a wide range of loose parts (e.g. tyres, crates, planks, fabric, sand, water and natural resources), which encourage creativity, imagination, problem-solving and collaboration. These materials allow children to shape and direct their own play experiences.
- Staff trained to support play through facilitation**

Staff adopt a facilitative role, supporting rather than directing play. They observe, enable and intervene only when necessary, allowing children to take ownership of their play while ensuring safety and inclusion.
- Ongoing development of the outdoor environment**

The school continually reviews and improves the outdoor space to ensure it provides a rich, stimulating and varied play environment that meets the needs of all learners.

Lunch times are carefully planned, well-resourced and highly valued as a key part of the school day. They are recognised as an important opportunity for children to develop life skills, build relationships and enhance their overall wellbeing.

4. Roles and Responsibilities

Effective OPAL provision at Huntingdon Academy relies on clear roles, strong communication and a shared understanding of expectations across all staff and pupils.

Senior Leadership Team (SLT)

The Senior Leadership Team plays a key strategic and operational role in ensuring the success of OPAL play.

They will:

- Ensure the effective implementation and ongoing development of the OPAL approach across the school
 - Promote a whole-school culture that values play as an essential part of learning and wellbeing
 - Allocate appropriate staffing, time and financial resources to support high-quality play provision
 - Monitor the impact of OPAL through observations, behaviour data, pupil voice and staff feedback
 - Ensure policies and procedures linked to play (e.g. safeguarding, behaviour, health and safety) are consistently applied
 - Be visibly present during OPAL play every day, modelling expectations and supporting staff where needed
 - Support staff training and professional development in play work principles
-

Curricular Lead for Play

The Curricular Lead for Play is responsible for the strategic development and quality of play provision.

They will:

- Lead the planning, development and evaluation of OPAL provision across the school
 - Ensure that play aligns with the school's values and wider curriculum aims
 - Monitor the quality, safety and effectiveness of all play zones
 - Oversee the organisation, storage and suitability of play resources
 - Identify areas for improvement and lead ongoing developments
 - Lead and facilitate weekly OPAL meetings, ensuring actions are followed up
 - Support staff in understanding and applying the OPAL approach
 - Work with SLT to review data, incidents and pupil voice to inform next steps
-

Play Coordinator

The Play Coordinator has a key operational role during playtimes.

They will:

- Support the smooth running of OPAL play on a daily basis

- Supervise children using a ranging supervision model, ensuring visibility across the playground
 - Carry out dynamic risk assessments and respond appropriately to emerging risks
 - Support children in developing their play, including encouraging creativity, cooperation and problem-solving
 - Help children to resolve conflicts independently where appropriate, stepping in when necessary
 - Ensure that play zones are used safely and effectively
 - Communicate with staff regarding any concerns, incidents or developments
 - Act as a key point of contact during playtimes
-

Play Leaders

Play Leaders play a vital role in ensuring the safety and wellbeing of children during play.

They will:

- Be fully first aid trained and confident in responding to minor injuries
 - Carry first aid bum bags at all times during play
 - Provide immediate treatment for minor cuts, grazes and low-level injuries
 - Monitor children's safety and wellbeing across the playground
 - Support positive play behaviours in line with school expectations
 - Communicate any concerns, incidents or safeguarding issues promptly to relevant staff
 - Contribute to weekly OPAL meetings, sharing feedback and suggestions
-

Pupils

Pupils are active participants in creating a positive play environment.

They are expected to:

- Follow school expectations and demonstrate the values of thinking, listening, communication and collaboration
- Play safely and use equipment responsibly
- Respect others, including children of different ages, abilities and backgrounds
- Care for the environment and help maintain play resources
- Take increasing responsibility for managing their own risk and behaviour
- Communicate with adults if they need support or if something is unsafe

Through this approach, pupils are supported to develop independence, resilience and strong social skills.

5. Play Zones

Huntingdon Academy provides a wide range of clearly defined play zones to support high-quality, diverse and engaging play opportunities for all children. These zones are designed to meet the developmental needs of pupils across all age groups and to promote independence, creativity, physical activity and social interaction.

Each zone is carefully planned, resourced and supervised to ensure it offers appropriate levels of challenge while maintaining a safe environment. Children are encouraged to explore different zones, make choices about their play and take increasing responsibility for how they use each space.

Overview of Play Zones

- **Den Building Zone**
Provides opportunities for imaginative and collaborative play. Children use loose parts such as crates, tarpaulins, planks and fabrics to design and build structures. This supports problem-solving, teamwork and creativity, as well as developing resilience when structures need adapting or rebuilding.
- **Small Wheels Zone (including scooters and body boards)**
A designated area for wheeled play, supporting balance, coordination and physical development. Clear boundaries and expectations are in place to reduce the risk of collisions, and children are encouraged to use equipment safely and considerately.
- **Swing Zone**
Offers opportunities for movement, coordination and sensory regulation. Children learn to take turns, assess timing and use equipment safely while developing physical confidence.
- **Digging Zone**
Encourages exploration, physical effort and engagement with natural materials. Children dig, transport and manipulate soil, developing both gross motor skills and cooperative play.
- **Mud Kitchen**
Supports imaginative and sensory play through mixing, creating and role play. Children use natural materials such as mud, water and loose parts to engage in creative storytelling and collaborative play.
- **Sports Zone**
Provides space for structured and unstructured physical activity, including games that develop teamwork, coordination and fitness. Children are encouraged to organise their own games and follow agreed rules.
- **Sand Zone**
Offers sensory and constructive play opportunities. Children can build, shape and explore materials, supporting creativity and fine motor skill development.

- **Small World Zone**
Encourages imaginative storytelling using small-scale resources. This supports language development, creativity and social interaction.
 - **Water Zone**
Provides opportunities for exploratory and sensory play. Children experiment with movement, flow and capacity, developing problem-solving and scientific thinking skills.
 - **Sensory Zone**
A calm and engaging space designed to support children who may benefit from sensory regulation. This zone offers opportunities for quieter, focused play experiences.
 - **Quiet Zone**
A designated area for rest, reflection and calm play. This supports children who need a break from more active play and promotes emotional wellbeing.
 - **Creative Zone**
Encourages artistic expression and design. Children can draw, build, create and experiment with materials, supporting imagination and independent thinking.
 - **Fixed Climbing Equipment**
Provides structured physical challenge, supporting strength, coordination and risk assessment. Children learn to manage their own safety while developing confidence.
-

Purpose and Impact of Play Zones

These zones ensure a balanced and inclusive play offer that supports:

- **Active and physical play**
Promoting fitness, coordination and healthy lifestyles
 - **Creative and imaginative play**
Encouraging innovation, storytelling and problem-solving
 - **Social and collaborative play**
Supporting communication, teamwork and relationship-building
 - **Quiet and reflective opportunities**
Supporting emotional regulation and wellbeing
-

Use and Organisation of Zones

- Children are free to move between zones, allowing them to direct their own play
- Staff monitor zones to ensure they are used safely and appropriately
- Equipment is regularly checked, maintained and replenished
- Expectations for each zone are reinforced through weekly OPAL assemblies
- Zones are reviewed and adapted regularly based on pupil voice, observations and need

Safety Within Play Zones

- Clear boundaries and expectations are established for each zone
- Staff carry out dynamic risk assessments throughout play
- Children are encouraged to identify and manage risk independently, with adult support where needed
- Higher-risk areas (e.g. small wheels, climbing) are carefully supervised

6. Supervision and Safety

At Huntingdon Academy, the safety and wellbeing of all children during OPAL play is a priority. Supervision is carefully organised to ensure children can play freely and independently within a safe and supportive environment.

- All play areas are supervised at all times by trained staff
- Staff are strategically deployed across all play zones to ensure full visibility and effective coverage of the playground
- Staff adopt a ranging supervision model, moving across zones to monitor play, respond to emerging situations and maintain an awareness of the overall environment
- Staff carry out ongoing dynamic risk assessments throughout play, responding to changing conditions, behaviours and levels of risk

Supervision is designed to balance safety with independence, allowing children to explore and engage in self-directed play while ensuring that support is always available when needed.

Risk-Benefit Approach

Huntingdon Academy adopts a risk-benefit approach to play, recognising that risk is an essential part of children's learning and development.

This means that:

- Risk is a normal and necessary part of play and contributes to children's confidence, resilience and decision-making skills
- Children are actively supported to assess and manage risk themselves, developing independence and responsibility
- Staff focus on controlling hazards rather than eliminating all risk, ensuring that play remains challenging and engaging

- Opportunities for risk-taking are carefully managed and supervised, rather than removed

Through this approach, children learn to make informed decisions, understand boundaries and develop the skills needed to keep themselves and others safe.

Safe Play Environment

To support safe play:

- Equipment and play areas are regularly checked and maintained
 - Clear expectations for safe use of each zone are reinforced through weekly OPAL assemblies
 - Staff are trained to identify unsafe situations and intervene appropriately
 - Children are encouraged to look out for one another and report concerns
-

7. First Aid, Medical Procedures and Accidents/Incidents

At Huntingdon Academy, robust first aid and medical procedures are in place to ensure that all children are cared for promptly and effectively during OPAL play.

- All play leaders are fully trained in first aid and are confident in responding to a range of minor injuries
 - Staff carry first aid bumbags at all times during play, enabling immediate response to incidents on the playground
-

Minor Injuries

- Minor injuries (such as cuts, grazes or minor bumps) are treated immediately on the playground
 - Staff provide reassurance and appropriate first aid to enable children to return to play safely where appropriate
 - Ongoing monitoring of the child takes place if needed
-

More Serious Incidents

- For more serious injuries or concerns, children are taken to the medical room for further assessment and treatment
- This includes injuries such as:

- Head injuries
 - Suspected sprains or more significant physical injuries
 - Any injury requiring closer observation
 - Staff follow school procedures for monitoring and escalation where necessary
-

Communication with Parents/Carers

- Parents and carers are informed of injuries via Medical Tracker
 - For more serious incidents, parents may also be contacted directly in line with school procedures
 - Clear and accurate information is shared to ensure transparency and appropriate follow-up
-

Recording and Monitoring

- All accidents and incidents are recorded in line with school procedures
 - Records include details of the injury, treatment given and any follow-up actions
 - Accident data is regularly reviewed and analysed to:
 - Identify patterns or recurring issues
 - Inform improvements to play provision and supervision
 - Enhance overall safety
-

Safeguarding and Duty of Care

- All staff understand their responsibility to act promptly and appropriately in response to any injury
 - Concerns arising from accidents (e.g. unusual injuries or repeated incidents) are reported in line with safeguarding procedures
 - The school maintains a strong culture of vigilance and care to ensure the safety and wellbeing of all pupils
-

8. Safeguarding

Safeguarding is central to all aspects of OPAL play provision at Huntingdon Academy. The school is committed to ensuring that all children are safe, protected and supported at all times during play.

We recognise that playtimes are a significant part of the school day, and therefore require the same high standards of safeguarding, vigilance and care as classroom environments.

Safeguarding in Practice

We ensure that:

- **Continuous supervision is in place during all playtimes**
All areas of the playground are supervised by trained staff, ensuring that children are visible, supported and able to access help quickly when needed
- **Secure boundaries and a safe environment are maintained**
The school site is secure, with clear boundaries in place. Regular checks are carried out to ensure that all play areas and equipment are safe and suitable for use
- **Staff are trained and vigilant**
All staff understand their safeguarding responsibilities and are alert to signs of harm, distress or risk. Staff are aware of procedures for reporting concerns and act promptly where needed
- **Immediate reporting of concerns**
Any safeguarding concern, no matter how small, is reported immediately in line with the school's safeguarding and child protection policy. This includes concerns about:
 - Physical injuries
 - Behavioural changes
 - Peer interactions
 - Emotional wellbeing
- **Clear response to injuries and incidents**
All injuries are responded to appropriately and recorded. Patterns or repeated concerns are monitored and escalated where necessary

Safe Play Environment

- Play zones are designed and maintained to minimise hazards while still allowing appropriate levels of challenge
- Equipment is regularly checked and maintained
- Staff carry out dynamic risk assessments throughout play
- Children are supported to understand boundaries and expectations

Supporting Children's Wellbeing

- Staff actively promote a safe, inclusive and supportive play environment
- Children are encouraged to:
 - Speak to an adult if they feel unsafe or worried
 - Support and look out for each other
 - Develop confidence in expressing concerns

- Quiet and sensory spaces are available for children who may need time away from busy areas
-

Staff Responsibility and Communication

- All staff understand that safeguarding is everyone's responsibility
 - Effective communication between staff ensures that concerns are shared and acted upon quickly
 - Safeguarding procedures are consistently followed and regularly reviewed
-

9. Behaviour and Expectations

At Huntingdon Academy, high standards of behaviour are expected during OPAL play and are underpinned by the school's core values of thinking, listening, communication and collaboration. These values provide a consistent framework for children to understand how to behave safely, respectfully and responsibly during play.

Embedding School Values in Play

Behaviour during play reflects our school values:

- **Thinking**
Children are encouraged to make safe, sensible and informed choices. They are supported to assess risk, consider consequences and take responsibility for their actions.
 - **Listening**
Children are expected to listen carefully to adults and to each other. They follow instructions, respond to guidance and respect the views and needs of others.
 - **Communication**
Children are encouraged to use clear, respectful language to express themselves, solve problems and resolve disagreements. They are supported to seek help appropriately when needed.
 - **Collaboration**
Children are expected to work and play cooperatively, share resources, take turns and include others. Mixed-age play further promotes teamwork, leadership and mutual respect.
-

Expectations for Pupils

All pupils are expected to:

- Play safely and use equipment appropriately
 - Respect all members of the school community
 - Follow the agreed expectations for each play zone
 - Care for equipment and the outdoor environment
 - Take increasing responsibility for their behaviour and decision-making
 - Report concerns or unsafe situations to an adult
-

Weekly OPAL Assembly

A dedicated OPAL assembly is held every Monday morning to ensure consistency and clarity of expectations across the school.

These assemblies:

- Reinforce behaviour expectations linked to school values
 - Remind children of the safe use of play zones and equipment
 - Address any emerging issues or trends
 - Celebrate positive play, teamwork and behaviour
-

Staff Role in Supporting Behaviour

Staff play a key role in modelling and promoting positive behaviour during play.

They will:

- Act as positive role models, demonstrating respectful and inclusive interactions
 - Promote a culture of kindness, fairness and cooperation
 - Support children in developing the skills needed to manage their own behaviour
 - Encourage children to resolve conflicts independently where appropriate
 - Use consistent language and expectations across all staff
-

Managing Conflict and Behaviour

- Children are encouraged to resolve minor disagreements through discussion and negotiation
- Staff support conflict resolution by guiding children to communicate effectively and understand different perspectives
- Where behaviour becomes unsafe or unacceptable, staff will intervene promptly and appropriately

- Incidents are managed in line with the school's Behaviour Policy
-

Creating a Positive Play Culture

The school promotes a positive play culture where:

- All children feel safe, included and valued
 - Positive behaviour is recognised and reinforced
 - Children develop confidence, independence and social skills
 - Play remains enjoyable, purposeful and engaging
-

10. Behaviour and Expectations

At Huntingdon Academy, high standards of behaviour are expected during OPAL play and are underpinned by the school's core values of **thinking, listening, communication and collaboration**. These values provide a consistent framework for children to understand how to behave safely, respectfully and responsibly during play.

Embedding School Values in Play

Behaviour during play reflects our school values:

- **Thinking**
Children are encouraged to make safe, sensible and informed choices. They are supported to assess risk, consider consequences and take responsibility for their actions.
 - **Listening**
Children are expected to listen carefully to adults and to each other. They follow instructions, respond to guidance and respect the views and needs of others.
 - **Communication**
Children are encouraged to use clear, respectful language to express themselves, solve problems and resolve disagreements. They are supported to seek help appropriately when needed.
 - **Collaboration**
Children are expected to work and play cooperatively, share resources, take turns and include others. Mixed-age play further promotes teamwork, leadership and mutual respect.
-

Expectations for Pupils

All pupils are expected to:

- Play safely and use equipment appropriately
 - Respect all members of the school community
 - Follow the agreed expectations for each play zone
 - Care for equipment and the outdoor environment
 - Take increasing responsibility for their behaviour and decision-making
 - Report concerns or unsafe situations to an adult
-

Weekly OPAL Assembly

A dedicated OPAL assembly is held every Monday morning to ensure consistency and clarity of expectations across the school.

These assemblies:

- Reinforce behaviour expectations linked to school values
 - Remind children of the safe use of play zones and equipment
 - Address any emerging issues or trends
 - Celebrate positive play, teamwork and behaviour
-

Staff Role in Supporting Behaviour

Staff play a key role in modelling and promoting positive behaviour during play.

They will:

- Act as positive role models, demonstrating respectful and inclusive interactions
 - Promote a culture of kindness, fairness and cooperation
 - Support children in developing the skills needed to manage their own behaviour
 - Encourage children to resolve conflicts independently where appropriate
 - Use consistent language and expectations across all staff
-

Managing Conflict and Behaviour

- Children are encouraged to resolve minor disagreements through discussion and negotiation
- Staff support conflict resolution by guiding children to communicate effectively and understand different perspectives
- Where behaviour becomes unsafe or unacceptable, staff will intervene promptly and appropriately

- Incidents are managed in line with the school's Behaviour Policy
-

Creating a Positive Play Culture

The school promotes a positive play culture where:

- All children feel safe, included and valued
 - Positive behaviour is recognised and reinforced
 - Children develop confidence, independence and social skills
 - Play remains enjoyable, purposeful and engaging
-

11. Clothing and All-Weather Play

At Huntingdon Academy, we actively promote **all-weather outdoor play** as an essential part of children's development. We believe that access to outdoor play in a variety of weather conditions supports resilience, wellbeing, physical health and a positive attitude towards the outdoors.

Play will take place outdoors in most weather conditions, unless there are exceptional circumstances that make it unsafe to do so (e.g. severe weather conditions).

Expectations for Clothing

To ensure that all children can participate fully and safely in OPAL play, children must have:

- **Appropriate outdoor clothing** suitable for the weather conditions
- **Waterproof clothing and wellies**, which can be kept in school for regular use

Children are encouraged to bring clothing that allows them to engage in a wide range of play activities, including those involving mud, water and physical movement.

Changing and Preparation

- Children may **change into waterproofs and wellies when necessary** to access different play zones safely
- Staff support younger children where needed to ensure they are appropriately dressed
- Clear routines are in place to support efficient changing before and after play

This ensures that children remain comfortable and able to participate without unnecessary restriction.

Benefits of All-Weather Play

Providing opportunities for outdoor play in all weather conditions enables children to:

- Develop **resilience and adaptability**
 - Experience a wider range of play opportunities (e.g. water, mud, seasonal changes)
 - Maintain high levels of **physical activity**
 - Build a positive relationship with the outdoor environment
-

Health, Safety and Inclusion

- Appropriate clothing supports **safe movement** and reduces risks such as slipping or discomfort
 - Children without suitable clothing will still be included where possible, with adaptations made to ensure safety
 - The school will work with families where needed to ensure all children have access to appropriate clothing
-

Staff Responsibilities

Staff will:

- Remind and encourage children to wear appropriate clothing
 - Monitor weather conditions and adjust expectations where necessary
 - Ensure children are suitably dressed for the activities they are engaging in
 - Promote independence by supporting children to manage their own clothing
-

12. Risk Management

At Huntingdon Academy, risk management is an integral part of OPAL play provision. We recognise that exposure to managed risk is essential for children's development and that play should offer appropriate levels of challenge while maintaining a safe environment.

Our approach is informed by national guidance, including the Health and Safety Executive (HSE) statement on children's play and leisure, which promotes a balanced approach to risk.

Managing Risk in Practice

We manage risk through a combination of proactive systems and responsive practice:

- **Regular equipment and site checks**
Play equipment, loose parts and all play areas are checked routinely to ensure they are safe, fit for purpose and free from avoidable hazards. Any issues identified are addressed promptly.
- **Staff training and awareness**
All staff are trained in OPAL principles, including risk-benefit assessment and dynamic risk management. Staff understand their role in supporting children to engage safely in play while maintaining appropriate levels of challenge.
- **Dynamic risk assessments during play**
Staff continuously assess the environment, equipment and behaviour of children during play. This allows them to respond to changing conditions (e.g. weather, numbers, type of play) and intervene where necessary to reduce the likelihood of harm.

Risk-Benefit Approach

Huntingdon Academy adopts a risk-benefit approach to play, recognising that risk is necessary for learning and development.

This means that:

- Children are provided with opportunities to experience challenge and take appropriate risks
- Staff support children in recognising, assessing and managing risks themselves, building independence and confidence
- The focus is on minimising the risk of serious harm, rather than eliminating all risk
- Play environments are designed to maximise developmental opportunities, including physical, social and emotional growth

Supporting Children to Manage Risk

Children are encouraged to:

- Make informed decisions about their play
- Understand boundaries and safety expectations
- Reflect on their actions and learn from experience
- Look out for themselves and others

Staff support this by:

- Asking questions to prompt thinking
 - Guiding rather than directing
 - Intervening when necessary to prevent unsafe situations
-

Balancing Safety and Development

Our approach ensures that:

- Play remains stimulating, engaging and meaningful
 - Children develop resilience, problem-solving skills and self-confidence
 - The environment is safe without being overly restrictive
-

Monitoring and Review of Risk

- Risk management practices are regularly reviewed through:
 - Incident and accident data
 - Staff feedback
 - Observations of play
 - Adjustments are made where necessary to improve safety while maintaining the integrity of play provision
-

13. Monitoring and Review

Huntingdon Academy is committed to ensuring that OPAL play provision remains effective, safe and responsive to the needs of all pupils. Ongoing monitoring and regular review are essential to maintaining high standards and supporting continuous improvement.

This policy will be:

- Reviewed annually to ensure it reflects current practice, guidance and the evolving needs of the school
- Monitored on an ongoing basis through a range of methods, including:
 - Staff feedback, gathered through meetings and professional dialogue
 - Pupil voice, ensuring children's views and experiences of play are heard and valued
 - Incident and accident records, used to identify patterns, risks and areas for development
 - Observations of play, including the quality of provision, engagement levels and behaviour

- Evaluated by SLT and the OPAL Lead to assess the overall impact of play provision on:
 - Behaviour and wellbeing
 - Engagement and inclusion
 - Safety and risk management
 - Updated in line with OPAL development priorities, ensuring that improvements are implemented systematically and sustainably
-

Continuous Improvement

The school is committed to a process of continuous improvement, using monitoring outcomes to:

- Develop and refine play zones and resources
 - Improve staff practice and supervision
 - Enhance safety while maintaining a rich play offer
 - Ensure consistency across the school
-

Stakeholder Involvement

Where appropriate, the review process will include input from:

- Pupils
- Staff
- Senior leaders
- Governors

This ensures that the policy remains a dynamic, relevant and effective document that reflects the needs of the whole school community.

Conclusion

At Huntingdon Academy, we believe that play is a vital and valued part of every child's school experience and an essential contributor to their overall development. Through our OPAL approach, we are committed to providing a safe, inclusive, stimulating and engaging play environment where all children are able to thrive.

We recognise that high-quality play supports children's physical health, emotional wellbeing, social development and readiness to learn. By offering a wide range of play opportunities, encouraging independence and promoting positive relationships, we enable children to develop the skills, confidence and resilience they need both in school and beyond.

Our approach ensures that:

- Play is accessible to all children, regardless of age, ability or background
- Children are supported to become independent, creative and responsible learners
- A balance is achieved between safety and challenge, allowing children to experience and manage risk
- Playtimes are seen as a valuable and integral part of the school day, not simply a break from learning

Underpinned by our core values of thinking, listening, communication and collaboration, our OPAL provision fosters a strong sense of community, respect and inclusion across the school.

Huntingdon Academy is committed to continually developing and improving its play provision, ensuring that every child has access to high-quality, meaningful and enjoyable play experiences every day.