
BUCKINGHAMSHIRE PLAY AND RECREATION POLICY FOR CHILDREN AND YOUNG PEOPLE

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1. Introduction

1.1 Introduction by joint cabinet members.... (to be confirmed)

“Our vision for Buckinghamshire is to enable children and young people to participate in the planning of play facilities and services, in accordance with the United Nations (UN) Convention On The Rights Of The Child. Play is an activity in its own right and Buckinghamshire recognises the importance of play in child development.”

Marion Clayton, Cabinet Member for Schools
Lin Hazell, Cabinet Member for Children and Young People
March 2006

1.2 Vision Statement

Buckinghamshire Children and Young Peoples Strategic Partnership states:

“In Buckinghamshire we want all our children and young people to have the best start in life and to be able to lead safe, healthy and fulfilling lives, and to be able to make a positive contribution to their communities and to society. We will ensure access to a range of universal services as well as developing more targeted services to meet their specialist needs”.

This vision statement will be adopted for Buckinghamshire’s Play Policy.

1.3 Buckinghamshire Mission Statement

“Children and young people have the right to equal opportunity for access to safe and stimulating play through a range of structured and informal opportunities, developed through participation”.

In support of Articles 2ⁱ and 23ⁱⁱ of the United Nations Convention on the Rights of the Child, the purpose of this policy is to improve play opportunities for all children (aged 0-19 (21-Special Needs) years) across Buckinghamshire based on findings from consultation and participation with children and young people. This policy will link with *‘Buckinghamshire Children and Young People’s Participation Plan 2004-7’*.

The Play Policy is a crucial cross-cutting policy that may influence all plans involved in the delivery of services to children, young people and local communities. Effective play policy development requires buy-in from all agencies and partners and an agreement to consider the needs of children and young people in all plans and decision-making. Dissemination of this policy is aimed at influencing and increasing understanding on the importance of play and the impact it has on children’s development.

2. Who is this policy intended for?

This policy is intended for any organisation that is involved in the planning, management or delivery of services that provide for children and young people. This includes organisations/departments that provide services to the whole community.

Some of these include:

2.1 Buckinghamshire County Council Services

- Children's Services
- Private and statutory sector organisations including schools
- School related services
- Transport
- Environment agencies
- Childcare and play sector

2.2 District Council Services

- Housing
- Sport
- Parks and Leisure Service
- Arts
- Recreational activities

2.3 Others

- Voluntary and community sectors
- Special situations (e.g. Hospitals)
- Health care providers
- Fire Services

3. The Principles and Purpose of this Policy

The Government Green paper *Every Child Matters (DfES 2003)* identifies key outcomes for Children's Services provision as:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Consultation and surveys have shown a strong demand for places to go and things to do for children and young people. Play has a positive role in improving quality of life, tackling obesity, promoting children's well-being and building community cohesion. Play can support any or all of the *Every Child Matters* outcomes, but play is entered into for the joy and satisfaction of the activity in its own right.

However, children and young people making use of public spaces are often perceived as a nuisance or threat. This raises issues of children's rights and questions the ownership of play spaces.

The Aylesbury Vale Cultural Strategy has highlighted these issues and the recent changes in young peoples lifestyles and the resulting concerns.

3.1 *Every Child Matters: Change for Children* describes a vision of improving outcomes for all children and young people and narrowing the gap between those who do well and those who do not. This will require radical change in the whole system of children's services, including:

- The improvement and integration of universal services – in early years settings, schools, the health service and **play** and **recreation**
- More specialist help to promote opportunity, prevent problems and to act early and effectively if and when problems arise
- The development of services around children, young people and parents/carers through the delivery of better and more easily accessible services by co-location through, for example, extended schools, children's centres, and the bringing together of professionals in multi-disciplinary teams
- Dedicated and enterprising leadership at all levels of the system
- The development of a shared sense of responsibility across agencies for safeguarding children and protecting them from harm
- Listening to children, young people and their parents/carers when assessing and planning child-centred services, as well as in face-to-face delivery.

Buckinghamshire County Council (BCC) and its partners (see Appendix 1, page 11) agree with, and are committed to, the principles and purposes as identified in '**Children and Young People's Strategic Plan**' and '**Every Child Matters' outcomes** and supports the following **principles**:

- To agree a consistent set of principles and definitions about play and its value for children's well being and development
- To underpin quality play, ensuring equitable access for all across the county and reinforce current good practice
- To take positive action in removing disabling barriers so that disabled children and non-disabled children can participate. To ensure opportunities include access for children from minority ethnic communities and disadvantaged areas, respecting diversity
- This policy should inform commissioning and the provision of good play opportunities across the county, working in partnership with statutory, voluntary and private organisations for the benefit of children and young people
- To agree to identify and address gaps in provision through mapping and consultation with children, young people, parents/carers and local communities

- To help raise the value of children's play and play's integral role in children's development, achievement and self-worth
- To provide links to strategic outcomes, including Every Child Matters
- To promote consistency between training and practice, promoting the National Standards for Playwork, Education and Training
- To provide an underpinning model policy for organisations to adapt and to adopt.
- To provide direction for a play strategy that will inform how play can be developed, resourced, managed and measured
- To promote good play practice in all sectors to support the provision of play opportunities that are safe and secure and advocate that all adults working with children are checked for suitability.

4. Guiding principles that direct play

The Government has adopted the guiding principles of 'UN Convention on the Rights of the Child' and Buckinghamshire is signed up to these principles. This policy prioritises Article 31.1 and Article 12.1 that have particular relevance to play and participation (see Appendix 3.1 and 3.2 page 12)

4.1 Playwork

Buckinghamshire County Council and its partners will promote the '*Playwork Assumptions and Values*' (See Appendix 4 on page 12) that highlight the positive benefits of freely chosen play, encourage participation and promote children and young peoples' rights to access play.

Children have the right to freely chosen play opportunities in a stimulating and safe environment. In order for play opportunities to be of value, children and young people must participate in the planning of provision and how services are delivered.

4.2 A definition of play:

'What children and young people do when they follow their own ideas and interests, in their own way for their own reasons.'ⁱⁱⁱ

5. Policy Aims:

To support the children and young people in Buckinghamshire, the aim of this policy is to:

Promote the allocation of resources - a play policy provides the rationale for an allocation of resources that can be explained and justified in relation to competing claims from other services and to the public. Children and young people benefit from expenditure being more targeted to their needs and wishes

Put children and young people at the heart - a Play Policy provides the context in which the focus can be shifted from existing institutions and practices to the needs of children and young people, recognising their fundamental rights and wishes, creating the possibility of change, innovation and long term development

Ensure access for all - recognising that children and young people with disabilities are often excluded by the nature of provision, geographical siting and activities that are not considerate of their needs.

Consistent approach to play - a play policy identifies an agreed set of principles and definitions about play and its value for children's wellbeing and development.

Open and honest process - a play policy clarifies the purposes of provision for providers, service users, funders and regulators.

Community involvement - the process of creating a policy unlocks local interest and energy and creates commitment to services; children, young people, parents and local communities get involved.

A good foundation - a play policy is the prerequisite for identifying service objectives and planning strategies that meet the needs of children.

Ensuring quality - quality has no meaning unless it is related to the specified purposes of the services and provision; the purposes are themselves justified in terms of the policy and underpin and drive good practice to promote quality services.

Managing hazard and risk through safer practice - with the framework of a policy, and practice which is derived from it, providers will have guidance in determining what is appropriate safe practice.

Consistency between training and practice - the commitment to common principles provides cohesion between service delivery and the development of good practice both locally and nationally. The national standards for playwork education and training and the professional development of playworkers will be reinforced and underpinned by adoption of a local Play Policy.

5.1 Getting Serious About Play: A review of children's play

(2004) informed the government about the current availability and access to play and recommended "the Local Authority or a local partnership should be responsible for drawing up proposals...in partnership with other local agencies, children, young people and the community. Use of out of hours school grounds and buildings should be promoted, especially when schools are being built and refurbished. Success will be measured by long term popularity, centred on children, attractive location, high quality play opportunities that fit in well locally and provide parents with sense of security."

"A consistent theme is the importance of having communities where there is somewhere safe to go and something to do...(providing) recreational activity for children and young people.... building the fabric of communities and increasing young people's skills, confidence and self-esteem." ^{iv}

6. Scope of play

Play should encompass a wide range of opportunities, planned and unplanned that allows freedom to explore and learn through trial, error and risk taking. Play is as important today as it was fifty years ago and should still offer the same opportunities but with increased access and choice, as society, resources and technology have developed.

Play is a fundamental right. It is a process and is freely chosen. It is the means by which children and young people explore their world, their roles and their relationships. It can be co-operative, competitive or solitary, destructive or creative. It can be escapist, imaginative, therapeutic, adventurous, quiet, messy, challenging, structured or spontaneous. Play empowers children, affirms and supports their right to make choices and discover their own solutions. It encourages healthy emotional and physical development.

It is a natural instinct that needs to be nurtured. Play has both educational and social benefits in that, through it, children learn about complex relationships and more importantly, about themselves. It also provides a basis of conceptual understanding that allows them to succeed in formal education. However, play is also important for its own sake, it shouldn't have to have a reason or an end. Play includes, but is more than, recreation. It is not an additional aspect of a child's life – it "is a child's life".^y

6.1 Places to play

There are many places that children play including the natural environment:

- Homes and gardens
- Streets, riversides, woods, parks and open spaces
- Formal play grounds, indoor and outside
- Safe places for young people – cafes, youth clubs, music making facilities, shelters – somewhere young people feel is their own
- Places that inspire imagination and mystery, such as trees, trails and the natural world
- Play schemes, play grounds, play groups, nurseries, schools

Through *Every Child Matters* national and local consultation, children and young people said they wanted more sports and leisure activities, mentioning gyms, skate and BMX parks and swimming pools. Prices should be as low as possible so that all children and young people can afford to attend and services should be accessible, particularly to children and young people with disabilities.

6.2 Barriers to play

In recent years play has fundamentally changed for many children and the impact of these changes is causing concern. Play is more structured with free play being restricted due to concerns around safety and risk. Media reporting has highlighted child protection issues and parents are often reluctant to allow

children to play outdoors unsupervised. Technology is attracting children away from outdoor spaces and encouraging a more sedentary lifestyle that is having a negative impact on health. Affluence is allowing parents to provide children with a greater range of resources that can hinder creativity and imagination.

Consultation with children carried out for *Every Child Matters* has highlighted the following barriers to play:

- Access – including affordability
- Lack of choice
- Safety
- Traffic and traffic pollution
- Poor equipment
- Decrease in children's independence, often generated through adult fear of danger
- Bullying
- Being told off by adults
- Fear of litigation
- Living in rural isolation
- Single parent/ carer at home
- Cultural restraints
- Transport
- Disabilities and vulnerability

Fundamentally, to overcome these barriers, children and young people should be seen, heard and given opportunities to play.

7. Risk

Buckinghamshire County Council and its partners believe that when children and young people are allowed to take acceptable risks in their play activities, they are less likely to search out unacceptable challenges and risks elsewhere. By giving them the opportunity to assess risks for themselves, in a variety of situations, they can start to develop skills needed to distinguish between levels of risk in the wider world. The County Council accepts that an acceptable level of risk is a necessary part of children's development and helps them make appropriate judgements in later life.

Children and young people need to be involved in planning play spaces. Their concerns are often different from carers or those in authority. Children and young people need to experience stimulating challenges in order to make judgements and learn to manage an acceptable level of risk in their play. If play provision becomes overly safe, children and young people will look elsewhere for stimulation and these facilities will be underused.

7.1 Risk Assessment

Regular and robust risk assessment is an essential requirement under the Health and Safety at Work Act 1974. Buckinghamshire County Council and its

partners recognise that this is a legal requirement and good practice method to manage risk and will be essential in underpinning this policy.

8. Strategy Outline

This policy forms a foundation for the development of a play strategy, which will establish the priorities and actions required to fulfil the play policy. This policy will be disseminated widely to relevant service and play providers from April 2006 and will be launched at a Play Conference in November 2006.

Following adoption of the Play Policy the District Councils, in partnership with Buckinghamshire County Council and other relevant organisations, will support the preparation of local play strategies incorporating the following:

- Formal adoption of the Play Policy
- Develop local strategy – Set SMART (Specific, measurable, agreed, realistic, timely) outcomes
- Identify how to deliver outcomes against principles and purpose
- Identify current provision on geographical basis – perhaps use ‘Getting Closer to Communities’ or ward based
- Identify gaps through consultation with children and young people and identify their preferences using existing data:
 - Children Fund consultation results
 - Aylesbury Vale Cultural Strategy Draft - consultation results
 - Chiltern Children Count Questionnaire
 - Buckinghamshire Children and Young People’s participation results
 - Sure Start Local Programme consultation
- Agree priorities to support funding proposals
- Consider: Inclusion/equal opportunities
- Consider: Ranges/access/choice/time
- Develop systems with Buckinghamshire Children’s Information Service (BCIS) to make information about services available to parents/carers
- Agree method to share information with families i.e. website/newsletters/road shows
- Identify training and development requirements for staff involved with children’s play
- Healthy children/ bullying/street play/ community support – consider barriers
- Communication between partners who deliver and plan play opportunities
- Promote play events to publicise – celebrate play and children’s rights
- Set up a network for play
- Implement and Evaluate the Policy and Strategy

Appendix

1. Steering Group Members:

Buckinghamshire County Council
Early Years Development and Childcare Service
School Improvement Service
Children and Young People, Social Care
Buckinghamshire Children's Fund Programme
Youth and Communities

Aylesbury Vale District Council
Wycombe District Council
Chiltern District Council
South Buckinghamshire District Council

National Childminding Association
Buckinghamshire Play Association
Wycombe Leisure Limited
Aylesbury Vale Out of School Network

2. Policies and initiatives that link into this document:

Aylesbury Vale District Council Draft Supplementary Planning Guidance Sport and Leisure Facilities, April 2004
Aylesbury Vale District Council Leisure Cultural Strategy
Aylesbury Vale Play Plan 2005-2010
Best Value Performance Plan
Buckinghamshire and Milton Keynes Rural Strategy 2001-2002
CAMHS
Children and Young Peoples Participation Plan
Children and Young Peoples Strategic Plan
Children's Centres
Community Plan for Version 2 of Wycombe District Council (version 2) Community Plan, October 2005, linking into three identified themes of Safe Communities, Healthy Communities and Accessible Places
Community Strategy
Connexions Partnership Plans
Crime and Disorder and Misuse of Drugs and Alcohol Strategies
Every Child Matters
Extended Services in Schools
Getting Closer to Communities
Healthy Schools Programme Plan
Local Authority operational plans on education, social services, asset management, and other functions as set out in Section 1.
Local Development Frameworks
Local Police Authority's 3 Year Strategy Plan and local Policing Plan
LSC Plans
Market Towns audit
Primary Care Trust Local Delivery Plan
Play Strategies
Probation Area Annual Plan
Wycombe District Council's Sports Development Framework and Objectives
Youth Justice Plan
Youth Matters

3. 'UN Convention on the Rights of the Child'

3.1 Article 31.1

"Recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

3.2 Article 12.1

"Assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

4. 'Playwork Assumptions and values taken from the National Standards in Playwork:'

4.1 Assumption 1

Children's play is freely chosen, personally directed behaviour, motivated from within; through play, the child explores the world and her or his relationship with it, elaborating all the while a flexible range of responses to the challenges she or he encounters; by playing the child learns and develops as an individual.

4.2 Assumption 2

Whereas children may play without encouragement or help, adults can, through the provision of an appropriate human and physical environment, significantly enhance play creativity and thus develop through play.

4.3 Play Values

- The child must be at the centre of the process
- Play should empower children, affirm and support their right to make choices, discover their own solutions, to play and develop at their own pace and in their own way
- Whereas play may sometimes be enriched by the playworker's participation, adults should always be sensitive to children's needs and never try to control a child's play so long as it remains within a safe and acceptable boundaries
- Every child has the right to a play environment which stimulates and provides opportunities for risk, challenge and growth of confidence and self-esteem
- The contemporary environment in which many children grow up does not lend itself to safe and creative play; all children have the right to a play environment that is free from hazard, one which ensures physical and personal safety
- Every child is an individual and has the right to be respected as such; each child should feel confident that individuality and diversity are valued by the adults that work and play with him/her

- A considerate and caring attitude to individual children and his/her parents/carers is essential to competent playwork and should be displayed at all times
- Adults involved in play should always promote equality of opportunity and access for all children, and seek to develop anti discriminatory practice and positive attitudes to those who are disadvantaged. Prejudice against people with disabilities or who suffer social and economic disadvantage, racism and sexism have no place in an environment that seeks to enhance development through play.
- Play should offer the child opportunities to extend her or his exploration and understanding of the wider world and therefore physical, social and cultural settings beyond their immediate experience
- Play is essentially a co-operative activity for children both individually and in groups; playworkers should always encourage children to be sensitive to the needs of others; in providing play opportunities. They should always seek to work together with children, their parents, colleagues and other professionals and where possible make their own expertise available to the wider community
- Play opportunities should always be provided within the current legislative frame work relevant to children's rights, health, safety and well-being
- Every child has the right to an environment for play, and such environments must be accessible to children.
- The importance of risk – by playing, children learn to calculate risk, this is a vital part of development during childhood. Children need to take risks and it is the responsibility of a play provision to give children the opportunity to do so by providing stimulating environments that balance risk

5. Partners who have adopted this policy:

To be developed as partners formally adopt this policy.

6. Support organisations:

4Children
 Children's Play Council
 Church Groups
 London Play
 Free play network
 National Playing Fields Association

7. Supporting information:

The government has recognised the need to improve play provision. 'Such is the contribution that play can make to children's lives in so many areas that the Department for Education and Skills, the Office of the Deputy Prime Minister, the Department of Health and the Home Office can (each) contribute to play through policies. My department...is beginning to draw up a government agenda for play.'^{vi}

It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring behavioural and social skills^{vii}.

“Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child^{viii}.”

Play is not the destination but the journey^{ix}.

7.1 Criteria for an enriched play environment^x

A varied and interesting environment - Things at different levels, spaces of different sizes, places to hide, trees and bushes as well as things that have been made, places to inspire mystery and imagination.

Challenge in relation to the physical environment - Activities that test the limits of capabilities, rough and tumble, sports and games, chase.

Playing with natural elements - Earth, water, fire, and air. Campfires, digging, playing, snowball, flying kites.

Movement - e.g. running, jumping, rolling, climbing, balancing - Beams and ropes, soft mats, bike riding, juggling equipment, ladders, and space.

Manipulating natural and fabricated materials - Materials for art, cooking, making and mending of all kinds; building dens; making concoctions; using tools; access to bits and pieces of all kinds.

Stimulation of the five senses - Making music, places where shouting is fine, quiet places, different colours and spaces, bright and dark places, cooking on a campfire, rotting leaves, a range of food and drink, objects that are soft, prickly, flexible, large and small.

Experiencing change in the natural and build environment - Experiencing the seasons through access to outdoor environment, opportunities to take part in building, demolishing or transforming the environment.

Social Interactions - Being able to choose whether and when to play alone or with others, to negotiate, co-operate, compete and resolve conflicts. The opportunity to interact with individuals and groups of different ages, abilities, interests, gender, ethnicity and culture.

Playing with identity - Dressing up, role-play, performing, taking on different kinds of responsibility.

Experiencing a range of emotions - Opportunities to be powerful/powerless, scared/ confident, like/disliked, in/out of control, brave/cowardly.

7.2 Why are play and creativity important?

- Recognising children and young people’s rights and helping to change attitudes
- Helping all children and young people to have access to a balanced range of play and free time opportunities in designated spaces and facilities, indoors, and in the general environment
- Building a framework that is able to endorse independence and self-esteem
- Listening to children and young people, meeting their individual needs in an inclusive way

- Helping make sure that play and free time is fun and enjoyable for children and young people, improving their health and well-being
- Recognising the need for opportunities to be challenging and free from unnecessary hazards
- Sharing resources, making provisions more sustainable and appropriate to local needs
- Play is the elemental learning process by which humankind has developed. Children exhibit a behavioural imperative and instinctive desire to play. It has contributed significantly to the evolutionary and developmental survival of our species. Children use play in the natural environment to learn of the world that they inhabit with others. It is the very process of learning and growth, and as such all that is learnt through it is of benefit to the child^{xi}.
- Helping to build resilience and nurture imagination and resourcefulness
- Promoting awareness of local cultures and diversity, promote inclusion and create cohesive communities
- Developing boundaries and awareness of risk, and develop life skills including decision making
- Fostering opportunities to identify and develop interests and skills
- Making learning concrete for all children and young people including those with special educational needs
- Promoting team work and group building
- Promoting physical activity which helps to prevent obesity

7.3 Risk

An opening to influence what opportunities are available (access) that allow children and young people to make challenging choices with or without supervision. Children need to encounter and learn to manage an acceptable level of risk in their play in order to prevent children's development from being inhibited, or undermining their capability to deal with the wider unsupervised world^{xii}

Rt. Hon. Frank Dobson who led the review *'Getting Serious about Play'* said, "Play cannot be made risk free. Learning to judge risk is one of the benefits children learn from play. Generations of children have survived falls with bumps and scrapes. Children haven't changed but society has. And this has hindered children's play. The blame of increase in litigation and consequent rises in the cost of insuring play grounds is making it more expensive and difficult for councils and voluntary organisations alike."^{xiii}

'The issue of risk and safety in play is a crucial one to get right, if the play strategy is to be effective. What concerns children about their play space, and public space generally, is often quite different from the concerns of those in authority. Because of insurance issues and concern about liability, those in charge of public parks are increasingly wary of accidental injuries caused by equipment. On the other hand, playgrounds that are too safe become underused and an inefficient use of resources. The tension in expectations needs to be addressed. Over-safe playgrounds can, paradoxically, create

more danger for children by causing them to look for their fun elsewhere. Conversely, a playground equipped with the best apparatus can be similarly underused, or vandalised, if it is not under some kind of supervision.’^{xiv}

Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risk of death or serious injury.^{xv}

7.4 Risk Assessment

It is the requirement under the Health and Safety at Work Act 1974 (Management of Health & Safety at Work Regulations 1992) that employers undertake regular Risk Assessments. Risk Assessment is based on a holistic approach to assessing risk; that is, it looks at all the elements - and the connections and relationships between them - that comprise the work (i.e. the play provision) environment.

Those responsible for the regulation, inspection and implementation of health and safety are required to make judgements where appropriate to the particular circumstances of the provision and its aims and objectives. What might be appropriate to one provider will not necessarily be appropriate for another. Factors to be considered will include, for example, the ages and capabilities of the children and young people who use the provision, the level and types of accidents that have occurred, and if applicable, the level of supervision that is available.

“Risk Assessment is a relatively straightforward technique that, when understood, can be a highly functional tool supporting the development of quality play environments”^{vi}. Buckinghamshire County Council will promote the provision of *play specific* training and support to enable play providers to conduct risk assessments.

References:

ⁱ “Parties shall respect and ensure the rights set forth in the present convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his/her parents or legal guardians race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status”.

Article 2 - United Nations Convention on the Rights of the Child.

ⁱⁱ “Parties shall recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance, and facilitate the child’s active participation in the community”.

Article 23 - United Nations Convention on the Rights of the Child.

ⁱⁱⁱ *Getting Serious About Play*, Department for Culture, Media & Sport (January 2005). Tiffany Denny

^{iv} *Every Child Matters*, Government Green Paper (September 2003). TSO (The Stationery Office)

^v *Social Development of Young Children*, Isaacs, Susan (1993), Development theorist, educator and psychologist (1885-1948).

^{vi} *Estelle, Minister for the Arts (Department of Culture, Media and Sport)*, House of Commons (2005)

^{vii} *Unifying Children and Younger People’s Services in Manchester*, Play Strategy (November 2005) deanne.allen@notes.manchester.gov.uk

^{viii} *Sandwell’s Play Policy and Strategy*, Sandwell Metropolitan Borough Council (2004) Sandwell Metropolitan Borough Council, Education & Lifelong Learning

^{ix} *Getting Serious about Play in Devon*, Devon County Council (2005) nicola.wright@devon.gov.uk

^x *Serious About Play*, Hull City Council (August 2004) www.hullcc.gov.uk/council/download/play_policy.pdf

^{xi} *Welsh Assembly Government Play Policy*, Welsh Assembly Government (October 2002) INA-15-11-041

^{xii} *Southampton Play*, Southampton City Council and Playlink (Aug 2002) www.southampton.gov.uk/education/playservice

^{xiii} *Guide To Preparing A Play Strategy*, Mayor of London, (April 2005) Greater London Authority

^{xiv} *Frank Dobson*, House of Commons, (January 2005)

^{xv} *Managing Risk in Play Provision: A Position Statement*, Play Safety Forum (August 2002) The Children’s Play Information Service