



BATH & NORTH EAST SOMERSET

# **BATH & NORTH EAST SOMERSET PLAY POLICY Full Version**

Making Bath and North East Somerset  
A better place to live, work and visit

# **The United Nations Convention On The Rights Of The Child Article 31**

'States Parties 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.'

Ratified by the UK Government, 1991

'I like playing with others, playing on the green and on the hill'

Ross aged 10. Southdown Play Scheme

'It's really lovely to hear the sound of children playing'

Stranger passing Percy Pack Play Scheme

'Greg has never had so much fun; mind you, he's never been so messy'

Greg's parent. Oldfield Park Play Scheme

## RATIONALE FOR A PLAY POLICY

There are many advantages for Bath & North East Somerset Council in having a functioning play policy:

**consistency of principles** - a play policy identifies an agreed set of principles and definitions about play and its value for children's well-being and development.

**focus on children** - a play policy provides the context in which the focus can be shifted from existing institutions and practice to the needs of children, creating the possibility of change, innovation and long term development.

**transparency** - a play policy clarifies the purposes of provision for providers, service users, funders and regulators.

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

**a necessary first step** - a play policy is the essential prerequisite for identifying service objectives and planning strategies.

**a basis for quality** - quality has no meaning unless it is related to the specified purposes of the services and provision; the purposes are themselves justified in the terms of the policy.

**a foundation for safety practice** - without the framework of a policy, and practice which is derived from it, providers will have difficulty in determining what is appropriate safety practice and in demonstrating that they have acted reasonably where negligence becomes an issue.

**a framework for the allocation of resources** - a play policy provides the rationale for an allocation of resources which can be explained and justified both in relation to competing claims from other services and to the public. Children benefit from expenditure being more accurately targeted on their needs and wishes.

**consistency between training and practice** - the commitment to common principles specified in the play policy provides the link between service and practice development locally and the national standards for playwork education and training and the professional development of playworkers.

## **ACKNOWLEDGMENTS**

In March 1999, Youth and Community Services initiated a process of play policy and strategy development. Representatives of a range of Council Services and voluntary organisations formed a Play Working Party, facilitated and supported by PLAYLINK.

### **Working Party members representing Bath & North East Somerset:**

L Brinkhurst	Councillor
B Perry	Councillor
L Sell	Councillor
S. Wheeler	Education Adviser
R. Black	Strategic Planning Officer, Housing & Social Services
D. Crisfield	Divisional Youth & Community Worker
J Peters	Contract & Development Manager, Parks & Cemeteries
I Steele	Senior Sports Development Officer
J Eden	Early Years and Childcare Coordinator, Education Department

### **Working Party members representing outside bodies:**

S Warmisham	Pre-school Learning Alliance
C Scragg	Bath & North East Somerset Play Forum
J Mead	Wansdyke Play Association
C Haworth	Bath Area Play Project
S Hampton	Out of School Childcare Avon
R Grant	The Children's Society

# PLAY POLICY

## PART ONE

### 1. Introduction

This policy sets out Bath & North East Somerset's understanding of play and confirms its commitment to ensuring that quality play environments are available to all its children. The policy is underpinned by the principles outlined in the Council's statement of vision and values and its equality policies.

In addition, Council endorses Articles 31, referred to earlier, and 12 of the United Nations Convention on the Rights of the Child. Article 12 requires that:

*'State Parties shall 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.'*

This document aims to be a practical working tool, to be referred to whenever decisions about play need to be made. It is therefore applicable to **all** forms of children's services whose objectives include the provision of play opportunities. These include, for example, after-school clubs, nurseries, playgroups, holiday play schemes, non-supervised fixed-equipment playgrounds, schools (in breaktime), play centres and adventure playgrounds.

It is recognised that a significant number of Council services have an impact on children's play. Therefore, although the process of play policy development was initiated by Youth and Community Services, this policy is intended to be corporate policy, 'owned' and implemented across Council services. More detailed reference to this aspect will be made in the accompanying Play Strategy.

### 2. Understanding Play

Play is one way children come to understand themselves and the world around them. Play is a vital component of a child's life. A child's capacity for positive development will be inhibited or constrained if denied access to a range of stimulating play opportunities. Through play children explore the physical and social environment, ideas and concepts, and learn how to deal with situations that trouble or frighten them. In this they learn what cannot explicitly be taught.

The best play provision is designed to offer children access to this wide range of experience in a setting that is free from 'unacceptable risk' (see below Paras. 12 - 15).

Play is satisfying to the child, creative for the child and freely chosen by the child. Play may involve or may not involve equipment, be boisterous and energetic or quiet and contemplative, be done with other people or on one's own, have an end product or not, be light hearted or very serious.

Bath & North East Somerset Council will ensure that play opportunities allow children to explore, manipulate, experience and affect their environment within challenging but secure settings. The emphasis is always to be on the child's choice and control over their own experience.

### **3. Play: Learning What Cannot Be Taught**

Bath & North East Somerset rank play alongside education in terms of its fundamental role in enabling children to engage positively with the complexities of the world around them. Through play children learn what cannot be taught; for example, the sense of themselves as autonomous agents, capable of making choices. Further examples of this form of learning appear in other sections of this policy.

There is increasing evidence that children's capacity to play freely has a direct impact on their ability to meet formal educational goals. For example, a Headteacher who improved free play opportunities at breaktime ('Play at School' see Appendix for reference) reported that 'The children value the freedom of playtime and find that the range for their choice is wider so that they are more ready to accept the work load demanded during the time of their formal education.'

### **4. Play And Culture**

In valuing children's play Bath & North East Somerset recognise its connection to, and understand it as an expression of, our wider culture. Children's play, leisure activities, art in general, sports for pleasure, mark out the cultural aspects of our society, when we engage in freely chosen pursuits and interests that we consider intrinsically valuable.

It is central to our understanding of ourselves as individuals and as a society that we value freely chosen engagements with the world that have no necessary outcome. These are understood as intrinsically worthwhile. From this perspective, play can be understood as a child's initiation into this mutual, cultural world. Here they come to understand themselves as moral agents, ascribing meaning and value to the world they co-construct.

### **5. The General Environment And Children**

The general environment is often perceived as a threatening and dangerous place, more so than it used to be. Increased levels of traffic and pollution, fears, justified or not, about strangers, levels of violence and crime form the backdrop to wide ranging parental and institutional anxieties about what hitherto had been considered public space, available to children and the community at large.

Adult responses to concerns about children's safety in the general environment have had the effect of limiting the amount of space available for play. Significant amounts of public space are no longer places to be in, rather, they are areas to pass through, or avoid.

## **6. Changing The Balance: A Council For Children And Adults Alike**

The health and vibrancy of the Bath & North East Somerset area depends to a significant degree on people's perception and use of its public spaces and thoroughfares. Urban and rural planning, design and architecture, along with sensitive approaches to the oversight of public space, can create the conditions necessary for the development of a sociable society.

Bath & North East Somerset wants to ensure that its 'common' spaces - parks, thoroughfares, estate areas - become places where individuals and communities have opportunities to come within sight of one another. Bath & North East Somerset needs to develop a corporate strategy aimed at countering the tendency for some sections of the community - whether by virtue of age or background - to feel that their freedom to use public space is constrained.

No play policy can ignore the fact that children should be entitled to play safely in a wide range of public spaces, particularly those in proximity to their homes. Equally, parents and carers are right to expect that local open spaces should be free from unacceptable levels of risk and available for children's play. Children being seen and heard in public spaces is one of the hallmarks of a society at ease with itself.

In the wider context, it is likely that where parents and carers feel confident about their children using shared urban space, so too will others in a neighbourhood: for example, elderly people.

The requirement to enhance the general environment is one aspect of a holistic approach to ensuring children have access to play opportunities. However, public spaces are shared spaces, most usually used in a variety of ways for a variety of different purposes by adults and children alike. It is not therefore possible for these spaces to offer children the full range of play opportunities they require if their developmental potential is to be achieved. The need for dedicated play provision, where children's play needs in all their variety and complexity are recognised and met, remains.

## **7. The Need For Play Provision**

Bath & North East Somerset recognises that modern society's impact on children's lives has the effect of limiting their opportunity to play freely. It is therefore committed to encouraging the creation of high quality 'compensatory' play provision that is accessible, local, free from unacceptable levels of risk, yet stimulating and challenging.

## **8. Values And Principles**

The following values and principles will inform all Bath & North East Somerset's decisions about play provision:

- ◆ Each child is entitled to respect for his or her own unique combination of qualities and capabilities
- ◆ The views of the child, his or her opinions and reactions, should be taken into account to the maximum degree consistent with health, safety and respect for the needs of others
- ◆ A child has a right to play environments that are free from unacceptable levels of risk. Children using play provision must be able to trust their physical environment and the adults involved

- ◆ Each child is connected to, and a bearer of, a wider culture
- ◆ The child's control of his or her own play activity is a crucial factor in enriching his or her experience and enhancing their development. Play provision will be based on the principle of empowering children and increasing their choices
- ◆ Play is first and foremost for 'fun' from the child's point of view. There need be no task or product, though the child may decide differently from time to time
- ◆ There must be consistency and clarity in adult values. Children must see the connection between stated policy and what actually happens. The child needs to feel part of a community of trust and co-operation

## **9. What We Mean By 'All' Children: Overview**

Every child needs opportunities to play. It is therefore crucial that Bath & North East Somerset supported provision is welcoming and accessible to every child, irrespective of gender, background or origin, disability, individual capacities and abilities. It is also recognised that economic disadvantage and social and geographical isolation can limit children's access to play opportunities.

Bath & North East Somerset recognises that values and attitudes, custom and habit, too often subtly combine to obscure the drift towards unintended unfair practice. This can result in provision being unintentionally structured to exclude, or constrain, some children: for example, girls and disabled children.

## **10. What We Mean By 'All' Children: Bath and North East Somerset**

Bath & North East Somerset intends that play provision should operate on the basis of a presumption in favour of meeting the play needs of **all** its children within inclusive settings. Where this is judged not possible or desirable, full reasons will need to be given. It is Bath & North East Somerset's policy that children's services providing play opportunities will work towards ensuring greater inclusion.

Within Bath & North East Somerset there are many different communities: inner city housing estates, small towns, villages and dispersed rural communities. Children living in very different parts of the area face similar restrictions on their opportunities to play. The risks, real and perceived, which face them when they leave their homes - for example, crime, traffic, agricultural machinery, drugs etc - mean that many children are allowed little opportunity to go out and create their own play opportunities. Children living in remote communities or on city estates are often unable to access the play provision that currently exists. Children from low income families will often have the fewest play opportunities of all.

Bath & North East Somerset recognises that accessibility is a fundamental requirement of play provision. Bath & North East Somerset will encourage the development of accessible local play provision that takes account of the diversity of communities, and the problems associated with accessibility, in the Bath & North East Somerset area.

## **11. What We Mean By 'All' Children: Disabled Children**

A significant component of the play experience comprises interaction with one's peers, as well as with children older and younger than oneself. Historically, because of the way children's provision has been structured and resourced, disabled children were to a large extent prevented from attending mainstream provision thus denying them the opportunity to mix with their own and other age groups. The unfortunate effect of this approach has been to confirm stereotypes and prejudices and to inhibit the development of free and easy relationships between a community's children, to the detriment of the entire community.

There has, however, been an increasing and welcome trend towards ensuring that a wide range of play facilities are accessible to **all** children. Both mainstream and segregated provision has moved towards developing inclusive provision.

Bath & North East Somerset Council recognises, however, that resistance to opening up mainstream provision to disabled children often resides in the attitudes and values of service providers, coupled with understandable, though often misplaced, fears about doing something wrong or taking on more than can be coped with.

In addition, parents and carers of, and specialist service providers (for example, schools) to, disabled children share many understandable anxieties about how these children will fare within mainstream provision.

The effect of these mirrored anxieties - those of mainstream provision on the one hand, and those of the parents and carers of disabled children on the other - is to limit the range of play opportunities available to children.

Allied to these concerns is the tendency to think that providing for children with a wide range of abilities and capacities requires, as a precondition, additional resources and amendments to the physical environment. This in fact is only partially the case.

Nevertheless, Bath & North East Somerset recognises that for some children inclusive provision is neither desirable nor practicable and that specialist, properly resourced provision is required. Adequate staffing is critical here: provision may sometimes require a one to one child/staff ratio.

Overall, what is required is sensitivity to the range of abilities and capacities captured by the term 'disabled children'. Providing play opportunities for children with learning difficulties, for example, may require different responses to providing such opportunities for children with restricted mobility, sight or hearing, though there will be areas of overlap.

## **12. Quality Play Provision And Questions Of 'Safety'**

The concepts of 'hazard', 'acceptable risk' and 'unacceptable risk' are critical to making informed judgements about what constitutes a best possible play environment.

Bath & North East Somerset would be failing in its responsibility if it did not create opportunities that allow children to explore and experience themselves and their world through the medium of play. This is done by offering children opportunities to take **acceptable risks** (that is, to freely undertake actions and involve themselves in situations that push against the boundaries of their own capacities) in environments that are challenging and stimulating. This process fosters the development of skills and is broadly educative in that it allows children to learn what cannot be taught, what they have to find out for themselves.

Without such opportunities children's development is inhibited, undermining their capacity to deal with the wider - unsupervised - world. If a play provision fails to offer children varied and interesting experiences, it is **reasonable** to be concerned that children may seek challenge and stimulation elsewhere, in areas that may contain **unacceptable** levels of risk. Equally, if children are denied opportunities to assess some risks for themselves in a variety of settings and situations, then it is **reasonable** to be concerned that they will lack the experience and skills to distinguish between levels of risk in the wider world.

What constitutes an acceptable level of risk in any particular play environment will be determined in relation to the understandings and objectives set out in this policy.

### **13. 'Unacceptable Risk'**

Adults are responsible for ensuring that 'risks' are taken within the context of an environment that offers challenge and stimulation but where it is reasonable to assume children will not come to harm; this includes, but extends beyond, ensuring that the physical aspects of the site are free from unacceptable risk.

Removing all possibility of challenge and failing to distinguish between 'acceptable risk' and 'unacceptable risk' limits children's capacity to develop positively, undermining the service objectives of play providers.

### **14. Risk Assessment**

It is a 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 appropriate to the particular circumstances of the individual provision and its aims and objectives. What might be appropriate for one provider will not necessarily be appropriate for another. Factors to be considered will include, for example, the ages and capabilities of the children who use the provision, the level and types of accidents that have occurred, and - if applicable - the level of supervision and support 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. Bath & North East Somerset is committed to ensuring that play providers receive

appropriate play-based training and support to enable them to conduct risk assessments.

## **15. Elements Of A Rich Play Environment: Criteria For Making Judgements About Play Provision**

Children using play provision should have access to a wide range of materials and the opportunity to experience:

- i.** the physical world: for example, earth, fire, water, air;
- ii.** fabricated and natural materials: for example, consumables, loose parts, manipulable and movable objects;
- iii.** challenge in relation to the physical environment;
- iv.** movement: for example, running; jumping; rolling; climbing; balancing.
- v.** emotions: opportunities to experience and learn about oneself, sadness/gladness, rejection/acceptance, frustration/achievement, boredom/fascination, fear/confidence;
- vi.** through the five senses a range of different textures, sounds, taste smells and sights.
- vii.** playing with identity - concepts of self: for example, role play, dressing up, masks;
- viii.** social interactions - enhancing self-esteem and understanding of others through freely-chosen social interaction: for example, within peer groups; with individuals and groups of different ages, abilities and capacities, interests, gender, ethnicity and culture, negotiating, co-operating, resolving conflict;
- ix.** change: for example, building/demolishing, transforming the environment, experiencing the seasons;
- x.** an interesting and varied physical environment.

The ten points above together constitute the criteria by which all play provision should be judged.

## **16. Staffed Provision**

Staff within Bath & North East Somerset's children's services that offer play opportunities need to consider the adult's role in creating a play enabling environment. Staff, when fulfilling the role of playworker, have a dual focus: one, creating an environment rich in possibility for children (see criteria above); two, acting as a resource for children: not unnecessarily interfering or 'leading' a child's play, but there to be called upon when required.

The playworker is the guarantor, on a daily basis, of the 'safe' space that is the play environment. Equally significant is the playworker's role as guardian and creator of an environment of possibility for children to shape and explore.

## **17. The Children Act**

The Children Act 1989 requires that where provision includes children under eight years of age and is open for more than two hours in any one day, it is registered with Social Services' Registration and Inspection Unit.

Bath & North East Somerset Registration and Inspection Units will need to take account of this play policy when registering provision designed to provide play opportunities.

## **18. Consultation: With Parents; With Children**

It is assumed that the words we use in our common language carry the same meanings for all. This is not the case. Concepts such as 'play', 'children', 'acceptable risk', 'unacceptable risk', 'accident' and so forth are words we commonly use, yet mean different things to different people.

Consulting on 'play', without establishing what is meant by this, is unlikely to yield useful results. Too often consultation exercises are initiated on the assumption that play equipment equals play opportunities. This starts in the wrong place. What is required is the development of a shared understanding of the child and the meaning and value of play. Only then can meaningful dialogue begin.

Questionnaires and user surveys can illuminate or create snares of misunderstanding. So much depends on the question, who is asked, how it is asked, when it is asked and, related to the point made above, and the level of agreement about the meaning of the terms employed. The findings of consultation neither permit nor instruct: they are a bearing point not a direction.

Bath & North East Somerset will continue to develop methods of consultation capable of offering a more nuanced understanding of adults and children's needs and wishes. Organisations with specialist knowledge, for example, in the area of disability equality, will be consulted.

## **19. Age Limits**

This policy has purposely not set out to prescribe a specified age limit to our play provision. This is based on the understanding that children and young people within a wide age range like to play, and benefit from doing so.

Provided children and young people use play provision for play, subject to local discretion and conditions, there should be a presumption in favour of children of all ages having access to local quality play environments.

## **20. Practical Considerations: Extending Play Opportunities**

Children's services - for example, after-school clubs and junior youth clubs - are designed to meet a range of objectives. These include, for example, creating opportunities for parents to work or study, offering children opportunities to learn skills or participate in programme based activities. These services will not be in a position to offer the full range of play opportunities children require. However, all children's services that aim to provide for play should assess and develop their provision with reference to the play criteria set out above.

Section four above refers to a holistic approach to creating play opportunities. This requires all Services that affect children's lives to formulate a positive approach to creating children's play opportunities which, to the greatest extent possible, meet the quality play environment criteria. A Bath & North East Somerset approach will support the development of 'play literacy' across departments.

The potential for creating child friendly environments is substantial. All Services have a positive part to play in creating a Council increasingly receptive to the play needs of the child.

## **21. Review Of Play Policy**

Bath & North East Somerset undertakes to review this play policy, and the process of its implementation, annually. In this it will consult with other statutory, voluntary and commercial bodies as appropriate, specialist organisations as required, parents and children.

# **PART TWO**

## **EXAMPLES OF PLAY PROVISION: SCOPE AND LIMITATIONS**

### **Introduction**

This section will give some examples of children's services. The extent to which these services are able to offer a rich play environment to children will be determined by the service objectives of the provision and the extent to which the criteria detailed in Section One above are met.

#### **1. Staffed Adventure Playgrounds**

Adventure playgrounds are specifically designed to provide the widest possible range of play opportunities for children. Though this form of provision may incidentally meet adult requirements, it is first and foremost play provision for the child. Staffed adventure playgrounds are a form of open access provision; that is, children are able to come and go freely.

Adventure playground service objectives are directed towards meeting the full range of play criteria. The child's ability to control and freedom of choice are the characteristic values of an adventure playground.

Bath and North East Somerset has no adventure playgrounds.

#### **2. Non-Staffed, Fixed Equipment Playgrounds**

Examples of this form of provision are Alexandra Park and Greenacres Park.

Non-staffed, fixed equipment play provision represents a special case in that its primary service objective is the provision of play opportunities; yet the range of experiences on offer is often limited by the nature of the equipment and on occasion by site location. Children, however, do attempt to adapt playstructures and surrounding areas to meet their play needs.

The Council wants to ensure that these valuable spaces provide the best possible environment for children's play.

#### **3. Activity Centres**

Activity weeks with a theme: for example sports or crafts. Activities take place in, for example, Sports Centres.

#### **4. Play Centres**

Purpose built play centres aimed at pre-school and primary school age children. They often offer soft play equipment and ball ponds for a relatively low risk but physical play experience.

## **5. Holiday Play Schemes Or Holiday Clubs**

### **Open access**

Children are the primary clients and are able to come and go freely. The schemes take place in a variety of settings: for example, village halls, youth centres, school grounds, council playing fields. Provided mainly by the voluntary sector.

### **Closed access**

Children are booked places by their parents or carers and are not able to come and go freely. Venues similar to open access play schemes.

## **6. Out Of School Clubs.**

To provide child care for parents who are working, training or in education.

The nature of the service requires it to be responsive to parents/carers demands, which may include ensuring that children: participate in programmed activities; do homework; take meals at set times. After-school clubs will often be located in non play specific premises and sites, offering limited or no access to the outside environment; and where such access is available the capacity to 'manipulate' features within the environment may be constrained either because it is subject to joint use or because of its inherent lack of malleability.

## **7. Schools**

Service objectives: the transfer of approved and predetermined knowledge and skills to children in a structured and timetabled setting. Met by: children's compulsory attendance at school.

Schools are traditionally organised to allow for a breaktime the purpose of which is to offer teachers a rest period and children a break from the curriculum-driven regime. Schools are increasingly becoming interested in extending the possibilities for play within the breaktime period.

Schools are unlikely to be able to meet fully the play criteria - their primary service objective is legitimately directed towards delivering a formal education curriculum. Nevertheless, recent work by PLAYLINK (Play at School Scheme) has demonstrated that children's play opportunities, and indeed learning generally, can be considerably enhanced as the result of creating quality playtimes.

## **8. Nurseries, Nursery, Infant & Reception Classes, Playgroups**

Play in these settings is particularly valued. It is understood as a vehicle for learning and therefore seen as an integral part of the child's day.

# PART THREE

## INFRASTRUCTURE

### **1. Community Safety**

Bath & North East Somerset recognise that it must take account of the community safety dimension in developing and implementing a play policy. The Council undertakes to fulfil the mandatory duty imposed by the Crime and Disorder Act 1998:

*'to exercise its various functions with due regard to the likely effect those functions on crime and disorder and to do all that is reasonably can to prevent crime and disorder in its area'*

In order to give full consideration to community safety issues, the Council recognises the necessary involvement of other agencies from the public, private and voluntary sector, and the wider community.

### **2. Training, Management & Maintenance**

Bath & North East Somerset recognise that appropriate management structures, review and evaluation systems, and training opportunities need to be developed in order to ensure that the objectives of this play policy are met. These will now be reviewed in the light of this play policy.

Bath & North East Somerset welcome the involvement of individuals who give of their time freely in support of projects. The Council recognises, however, that the term 'volunteer' encompasses the distinctive contribution made by individuals performing a wide range of functions and accepting different levels of responsibility, from Trusteeship through to providing day-to-day assistance to a project.

## **APPENDIX**

### **NOTES AND REFERENCES**

The following notes and references informed the formulation of this play policy document.

- i.** Charter For Children's Play. Published by the National Voluntary Council for Children's Play (now the Play Council).
- ii.** United Nations' 1989 Convention on the Rights of the Child
- iii.** A Review of Playgrounds And Related Studies by P. J. Heseltine (Play Safety Advisor, RoSPA). Published by the National Play Information Centre. Review based on 165 studies and surveys. "Studies of accidents are numerous - out of all proportion to their frequency and severity in the overall pattern of childhood accidents. This indicates the necessity for playground safety to be kept in perspective."
- iv.** One False Move (1992) & Children, Transport and Quality of Life (1993) by Meyer Hillman, Senior Fellow Emeritus, Policy Studies Institute.
- v.** Open Access Play And The Children Act. Published by PLAYLINK.
- vi.** Department of Health Local Authority Circular LAC(93)1
- vii.** 'Risk & Safety in Play: The Law and Practice for Adventure Playgrounds'. published by SPON for PLAYLINK.
- viii.** Article 'Risks on Playground' by David Ball, Director of the Centre for Environmental and Risk Management, University of East Anglia. Published in HAPA Journal No. 13, (1994).
- ix.** Article 'Exploring The Possibility Of Daycare' by Dr. Pat Petrie, Thomas Coram Research Unit. Published in PLAYLINKS Magazine, January 1996 issue.
- x.** Article 'Playcare....A Workshop' by Sandra Melville, Director of PLAYLINK. Published in PLAYLINKS Magazine as above.
- xi.** 'Play Environments: A Question of Quality' by Bob Hughes. Published by PLAYLINK.
- xii.** 'A Taxonomy of Play Types' by Bob Hughes. Published by PLAYLINK.

- xiii.** 'Play at School Scheme'. Report and evaluation. Published by PLAYLINK



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