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Unsupervised and Risk Based Play: The Changes That Shape Opportunities for Children and The Effects On Play

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Abstract

This study investigates the perspectives of unsupervised and risk-based play and explores how these affect and shape opportunities for children. The research study was carried out primarily in an afterschool and holiday care setting, with the rest being done through online questionnaires and interviews. This allowed for a mixed method approach to collecting data through gaining input from teachers and practitioners, government officials and observations of children. The research showed that all those involved had some understanding of play and the developmental benefits of taking risks many had concerns of safety and social expectations which often led to children having restricted play opportunities and increased supervision. Alongside this, observations showed a mixture of caution within children's play and others actively seeking challenge and engaging in risky play opportunities. Whilst carrying out this research it was also identified that there was an increased reliance on technology and devices leading to boredom when away from them.

The research shows a divide between protection and providing developmentally appropriate opportunities, due to current perspectives, pressures and policies. This shows the crucial need for balance between safety and risky play approaches to maintain children's autonomy and independence. Overall, this research shows an increased need for sharing learning and knowledge of play opportunities and their benefits.

Introduction

As modern childhoods are seen to becoming more influenced and shaped by technology and structure with more and more children gaining access to devices, and education earlier in their childhood, it raises the question of the changing nature of play (Woffindin, 2024). Play is a crucial component for supporting a child's development as it is how they learn and develop whilst learning many new skills such as creativity, problem solving, resilience, making it not just a fun activity but a vital part of growth, wellbeing and future success. Alongside this, play also incorporates all of the different aspects of SPICE (Social, Physical, Intellectual, Communication, Emotional) making it an effective way of developing and progressing all areas of a child as they grow creating a strong foundation for future learning (Kemple et al., 2016). Over time play has developed, with opportunities and spaces for this expanding, however in more recent years it is something that has become increasingly restricted. Play is an essential part of development, with many not recognising its importance, the government are currently working towards bringing in more natural play spaces to Jersey. In the recent play plan Rogers (2025) (cited in Government of Jersey, 2025) defined play by saying "Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning", this shows the importance of play and reiterates that children can and will learn from playing.

Historically children where often outside and unsupervised within their local communities experiencing large amounts of freedom and adventure (Jennings, 2025). Past generations often engaged in play through exploring their surroundings with peers and adapted their play experiences through the use of imagination and physical challenges, often spending the majority of the day outside (UNICEF, 2025). This historical way of allowing children to play provided them with opportunities to develop skills such as independence, resilience and confidence through learning from direct experiences. However, more recent research suggests that there is a major decline in free play specifically outside with only 38% of children in Jersey (Statistics Jersey, 2024) playing outside regularly and 10% of the UK's children (Dodd et al., 2021) accessing natural play spaces compared to 80% of the current adult generation (age 55-80) playing outside daily as a child (Wilson, 2024).

Despite the recognised importance of play, this has not stopped modern childhood becoming more structured and supervised to ensure safety (Indigo Group, 2024). This is seen throughout many playgrounds, care settings and schools where safety is the primary concern and not the opportunities and learning that children will gain from being exposed to challenging and risk-based play. While

safety is essential, and should still be maintained, it does not mean every risk should be eliminated and children's opportunities restricted. Children need these adventurous spaces and require some flexibility in adult authority and safety control to allow them to develop life skills through testing boundaries, exploring, taking age-appropriate risks and solving problems (Hodgkin, 2025). These changes have contributed to children having less freedom of expression, spontaneity, independence and child led experiences, a shift that has been influenced by many different societal, cultural and environmental factors.

These restrictions and changes can have large impacts and consequences on a child's development, with less opportunities of independence affecting their Social, Physical, Intellectual, Cognitive and Emotional (SPICE) development (Barnett, 1990). Children may have less experiences allowing them to develop physical strength and coordination due to fear of injury as well as fewer opportunities for negotiating, building confidence and cooperating with others to build on social skills. Limited exposure to risk and free play is also shown to affect a child's perception and ability to assess and respond to challenges and danger effectively (Canadian Paediatric Society, 2024). Long term effects of developmental delays and a lack of free play and risk can lead to an increase in mental health conditions with 1 in 5 children in the UK (NHS England, 2023) now having probable mental health condition such as anxiety, depression and behavioural disorders. A notable rise from six years prior when 1 in 9 children were considered to have probable mental health issues (NHS England, 2018). This shows the importance of children having meaningful play opportunities to support development along with experiences that are age appropriate to help prioritise their health and wellbeing.

Unsupervised play is often referenced as play that happens with no adults present and therefore without intervention or control, this allows children to structure their own play through making decisions, exploring freely and building resilience. This style of self-directed play can sometimes be viewed as neglectful, however, instead it provides children with age-appropriate levels of freedom in safe spaces (Horwitz, 2015). Similarly risky play is defined as "thrilling and exciting forms of free play that involve uncertainty of outcome and a possibility of physical injury" by Sandseter (2009). This type of play allows children to test their abilities and gain an understanding into their limits of what they can and can't do. Although some risks come with the possibility of injury this does not mean it is dangerous and it is important to understand the difference between risk and danger. Generally, risk refers to situations where a child can assess and manage challenging experiences which can be learnt from, however danger often means that there is a hazard or serious risk of harm something that a child cannot manage or anticipate in their play (Canadian Paediatric

Society, 2026). Risk based play can be especially beneficial to a child's development as it allows them to problem solve, improve coordination and confidence, manage fear and develop an understanding of uncertainty, therefore building the skills to overcome challenges through increased resilience and autonomy (Brussoni et al., 2012).

Parental attitudes and perspectives play a massive role within shaping the opportunities and the access children have to play spaces. The primary care giver of a child acts as decision maker often with a priority of focusing on the child's safety. This therefore adds a control aspect to the amount of freedom and independence a child has in their day-to-day life and their play frames all of which affect their creativity, resilience and decision making (Alvarez, 2024). Many have raised concerns around safety issues such as the risk of injury, exposure to strangers and judgement from others on what is acceptable including pressures from society and the media (Armstrong et al., 2025). For many parents and guardians' news stories and media coverage is enough to cause anxiety and fear around a child's safety and therefore a more protective approach may be taken. Long term this can limit a child's opportunities and also affect their own attitudes towards safety and create a stigma and fear of being out without an adult (Jerebine et al., 2024). This over reliance on adults can also lead to a reduction in a child's creativity due to guidance always being sought out rather than creating their own ideas and solutions to problems.

Alongside media views parents can also feel pressure from societal views and experiences. A changing culture leading to more parents protecting and closely supervising their children to conform with expectations of being a responsible parent (Frost, 2012). The environment can also affect this due to an increased population, more traffic and a reduction in outdoor spaces. For many children outdoor environments affect the level of supervision received significantly, however less and less communities are providing accessible spaces that children can access freely and safely without supervision. Parental intentions often come from a place of care and protection, however excessive restriction, and safety measures can unintentionally cause more harm to children's development and progression, it is therefore essential to ensure that parents are well educated on the benefits of play and independence (Brussoni et al., 2012a). The final major factor affecting supervision levels and play opportunities is government policies and regulations. Schools and childcare settings are often faced with reduced opportunities for children due to the implementation of strict safety policies to minimise risk and liability (Department for Education, 2022). Whilst these frameworks and policies are in place to protect children they can also restrict them and lead to more behavioural issues throughout the school day. It is important that safety is balanced with a form of release and freedom for children to allow them to take risks and continue to develop.

Due to the effect play opportunities can have on shaping a child and their development it is important that the perspectives and external influences are explored to provide children with the best possible start in life. The aim of this study is to gain a better understanding of perspectives on unsupervised and risk-based play and how these shape opportunities for children. This study will look into different figures around the child and how their attitudes and perspectives can influence their creativity, and independence. It will also explore the effect safety concerns, societal pressures, and the environment have on children's play opportunities whilst considering future approaches and recommendations to support positive risk-based play. This research is important as whilst there is a recognised importance of play there are still many challenges within childcare settings to balance safety and development opportunities, meaning some aspects of play are sometimes lacking in freedom to explore and take risks (Moreland et al., 1985). This shows the importance of creating a better understanding of effectively supporting children's freedom, expression and development.

This study is designed and structured to provide a deep exploration into the research topic outlined above. The study will start with the literature review exploring and examining the current research and perspectives on play, risk and the attitudes that affect children's opportunities for play and development. This will be followed by the methodology which will outline and provide an understanding of the design, method and ethical aspects of undertaking the research. Next will be the results where the findings of the research and the data collected will be presented followed by discussions and recommendations, relating the findings to the existing literature. Finally, the conclusion will compile all of the key findings and how this may affect practise and ways unsupervised and risk-based play can be supported and promoted in childhood.

Literature Review

As previously outlined this literature review is going to critically review and examine the existing research on unsupervised and risk-based play, specifically looking into attitudes of those around the child, societal influences and frameworks that all impact and shape children's opportunities within play. The purpose of this literature review is to gather and compare current research and literature to develop a base for the study and identify debates and gaps where more research and development is needed (University of South Carolina, 2023). This review will cover key themes as shown below:

- Theoretical Frameworks
- Unsupervised and Risk Based Play
- Developmental Benefits of Risk and Free Play
- Risk Aversion and Parental Perspectives
- Environmental, Policy and Societal Influences
- Play in Out of School and After School Care Settings

Through examining these themes, the review will aim to gain a better understanding into how much children's play opportunities are shaped by adults and if this causes a lack of opportunity for risk and development, therefore highlighting areas for further exploration and development.

Theoretical Frameworks

Theoretical perspectives provide a large base to building a greater understanding into the developmental benefits of play. Parten (1932) outlined many different stages of play showing how children progress from playing alone to playing cooperatively as they gain more social skills and understanding. Parten's theory reinforces the idea of play being essential to supporting development instead of just a fun recreational activity. This is shown with children gradually progressing and building emotional and cognitive skills to allow them to then build on and create social interactions and communicate whilst playing with others (Xu, 2010).

Another theorist that showed the importance of play was Piaget (1936) (cited in DeWolfe, 2024) with his cognitive development theory. Piaget explained that children are active learners, creating understanding from experience rather than being fed knowledge and information. This shows that

children benefit from being able to explore and experiment to gain new experiences and build understanding of the world. Independent and exploratory play also create a strong and fundamental base for children to build knowledge and intellectual growth (Education Endowment Foundation, 2023).

Hughes' (2002) also constructs a theory of understanding play through identifying sixteen different forms of play. The most relevant in this context being deep play which allows children to encounter and involve themselves in risky, challenging and dangerous play experiences therefore testing their physical and emotional boundaries. Throughout his work Hughes suggests that risk is not the same as danger, however, are often clumped together. This helps to show that risk is essential to children's development, but danger is not and children should be kept safe while still having the opportunity to test boundaries and continue developing their independence, confidence and self-regulation skills (Play Wales, 2017).

The majority of modern play theories have recognised and showed the importance of autonomy and risk within play. However, this free approach for many has been hindered and taken away due to fears of doing the wrong thing and looking like a bad parent, therefore overemphasising adult facilitation within play (Thomson, 2014). Theoretical perspectives often promote the child directing and leading their own play experiences and opportunities therefore aligning with the concept of 'free play' a child centred approach meaning they are more likely to be intrinsically motivated, independent, creative and feel ownership and autonomy over their play (National Institute For Play, 2025). These theories and frameworks backup and underpin the argument that play opportunities can affect developmental outcomes. Some of which are potentially becoming more restricted, something that needs changing to improve children's opportunities and ensure their right to play is being met (UNCRC, 2006).

Unsupervised and Risk Based Play

Unsupervised play is understood as play that happens without direct adult supervision and intervention, this allows play to be child led and intrinsically motivated rather than something a child is being told to do therefore allowing children to build independence and problem-solving skills (Lewis, 2025). This lack of supervision and support does not mean children are being neglected but instead provides a space for them to explore and test boundaries to gain a better understanding into their capacity and limits while developing autonomy and managing social and

physical challenges. Within these times of unsupervised play, it is also important that children understand they can take risks and create an understanding of their own limits, managing risks and dangers, allowing children to encounter and navigate the unknown (Rossi et al., 2020).

When exploring risky and unsupervised play, many often focus on the physical aspects and limit this from fear of injuries and accidents, however it is important to remember that there are other aspects of play and children should also be encouraged to take social and creative risks. These types of risks allow children to express themselves whilst interacting with others something that creates an uncertain outcome. It is important that these areas are not forgotten as it allows children to develop social and emotional skills such as confidence, self-esteem, creativity, problem solving, and initiative along with many others (Department for Education, 2023).

Current research suggests that many opportunities for involvement in risky and unsupervised play are on the decline in recent years with many adults taking more control and adding structure to children's activities (Grant, 2025). This is due to increased safety concerns affecting the level of protection and support adults provide and therefore giving children reduced exposure to manageable risks. It is crucial that there is a shift away from the current risk averse society, as risky and unsupervised play is a great way for children to understand risk management through learning to assess different situations and the level of risk that comes with it (Wickham, 2024).

Developmental Benefits of Risk and Free Play

Within risky and free play there are many developmental benefits linked to all areas of developing a well-rounded and holistic child, this is shown in a large amount of literature. The first being the most obvious benefit, of physically developing a child, participating in challenging and risky play allows a child to improve and progress their development of strength, coordination, balance and overall health (Canadian Paediatric Society, 2024). In recent years there has been increasing concerns of sedentary behaviours in children, however outdoor play has been associated with reducing this and increasing physical activity (World Health Organisation, 2024).

Furthermore, the cognitive benefits of play support the development of skills such as problem solving and decision making. This is through the navigation aspect of risky play allowing children to assess, evaluate and adapt in situations based on the potential outcomes and risks (Sandseter and Kennair, 2011). Developing cognitive skills is crucial as it also enhances a child's executive

functioning which will in turn help self-regulation skills, organisation, focus, curiosity and task management, all essential skills for growing up and becoming a holistic well-rounded individual (Flavell, 1990).

Socially risky and free play can often lead to higher tension play situations meaning children have to learn to work and build the skills together to get through these situations. Skills such as negotiation, cooperation and conflict resolution are key to this and allow children to learn to mediate without needing an adult (Daubert, Ramani and Rubin, 2018). This independent navigation of different dynamics helps children to develop their imagination, empathy skills and also strengthens their communication through giving them more skills and tools to work through more complex communication issues (Department for Education, 2025). Alongside this, emotional resilience is built from learning to cope and overcome challenges in times of uncertainty therefore building confidence and understanding of manageable fear (Mind UK, 2022).

Brown and Vaughan (2009) share the importance play has in improving emotional regulation and reducing stress. Through activating different parts of the brain, specifically those linked with pleasure and flexibility, both of which are key for a strong foundation for good mental health (Keough, 2025). This has been associated to be lacking in those with limited play opportunities with researchers seeing increased anxiety and reduced resilience, showing the importance of play not only at a young age but throughout life (Brown, 2018).

Whilst many studies and pieces of literature advocate for risky play, and the development benefits show the importance of not restricting these opportunities, some argue that the majority of research focuses on the theory behind play and not considering parental or societal concerns or limitations. This shows the importance of further research and integrating both the theory and importance of play with the perspectives and lived experiences of those around the child.

Risk Aversion and Parental Perspectives

Parents are crucial to shaping a child and allowing them access to things such as unsupervised and risky play in order to help holistically develop them. Research and news articles constantly show the large influence parental safety concerns and fears have on children's experiences (BBC News, 2012). Often these safety concerns are based on stranger danger, social judgement on parenting styles, bullying and fear of injury.

The idea referred to as a ‘culture of fear’ (Furedi, 2002) suggests that rare but high-profile events and issues can negatively and excessively effect parental decisions and understanding of safety. Media representations of childhood accidents and deaths have significantly contributed to fears and perceptions of risk making parents more reluctant to allow children to engage in certain spaces or types of play despite statistics and evidence showing risks continue to remain low (Toews et al., 2024).

Risk aversion and avoidance within parents can often mean that children have reduced freedom in their play with increased supervision and are provided with more structured and ‘safe’ activities (Hryshko, Luengo-Prado and Sørensen, 2011). For many, this can mean reduced outdoor play opportunities and less chance of being able to play unsupervised therefore affecting a child’s independence and autonomy. Whilst for many parents this is a choice based on care and desire to keep their children protected it can reduce opportunities and harm the overall development of the child.

Despite increased research of risky play and its benefits to the growth and development of children there is still limited research into the difficulties parents have around risky play and decision-making concerning safety. It is therefore important that more research and understanding is done looking at parental perspectives and taking into consideration specific contexts such as school and afterschool settings.

Environmental, Policy and Societal Influences

Societal expectations of what is considered ‘good parenting’ can sometimes lead to parents prioritising safety over development and autonomy. Some research also shows that not all parents concerns come from society and the media with some being more shaped by cultural expectations, and previous experiences (Boyatzis et al., 2025). This can be the same with children’s play opportunities, becoming more limited by societal and structural factors not just parental concerns and perspectives. Increased urbanisation has led to many safe outdoor spaces being removed and replaced with things such as roads and increased traffic therefore further restricting children’s independence (National Geographic, 2009).

Educational policies have also significantly affected children’s play opportunities, with an increased focus on academics and learning within the timetable this has meant a reduction in play time for

many (Centre for Young Lives, 2025). Along with this decrease in available time, playgrounds have many regulations and risk assessments (Sovereign Play, 2022) to conform to in order to ensure safety, which could lead to limited time and space for challenge and freedom within a child's day.

Many policies within care settings and those controlling public spaces such as parks and play equipment often focus on risk minimisation rather than risk management, therefore, removing hazards instead of balancing the need for safety with development benefits (Hendy, 2021). It is important that both aspects are considered with a level of safety being put in place whilst still allowing children their right to play and experience certain manageable risks. While many see the need for children to be protected from harm through strong safeguarding policies the excessive restriction can sometimes lead to conflicting messages being passed on to children and therefore affect their developmental needs (Potterton, 2026). This shows the need for a greater understanding and potential reviews of policies to ensure they are efficiently interpreted and put into practise.

Play in Out of School and After School Care Settings

Out of school and after school care provisions provide a unique environment for children to play and learn, unlike formal education settings children generally have access to many more activities led by them and the freedom and flexibility of the space (Willoughby, 2020). This is important for unsupervised and risk-based play as it allows them to build confidence, explore and manage their own play. Although there is more freedom in these settings for play and less structure as to when children should play there are still many regulations and policies in place which could lead to limited opportunities for unsupervised and risky play (Smith and Bradshaw, 2017).

Practitioners who follow a risky play approach often provide children with more positive and fun play experiences. This is done through dynamic risk assessing (Meris, 2022) allowing practitioners to evaluate the advantages of activities and certain play frames against potential hazards, meaning risks do not need to be removed, but monitored and possibly adapted if necessary. Practitioners within these settings are there to facilitate children's play not to structure it and determine what they will do therefore allowing children to access the inaccessible (Zosh et al., 2018).

Despite the possibility for out of school and after school settings to provide children with opportunities to progress independence and creativity skills there is still limited research into this sector of childcare settings. Further research would be beneficial in this area to understand how

these settings and environments balance apprehensions between policies and parental expectations and perspectives whilst also keeping the child's development needs at the forefront of their practise.

Synthesis and Identification of Gaps

Overall, the current literature and research shows the significant importance of play to children's development, particularly experiences that allow them to explore, manage risks themselves and develop autonomy. Alongside this the majority of the research already out there showed the benefits of unsupervised and risk-based play in providing activities that support children in developing resilience, problem solving and confidence. However, despite this research modern childhood is becoming more and more structured and risk averse due to parental concerns, regulations, urbanisation and societal expectations, all of which lead to reduced exposure and restricted opportunities for children's play. This shows the importance of further educating parents and those around the child to allow them to provide children with the necessary resources and space to explore and take risks and further their development.

Although there is an increase in those recognising the value and developmental benefits of risky play there are still many gaps within the research. Most of the current research looks into the theory and the benefits these types of play provide, however it doesn't consider how this is interpreted by parents and carers. Instead, parents are faced with a risk averse society and limited practical guidance on how to allow their children more unsupervised and risky play. There is also limited research on how policies and regulations affect opportunities for risky play within after school care settings. Based on this the study aims to bridge these gaps and explore the perspectives on unsupervised and risk-based play and how this then affects how children play and the opportunities they have within afterschool and holiday care settings.

Methodology

This section explores the methodological approaches used to research and gain more understanding into the perspectives of unsupervised and risk-based play and how in turn these affect the opportunities children have. It is hoped that this research will provide better insight into parental attitudes, government regulations and children's experiences within the play environments. The research was made up of a mixture of both qualitative and quantitative methods to allow for a well-rounded and holistic approach to the research (Brannen, 2017). This was done through interviews, observations and parental and staff questionnaires, allowing for an insight into attitudes, behaviours and experiences in play spaces. The methodology outlined the different components of the research as shown below which will enable replication of research and validity of all findings.

- Research Approach and Design
- Research Setting
- Participants and Sampling
- Data Collection Techniques
- Data Analysis
- Ethical Considerations and Validity
- Limitations

Research Approach and Design

The approach to this research took on both qualitative and quantitative methods providing a mixed method approach and therefore more of a holistic understanding into the research field (Brannen, 2017). Alongside this it also used a mixture of interpretivist and constructivist research to help understand the social constructions and lived experiences surrounding play, this is beneficial for understanding actions and behaviours within play (Pabel, Pryce and Anderson, 2021). Using a mixture of these methods allowed for deeper exploration into the research aims providing more insight into perceptions of risk, freedom and supervision therefore producing a larger amount of rich data.

A mixed method approach was used to collect data from three different groups of people to ensure triangulation and validity in the results of the research (Hesse-Biber, 2010). Those involved in the research were parents, practitioners, children and government play based specialists. Multiple

methods of research were also used to gain a greater understanding into the research and allow for different perspectives and values (Doyle, Brady and Byrne, 2009).

Methods of Research (Walliman, 2022):

- Questionnaires with Parents and Practitioners
- Structured Interview with Government Specialist
- Observations of Children's Play

Using multiple methods within the research allowed for a cross over between reported perspectives on unsupervised and risk-based play and observations of behaviours within the play space, therefore creating a broader understanding into how play opportunities are shaped (Hesse-Biber, 2010). The questionnaires allowed for greater depth into the attitudes and perspectives towards unsupervised and risky play, interviews provided more knowledge into regulations and how this can affect play experiences, whilst observations showed how children play and engage in the activities provided within the setting.

Research Setting

The research for this study was carried out in an afterschool and holiday club for children ages 3 to 12 with a large focus on play (The Kids' Club, 2025). This type of setting allows for children to have access to a mixture of both structured and unstructured play opportunities. It was felt that this setting was relevant and aligned well with the research due to it being a more relaxed space allowing children to decompress after long days at school (Fisher, 2022). This type of setting also provided valuable observations of children with differing levels of experience and various levels of confidence which allowed for a wide variation of observations and results.

This setting allowed children a variety of free choice and play options with opportunity for both indoor and outdoor play, providing space for different types of play which may involve differing levels of challenge and risk. Research within a registered setting instead of public play spaces also made it easier to collaborate and communicate with parents and practitioners in order to engage and understand their perspectives of unsupervised and risk-based play. Observing play within this setting allowed for natural observations of children playing due to them feeling comfortable and familiar with the setting therefore increasing authenticity and validity of the research and results (Bradley, 2021).

Participants and Sampling

Participants were recruited into the research through a voluntary process, instead of selecting specific participants for the sample, the questionnaires were sent to all staff and parents of the setting as well as being shared online for any parents and practitioners from other settings wanting to participate. This sampling approach was the same for the observations letting children come and go as they pleased, allowing for a wider range of perspectives and attitudes from all participants therefore making the results of the research more reliable and unbiased (Mesa, 2016). For the interview, the participant was selected based on their background, job role and knowledge along with their involvement in the current play strategy, making their input reliable and relevant to the current study. The groups of participants were as follows:

Parents and Practitioners

Parents and practitioners were invited to complete a questionnaire to increase understanding into their perspectives and attitudes. This group of participants were selected as they were both viewed as the closest most significant in shaping opportunities for children due to the role model figure they have in their lives. Overall, there were 83 practitioner responses and 31 parent responses to the questionnaire.

Government Specialists

The registration officer for Childcare and Early Years Service (CEYS) (States of Jersey, 2015) was invited to take part in an interview as it was felt that their knowledge and views would provide valuable contributions and help inform parts of the research being undertaken. As well as their involvement within the government they were also involved in the recent Play Plan (Government of Jersey, 2025) adding extra value to the research being undertaken.

Children

Children attending the setting were observed during play across different areas of the setting, providing a wide range of play types and opportunities to view risk and challenge. Parental consent was gained and children were given the choice to be involved in observations with a total of 35 children participating across the different observations.

Data Collection Methods

Observations (See Appendix 2)

Observations were carried out throughout the research process over a number of weeks to explore and view how children engage in play. This method of research was beneficial as it made it easier to capture and view authentic behaviours and interactions between children during their play (Bradley, 2021). This was a valuable way of gaining insight into children's play experience whilst also ensuring that they were well represented in the research study. This way of research gained the children's voice without intruding too much into their play spaces, therefore remaining authentic and reliable. During the research process of observing the children the main focuses were types of play, risk taking and challenging behaviours, peer interactions and levels of adult involvement.

Questionnaires (See Appendix 3+4)

Alongside the observations, questionnaires were used to gather information for parents and practitioners to understand their attitudes and perspectives towards unsupervised and risk-based play. There were closed measurable questions which restricted participants to predetermined answers such as rating or multiple choice, this was beneficial as it provided quantifiable data that can be easily analysed (Bergin, 2018). Mixed in with these there were also more open-ended questions allowing for more detailed experience-based responses and examples of approaching risk and supervision. Questionnaires were chosen instead of focus groups as it gave parents more flexibility and allowed them to respond at a convenient time to them (Ranganathan and Caduff, 2023).

Interview (See Appendix 5)

The final method of collecting data was a structured interview which was conducted with a government member with a large background in play. The interview allowed for exploration of key topics surrounding the research but also allowed for the participant to expand on any experiences and perspectives they wished to (McLeod, 2024). The interview allowed for views on professional experiences, effects of regulations on play, and how support can be provided to enable risky play opportunities.

Data Analysis

The data that was collected from the three different methods was analysed and understood using a thematic analysis (Braun and Clarke, 2021). This type of analysis allows for data to be categorised

into themes and patterns making it easier to explore and summarise the data. The themes were decided and based on existing literature allowing findings to be understood and connected with real world data and theories.

The process of analysing the data involved:

- Reading and familiarisation of the data
- Identify Key Ideas and Concepts
- Grouping Data and Concepts into Themes
- Reviewing and Refining Themes

Ethical Considerations and Validity

Ethical considerations were a vital part of the research process, especially as there were children involved in the study. The research went through an ethics committee approval process (See Appendix 1) before beginning and followed ethical guidelines throughout the entire process. This process helped to ensure that every part of the research was fair and allowed participants to feel safe and give them the right to withdraw at any point (Edwards, 2005).

Informed consent was gained from all participants and from parents of the children involved (Shah et al., 2024). Alongside this all information about participants or shared by participants was kept confidential and anonymity maintained throughout with all personal information removed where necessary (Albudaiwi, 2018). Observations were as non-intrusive as possible in order to minimise disruptions to children's play and so as not to affect the results. Safeguarding protocols were followed at all times when reviewing the results and undertaking observations in the setting.

Throughout the process of undertaking the research many strategies were used to ensure that the research and results were as trustworthy and reliable as possible (Golafshani, 2003). Multiple methods were used to ensure triangulation and to ensure results and current literature could be compared. Transparency was also maintained throughout, making sure participants knew what was happening and that they could have access if desired. These measures allowed the research to stay on track and strengthened validity of the results and findings.

Limitations

Due to the small size of the research study, there were a few limitations to be aware of. The sample size for observations was relatively small due to it being limited to children from one setting. This could affect the results as they are specific to one location and had the research been carried out over multiple settings the findings may have been different making the results more generalisable (Bermingham, 2020).

Alongside this, although the questionnaires had larger sample sizes there is still a possibility that results could be distorted as participants may feel that they have to respond in a way that reflects social preferences and norms instead of their actual thoughts and perspectives. Despite these limitations the research and results are still valuable for gaining more understanding into the adult perspectives and opportunities children have for unsupervised and risk-based play in afterschool and holiday care provisions (Ross and Zaidi, 2019).

Results

This section outlines all of the results and findings collected throughout the research process of questionnaires, observations and interviews. The aim of this research was to gain insight into the perspectives on unsupervised and risk-based play and how this can then affect children's opportunities for play, this was done through engaging with parents, practitioners, government specialists and children.

A thematic analysis of the data was carried out and from this several key themes were noted. The themes look into the attitudes, and experiences of challenging and risky play and how this can affect and change children's opportunities for play. The results have been laid out into sections looking into the different themes and then a comparison of adult perspectives and children's behaviours, finished off with a summary of the key results and findings.

The findings of the research were divided into five main themes as outlines below:

1. Parental Attitudes Towards Risk and Safety
2. Practitioner Perspectives on Risk Based Play
3. Policy and Regulatory Influences on Play
4. Children's Engagement with Risk in Play
5. Restricted Play, Boredom and Device Oriented Behaviour

Parental Attitudes Towards Risk and Safety

The parental questionnaire had 31 responses with many parents showing they understood and recognised the importance of play for their children's development, the results can be seen in full (See Appendix 6). Alongside this 94% of parents also shared that they felt children had less freedom to play today than there used to be, with many commenting on the increased safety restrictions and reliance on technology. Figure 1 shows that 85% of parents where understanding and saw the importance in play with the other 15% still showing a high level of understanding towards this. Parents where later asked about risky play specifically and if they felt children benefited from this type of play with only 36% of parents agreeing, 61% unsure and 3% disagreeing, this is shown in figure 2.

Figure 1:

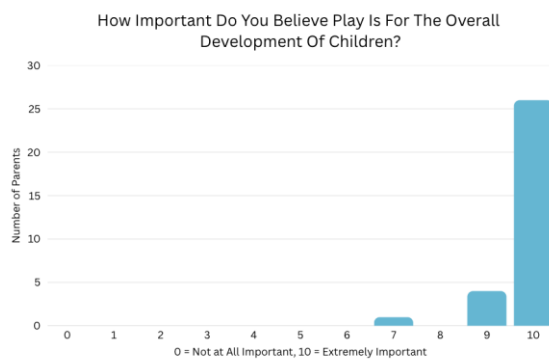
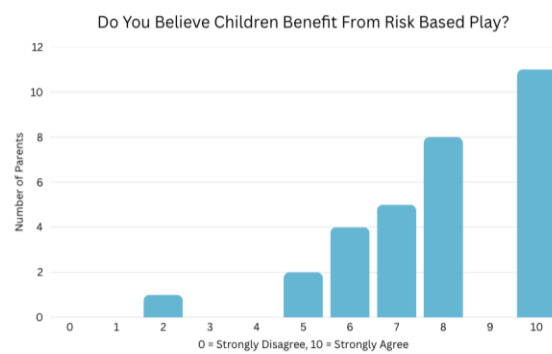


Figure 2:



However, many also acknowledged the safety concerns, highlighting the worries and distress surrounding injuries, stranger danger and increased traffic. These concerns were increased when discussing unsupervised play and therefore removing structure away from play. The below word cloud shown in figure 3 highlights the safety concerns raised with those mentioned the most shown in bigger bolder writing. Some parents stated that children should be given access to more freedom and independence, however many still suggested that they would prefer having an adult present to keep children safe and monitor the play frames and environment.

Figure 3:



Overall questionnaire responses from parents showed that many took a cautious and safe approach to risky play, with these decisions and approaches often being influenced by safety concerns and societal views leading to reduced unsupervised play and independence for children.

Practitioner Perspectives on Risk Based Play

The questionnaire sent to staff and practitioners received 83 responses after being sent to all schools and provisions in the Island, the full results from these responses are shown in the appendix (See Appendix 7). Most showed a high level of understanding into the importance of unsupervised and risky play with many occasionally allowing children to engage in these types of play as outlined in figure 4. Practitioners also shared limitations making risky play more difficult with 58% stating that safety, policies and regulations where the main barriers limiting these opportunities for children as shown in figure 5 below.

Figure 4:

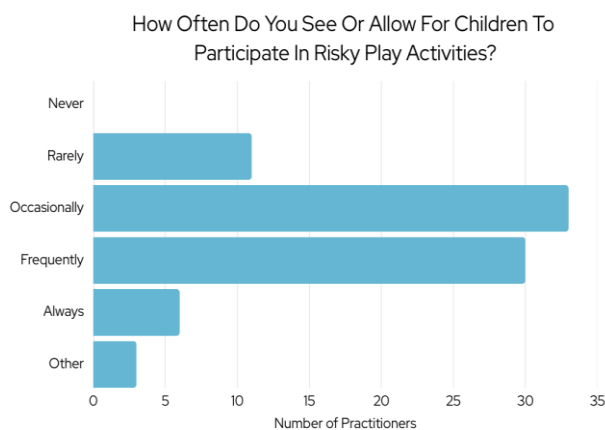
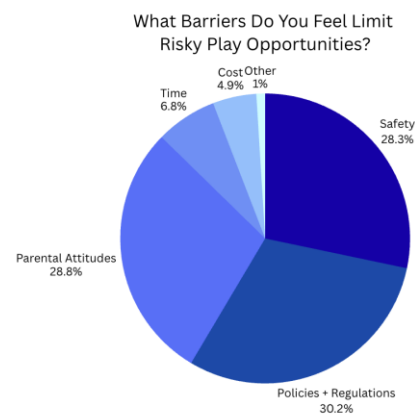


Figure 5:



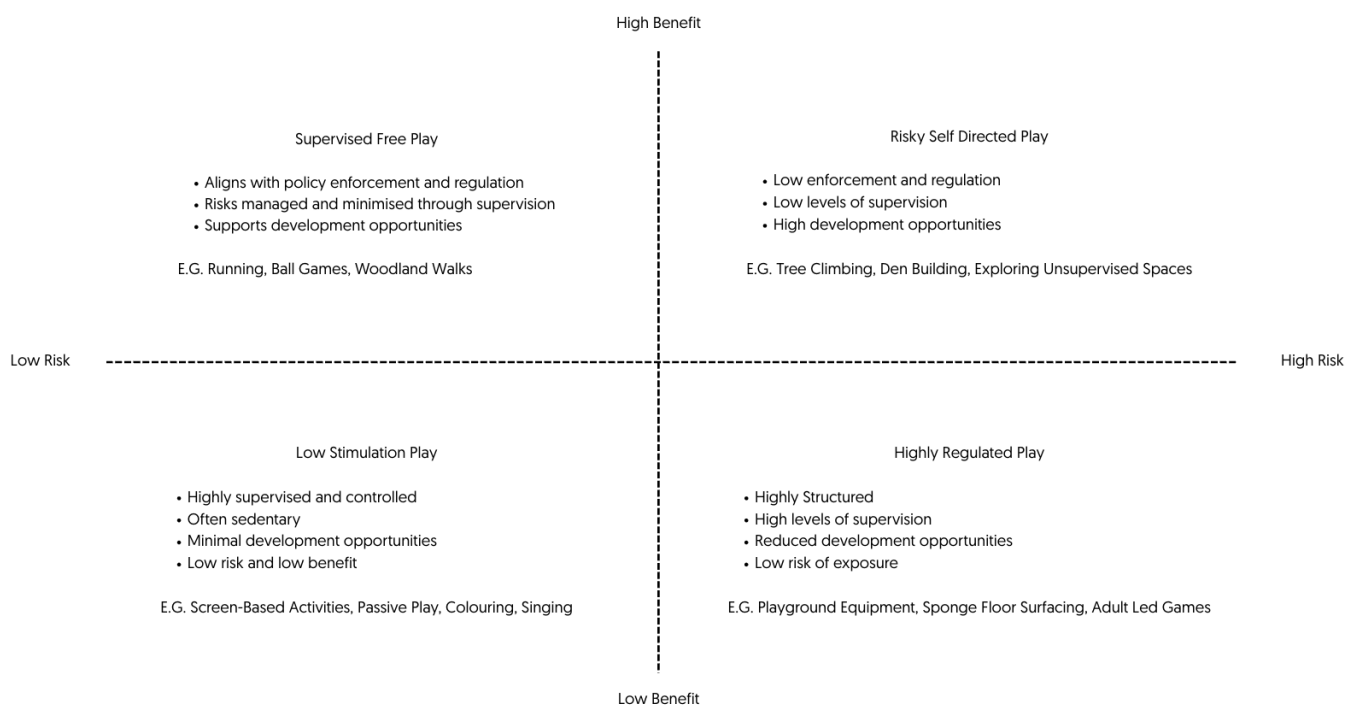
Practitioners noted that many children often looked for challenges within their play and those that did were often more confident and outgoing, however staff remained aware and vigilant that this must be balanced with safety and responsibilities to follow regulations and policies. Overall practitioners appeared to remain in favour of unsupervised and risky play but felt external factors and regulations played a large role in limiting children's independence and opportunity to play freely and learn to take manageable risks.

Policy And Regulatory Influences On Play

Policies and regulations were mentioned at multiple points by both staff and during the interview with the government specialist from CEYS. The full interview results can be seen in the appendix (See Appendix 8). They shared that play policies and regulations were put in place to prioritise children's safety, however, did not explicitly tell settings how to do certain activities which left

some freedom for interpretation and acceptance of risky based play both of which are vital in shaping their opportunities. This is shown in the interview when the participant speaks of how they would never actively stop risky play due to the benefits, this is shown when she says, “The risk is yours, so I can’t tell you what to do, and I can say that legally, you need to do all of this, how you use those regulations and how you choose to develop. You know you can be creative within that. The Health and Safety Executive has a really clear statement on their website that says, risky play is good for children”. Risk assessments, guidelines and responsibilities all contribute to the way that practitioners and adults plan and supervise activities which is exemplified in the below figure of balancing risk and benefit.

Figure 6:



The interview highlighted the importance and role of current regulations and policies surrounding play, showing that at the forefront of everyone was each child’s rights and development, whilst also considering and maintaining safety. Despite the intentions of these policies and regulations the interview found that this can often contribute and lead to increased risk averse practices as stated in the interview when the participant talks about the policies and regulations and says “I think one of the things that inhibits organisations allowing risk is that they are really scared and worried about

being taken to court if something goes wrong”. This shows how policies can lead to more risk averse practises due to fears of legal action should something happen.

Children’s Engagement With Risk In Play

Observations were carried out within the setting to gain insight and perspective into how children engage and manage risk during play (See Appendix 9). Many children took part and engaged in activities throughout the provision involving challenge, small risks and physical skills. Table 1 shows short snippets from the observations showing the moments children choose to involve and engage in risky play opportunities.

Table 1:

The children went off to get some ‘supplies’ to help them.
The other children held hands forming a chain to ensure no one fell in the swamp
Running up the muddy bank and then starts climbing a tree
“Watch out I’m coming” when running straight towards friends
Ran down muddy bank where multiple tree roots are poking out and holes where children have been digging

Although many children chose to engage with risky play opportunities, there was also moments of obvious hesitation where children were seen looking for reassurance before participating and engaging in play and different activities. The peer and adult interaction played a vital role in allowing children to access more challenging play experiences and behaviours. Shown in the table below is a list of the different ways children were seen looking for reassurance and encouragement from others before engaging and participating.

Table 2:

Looked around for acknowledgment from staff before proceeding and climbing
“No because the adults can’t see us”.
A member of staff allowed a child to pass the cones
“Be careful, don’t fall” the child in the tree looks down climbs up one more branch and then climbs back down
When climbing the netting to reach the bridge told friend to ‘hold on tight so you don’t fall’
Smiling and laughing, cheering, shouting to friend – positive interactions

Overall, the observations results showed that given the opportunity many children were willing to engage in play involving manageable risk and challenge allowing with some support and reassurance from surrounding adults and peers.

Restricted Play, Boredom And Device-Oriented Behaviour

The final major theme coming through from all of the research methods carried out was the impact of technology on play and the increased feeling of boredom when away from devices. The results from the research showed that increased time away from devices and high stimulation activities led to children expressing more boredom and not wanting to do anything. This is shown in the observations when a child says, “this place is boring there’s nothing to do here, I just want to go home and go on my PlayStation”. This shows how reliant children are becoming on technology and struggle to be away from it for long periods of time.

In some cases, children were offered other forms of stimulation however these were often denied or did not last long until they were again bored and seeking more device and screen-oriented activities. Some parents also commented on the large role of technology within children’s play and daily lives, with many now making a conscious choice to move away from this, table 3 shows some the parental responses surrounding screens and play.

Table 3:

Define risky play – “iPads, games etc”
Less freedom for children today - technology plays a huge part
Unfortunately, many parents are just giving their children technology which is reducing their physical, and imagination play
A lot has to do with screen time which limits their ability to play independently. Also, as parents now a days, we are so worried about them being bored we plan & structure too much
Technology has taken over and more parents needing to work so isn’t the opportunity after school to “play out”
Too much technology involved in day to day
If the parents allow TV or screen time to take over actual playtime than the child’s freedom to play might be limited.
Technology has taken over. I used to love playing in the woods, making dens and just being out with friends... everything was so much safer, and everyone looked out for each other know that’s not a thing

Media and social media - too many opinions on good and bad parenting
More encouragement of a total break from screens and devices - for example, no phones allowed at youth clubs which is a place where children learn to form relationships and have some independence away from home and school

Adult Perspectives vs Children's Behaviours

It was also important to look into the different roles and how this can change perspectives of children's behaviour when looking at results. While many children were capable of managing risk and showed awareness of their own ability, adults still shared concerns of risk and safety, with many practitioners airing more on the side of caution due to being responsible for other people's children. Children demonstrated many different skills including solving problems themselves and working together to remain safe and manage different levels of risk and challenge within their play frames. This suggests an ongoing tension from wanting to protect children from harm whilst also maintaining suitable levels of opportunities for them to learn about managing risk and developing independence.

Summary of Key Findings

The findings and results of this research showed many factors and personal perspectives affecting opportunities for children to participate in unsupervised and risk-based play. Most parents showed understanding of the importance and developmental benefits of play and risk within play, however still shared concerns and fears over safety and supervision. Practitioners also demonstrated a large amount of knowledge and understanding with many supporting the need for more risk within play, however this was heavily restricted by setting and government policies and restrictions.

Observations of children showed that although restrictions were in place they still naturally sought out risk and challenge within their play, managing what they could and couldn't do. The results also highlighted that parental and practitioner restrictions to increase safety could have also increased boredom levels and reduced resilience due to more frequent reliance on technology.

Overall, the results of the research show that many individuals understand and acknowledge the benefits of free and risk-based play, however due to multiple influences and the desire to do what is

best for the child many shared fears of allowing these types of independent and challenging play experiences.

Discussion and Recommendations

This section looks into and analyses the results of the research study in comparison to existing literature, theories and perspectives on unsupervised and risk-based play. The aim of the research was to gain a better understanding of perspectives on unsupervised and risk-based play and how these shape opportunities for children's development and play. The results highlighted pressure between developmental benefits of play and increased supervision, a widely noted change in modern childhood research (Frost, 2012). This section is structured around the key themes previously outlined in the results whilst integrating them with adult perspectives and children's lived experiences, therefore providing a more balanced approach. This will then be followed by recommendation for practise and further research.

Adult Perceptions and Their Influence on Play Opportunities

The results of this research showed that adult feelings and perspectives can massively affect the opportunities children have to access unsupervised and risk-based play. Parents and practitioners who participated in the research generally understood the importance of play in order to support and build on children's learning and development (Barnett, 1990). Despite this knowledge and awareness safety concerns were often prioritised leading to reduced opportunities and therefore showing the way adult decisions can shape and impact the opportunities and approaches children have to access play. This aligns with previous research that suggests modern day parenting approaches are often built and influenced through a culture of fear creating a risk averse society, where the media and societal views can increase and build on adult's current concerns and fears (Furedi, 2002). These fears were outlined in the results (See Appendix 6+7) where individuals shared that physical harm and social judgement were the main reasons that held them back from allowing children to play unsupervised and take risks within their play.

Although practitioners shared these thoughts many also spoke of the importance of balancing perspectives of risky play, developmental needs and safeguarding responsibilities. All of these components allow practitioners to provide children with space to engage in deep and risky play something which is outlined in current research by Bob Hughes play types (Hughes, 2002). These play types share the importance of child led play and allowing them to build their own experiences

through learning to manage risk and make their own choices based on what they know and are able to do. However, practitioners also shared that their ability to provide these play experiences were limited and influenced by external restrictions such as policies, regulations and expectations of parents. This shows how individual perspectives and political limitations are there to protect children but can also intervene and shape children's play experiences in a more negative way (Thomson, 2014). Overall, this shows that many adults surrounding children understand the need and values of play and taking risks but are often restricted and acting under fear, expectations and the feeling of accountability.

Developmental Value of Risk Based Play

The research and results supported the existing literature building a bigger picture of the developmental benefits provided through accessing unsupervised and risk-based play. The observations of the children showed that they often actively looked to engage in more challenging and physical types of play aligning with the idea that play is an innate instinct and a natural way of moving and aiding learning and development (National Institute For Play, 2025). This aligns with Piaget's (1936) (cited in DeWolfe, 2024) cognitive development theory which explains how active engagement and experiences are essential to building cognitive and social development skills. Children in the observations showed many skills throughout the activities they engaged in such as problem solving, resilience and confidence, therefore aligning with the theory and research that risky play increases and supports resilience and self-regulation (Brussoni et al., 2012).

Within the observations it also showed that technology and increased screen time could limit opportunities for independent and challenging play therefore potentially affecting and limiting development opportunities due to the increased reliance on device base entertainment. This was particularly visible in the observations when children were expressing boredom, and their only solution was to go home and play games on their devices, something that is becoming increasingly common due to this often being deemed as a structured and 'safe' activity by parents (Hryshko, Luengo-Prado and Sørensen, 2011).

Hughes (2002) deep play theory is especially applicable to this as it shows how children learn and develop from controlled exposure to experiencing uncertainty, fear and excitement. This links with the observations (See Appendix 9) as it showed children assessing and managing risk between themselves a skill that comes from learning and building autonomy therefore essential and not something to be removed from their play experiences (Rossi et al., 2020). These results challenge

the risk averse approach through reinforcing the benefits of risk and showing the developmental progressions that can come from allowing these activities whilst still maintaining safety and wellbeing (Sandseter and Kennair, 2011).

Impact of Overprotection

Another major finding shown within the research and results was the increased overprotection and ‘bubbling’ of children and the impact this has on their play experiences. Parental safety concerns and risk averse societies were shown to lead to limited opportunities for children to play independently and explore due to increased supervision and restricted play experiences following societal trends of overemphasising safety (Dodd et al., 2021). Previous research (Alvarez, 2024) shows that overprotection, restriction and control within a child’s play can lead to a lack of confidence and resilience which was also shown in the results where a limited amount of risky play led to reduced engagement and children frequently moving between activities. This was outlined to be due to a lack of stimulation in comparison to that provided from devices and therefore causing children to be very easily bored and disengaged when playing and therefore looking for other forms of play and entertainment (Potterton, 2026). This reduced engagement and lack of stimulation aligns with the current research which looks into how prolonged reduction and deprivation of play can negatively impact development, potentially leading to reductions in creativity, confidence, regulation, social competence and physical skills (Brown, 2018). Reductions in these skills have been shown to be linked to increases in cases of mental health conditions, anxiety and a reduction in children’s resilience (Mind UK, 2022).

The results linked to the possibility of over protecting children also showed that those children experiencing more restricted play often had a higher reliance on devices. This raises further concerns that modern day children are becoming more and more sedentary and focused on devices and screens (Grant, 2025). World Health Organisation (2024) shares how excessive use of screens can limit physical activity and social interactions which could lead to developmental delays and possible health risks including obesity, lack of sleep and an increase in mental health conditions. Although this looks into the many ways that children can be overprotected and their play limited it is also important to ensure that their safety is the first priority. Therefore, it is important to keep a good balance of providing safe and nurturing spaces and opportunities whilst also allowing children to engage in risky play. This is done through supporting children with risky play rather than completely eliminating it and giving them an activity deemed as safer instead.

Policy, Regulation and Risk Management

Policies and regulations were highlighted in both the interview and questionnaires as having a significant impact on children's play opportunities. Although policies are in place to provide guidance and protect children many suggested that they felt this contributed to people being more risk averse and limiting activities for children. Practitioners completing the questionnaire shared that this was mainly due to accountability and fear of parental outbursts therefore shaping decisions, activities and resources provided to children. This aligns with the current research that states policies and regulations generally look to minimise risks rather than adapt spaces and activities to allow for safe delivery and prioritisation of development (Sovereign Play, 2022).

Government regulations and policies often focus and promote safeguarding and children's safety, an essential message to convey to both childcare provisions and staff (Department for Education, 2022). Whilst the importance of this message is crucial, it could affect play opportunities by being interpreted conservatively and airing on the side of caution to protect themselves. This is shown in the interview with the registration and development officer, who shared that their policies do not stop settings from allowing children to take risks, however many interpret it this way and choose not to allow these types of play due to fears of what may happen if a child was to get injured. Instead, these policies are in place to provide direction on how best to facilitate this and to dynamically risk assess throughout therefore enabling more flexible and balanced approaches (Meris, 2022). The recent Jersey Play Plan works to further support individuals in understanding the importance of play and the need for access to challenging and risky outdoor spaces, this is beneficial for supporting policies and creating a better understanding of the difference between risk and hazard (Government of Jersey, 2025). These findings suggest that settings and managers may require clearer guidance to provide a more coordinated approach to both policy and practise therefore ensuring children get the best possible experiences and opportunities with risk being managed appropriately.

Integrating Adult Perspectives and Children's Experiences

The final major finding from this research was the lack of integration between children's behaviours and play experiences and adult perceptions of safety and care. Although children often demonstrated risk competence and sought out challenge throughout the observations this did not directly align with adult perceptions who shared concerns of the safety issues these activities could have. This aligns with the current research that children are capable and competent in managing

challenge and risk when given the opportunity to develop and test boundaries (Brussoni et al., 2012). It also shows how adult intervention and adaptation to play can significantly change and limit children's natural play frames (Thomson, 2014).

Adapting these perspectives to gain a more integrated approach means a shift is required to create a deeper understanding of risk in childhood being a necessity and not something to be avoided. This is shown within the UNCRC children rights, where the child's right to play states that play should provide children with the chances to explore, partake in challenging activities and develop independence (UNCRC, 2006). In order to effectively change these perspectives and integrate them with children's play experiences it is vital that parents, practitioners and government officials communicate and work together to gain a better understanding of what children need and provide environments and spaces that balance safety and risky play opportunities. Alongside this gaining the child's voice is crucial to this process to ensure that care and play settings take into consideration their needs to provide the best possible opportunities.

Recommendations for Practice

- Promote risk benefit approaches within settings through providing staff with more training and information to allow them to feel more confident in delivering and allowing these types of activities.
- Provide information and opportunities to develop parent education and awareness of the benefits of unsupervised and risk-based play. Workshops and leaflets can be useful tools for building trust and understanding.
- Provide clarification and guidance surrounding policies and regulations and any flexibility that may be available through professional judgement.
- Encourage child led opportunities to allow them to build autonomy through making their own choices and directing their play.
- Limit overreliance on technology and digital devices, excessive use may limit creativity and engagement therefore a reduction could help to build and develop play opportunities.

Recommendations for Future Research

- Show awareness of limitations and if possible, adapt accordingly.

- Larger sample sizes to collect a wider range of data making it more reliable.
- More input from children through gaining their voice in a more structured participatory research style.
- Research further into the long-term effects of risk-based play providing more knowledge on the benefits and importance.
- Undertake research across multiple different settings to collect a wider range of data therefore creating a more reliable study.

Summary

This research highlighted the complex connections between safety perceptions, policies and children's experiences and how these all affect and shape the opportunities children have for unsupervised and risk-based play. The results of this research showed that many recognised the benefits of these types of play however opportunities were often limited due to increased supervision and increasingly risk averse societies. They also showed that children were more than capable of participating in challenging and risky activities in order to progress and benefit their development, however, to allow this it requires some changes. These changes include increased balance between safety and opportunity, and a shift in attitude, policy and practise. Adapting and implementing these changes leads to increased understanding, more informed approaches, increased collaboration between services and play environments to support children's development, wellbeing, autonomy and independence.

Conclusion

The aim of this research was to investigate the perspectives of unsupervised and risk-based play and how this can change and influence the opportunities children have. By engaging with different participants throughout a range of interviews, questionnaires and observations it has built a better picture of how adult attitudes and policies can influence children's play experiences. This research and the results have really highlighted the significance of play and how important it is to create a well-rounded and holistically developed child. Although the significance of this was widely acknowledged there were still many concerns of safety sometimes leading to a risk averse, cautious approach.

These findings show a wide range of societal trends, with many providing children with more structured and risk averse play opportunities, therefore often leading to a reduction in independence and autonomy. However, observations of children showed that there was still an innate drive to engage with risk, suggesting that adults are possibly too protective and need to provide children with some more freedom within their play. This is backed up by the research that shows children with restricted play opportunities generally have increased boredom, less resilience and a higher reliance on devices.

It is hoped that this research will contribute and support ongoing discussions to help improve adult perspectives and policies, therefore providing children with more balanced and developmentally appropriate play opportunities. In order to support this research further a larger and more diverse sample size may be useful to improve results and understand a wider range of perspectives. Alongside this more children's voice in the research would also help to gain insight into their play experiences and feelings. Another way of improving this research could be to expand it and investigate more into the long-term impacts of restricted and sheltered play and how policies can be adapted to support better implementation within practice. Overall, this research has shown the growing need for a more balanced approach and many groups of people who require more information and learning in order to support children in their right to play and develop effectively.

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HIGHLANDS COLLEGE – UCJ
RESEARCH ETHICS COMMITTEE
Ethics Application form



THIS APPLICATION FORM IS FOR FULL ETHICAL REVIEW

As a student and representative of UCJ and Highlands College, we expect that you will conduct yourself in a respectful and ethical manner at all times and to all beings. All research activities, conducted by students and staff under the auspices of UCJ, are to comply with the Ethical Guidelines of the UCJ Research Ethics Committee. You should have already completed the UCJ Research Ethics Screening form and had your proposed research screened by the Ethics Review panel. **This form is for research requiring full UCJ Research Ethics committee approval.**

At each stage of the form, you will be asked a series of questions. Read each question carefully and answer by selecting the correct response or completing the text box.

Once completed please submit your form and it will be considered by a the UCJ Research Ethics Committee who will respond to you within 2 weeks of the next Committee meeting. You will either gain ethical approval, be asked to complete minor amendments or complete major amendments.

Please read the Highlands College UCJ Research Ethics Committee guidelines to assist you in the completion of this form.

Research must NOT begin until approval has been received from the appropriate Research Ethics Committee.

APPLICANT DETAILS

1	Name of Principal Investigator	Mollie Perrett
2	Highlands College e-mail address of Principal investigator	0547643@hc.ac.je
3	Applicant type	Student ☒ Staff ☐
4	Course	BA(Hons) Business Accounting ☐ BA(Hons) Childhood Studies ☒ BSc (Hons) Construction Management ☐ BEng (Hons) Civil Engineering ☐ BSc (Hons) Digital Technologies ☐ FdSc Psychology with Criminology ☐ BSc (Hons) Social Sciences ☐

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		BA(Hons) Social work ☐ BA(Hons) Sports Coaching and Development ☐ MRes Island Studies ☐ Other: please specify _____
5	Name of Supervisor	Sue Le Masurier

PROJECT DETAILS

6	Research Project Title	Unsupervised and Risk Based Play and the changes that shape opportunities for children and the effects on play
7	Submission	First submission ☒ Amended submission ☐ Full re- submission ☐
8	Proposed start date	As soon as possible after ethics approval
9	Project Aims	To gain an understanding of perspectives on unsupervised and risk-based play and how these shape opportunities for children.
10	Project Objectives	- To explore parent's perspectives towards allowing their children to engage in unsupervised and risk-based play - To examine the effect parent perspectives, have on children's natural play, creativity and independence in their play frames - To investigate how safety concerns, societal pressures, and environmental factors influence children's play - To consider potential approaches and recommendations for promoting risky play in order for children to develop physical and social skills - To explore how the knowledge, policies and attitudes surrounding play and safety can support freedom and creativity in play
11	Background to study using literature to justify (max 200 words)	This research hopes to gain a broader understanding into the shift from free range, risk-based play to progressively more restricted play spaces, looking into how these changes impact and obscure children's natural play opportunities and encounters (Brussoni et al., 2012). Through engaging with children, parents and staff, and government members of the current play strategy the study hopes to gain a better insight into the importance of play and therefore highlight the consequences of reduced freedom around play whilst building and promoting strategies for greater accessibility and positive change for play going forward. The research will take place within an afterschool and holiday care

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		play setting whilst also collaborating with government official's influential to future play policies and practices. The importance of play for children is one of the many underpinning factors of their development however sometimes massively overlooked as to how it can provide so much more than just fun and something to do. Play helps to build confidence, emotional resilience, social cognitive and physical growth as well as developing and building creativity skills, therefore setting a good base for long term learning, mental health and wellbeing (Ginsburg, 2007).
12	Please state the methods you will be using to collect data	- Observations - Questionnaires - Interviews
13	Please state all partners and institutions taking part in this research e.g. Headteachers name and School	- Play based specialists – Government of Jersey Play Strategy - Staff and parents at The Kids' Club – Nia Percy, Mark Patterson, Tina Dewhurst, Jade Gregory, Elise Tomes, Sarah Davies, Callum Coyle - Observations of children at The Kids' Club
14	Does your research involve primary data collection from human subjects?	Yes ☒ No ☐ (if no go to question 16)
15	Which groups of people does your research involve? (please tick all that apply)	Adults ☒ Children ☒
16	Does your research involve analysis of data about human subjects that is already in the public domain	Yes ☐ No ☒ (if no go to question 18)
17	Has permission been granted to use the data for your specified purpose	Yes ☐ No ☐ Unsure ☐
18	Please detail how you will ensure informed consent	A participant information sheet and a preamble on questionnaires will be used in order to provide informed consent and individuals right to withdraw
19	Please detail how you will ensure Openness and Honesty in your research or if your research	No deception

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	involves deception, please provide justification	
20	Please detail how you will ensure participants understand they have the Right to Withdraw	Participants will be given a choice and reminded that they have the right to withdraw at any point, reiterated at points throughout the research.
21	Please state your DBS number	C6401112926
22	Have your research participants been part of any research this academic year?	Yes ☐ No ☒
23	Please give detail of any payments (both financial or in kind) being made to participants for participation	No payments
24	Please detail information being provided to participants regarding Debriefing	Verbal reminder and reiteration of what will happen with the information and work from the interview, reminder of how they can have their data removed if necessary
25	Please detail what information is being given to participants regarding dissemination of your research	Work will be written up for honours project and shared with supervisor or lecturer, may potentially be presented at a research festival, may go into the island research repository
26	Are any risk assessments being undertaken for your research?	Yes ☐ No ☒
27	Please declare any third-party interests or conflicts of interest (if none please state NONE)	None
28	Please state how you intend to ensure confidentiality and include details of how you are going to store data securely	Confidentiality will be maintained through the use of anonymity and pseudonym, all data will be kept on a password protected laptop ensuring only the relevant parties have access, all data will only be kept for as long as necessary for the project after which it will be securely deleted following UCJ Highlands College Data retention and disposal policies. Any recordings will be written into a transcript after being taken and then recordings deleted.
29	Please give detail of any professional bodies' guidelines that are being followed	BERA Guidelines
30	Supporting documents included	Yes ☒ No ☐

DECLARATION Name: Mollie Perrett

Date: 06.10.25

I certify that the information contained in this application is accurate. I have attempted to identify the risks that may arise in conducting this research and acknowledge my obligations and the rights of the participants. I confirm that the research will be conducted in line with all University, legal and local ethical standards.

Participant Information Sheet

Title of Project

Unsupervised and Risk Based Play and the changes that shape opportunities for children and the effects on play

Researcher name

Mollie Perrett

Invitation and brief summary

You are being invited to take part in an Interview for a research study to share your experiences, views and observations regarding how children's play opportunities have changed and developed over time with a specific focus on unsupervised and risk-based play.

Purpose of the research

To gather data through observations, interviews and questionnaires in order to understand how safety concerns, societal attitudes and environmental impacts affect the way children play today and how this could transfer to effects on their development and experiences.

Why have I been approached?

You have been approached as it is felt that your knowledge and views would provide valuable contributions and help inform parts of the research being undertaken.

What would taking part involve?

If you agree to take part in the interview it will involve a semi structured interview which will take approximately 30-60 minutes. This interview will take place in person however there is scope for it to be done online depending on your availability.

During the interview you will be asked a variety of questions, there are no right or wrong answers, I am just hoping to gain your honest views and experiences for the study.

With your permission the interview will be audio recorded in order to ensure accuracy when analysing the data and writing up the research. You will be free to decline to answer any questions

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and can withdraw from the study at any time without giving a reason. All of your answers will be anonymised therefore any specific mentions of individuals will be made anonymous. Your names will also not be included in the final research publication.

What are the possible benefits of taking part?

It is the hope that the data gathered from this interview along with data from observations and questionnaires will help to find out about changes to children's opportunities for unsupervised and risk-based play and it is hoped that suggestions will be put forward to create environments that balance safety with freedom and therefore creating more meaningful play opportunities for children.

What are the possible disadvantages and risks of taking part?

There are no risks or disadvantages anticipated from participating in this research and participants are free to withdraw or skip any questions as they wish too.

What will happen if I don't want to carry on with the study?

You can stop taking part at any time without having to give a reason. Simply inform the interviewer that you wish to stop and your information and data concerning your participation will be destroyed. You can do this at any point during the interview or up to one month after by contacting the researcher on the details given below.

How will my information be kept confidential?

Your contact details will be kept in accordance with UCJ, Highlands College data policies and will be removed from their system in accordance with this policy.

Your data will not be used in future research. Your research data will be anonymised thus preventing any outside parties that read the final dissertation from being able to identify you. All data will be kept securely on a password protected computer following the data protection Jersey regulations.

States of Jersey (2018) Data Protection Authority (Jersey) law 2018 (S.I.2018/L.4) Available at:

[DATA PROTECTION \(JERSEY\) LAW 2018 \(jerseylaw.je\)](https://www.jerseylaw.je/Data-Protection-Authority-Jersey-law-2018)

Will I receive any payment for taking part?

No.

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What will happen to the results of this study?

The results will be published as part of my honours project module and may be uploaded onto the Island Research repository.

Who is organising and funding this study?

Mollie Perrett is the sole researcher, and this research is not being funded by an outside agency.

Who has reviewed this study?

This project has been reviewed by the Research Ethics Committee at University College Jersey, Highlands College.

Further information and contact details

If you require any further information or have any questions please contact Mollie at 0547643@hc.ac.je or my supervisor Dr Sue Le Masurier sue.lemasurier@highlands.ac.uk

Questionnaire Pre-Amble

Dear Participants

I am currently undertaking my final year on the BA (Hons) Childhood Studies degree at University College Jersey in conjunction with Plymouth University. As part of my dissertation, I am completing a research project which aims to gain an understanding of perspectives on unsupervised and risk-based play and how these shape opportunities for children. I would appreciate if you could take a few minutes to answer my questionnaire to help with my research, this should take no longer than 10 minutes.

By completing this questionnaire, you are consenting to the information you share being used within my research project. Please be assured this questionnaire is anonymous and no personal information or data is required to complete this.

The data collected from this questionnaire will be reviewed alongside other data collected for this project and a report will be written in April 2026. Access to this report can be made available to you once finished should you wish to view it. If you would like any further information or have any questions, please don't hesitate to get in contact using the details below.

Mollie Perrett – 0547643@hc.ac.je

Dr Sue Le Masurier – sue.lemasurier@highlands.ac.uk

Interview Pre-Amble

Thank you for taking the time to speak with me today, I am currently undertaking my final year on the BA (Hons) Childhood Studies degree at University College Jersey in conjunction with Plymouth University. As part of my dissertation, I am completing a research project which aims to gain an understanding of perspectives on unsupervised and risk-based play and how these shape opportunities for children.

This interview should take around 30 to 60 minutes, and you are welcome to skip any questions you don't feel comfortable with. If you are happy, I would like to record our conversation in order to refer back to it when analysing my findings for a more accurate report. Everything you share will be kept confidential and all identifiable details will be made anonymous.

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The data collected from this interview will be reviewed alongside other data collected for this project and a report will be written in April 2026. Access to this report can be made available to you once finished should you wish to view it. If you would like any further information or have any questions, please don't hesitate to get in contact using the details listed on the participant information sheet.

Thank you for your time and contribution to my research project!

Student number:	Date of observation:
Location / Setting:	Weather / Context:
Age Range Observed:	Duration of Observation:

[illegible]

Risk Categories Reference - (Sandseter, Kleppe and Ottesen Kennair, 2022)

A – Play with great heights: climbing, jumping, balancing at heights

B – Play with high speed: running, cycling, sliding, swinging fast

C – Play with dangerous tools: using sticks, scissors, ropes or sharp objects

D – Play near dangerous elements: near water, fire, roads, cliffs or hard surfaces

E – Rough and tumble play: play fighting, wrestling, chasing, tumbling

F – Play where children can disappear / get lost: Hiding, exploring beyond sight of adults

Checklist Observation

Student number:	Date of observation:
Location / Setting:	Weather / Context:
Age Range Observed:	Duration of Observation:

Category	Definition	Example Behaviours	Observed (✓/X)	Notes / Description

Factor	Options	Notes / Comments
Supervision Level	☐ None ☐ Distant ☐ Active	
Social Context	☐ Alone ☐ Pair ☐ Small Group (3–5) ☐ Large Group (6+)	
Gender	☐ Boys ☐ Girls ☐ Mixed	
Play Space Type	☐ Playground ☐ Grass Pitch/Nature ☐ Bank ☐ Indoor ☐ Other	
Play Materials Used	☐ Fixed equipment ☐ Loose parts ☐ Natural materials ☐ None ☐ Other	
Surface Type	☐ Grass ☐ Pavement ☐ Sponged Matting ☐ Mud ☐ Concrete	
Weather	☐ Sunny ☐ Cloudy ☐ Windy ☐ Rainy ☐ Cold ☐ Hot ☐ Inside	

Parent Questionnaire

General Attitudes Towards Play



1. How important do you believe play is for the overall development of children? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not At All Important

Extremely Important

2. What types of play do you consider most beneficial? *

Please select at most 3 options.

- ☐ Physical Play (running, climbing, rough and tumble)
- ☐ Imaginative Play (role play, storytelling)
- ☐ Creative Play (art, music, building)
- ☐ Risk Based Play (manageable risk, heights, testing limits)
- ☐ Social Play (teamwork, sharing, cooperation)
- ☐ Experimental Play (nature, problem solving, exploring)
- ☐ Constructive Play (building blocks, structures)
- ☐ Digital Play (games, interactive learning, coding)
- ☐ Reflective Play (reading, puzzles, mindfulness, solo)
- ☐ Child Led Play (unstructured, child chooses activities)

3. In your own words how would you define "Risky Play"? *

Enter your answer

4. Do you think children today have the same freedom to play as you did growing up? Why or Why Not? *

Enter your answer

Appendix 3

Unsupervised and Risk Based Play



5. How comfortable are you with children engaging in play without adult supervision? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not At All
Comfortable

Extremely
Comfortable

6. What factors affect your comfort level? e.g. safety, environment, trust, community *

- ☐ Safety Concerns
- ☐ Age and Maturity of the Child
- ☐ Child's Confidence and Judgement
- ☐ Physical Environment
- ☐ Supervision
- ☐ Community Environment
- ☐ Peer Influence
- ☐ Past Experiences
- ☐ Societal Pressures and Criticisms
- ☐ Accessibility and Design
- ☐ Cultural and Family Values
- ☐ Other

7. Do you believe children benefit from risk based play? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Strongly Disagree

Strongly Agree

Safety and Societal Influences



8. Safety and Judgement *

	Not at all	Little	Somewhat	Quite a Lot	Great Deal
How much do safety concerns affect play decisions?	☐	☐	☐	☐	☐
Do you feel judgement and fear affect the freedom of play?	☐	☐	☐	☐	☐

Appendix 3

9. What type of risks do you think are acceptable during play? * 

☐ Climbing (e.g. trees, playground equipment)

☐ Running, Jumping, balancing

☐ Playing in a Familiar Safe Outdoor Area (Unsupervised)

☐ Exploring Natural Spaces Close to Home (Unsupervised)

☐ Trying New Physical Skills

☐ Taking Small Calculated Risks

☐ Other

10. What barriers do you feel limit risky play opportunities? * 

☐ Safety

☐ Policies and Regulations

☐ Safety

☐ Parental Attitudes

☐ Time

☐ Cost

☐ Other

Supporting and Promoting Risky Play 

11. Do you believe risk based play helps children to build resilience and problem solving skills? * 

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not at all likelyExtremely likely

12. Do you think there is a lack of settings and spaces within the community offering unsupervised and risk based play opputunities? * 

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Strongly DisagreeStrongly Agree

Staff Questionnaire

General Attitudes Towards Play

1. How important do you believe play is for the overall development of children? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not At All Important

Extremely Important

2. What types of play do you consider most beneficial? *

Please select at most 3 options.

☐ Physical Play (running, climbing, rough and tumble)

☐ Imaginative Play (role play, storytelling)

☐ Creative Play (art, music, building)

☐ Risk Based Play (manageable risk, heights, testing limits)

☐ Social Play (teamwork, sharing, cooperation)

☐ Experimental Play (nature, problem solving, exploring)

☐ Constructive Play (building blocks, structures)

☐ Digital Play (games, interactive learning, coding)

☐ Reflective Play (reading, puzzles, mindfulness, solo)

☐ Child Led Play (unstructured, child chooses activities)

3. Do you think children today have the same freedom to play as you did growing up? Why or Why Not? *

Enter your answer

Appendix 4

Unsupervised and Risk Based Play



4. How comfortable are you with children engaging in play without adult supervision? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Not At All
Comfortable

Extremely
Comfortable

5. Do you believe children benefit from risk based play? *

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Strongly Disagree

Strongly Agree

6. What factors affect your comfort level? e.g. safety, environment, trust, community *

- ☐ Safety Concerns
- ☐ Age and Maturity of the Child
- ☐ Child's Confidence and Judgement
- ☐ Physical Environment
- ☐ Supervision
- ☐ Community Environment
- ☐ Peer Influence
- ☐ Past Experiences
- ☐ Societal Pressures and Criticisms
- ☐ Accessibility and Design
- ☐ Cultural and Family Values
- ☐ Other

7. What type of risks do you think are acceptable during play? *

- ☐ Climbing (e.g. trees, playground equipment)
- ☐ Running, Jumping, balancing
- ☐ Playing in a Familiar Safe Outdoor Area (Unsupervised)
- ☐ Exploring Natural Spaces Close to Home (Unsupervised)
- ☐ Trying New Physical Skills
- ☐ Taking Small Calculated Risks
- ☐ Other

Appendix 4

8. How often do you see or allow for children to participate in risky play activities? * 

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently
- ☐ Always
- ☐ Other

Safety and Societal Influences

9. Safety and Judgement * 

	Not at all	Little	Somewhat	Quite a Lot	Great Deal
How much do safety concerns affect play decisions?	☐	☐	☐	☐	☐
Do you feel judgement and fear affect the freedom of play?	☐	☐	☐	☐	☐

10. What barriers do you feel limit risky play opportunities? * 

- ☐ Safety
- ☐ Policies and Regulations
- ☐ Safety
- ☐ Parental Attitudes
- ☐ Time
- ☐ Cost
- ☐ Other

Children's Play, Creativity and Independence

11. Do you believe risk based play helps children to build resilience and problem solving skills? * 

0	1	2	3	4	5	6	7	8	9	10
Not at all likely					Extremely likely					

Appendix 4

12. Have you noticed any difference in confidence or social skills between children who are exposed to risky play opportunities and those who are not? * 

Enter your answer

Supporting and Promoting Risky Play

13. Do you think there is a lack of settings and spaces within the community offering unsupervised and risk based play oppotunities? * 

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Strongly DisagreeStrongly Agree

14. What types of training, information or policy updates and changes would help staff and parents to feel more confident and forthcoming to encouraging risky play? * 

Enter your answer

Your Perspective

15. What changes would you like to see in the future for play spaces, areas in the community and programs to improve children's natural play opportunities? * 

Enter your answer

16. Open reflection on your feelings surrounding freedom and risk in play 

Enter your answer

Interview Questions

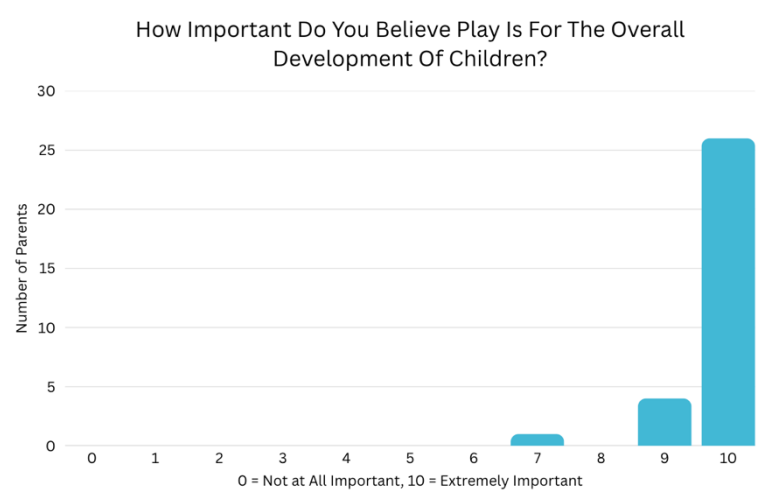
Name of Candidate:	Date:
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Question	Notes
Could you briefly describe your role within CEYS and how it relates to childrens play, regulation and the Jersey Play Strategy?	
How do you view risk based and unsupervised play within registered childcare and play settings within Jersey?	
What are the main challenges when it comes to balancing and advocating childrens right to play with regulations and duty to ensure safety?	
Have you noticed societal views, external pressures and parental concerns affecting the way CEYS view and manage play and risk?	
In your opinion what approaches or support systems could help settings to feel more confident and encourage more risk based play whilst still staying within regulatory boundaries?	
How do you feel CEYS could shape policy and regulation in the future to allow for both safety and childrens	
freedom to explore and take risks?	
Is there anything you would like to add around supporting childrens adventurous and creative play opportunities through taking risks?	

Parent Questionnaire Results

1. How important do you believe play is for the overall development of children?

Response	Score
1	10
2	10
3	10
4	10
5	10
6	9
7	10
8	7
9	10
10	9
11	10
12	10
13	10
14	10
15	10
16	9
17	10
18	10
19	10
20	9
21	10
22	10
23	10
24	10
25	10
26	10
27	10
28	10
29	10
30	10
31	10



Appendix 6

2. What types of play do you consider most beneficial?

Response	Answer
1	"Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)", "Experimental Play (nature, problem solving, exploring)"
2	"Experimental Play (nature, problem solving, exploring)", "Constructive Play (building blocks, structures)", "Child Led Play (unstructured, child chooses activities)"
3	"Child Led Play (unstructured, child chooses activities)", "Risk Based Play (manageable risk, heights, testing limits)", "Experimental Play (nature, problem solving, exploring)"
4	"Physical Play (running, climbing, rough and tumble)", "Reflective Play (reading, puzzles, mindfulness, solo)", "Imaginative Play (role play, storytelling)"
5	"Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)", "Creative Play (art, music, building)"
6	"Imaginative Play (role play, storytelling)", "Physical Play (running, climbing, rough and tumble)", "Experimental Play (nature, problem solving, exploring)"
7	"Risk Based Play (manageable risk, heights, testing limits)", "Social Play (teamwork, sharing, cooperation)", "Child Led Play (unstructured, child chooses activities)"
8	"Physical Play (running, climbing, rough and tumble)", "Social Play (teamwork, sharing, cooperation)", "Experimental Play (nature, problem solving, exploring)"
9	"Social Play (teamwork, sharing, cooperation)", "Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)"
10	"Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)", "Reflective Play (reading, puzzles, mindfulness, solo)"
11	"Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)", "Social Play (teamwork, sharing, cooperation)"
12	"Physical Play (running, climbing, rough and tumble)", "Child Led Play (unstructured, child chooses activities)", "Risk Based Play (manageable risk, heights, testing limits)"
13	"Risk Based Play (manageable risk, heights, testing limits)", "Experimental Play (nature, problem solving, exploring)", "Child Led Play (unstructured, child chooses activities)"
14	"Physical Play (running, climbing, rough and tumble)", "Child Led Play (unstructured, child chooses activities)", "Experimental Play (nature, problem solving, exploring)"
15	"Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)", "Creative Play (art, music, building)"
16	"Physical Play (running, climbing, rough and tumble)", "Experimental Play (nature, problem solving, exploring)", "Child Led Play (unstructured, child chooses activities)"
17	"Physical Play (running, climbing, rough and tumble)", "Imaginative Play (role play, storytelling)", "Creative Play (art, music, building)"
18	"Physical Play (running, climbing, rough and tumble)", "Creative Play (art, music, building)", "Social Play (teamwork, sharing, cooperation)"
19	"Physical Play (running, climbing, rough and tumble)", "Social Play (teamwork, sharing, cooperation)", "Creative Play (art, music, building)"

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20	"Physical Play (running, climbing, rough and tumble)", "Social Play (teamwork, sharing, cooperation)", "Risk Based Play (manageable risk, heights, testing limits)"
21	"Imaginative Play (role play, storytelling)", "Risk Based Play (manageable risk, heights, testing limits)", "Reflective Play (reading, puzzles, mindfulness, solo)"
22	"Creative Play (art, music, building)", "Child Led Play (unstructured, child chooses activities)", "Imaginative Play (role play, storytelling)"
23	"Imaginative Play (role play, storytelling)", "Risk Based Play (manageable risk, heights, testing limits)", "Creative Play (art, music, building)"
24	"Physical Play (running, climbing, rough and tumble)", "Risk Based Play (manageable risk, heights, testing limits)", "Child Led Play (unstructured, child chooses activities)"
25	"Imaginative Play (role play, storytelling)", "Social Play (teamwork, sharing, cooperation)", "Physical Play (running, climbing, rough and tumble)"
26	"Imaginative Play (role play, storytelling)", "Creative Play (art, music, building)", "Risk Based Play (manageable risk, heights, testing limits)"
27	"Imaginative Play (role play, storytelling)", "Creative Play (art, music, building)", "Social Play (teamwork, sharing, cooperation)"
28	"Physical Play (running, climbing, rough and tumble)", "Social Play (teamwork, sharing, cooperation)", "Experimental Play (nature, problem solving, exploring)"
29	"Imaginative Play (role play, storytelling)", "Social Play (teamwork, sharing, cooperation)", "Reflective Play (reading, puzzles, mindfulness, solo)"
30	"Physical Play (running, climbing, rough and tumble)", "Risk Based Play (manageable risk, heights, testing limits)", "Constructive Play (building blocks, structures)"
31	"Physical Play (running, climbing, rough and tumble)", "Creative Play (art, music, building)", "Imaginative Play (role play, storytelling)"

3. In your own words how would you define “Risky Play”?

Response	Answer
1	Play that involves a moderate level of risk which as building own obstacle courses or climbing trees. Children will make their own decisions and test apparatus and ideas within a safe environment overseen by adults who only intervene when necessary.
2	Things that could lead to harm
3	Adult stepping back and letting child take risks
4	Jumping off the sofa or learning to finally move the dining room chair to reach the hidden biscuits
5	iPads, games etc
6	Play that may involve trying things not done before and challenging
7	Opportunity for children to assess and manage own risk. Work out their own boundaries
8	Not structured or supervised play
9	One in which the child is allowed to be in touch with their own limits, potential and anxiety in a balanced way.
10	Testing the limits of the rules
11	Play where there is a manageable risk of injury involved.

Appendix 6

12	A child gently pushing their individual, physical limits.
13	Pushing boundaries of comfort
14	Play involving greater risks than typical e.g. walking on walls without railings/sides to protect against a fall
15	Assessing their own risks, what is safe and constructive play and inclusion of others
16	Letting your child play and experience things that they may not feel completely comfortable with but feel good afterwards
17	Allowing the child to explore something on their own terms without an adult telling them when to stop - unless it becomes too dangerous or risky. Testing their own limits.
18	Activities that pose a small risk of minor injury, climbing frames, contact sports.
19	Child led pushing boundaries of physical abilities
20	Play that would have unwanted / dangerous consequences
21	Anything that takes a child outside of their comfort zone to the point where they become anxious
22	I'm not quite sure but I expect it relates to children having autonomy over their playing and potentially being given the freedom to do things adults might normally control
23	Managing judgment, is this wall too high to jump,
24	Climbing, jumping, assessing if they can get up/down without falling.
25	Let them take some risks but let them know you are there to help. If they like to climb some cords on the park let them, do it but be there in case, they need help
26	Climbing trees, building with crates, sliding in mud
27	Anything involving boundaries and limits
28	Maybe a play park where they are using the monkey bars.
29	Beneficial, children learn what risks to take on their own and start understanding boundaries and confidence
30	Something that involves risk and judgement
31	Teaching children to manage dangers

4. Do you think children today have the same freedom to play as you did growing up? Why or why not?

Response	Answer
1	No because there are now more perceived dangers outside of the home.
2	Less free spaces and less time
3	No, technology plays a huge part
4	No, unfortunately many parents are just giving their children technology which is reducing their physical, and imagination play
5	No, they are very limited what they can and can't. Especially here in Jersey, there is not much for them to do, and they are quite bored of doing the same stuff
6	No children today have less freedom to get outside to play and explore. More traffic and people seem more cautious.
7	No, we are a lot more safety conscious and I feel at times this can have a negative impact upon child development

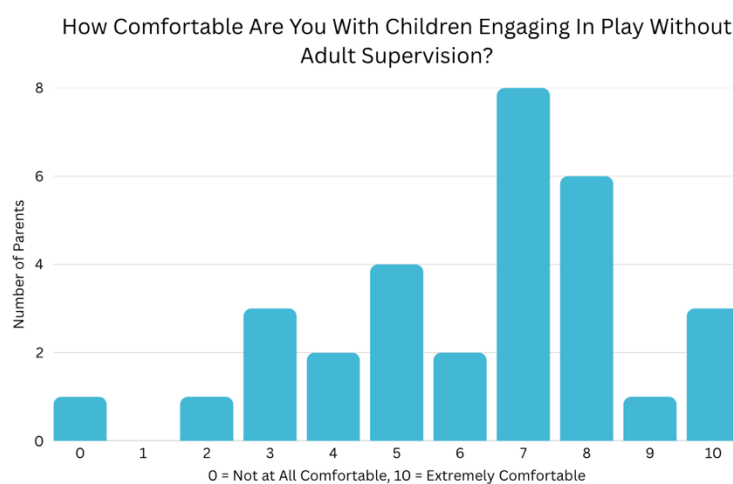
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8	Definitely not. A lot has to do with screen time which limits their ability to play independently. Also, as parents now a days, we are so worried about them being bored we plan & structure too much. When I grew up, we were left to entertain ourselves & we certainly couldn't complain about boredom!!
9	Yes
10	No, because we were left to our own devices which allowed us to learn from experiences
11	No. Children today have far more direct supervision than we did
12	I think the importance of play is much better understood now so perhaps there is more opportunity, but health and safety means the freedom of what to play is more limited.
13	Less time spent out of sight of the parents
14	No, playgrounds are safer and there is more monitoring of children at play
15	No, life has changed and the digital world plays a massive part in the way children assess risk/play
16	I feel playtime can't be as free due the concerns of their welfare, but I do also think within certain environments child carers allow children to express themselves and play more freely than what I remember as a child
17	Not at all. We are too aware, and too scared of what can happen and worst-case scenarios. Culture has changed around allowing children to be unaccompanied outside of the house.
18	No, we had more space and less traffic around. We were also allowed to be unsupervised younger
19	No, less easily accessible safe areas to play.
20	Technology has taken over and more parents needing to work so isn't the opportunity after school to "play out"
21	No - when I was growing up, we went out when the sun came up and came home when the sun went down. In today's society that would not be possible
22	No - they have less freedom now. We are more aware as a society about threats to our children
23	No, we had more space, less cars, less helicopter parents. Places like tintos have as many parents in the gym as kids
24	No because there is greater understanding of risks posed by people and technology
25	No. Before was less houses and cars and was safer to play outside with rocks and stuff
26	Safety - rules are restricting, more traffic, more fear of people hurting them
27	No, too much technology involved in day to day
28	Yes, I think so - however, it's up to the parents. If the parents allow TV or screen time to take over actual playtime than the child's freedom to play might be limited.
29	Absolutely not! Technology has taken over. I used to love playing in the woods, making dens and just being out with friends... everything was so much safer, and everyone looked out for each other know that's not a thing.
30	Safety and access to fields etc
31	No, there are more dangers: crime, cars on the road etc

Appendix 6

5. How comfortable are you with children engaging in play without adult supervision?

Response	Score
1	8
2	10
3	8
4	4
5	7
6	3
7	8
8	5
9	5
10	0
11	9
12	5
13	8
14	6
15	10
16	7
17	8
18	7
19	6
20	7
21	3
22	4
23	7
24	8
25	2
26	10
27	5
28	7
29	7
30	7
31	3



6. What factors affect your comfort level? E.g. Safety, Environment, Trust, Community

Response	Answer
1	"Age and Maturity of the Child", "Physical Environment"

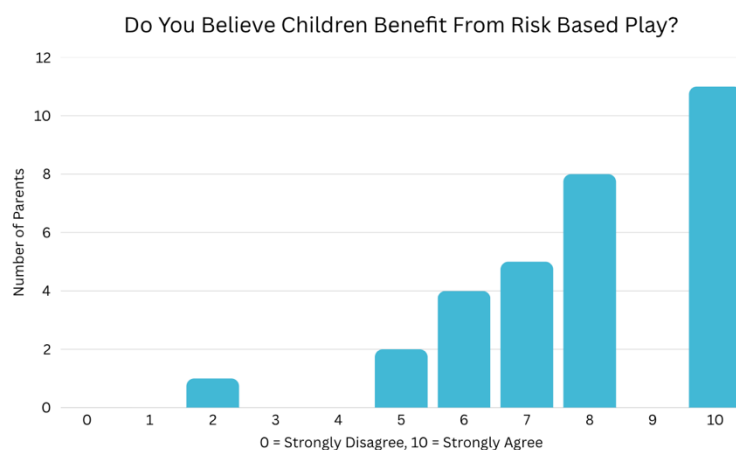
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2	"Physical Environment", "Cultural and Family Values", "Safety Concerns"
3	"Safety Concerns"
4	"Safety Concerns", "Age and Maturity of the Child", "Child's Confidence and Judgement", "Supervision", "Physical Environment", "Community Environment", "Past Experiences", "Accessibility and Design", "Cultural and Family Values", "Societal Pressures and Criticisms", "Peer Influence"
5	"Child's Confidence and Judgement", "Safety Concerns", "Physical Environment", "Community Environment", "Peer Influence"
6	"Age and Maturity of the Child", "Community Environment", "Cultural and Family Values"
7	"Age and Maturity of the Child", "Community Environment", "Safety Concerns"
8	"Age and Maturity of the Child", "Child's Confidence and Judgement", "Peer Influence"
9	"Age and Maturity of the Child", "Safety Concerns", "Supervision"
10	"Age and Maturity of the Child", "Peer Influence", "Societal Pressures and Criticisms"
11	"Age and Maturity of the Child", "Child's Confidence and Judgement", "Peer Influence"
12	"I would trust my own to child to play unsupervised, but I wouldn't necessarily trust other children to play alone with my child. ", "Safety Concerns", "Peer Influence"
13	"Age and Maturity of the Child", "Child's Confidence and Judgement"
14	"Child's Confidence and Judgement", "Societal Pressures and Criticisms", "Safety Concerns"
15	"Age and Maturity of the Child", "Community Environment", "Peer Influence", "Societal Pressures and Criticisms"
16	"Safety Concerns", "Age and Maturity of the Child"
17	"Physical Environment", "Societal Pressures and Criticisms", "Safety Concerns"
18	"Safety Concerns", "Physical Environment", "Child's Confidence and Judgement"
19	"Age and Maturity of the Child", "Bullying"
20	"Age and Maturity of the Child", "Safety Concerns", "Physical Environment"
21	"Age and Maturity of the Child", "Child's Confidence and Judgement", "My child is visually impaired so requires more support and supervision than others "
22	"Age and Maturity of the Child", "Child's Confidence and Judgement", "Safety Concerns"
23	"Safety Concerns", "Physical Environment", "Child's Confidence and Judgement", "Age and Maturity of the Child"
24	"Age and Maturity of the Child"
25	"Safety Concerns", "Age and Maturity of the Child"
26	"Age and Maturity of the Child", "Child's Confidence and Judgement"
27	"Age and Maturity of the Child", "Child's Confidence and Judgement", "Safety Concerns"
28	"Safety Concerns", "Age and Maturity of the Child", "Child's Confidence and Judgement", "Supervision", "Community Environment", "Cultural and Family Values"
29	"Child's Confidence and Judgement", "Peer Influence"
30	"Safety Concerns", "Community Environment", "Societal Pressures and Criticisms"
31	"Safety Concerns", "Age and Maturity of the Child", "Supervision", "Community Environment"

Appendix 6

7. Do you believe children benefit from risk-based play?

Response	Score
1	10
2	10
3	8
4	5
5	7
6	7
7	10
8	7
9	6
10	6
11	10
12	10
13	10
14	8
15	2
16	8
17	8
18	8
19	10
20	8
21	6
22	5
23	8
24	10
25	7
26	10
27	10
28	8
29	7
30	10
31	6



8. Safety and Judgement

Response	How much do safety concerns affect play decisions?	Do you feel judgement and fear affect the freedom of play?
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Appendix 6

1	Great Deal	Great Deal
2	Quite a Lot	Not at All
3	Somewhat	Somewhat
4	Quite a Lot	Quite a Lot
5	Great Deal	Quite a Lot
6	Quite a Lot	Quite a Lot
7	Quite a Lot	Quite a Lot
8	Quite a Lot	Somewhat
9	Quite a Lot	Little
10	Quite a Lot	Somewhat
11	Somewhat	Little
12	Quite a Lot	Quite a Lot
13	Somewhat	Somewhat
14	Quite a Lot	Quite a Lot
15	Little	Little
16	Quite a Lot	Somewhat
17	Quite a Lot	Great Deal
18	Quite a Lot	Little
19	Somewhat	Somewhat
20	Great Deal	Quite a Lot
21	Somewhat	Somewhat
22	Quite a Lot	Somewhat
23	Quite a Lot	Quite a Lot
24	Quite a Lot	Little
25	Quite a Lot	Little
26	Quite a Lot	Great Deal
27	Quite a Lot	Not at All
28	Somewhat	Not at All
29	Quite a Lot	Somewhat
30	Quite a Lot	Great Deal
31	Somewhat	Not at All

9. What type of risks do you think are acceptable during play?

Response	Answer
1	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"

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2	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
3	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills", "Taking Small Calculated Risks"
4	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
5	"Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Trying New Physical Skills"
6	"Running, Jumping, balancing", "Trying New Physical Skills", "Climbing (e.g. trees, playground equipment)"
7	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Taking Small Calculated Risks", "Trying New Physical Skills"
8	"Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)"
9	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
10	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
11	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
12	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
13	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
14	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Taking Small Calculated Risks", "Trying New Physical Skills"
15	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
16	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills"
17	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
18	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
19	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"

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20	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
21	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills", "Taking Small Calculated Risks"]
22	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills", "Taking Small Calculated Risks"
23	"Climbing (e.g. trees, playground equipment)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills"
24	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills", "Taking Small Calculated Risks"
25	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Taking Small Calculated Risks", "Trying New Physical Skills"
26	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
27	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
28	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills", "Taking Small Calculated Risks"
29	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
30	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Playing in a Familiar Safe Outdoor Area (Unsupervised)", "Exploring Natural Spaces Close to Home (Unsupervised)", "Trying New Physical Skills", "Taking Small Calculated Risks"
31	"Climbing (e.g. trees, playground equipment)", "Running, Jumping, balancing", "Trying New Physical Skills", "Taking Small Calculated Risks"

10. What barriers do you feel limit risky play opportunities?

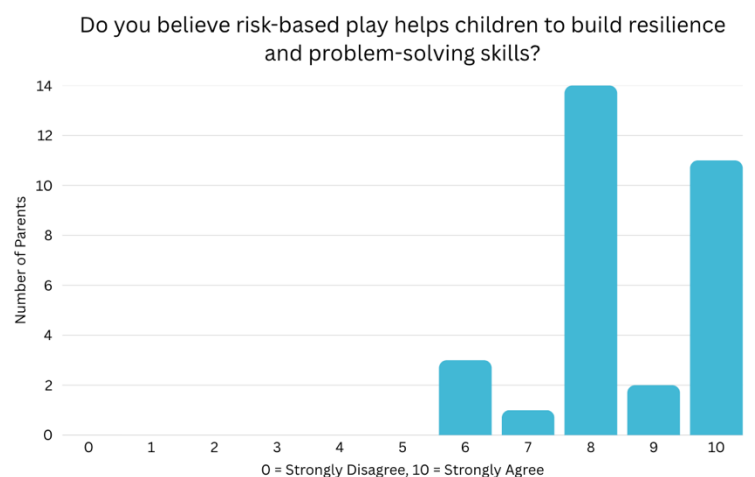
Response	Answer
1	"Policies and Regulations", Parental Attitudes"
2	"Safety", "Policies and Regulations", Parental Attitudes", "Time"
3	"Safety"
4	"Safety", "Policies and Regulations", Parental Attitudes"
5	"Safety", "Policies and Regulations", Parental Attitudes"
6	"Safety", "Policies and Regulations"
7	"Safety", "Policies and Regulations", Parental Attitudes"
8	"Parental Attitudes"
9	"Policies and Regulations"
10	"Safety"

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11	"Parental Attitudes", "Time"
12	"Time", "Parental Attitudes", Safety"
13	"Policies and Regulations"
14	"Policies and Regulations", Parental Attitudes"
15	"Safety", "Parental Attitudes"
16	"Safety", Parental Attitudes", "Cost"
17	"Parental Attitudes", "Not allowing the children to find them themselves - which they are very good at."
18	"Safety", "Policies and Regulations", Parental Attitudes"
19	"Policies and Regulations", "Time"
20	"Safety", Parental Attitudes", "Time"
21	"Safety", Parental Attitudes", "In my case, my child's visual impairment "
22	"Safety", "Policies and Regulations"
23	"Safety", "Policies and Regulations", Parental Attitudes"
24	"Safety"
25	"Safety", "Policies and Regulations"
26	"Policies and Regulations", Parental Attitudes"
27	"Safety", Parental Attitudes", "Time", "Cost", "Policies and Regulations"
28	"Safety", "Parental Attitudes"
29	"Policies and Regulations", Parental Attitudes", "Cost"
30	"Safety", "Policies and Regulations", Parental Attitudes", "Time"
31	"Safety"

11. Do you believe risk-based play helps children to build resilience and problem-solving skills?

Response	Score
1	10
2	10
3	8
4	8
5	10
6	8
7	10
8	8
9	6
10	7
11	10
12	10
13	10

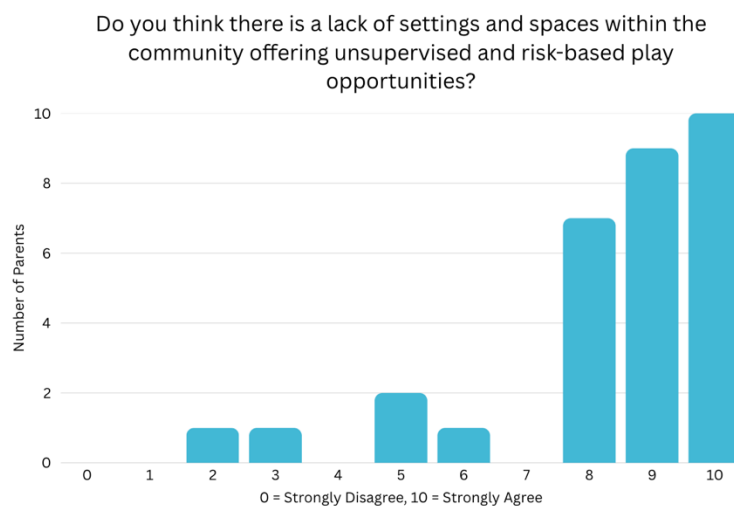


Appendix 6

14	8
15	10
16	8
17	8
18	8
19	8
20	8
21	8
22	6
23	9
24	10
25	8
26	10
27	10
28	9
29	8
30	8
31	6

12. Do you think there is a lack of settings and spaces within the community offering unsupervised and risk-based play opportunities?

Response	Score
1	8
2	2
3	8
4	10
5	10
6	9
7	10
8	8
9	5
10	9
11	9
12	8
13	8
14	10
15	10



Appendix 6

16	9
17	5
18	6
19	8
20	10
21	9
22	9
23	10
24	10
25	9
26	10
27	10
28	3
29	9
30	9
31	8

13. What changes would you like to see in the future to improve children's play opportunities?

Response	Answer
1	Play spaces with movable items such as planks, logs, tyres.
2	More open ended less structure play
3	Parent being more open minded
4	Safe places that are away from busy roads and fully accessible to all children
5	More adventure play/parks for 9-14y
6	More outdoor spaces with ability to explore, climb and experience new challenges.
7	Peer mentorship opportunities for children to act as older supervision for play activities
8	Less scree time. Children having less structured play and given the opportunity to be more independent in their play
9	Allow an increased in age-appropriate risk taking.
10	I guess knowing that other people/children around are also safe, I feel that external factors come into play
11	More free or very low-cost options without time limits
12	I'm not sure.
13	I'm not sure.
14	Have fewer safe playgrounds eg example in Denmark
15	Children now don't have the allowance of finding things out for themselves. The culture these days is to protect and shelter. Unfortunately, common sense is bred out of play and risk.
16	Jersey needs to provide more variety of play for primary school ages. I feel there is a gap for children 4-10.
17	Media and social media - too many opinions on good and bad parenting. We have plenty for children to do in Jersey - parks, pools, clubs, bounce, indoor play, outdoor places like the beach.

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18	Its more about parent attitudes to play as there are plenty of options like playgrounds and woodland, without supervision, or at least direct supervision. Encourage parents to allow children a little more freedom within a known environment.
19	More opportunities on weekends
20	More parks in all Parishes that mirror the likes of European setups, more imaginative and bigger.
21	More open spaces and freedom for them to be themselves at an appropriate age where those that can enter that space are monitored and there is no risk of Unauthorised persons entering and a safe space should a child feel bullied
22	More encouragement of a total break from screens and devices - for example, no phones allowed at youth clubs which is a place where children learn to form relationships and have some independence away from home and school
23	More open spaces, like woodlands. Reduce parents access to indoor areas, keep them on outside.
24	Safer enclosed areas
25	More safe places to them to explore
26	More tree/grass area less concrete and ramps
27	Mixture of both indoor and outdoor play available
28	Paedophiles having longer sentencing or restrictions on where they can loiter so that I know for certain children are safe. Schools focusing some attention on what risk is and the benefit of risk so that children are more aware of risks etc. Parents allowing their children to play like children - taking risks is how they learn and us parents congratulating on success is how they know they made the right choice.
29	More space places that are free for children to be themselves
30	Less structure
31	More clubs, outdoor activities, outdoor spaces for play that are not used for antisocial behaviour

14. Open reflection on your feelings surrounding freedom and risk in play

Response	Answer
1	We followed Montessori method
2	There needs to be a balance between freedom and risk in play to allow the child to grow and develop whilst being safe.
3	I work in a health care role that supports young people and am overly exposed to negative experiences around development. Risk is a big factor in my role. I do understand and feel risk play is extremely beneficial for child development but struggle with the lack of supervision around the risk element due to external factors
4	Children now need to be taught how to play independently
5	I think there is a danger of going too strongly in either direction with this issue. That too high risk unsupervised is problematic and being risk averse is also limiting. We also live in a risk adverse culture with fear of being blamed/sued if harm comes to children in this type of arena.
6	I think risk in play is vital to help children learn to manage their own risks and learn from mistakes. A lack of mistakes makes for an unresilient child
7	Risky play is so important. It's the best way for children to push their limits, learn new skills and figure out what they can do. That said, I'm not very comfortable with risky play being unsupervised. Likely because I'm concerned about judgment if something 'bad' happened when I wasn't around to help.

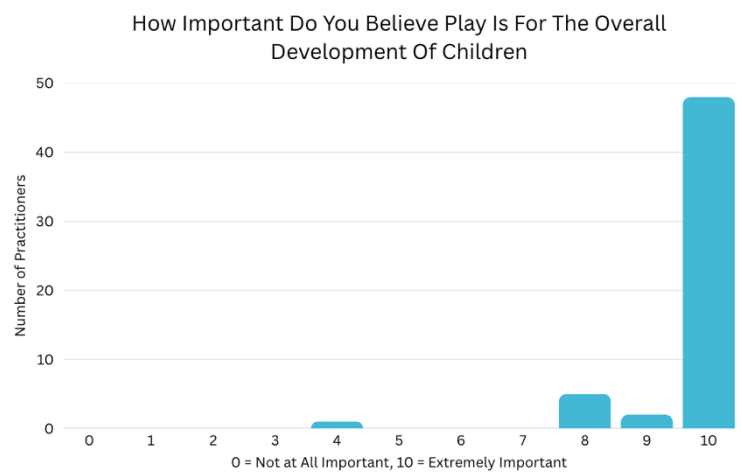
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8	I sometimes have to force myself to let my child do things that could be dangerous. But my ability to override that feeling and let them do it is as important as them being able to do it.
9	Hard balance - feel pressure from others and myself to keep child safe but also want child to explore and not always have an adult to assist
10	Freedom and risk, in my opinion, is what helps a child develop. It teaches them that risks can be taken but they have to deal with a consequence of the action. This instils morals and common sense into their lives which will help them in their adult lives, particularly in coping with their decisions and outlook.
11	I recognise this is important and after completing this I realise I need myself to allow a little more risky play!
12	Think it's more to do with cultural attitudes and thinking everyone is a child molester and something awful will happen to unsupervised children.
13	We got to play unsupervised for many hours in the 90's. We went rogue and lit fires and got in trouble. But it all ended OK. We got experience from that and learnt skills we wouldn't have if parents had been close by. Maybe going back to that is too far, but kids need to be without adults sometimes to define their own adventures and be able to make some decisions.
14	My child is very risk averse, so I have to encourage her to take some risks. I feel you need to take the risks and learn from the consequences rather than avoid completely.
15	I grew up in a world where freedom and risk in play were essential to our development. There is so much red tape now and judgement and inability to allow your children to just be children that it makes this difficult
16	As soon they are safe they need to take some risks for the future, but I don't feel confident without supervision in case of younger children
17	I am 32 and my son is 3 - we are never inside and always out at the sand dunes, the zoo, the park, St Catherine's woods - I encourage all play as this is how he learns about the world around him and learns what actions lead to what consequences (plus being outside is just more fun in general) - but I watch my son like a hawk - he never leaves my sight and the thought of him going and doing his own thing with friends one day makes me very nervous. I'm hoping that playing like this as a child, and building a very strong bond with him where he is able to share openly with me, will relax me and know he is aware of his surroundings and will understand the situations he is in.
18	Would like more especially for older children
19	Play is good and I would like my children to play more in nature, but I am not comfortable with the risks presented by other people (adults and older children)

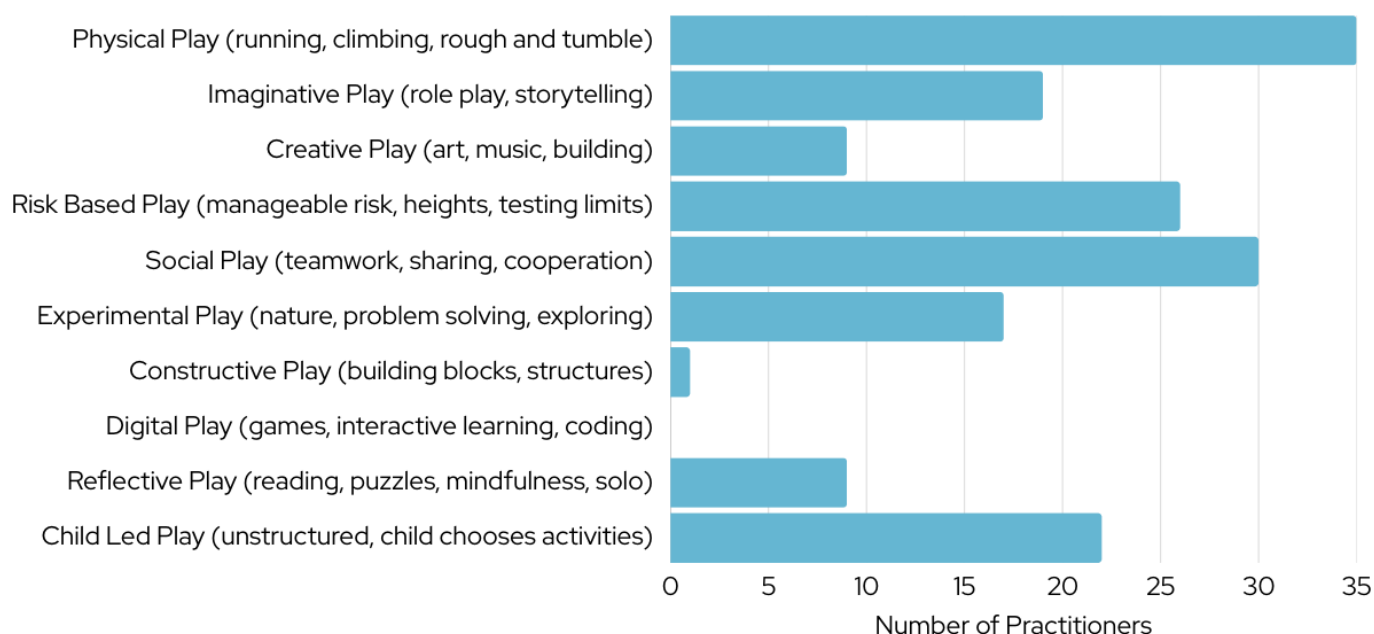
Staff Questionnaire Results

1. How important do you believe play is for the overall development of children?

Response	Score	Response	Score
1	4	29	10
2	10	30	10
3	10	31	10
4	10	32	10
5	10	33	8
6	10	34	10
7	10	35	10
8	10	36	10
9	10	37	10
10	10	38	10
11	10	39	10
12	10	40	10
13	10	41	10
14	10	42	10
15	10	43	8
16	10	44	10
17	10	45	10
18	9	46	10
19	8	47	10
20	10	48	10
21	10	49	8
22	10	50	10
23	9	51	10
24	8	52	10
25	10	53	10
26	10	54	10
27	10	55	10
28	10	56	10



2. What types of play do you consider most beneficial?



3. Do you think children today have the same freedom to play as you did growing up? Why or why not?

Response	Answer
1	No, many parents manipulate every spare moment of a child's 'free' time by signing them up to so many activities, which means that children are less imaginative and are not as good at problem solving.
2	no, due to the growing use of technology and social media
3	Yes, if the nursery is up to date with good toys/puzzles and outside supplies
4	No, the world has statistically got safer, but I think we are more risk averse. When I was growing up I never remember having a curfew and we just were outside all the time. I did live on the railway walk opposite the sports centre so appreciate that is quite a unique space to live with a lot of space to play. I live back near there now and very rarely do I see children just out playing. We used to put on little shows out the back of our garden and definitely don't see that anymore! The skatepark has encouraged more children out and about I think which is great. Also, there is so much pressure from school. I have spoken to year 6's who were stressed about exams and had to go home to revise. We never even had that pressure. It's your SAT's, who cares about them!! And the environments are not welcoming. Everywhere has big signs basically telling people not to have fun or play. No ball games, no music etc. Why can you not play a ball game in a grass park, that is just ridiculous! No signs every just say enjoy this space, look out for these lovely flowers or animals.
5	No
6	No - I think devices are so much more easily and readily available that children play on devices a lot more. I think the news and other outlets have increased parents fear to allowing their children to play naturally and freely
7	No - there is less freedom to explore due to concerns over safety.
8	I don't think children today choose to play less; rather, a number of factors mean they simply don't have the same freedom to play as we did growing up. With increasingly busy lifestyles, parents working longer hours, and so many

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	after-school activities available, children often have far less unstructured time. There also seems to be a growing pressure to fill afternoons and weekends with clubs or organised events, instead of allowing children the chance to just play freely. As a result, there's definitely less expectation and less practice of entertaining themselves. Screens have also taken away a lot of imaginative play. Tablets, TVs, and games can be incredibly absorbing, and while they have their benefits, they often replace the open-ended creativity that comes from making up games, exploring outside, or playing with friends. Other factors play a role too. Many families feel less comfortable letting children play outside unsupervised, which limits spontaneous neighbourhood play. Altogether, these shifts mean that while children still can play, the freedom, spontaneity, and amount of unstructured time they experience are often very different from what many of us had growing up.
9	no, due to more traffic, children's play spaces has reduced. Also, due to dangers from public etc. it has created a fear of letting children play on their own
10	I think adults are more risk averse now than they were when I was a child, and I believe that adults don't have the knowledge of play and it's importance.
11	No. I think we are more aware of risks and act accordingly to try to prevent them.
12	No, I think they have much more freedom. Since we have introduced OPAL and many more resources the children have a plethora of things to play with and do.
13	No because I feel that there are too many restrictions on things, everyone is so health and safety conscious that there are no opportunities for young people to take risks in a controlled environment. I also feel that societies view on young people (older children age 10+) has changed massively where it is not seen as the normal for them to play and they are often stereotyped, e.g. older children playing in a park are considered a nuisance and told they should not be there. They are not allowed to play ball games in a lot of public spaces and estates.
14	No, due to technology. Seeing parents on technology. Children now don't know how to be bored, effecting their ability to be imaginative.
15	No, due to technology. Seeing parents on technology. Children now don't know how to be bored, effecting their ability to be imaginative.
16	I don't believe that children have the same freedom to play growing up. I think there is various factors affecting this, for example parental anxieties as they are more aware of environmental risks. I also think technology being so readily available takes away from the types of play that can be offered to children, meaning children are spending more time on screens than experimenting with different types of play.
17	No. Lots children live in flats not having outside spaces . Parents working so end up leaving children home alone or with other people
18	I think parents and carers are more mindful of possible risks. More information is shared (scaremongering?) about what could happen if you let your child go out and play outside without constant supervision. Unfortunately, there do seem to be more risks out there (or more risks reported/highlighted in the media) which scares parents. People always talk about 'when we were kids' young people went out first thing and didn't come home until it was dark. Young people should be more safe now with the advent of mobile phones and constant communication with parents, but this just throws out other worries about being unsupervised with social media.
19	Most of the categories listed above are more sanitised compared to when I was younger. Most activities are limited due to an excessive reliance of risk assessment to determine what is suitable, while even children's entertainment is patronising children and removing the possibility to explore what can be learnt from literature or tv/film (see recent changes to The Scarecrow's Wedding being shown on BBC at Christmas).

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20	No when I was younger, we were much more outdoor forced, and I think our parents were less anxious so we were given more freedom e.g. no phones had to be home when the street lights came on Would have liked 4 options as I believe social play (in person) is important too
21	Absolutely not - everything is far too structured with all things seen as a risk, rather than an opportunity. It was seen as a good thing if you hurt yourself in the past because you would have been trying something either challenging and got hurt, which develops resilience or you were doing something silly and learnt not to do it again! Now a days, if you get hurt, it is the adults fault they were not watching the child's every move and stopping them before something bad happened!
22	Yes
23	No. There's greater awareness of risk now in society.
24	I think from my perspective and experience that children's freedom to play has changed a lot i find parents are more willing to let their children have free reign and access to playing on devices and screens however going out to play with their friends i find parents a less willing due to being worried about what risks the outside world could have.
25	Some do, depends on where they live, worries of their parents etc. but overall no. There are more pressures to do more structured extra- curricular activities, more parents work full time and letting your children go feral is frowned upon by the majority of society now!
26	No, the world is a very tech focused society. Children's play is more screen based.
27	No. Play has changed a lot since I was a child. Unfortunately, technology is a big part of our society and children are spending too much time on this. I think safety aspects also play a huge part in children play now. When I was a child yeah there was safety measures but I was still able to go out and play on the streets with my friends, now parents/adults are too concerned about cars, strangers and general street safety which of course is understandable however, we need to let the children has freedom and be able to trust other member of the public and the children to be safe and cautious.
28	No. I think too many children have access to digital activities from too young and therefore don't play with toys. I think health and safety issues stop children being allowed freedom to play. Too much pressure on children to reach certain milestones stops the freedom to play.
29	I think to some extent. I think there's more digital distractions around nowadays then when I was growing up which can impact children's freedom to play more if technology is overused/not supervised properly. Besides this, I think that the majority do still have the same freedom to play because there are more activities that promote play-based learning around
30	No- from what I've seen they don't have the freedom to explore risks how I did growing up. I learnt from experiences if I hurt myself, it was all just a part of my play. Less risky play in children today and more time on technology.
31	No, there is more risk and more of a blame culture towards risk and accidents occurring
32	no, because one of our parents would be caring for us all day which allowed to do a lot of more things whether it was out in the park , at the beach and spending time with family and friends
33	Children today are limited because of health and safety restrictions, although they are required, they are too restrictive and don't allow children to fully appreciate both the dangers and excitement of trying something different
34	I feel children today do not have the same freedom as I did when I grew up. I believe there are many factors to this such as, parents worries about strangers/traffic, society not accepting of children outside playing, screen time, working parents etc

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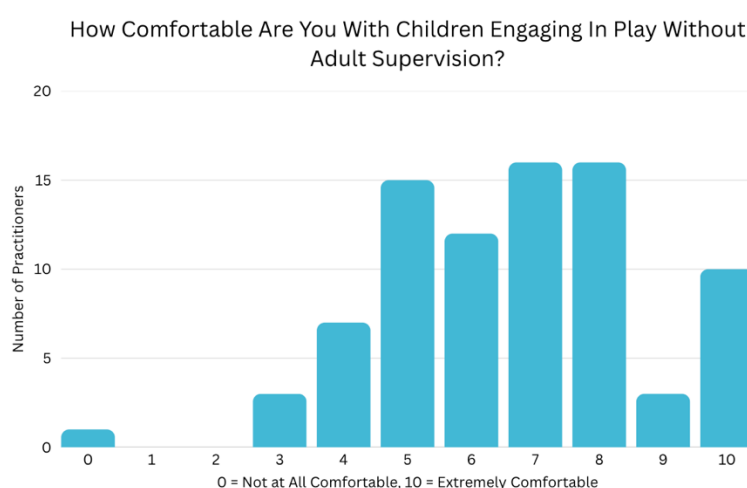
35	Yes and no, I feel as if health and safety requirements often get in the way of any true risk-based play, which I think is one of the most beneficial kinds of play. as we know it is risky and could cause minimal injuries, but the child will never learn that they could get hurt unless they actually get hurt.
36	There is to many rules and regulations and not enough freedom for children to explore
37	No, i think parents are scared to allow this.
38	No, there was freedom with rules, and consequences
39	No, there's a lot more worry that comes from parents, not being able to go out alone and stay out late. Also, parents don't seem to have as much trust in their children. Another reason is that children are a lot more prone to using technology such as playing video games and would rather stay in and play that than play with actual toys or play outside.
40	No, children today are provided with a lot of structured hobbies and less time to be 'bored' and create their own play. They do not spend as much time outdoors in many cases and there is an over reliance on devices to keep then entertained.
41	Lots more health and safety rules that have to be implemented (risk assessments)
42	No, too much screen time. Parents working longer hours. More single parent families. More working mums.
43	I think in educational/childcare settings play has become more important. Now more than ever, professionals understand the importance of play for child development and so, in my experience, there's a bigger emphasis for children's freedom to play as a way of learning. However, I think the opposite can be said about play in the home. Technology was only just emerging when I was young but now it seems to be a standard for many children. I think a lot of children experience using technology rather than the freedom to play in a traditional sense.
44	Yes I believe they still have the same freedom to play but I think that screen time is dominating their childhood and reducing their opportunity and appetite for play.
45	No I never had any devices growing up so I was always out, these days kids just stay at home playing online and talking to friends through the game. It's also not as safe out as it used to be.
46	No, society is not as safe so children don't play 'on the streets'
47	I think health and safety requirements have led to more risk aversion and this has limited the play opportunities for children
48	No. There were less cars on roads and it was deemed safer to play out
49	Yes I do children have the same freedom to play if not more than when I was growing up. I just feel there has been more research done now on play than there was before so schools are giving children more opportunities to play more so than when I was growing up
50	Yes they are more resources for different opportunities of play . They are more roles of play as well
51	Depends upon families and their housing situations. I lived in a flat so didn't have a garden to play in. However, family took me out regularly. My children, have a garden and we go out as a family and love to be out in nature. At school, children in EYFS should have regular access to outside. But in Year 1 children tend to be inside and at tables. I think you need to consider play and playful. I currently teach in Reception, and the children are lucky to have an environment that allows 'child led play' I have taught all the way up to Year 6 - play can look very different - toys are associated with play. But learning can be playful - the teacher controls the weather in the class. It is their responsibility to make learning fun and playful. I hope this helps.
52	more concerns about risks, less connection with nature so more concern about outdoor risk

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53	No, there is less safe space for children to play in. Parents have less time to allow kids to 'play out' general perception is that kids are at risk if they are allowed to play out unsupervised.
54	No - the time children have to play in school is very limited in comparison to what it used to be. There are also a lot more rules and regulations that have to be adhered to or risk assessed to enable them to participate in certain types of play. I also think at home, society isn't necessarily as safe and if children don't live on estates or in safe areas they won't get out. There is also the obvious technology which is good but I think it really limits children's play and has had an effect on their ability to play. Children don't know how to be bored and create their own fun a lot of the time.
55	Children nowadays take less risk in their play due to restraints placed on environments. They unfortunately don't have the same freedom. Parents seem more concerned about allowing risk and more and more children are staying at home on digital devices.
56	I think digital play is more normalised now, potentiality overtaking other types of play, like risky play. Adults generally seem keener to protect children from risks, which sometimes negatively impacts access to risky play.

4. How comfortable are you with children engaging in play without adult supervision?

Response	Score	Response	Score
1	7	43	5
2	8	44	9
3	4	45	6
4	5	46	6
5	8	47	8
6	8	48	5
7	7	49	8
8	6	50	6
9	8	51	5
10	4	52	10
11	7	53	10
12	5	54	8
13	6	55	10
14	8	56	4
15	6	57	5
16	5	58	3
17	7	59	3
18	5	60	6
19	5	61	9
20	3	62	6
21	8	63	10
22	7	64	10



Appendix 7

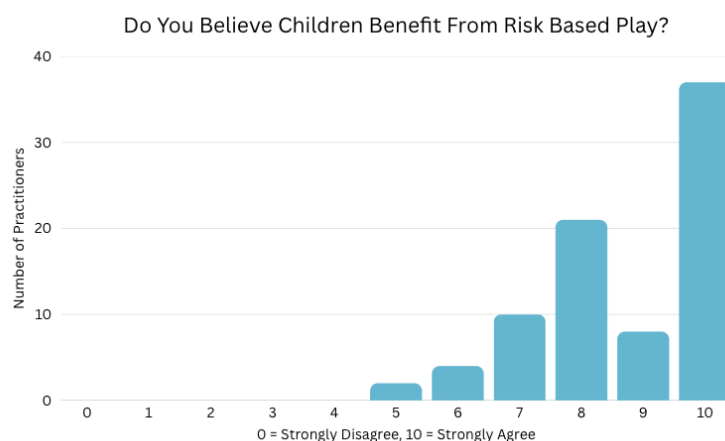
23	5	65	5
24	4	66	8
25	7	67	4
26	8	68	8
27	7	69	5
28	4	70	8
29	6	71	5
30	0	72	10
31	9	73	7
32	8	74	8
33	10	75	7
34	7	76	6
35	7	77	5
36	10	78	7
37	10	79	8
38	7	80	7
39	7	81	10
40	4	82	6
41	6	83	7
42	5		

5. Do you believe children benefit from risk-based play?

Response	Score	Response	Score
1	8	43	10
2	10	44	10
3	9	45	7
4	8	46	7
5	9	47	10
6	10	48	5
7	10	49	8
8	7	50	8
9	10	51	7
10	7	52	10
11	10	53	10
12	7	54	10
13	8	55	10

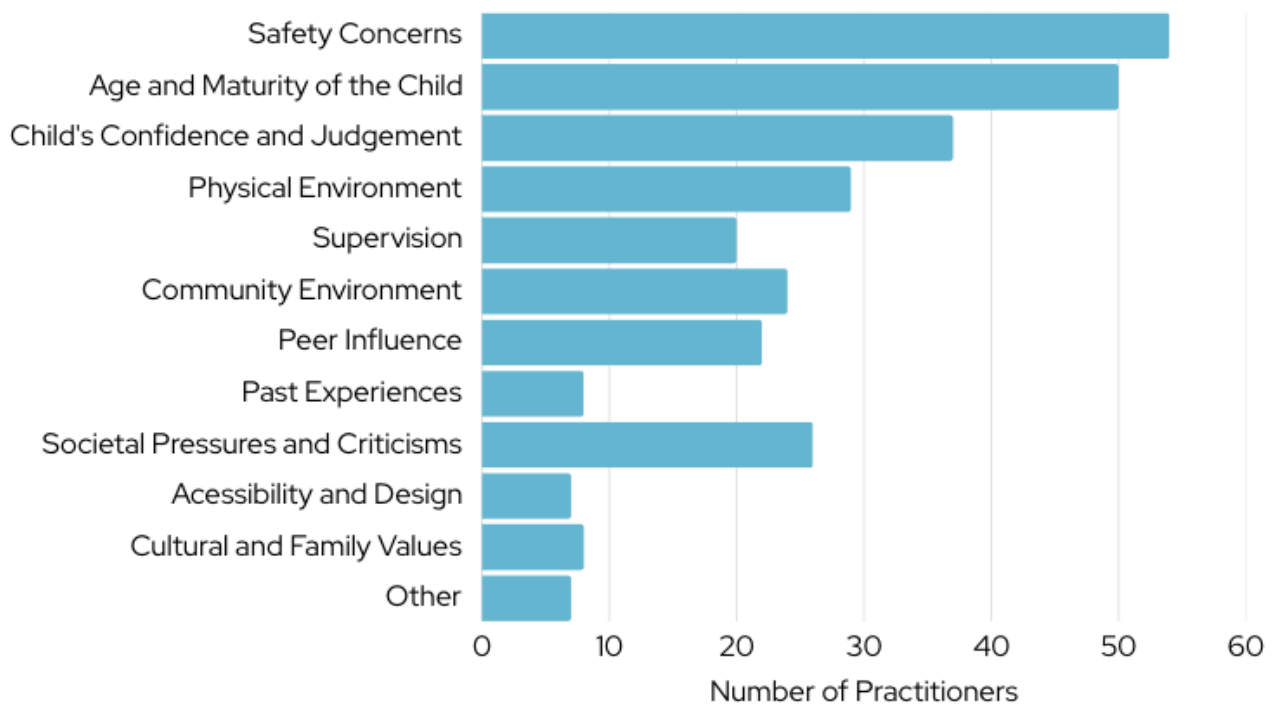
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14	7	56	10
15	9	57	10
16	6	58	6
17	10	59	10
18	7	60	8
19	7	61	10
20	8	62	10
21	8	63	10
22	10	64	10
23	8	65	5
24	8	66	10
25	9	67	8
26	10	68	8
27	9	69	10
28	8	70	10
29	10	71	8
30	6	72	8
31	10	73	8
32	8	74	10
33	10	75	10
34	6	76	8
35	9	77	10
36	10	78	8
37	8	79	10
38	7	80	8
39	10	81	10
40	8	82	9
41	10	83	10
42	9		



6. What factors affect your comfort level? E.g. safety, environment, trust, community

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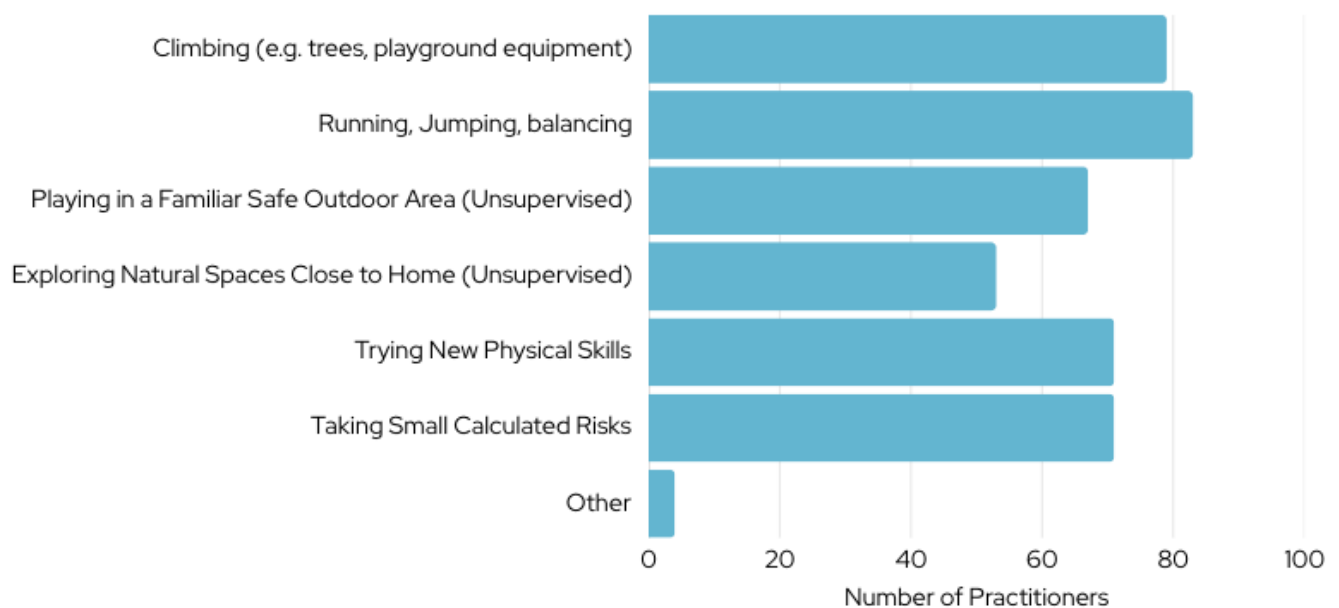


Other:

- Society is not accepting or indeed safe enough for children to play in the way I did. More cars and urbanisation, less adults around keeping a distant eye (more mums working now)
- Within a school setting: Pupils experiences / behaviours compared to others in the group
- I wholeheartedly believe in the importance of scaffolding independence
- Parents – When I work with children I feel like I can't allow them to take part in risk-based play because if something happens to them then what might their parents say because not all parents are happy with risky play
- In an education setting, having to be accountable for any accidents
- I think each child is different and some are not as able which can be a little scary depending on what they're trying to do
- Policies and procedures

7. What type of risks do you think are acceptable during play?

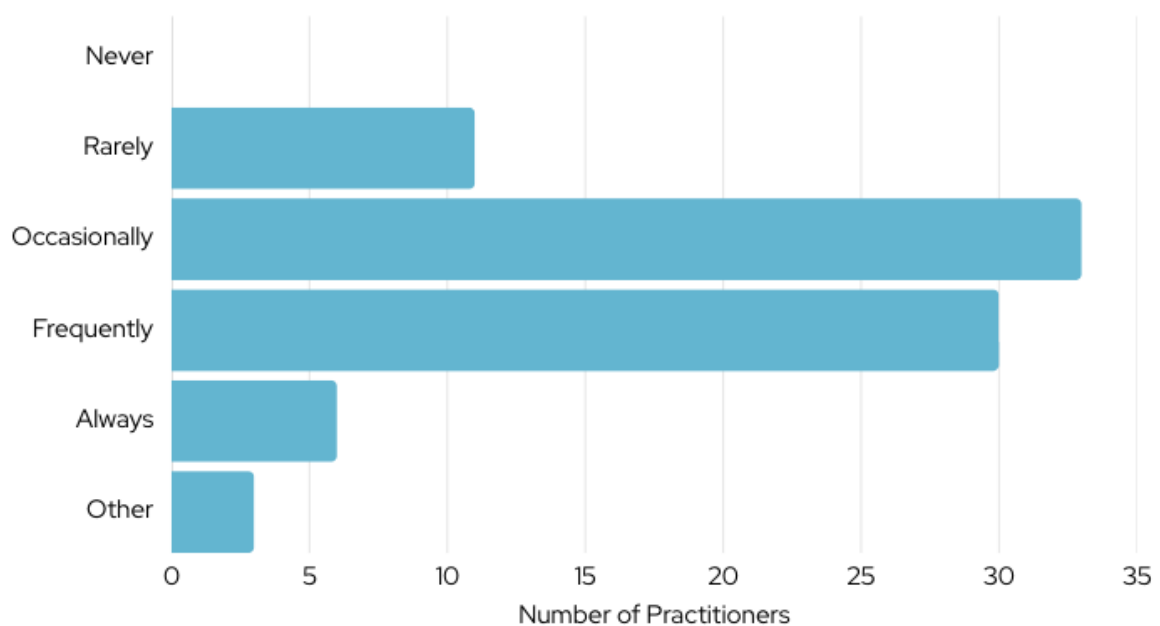
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Other:

- I am an advocate for risk taking
- Caring for each other around them
- This is based on my children. Other people's children I think should always be supervised
- All of the above are so important

8. How often do you see or allow for children to participate in risky play activities?



Other:

- Very different to school compared to home!

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- Risky is quite an ambiguous term, but I do try to encourage calculated and appropriately levelled 'risky' play frequently
- There are school rules which can restrict this but whenever I can

9. Safety and judgement

Response	How much do safety concerns affect play decisions?	Do you feel judgement and fear affect the freedom of play?
1	Quite a Lot	Quite a Lot
2	Somewhat	Great Deal
3	Quite a Lot	Somewhat
4	Quite a Lot	Quite a Lot
5	Great Deal	Great Deal
6	Somewhat	Quite a Lot
7	Great Deal	Quite a Lot
8	Quite a Lot	Quite a Lot
9	Great Deal	Quite a Lot
10	Quite a Lot	Great Deal
11	Great Deal	Great Deal
12	Quite a Lot	Somewhat
13	Quite a Lot	Great Deal
14	Quite a Lot	Little
15	Quite a Lot	Quite a Lot
16	Quite a Lot	Quite a Lot
17	Great Deal	Quite a Lot
18	Quite a Lot	Great Deal
19	Somewhat	Somewhat
20	Great Deal	Little
21	Somewhat	Quite a Lot
22	Great Deal	Great Deal
23	Great Deal	Great Deal
24	Great Deal	Quite a Lot
25	Quite a Lot	Quite a Lot
26	Somewhat	Quite a Lot
27	Great Deal	Quite a Lot
28	Quite a Lot	Quite a Lot
29	Somewhat	Somewhat
30	Quite a Lot	Little
31	Great Deal	Quite a Lot

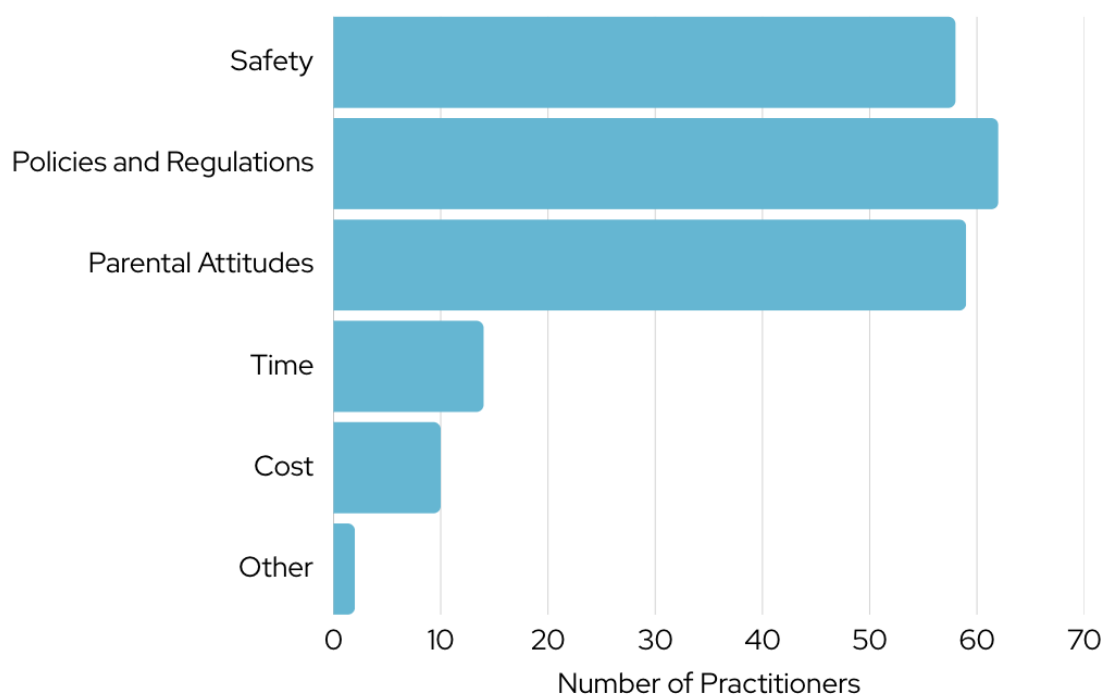
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32	Quite a Lot	Quite a Lot
33	Somewhat	Quite a Lot
34	Quite a Lot	Quite a Lot
35	Somewhat	Quite a Lot
36	Great Deal	Great Deal
37	Great Deal	Great Deal
38	Quite a Lot	Somewhat
39	Somewhat	Somewhat
40	Great Deal	Quite a Lot
41	Little	Little
42	Great Deal	Great Deal
43	Somewhat	Great Deal
44	Quite a Lot	Quite a Lot
45	Somewhat	Quite a Lot
46	Quite a Lot	Somewhat
47	Great Deal	Quite a Lot
48	Great Deal	Great Deal
49	Somewhat	Somewhat
50	Quite a Lot	Quite a Lot
51	Quite a Lot	Little
52	Somewhat	Quite a Lot
53	Great Deal	Great Deal
54	Quite a Lot	Great Deal
55	Quite a Lot	Great Deal
56	Great Deal	Somewhat
57	Little	Somewhat
58	Quite a Lot	Somewhat
59	Great Deal	Quite a Lot
60	Quite a Lot	Quite a Lot
61	Great Deal	Great Deal
62	Quite a Lot	Quite a Lot
63	Quite a Lot	Quite a Lot
64	Quite a Lot	Quite a Lot
65	Little	Great Deal
66	Somewhat	Somewhat
67	Great Deal	Great Deal

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68	Quite a Lot	Quite a Lot
69	Great Deal	Quite a Lot
70	Great Deal	Somewhat
71	Quite a Lot	Little
72	Somewhat	Somewhat
73	Quite a Lot	Somewhat
74	Quite a Lot	Somewhat
75	Quite a Lot	Quite a Lot
76	Quite a Lot	Somewhat
77	Somewhat	Great Deal
78	Quite a Lot	Quite a Lot
79	Quite a Lot	Quite a Lot
80	Great Deal	Somewhat
81	Great Deal	Quite a Lot
82	Great Deal	Quite a Lot
83	Somewhat	Somewhat

10. What barriers do you feel limit risky play opportunities?



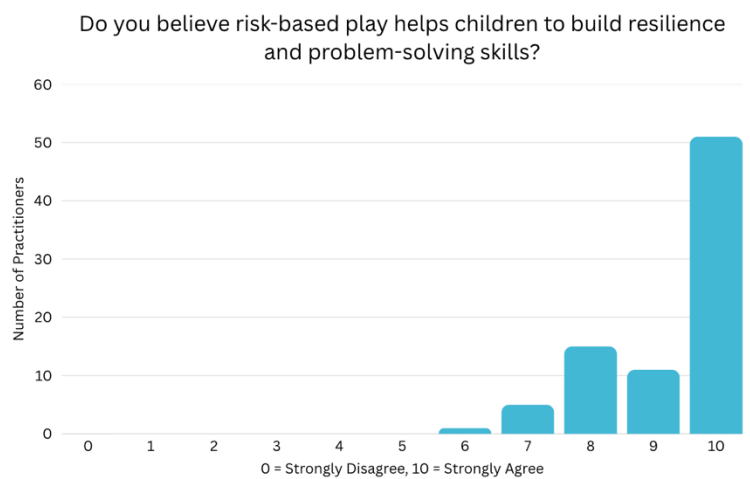
Other:

- Children wanting to be online rather than play
- Can create more work / trouble, much more accountability and form filling if things even go slightly 'wrong' and yet this is how we learnt. Obviously, I'm not talking loss of life or limb type 'wrong'

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11. Do you believe risk-based play helps children to build resilience and problem-solving skills?

Response	Score	Response	Score
1	9	43	10
2	10	44	10
3	10	45	8
4	9	46	8
5	10	47	10
6	9	48	8
7	10	49	10
8	7	50	8
9	10	51	8
10	8	52	10
11	10	53	10
12	7	54	10
13	10	55	10
14	8	56	10
15	9	57	10
16	6	58	8
17	10	59	10
18	7	60	8
19	10	61	10
20	9	62	10
21	8	63	10
22	10	64	10
23	10	65	10
24	8	66	10
25	9	67	8
26	10	68	8
27	9	69	10
28	9	70	10
29	10	71	9
30	7	72	10
31	10	73	10
32	10	74	10
33	10	75	10
34	8	76	10



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35	10	77	10
36	10	78	10
37	10	79	10
38	7	80	9
39	10	81	10
40	10	82	9
41	10	83	10
42	8		

12. Have you noticed any difference in confidence or social skills between children who are exposed to risky play opportunities and those who are not?

Response	Answer
1	N/A
2	Yes
3	Take more risks and keen for challenges in everyday life
4	Yes
5	Definitely
6	Our children climb trees daily and are always jumping off things. Building ramps for bikes etc. and we rarely have accidents (touch wood). I believe this is because while children are practising 'a risky' activity we talk them through it. For example, we have just cut lots of branches off an old tree so easier for children to access and climb. The children know they need to wear trainers (and not boots) to be allowed to do this. On a number of occasions, I have heard children talking between themselves about importance of wearing trainers. They are even packing their own trainers in bag if wearing wellies that day.
7	I have a Forest School and see great difference over time in less resilient (exposed) children.
8	Builds their confidence if successful - can hinder their confidence if the risk was not age appropriate.
9	Yes, especially with children who experiment in group music (I'm a music teacher) Also collaboration
10	Yes - students develop resilience from taking risks - and failing. This is often denied to them, or parents seek to absolve the child/mitigate the risk for the child.
11	Being that I run a child led play club, we see a great variety in both parental attitudes and children's confidence in approaching risky play opportunities.
12	Unable to comment - unsure
13	Yes: they are now lacking significantly
14	Yes, I personally tried this with my son, and it does depend on the child. I have seen a difference in my son's confidence levels socially.
15	Yes
16	Not Really
17	yes - as a teacher I can see the difference in young people you are a part of clubs such as sports or cadets that are exposed to regular social and team building environments

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18	Those allowed to explore risk appear more confident, have greater decision-making skills and are more likely to take on leadership roles within group work.
19	Yes, you can usually see a difference. Kids who get regular chances to take small, manageable risks, climbing higher, exploring new spaces, solving problems without an adult stepping in, tend to show a few noticeable traits: They back themselves more. When a child works through a challenge on their own, even something simple like balancing on a log, they build a quiet sense of “I can handle this.” That grows over time. They recover from setbacks more easily. Risky play often involves falling, slipping, getting stuck or needing to try again. Kids who experience that early on usually bounce back faster and don’t panic when something doesn’t go right. They’re better at reading situations. When children are allowed to judge what feels safe or unsafe, they get better at assessing risk rather than relying on an adult to tell them. It’s a real-life form of decision making. Their social skills sharpen. A lot of risky play happens in groups, building dens, climbing, exploring, organising games. Kids have to communicate, negotiate, and look out for each other, which strengthens teamwork and empathy. By contrast, children who rarely get those opportunities often play more cautiously. Some become more hesitant in new situations or look to adults for reassurance before acting. It doesn’t mean they can’t develop those skills later, but they’ve had fewer chances to practise them. Overall, small, age-appropriate risks tend to help children grow more confident, adaptable and socially aware.
20	Yes, as we would take our children to ramble on the beach rocks and if we took a friend’s child that was not used to doing this they would always fall or hurt them self’s
21	In some ways, although I think sometimes this is also down to the nature of the child. My daughter is less outgoing than some of her peers and so is less likely to engage in risky play in the first place. The peers who do engage in this seem more confident as a result, but I wonder if they engaged in the play in the first place because of a pre-existing confidence.
22	Not Sure
23	Children who have been given greater freedom at home less risk adverse to those who haven't (sometimes can be problematic!) Those who have had greater exposure to risky play opportunities have greater confidence.
24	Yes, children who have been exposed to risky play are more able to communicate and understand their abilities. I think children who are exposed are more confident children.
25	Yes
26	yes, they are more outgoing and have the confidence to try new things
27	Children who are able to explore risk for themselves develop a level of confidence in their own judgment and self-reliance. Whether that also comes along with social skills partly depends on whether the child was able to explore alongside others. A single child playing in such a way at home won't get the social skills as a result, but children playing in such a way together will learn to negotiate, reason, problem solve, encourage, compromise, comfort and collaborate etc.... Learning works best when directed by the learner- you can't teach a child self-reliance or to assess risk, they have to discover it for themselves. How can they do that if they never have the opportunity to solve such problems?
28	Yes, - confidence to tackle activities or unknown tasks
29	i feel children whom engage in risky play are more outgoing and confident
30	Yes
31	I went from a state’s school to a private school for sixth form and there I noticed a difference in my experiences of play. Even though I was in sixth form I had so much more freedom and right to roam than my private school friends.
32	Yes, since covid lots of children are out and about much less and therefore have less play opportunities.

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33	Yes - children who have exposure normally understand their own boundaries better. They seem to be less afraid of getting it wrong and have more trust in their own abilities
34	Yes, to confidence but not to social skills
35	Yes, there is often a noticeable difference in confidence and social skills between children who have opportunities for risky play and those who don't. Children who are exposed to age-appropriate risky play-things like climbing, balancing, exploring new environments, or testing their physical abilities tend to build resilience because they learn how to assess challenges, manage small setbacks, and try again when something doesn't go perfectly. Socially, children involved in risky play often become better at communicating with peers, negotiating rules, taking turns, and supporting one another. When children are allowed to explore slightly challenging situations together, they naturally develop teamwork and problem-solving skills. On the other hand, children who have fewer opportunities for this type of play can sometimes be more hesitant or unsure in new situations. They might rely more on adults to solve problems for them or avoid situations where there's a chance of making a mistake. Overall, risky play, when supported safely, helps children grow in confidence, social awareness, independence, and resilience, all of which are important foundations for their future learning and relationships.
36	100% working with children for over 20 years I have seen a huge change in the way children play. We have become more reliant on letting children spend time on iPads with no supervision then letting them climb a Tree. Children need the opportunity to play push boundaries and learn about themselves and their capabilities.
37	I believe confidence can be positively impacted.
38	Yes
39	Yes, absolutely. They are becoming more resilient after taking more risks during play. We have educated them on risky play and have noticed they take more chances but only after thinking them through.
40	Yes, children who are exposed to risky play opportunities are more likely to try new experiences and push themselves out of their comfort zones whilst having that resilience.
41	Yes, they become more confident and less fearful to take (healthy risks)
42	Yes, and less anxiety in those children who have been exposed to risk.
43	Absolutely, children that are allowed to explore and are exposed are more confident in pushing themselves further and in my experience notice them to be far more independent
44	Yes
45	Children who are exposed to risky play seem to have more confidence, more willing to give things a go and willing to try new experiences
46	For a number of these questions, I think parent values are a major contributing factor that is not necessarily highlighted within the questions. I think there are two extremes to the question above resulting in two groups of children; one who are allowed to do as they please more often than not and are completely naive to the potential risks around them, and a second who are overly supervised and completely risk averse. Ideally, we would want children to sit somewhere in the middle, understanding risks but being able to push themselves.
47	Yes, you can tell the children that have outdoor access or are part of play based families as they have more confidence navigating their surrounding
48	I haven't really seen this, so I am unable to compare
49	Yes
50	The risky play youngsters generally make more confident adults.

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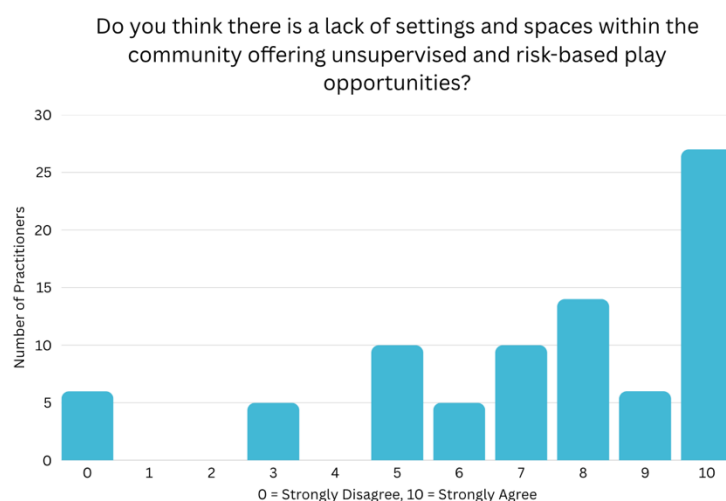
51	yes, children who take more risks with their play tend to be more sociable and don't become bored as easily and can find ways to keep themselves busy and entertained
52	Definitely, those exposed have far more realistic confidence in their own abilities, in trying new things and persevering. It also seems to give them a better self-belief and even better self-image and contentment.
53	Yes, they have a lot more confidence
54	It's hard to tell which children have been exposed to risky play Do the children who haven't go outdoors and be risky when they have the opportunity or do they stay inside because that's what they are used to?
55	Yes, children who are allowed risky play opportunities are generally far more confident in all areas of learning and life. If they are challenged in any way they are more likely to try things and give things a go. Children who are stopped from risky play and told things are too dangerous will become hesitant to try anything, therefore may stop them from reaching their full potential.
56	I think children who are exposed to risky play opportunities tend to be a little bit more independent and have a higher level of confidence than those who haven't been exposed. I think children who engage with risky play typically tend to be more outgoing and therefore have less trouble making friends without needing to be guided by an adult supervisor
57	More willing to do activities themselves like climbing up climbing frames compared to the children who's parents do it for them they're more nervous to be left alone to explore these activities
58	greater confidence is evident
59	yes, children who are exposed to risk play show more confidence and resilience
60	Confidence levels in children differ, those who have had more involvement with risk-based activities tend to show more confidence when in groups of mixed skill levels
61	100% Through observations you can see children who are exposed to risky play frequently are more resilient and willing to get involved in activities
62	I believe so, from my personal experience, those who are exposed to risky play opportunities I find are generally more confident and you can properly have a conversation with them, whereas others who get shielded from danger can generally be quieter and lack confidence.
63	Yes
64	Yes
65	Yes the ones that have experience risk play are more independent than the kids protected all the time
66	Children who are more exposed are much more confident and also has much more resilience when they do get hurt compared to children who take no risks
67	Yes, you can notice children who are exposed to these opportunities are more confident and often more physically able - better gross motor skills
68	They seem to have more confidence to try or to work out how to do things
69	Yes
70	The children I see engaging in risky play are typically the more outgoing children. So, whether they naturally gravitate towards risky play because of their outgoing personalities or because risky play has taught them confidence, I'm not sure. But I think there is a very evident link between personality and partaking in risky play.
71	Children who have been exposed to risky play are more confident in their own ability to try new things
72	Yes, they are more confident and outgoing

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73	Yes. If have most risk can then risk assess well themselves
74	Children engaging in this type of play are usually more physically and mentally competent and consider risk against benefit much more easily and make decisions according to this.
75	Yes
76	yes, the children who take risks are more imaginative and more outgoing compared to the ones that are not
77	Yes, once the child has overcome, they fear you can see the confidence and self-esteem develop through encouragement and taking part in the risky play
78	Children are much more confident.
79	more resilience and problem solving
80	Those that are allowed to take risks in play can be more confident and have a greater self-esteem. Individuals that are challenge themselves to take what they perceive as risk ultimately build self-esteem.
81	Yes - I know many children who don't access parks etc regularly and they find it much more difficult than others and may look for adults for help.
82	Yes, very much so. Pupils that have been exposed to risky play opportunities in school or as part of their family definitely have improved social skills and more confidence than those that are protected from risk.
83	Children who frequently experience risky play tend to be more confident and resilient as well as self-motivated which will in turn build their social skills.

13. Do you think there is a lack of settings and spaces within the community offering unsupervised and risk-based play opportunities?

Response	Score	Response	Score
1	8	43	7
2	10	44	10
3	10	45	8
4	5	46	6
5	10	47	10
6	8	48	10
7	10	49	6
8	8	50	3
9	10	51	5
10	9	52	3
11	8	53	10
12	3	54	7
13	0	55	9
14	9	56	6
15	7	57	8
16	8	58	5
17	10	59	10



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18	8	60	5
19	10	61	8
20	10	62	10
21	8	63	10
22	3	64	7
23	8	65	10
24	8	66	10
25	3	67	5
26	7	68	9
27	7	69	0
28	3	70	5
29	7	71	10
30	5	72	10
31	10	73	10
32	10	74	8
33	8	75	6
34	7	76	9
35	8	77	5
36	10	78	0
37	10	79	7
38	5	80	10
39	10	81	5
40	6	82	9
41	3	83	7
42	10		

14. What types of training, information or policy updates and changes would help staff and parents to feel more confident and forthcoming to encouraging risky play?

Response	Answer
1	OPAL playscheme - this is something we run at our school are comes with a parent/teacher handbook and collaborative assembly pack.
2	Changes to public space acceptance, acceptance that play can happen and should happen anywhere.
3	Environment and explicit risk assessments
4	N/A
5	Policies and procedures should be there to enhance children's play does not restrict them so much that they are unable to play freely.

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6	Sharing good practise is always good. Visiting Forest School Clubs. Just getting out and experiencing the woods and beach. Children need more time to explore and lead their own play. Adults need to be on hand to facilitate & advise of children ask.
7	I think this is a parental issue. Schools will implement what they can but are strongly tied to health and safety policy.
8	Know about the wider positive outcomes of risk-based play. How to manage my own worries and concerns so they don't impact on the child's confidence and ability.
9	Understanding of cognitive, motor skills and brain development and how they are impacted by lack of free play and exploration. Studies of countries where formal education starts much later and development of empathy, social skills and play is shown clearly to accelerate learning in later life.
10	Staff - the necessity to submit risk assessments, to inform parents etc all impact on the willingness of staff to undertake these activities. In the secondary sector, the pressure to perform against GCSE criteria means there is not time for this in many teachers' minds.
11	There is a massive job ahead of us to bring back free and unsupervised play. The biggest barrier is a lack of understanding of the benefits by parents. Then tackling the societal barriers; screen culture, safety, competitive parenting to name a few.
12	Parent courses put on by community or school looking at benefits
13	free courses for parents to empower them forest schools for parents, first aid
14	Again, I think it depends on the child, with age, maturity and environment playing a big factor, along with parenting styles. Kids need somewhere to play; the area needs to be fun with lots to do in them and these areas need to be maintained.
15	Training and understanding of the benefits, as well as how to support children in this whilst still keeping them safe.
16	Don't think you can feel confident in a "risky" play environment
17	Real data that shows the actual low numbers of children that experience harm when engaging in risky play.
18	First aid, natural safety awareness (harmful flora etc)
19	A few things usually make the biggest difference: clear guidance, shared language, and practice. When staff and parents understand what "risky play" actually means, and what it doesn't, they feel much more comfortable supporting it. 1. Practical training on what healthy risk looks like Short, hands-on sessions where adults experience the activities themselves work far better than long presentations. Things like: How to spot the difference between a hazard (hidden danger) and a risk (a challenge a child can assess). Examples of age-appropriate risky play: tree climbing, tool use with supervision, rough-and-tumble, exploring uneven terrain, scooter/bike challenges. What supportive supervision looks like, stepping back, observing, and only stepping in when genuinely needed. 2. Clear, simple policy updates Policies should reassure rather than restrict. Helpful updates include: A statement recognising risky play as developmentally beneficial. A framework for "acceptable risks" with boundaries everyone understands. A clear procedure for when intervention is required (e.g., head-height falls, deteriorating behaviour, or lack of awareness). A short guidance sheet for staff and volunteers to keep on hand. 3. Shared risk-benefit assessments Instead of long risk assessments that focus only on dangers, use quick "risk-benefit" forms. These help staff see the developmental value alongside the precautions. It gives adults permission to say: Yes, the risk is worth it. 4. Parent information sessions Parents often worry because they don't see the process. Helpful strategies: Short videos or photos showing supervised risky play in action. A simple explanation of the benefits, confidence, resilience, teamwork, physical development. Clear reassurance about boundaries, supervision, and first-aid procedures. A Q&A to let them air concerns. 5. Consistent messaging If every adult gives mixed signals, "Be careful!" one minute and

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	“Go play!” the next, children and parents become anxious. Agreeing on shared phrases and approaches (“I’m here if you need me,” “Do you think you can manage that safely?”) builds confidence. 6. Staff confidence-building Many adults grew up being told “don’t climb,” “don’t run,” “you’ll get hurt.” Some internal retraining helps: Peer observation to see colleagues’ model supportive supervision. Time to reflect on their own childhood play experience. Opportunities to practise stepping back rather than stepping in. 7. Leadership backing When senior staff openly support risky play, everyone else relaxes. A short statement from leadership—plus visible encouragement—goes a long way. Put together, these steps make risky play feel less like “letting kids run wild” and more like a thoughtful, supported part of learning and development.
20	Use your common sense I e trusting and knowing the children you are with to listen to you, normalize fun outdoor stuff like they do in other countries that have got healthy set ups
21	I'm not sure, but I try very hard to embrace the trust in children that other cultures (such as France and Denmark) place in their child's ability to make decisions based on low-level risk assessment.
22	Policy Update
23	Parents need to be educated that nothing is without risk, but risks can be managed.
24	I think allowing children to discover their own abilities without adults having to follow a strict policy (I think the policy when we were younger was much more lenient). This would also encourage more freedom to play, and children would develop confidence within themselves. I think having training about risky play and actually for everyone to develop a strong understanding of the benefits, so it is a more diverse understanding, allowing individuals to make their own decisions.
25	A cultural move away from the litigious blame culture imported from America in the past 20 years.
26	Not Sure
27	If schools, especially in town, were designed with extensive outside areas for unstructured play, and parents taught that this type of play was valuable, then the message would get out there. Scandinavian children spend significant time out in the environment in all weathers as it is seen as an essential part of their education and discovery of the world. In contrast, we have schools with only tiny outside areas and some with no unstructured spaces too. The irony is that the schools with the largest outside spaces are the ones in the country parishes, where the houses mostly have gardens and there are fields and lanes to explore. It is the children in town who live in flats that go to schools with little outdoor space, and they are the ones who therefore need it most.
28	I feel much of this is how parents bring their children up rather than in an educational setting
29	training based around risk assessments and the benefits of it would allow staff to be more mindful
30	Having more staff to supervise risky play
31	Take signs down that tell people not to play! Parks made of natural resources or fallen down trees encourage play and creativity. Would be nice to see more of that instead of very regimented play spaces that don't spark imagination and people get bored of easy.
32	Understanding the real risk level of Children being unsupervised. As apposed to perceived risk.
33	An understanding and awareness of the benefits and Importance Reassurance to professionals within childcare that safe risks are Important and ok if risk assessed
34	Unsure
35	To help staff and parents feel more confident and comfortable encouraging risky play, a combination of training, clear information, and thoughtful policy updates can make a big difference. Practical training sessions on what age-appropriate risky play looks like such as climbing, rough-and-tumble play, or using real tools under supervision can

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	help adults understand the developmental benefits and how to manage risks safely rather than avoid them altogether. Providing parents and staff with clear information about the importance of risky play for building confidence, independence, and resilience would also be helpful. Workshops that explain how risky play supports physical development, problem-solving, and emotional regulation could help shift mindsets. Policies can be updated to reflect a more balanced approach to risk. Instead of focusing solely on avoiding all hazards, policies can emphasise risk-benefit assessments, where the value of the experience is considered alongside safety measures. This approach gives staff permission to support challenges rather than feeling they must prevent them.
36	Play work training, Risk Benefit Assessment Training, Reflective Practice.
37	Benefits of risky play and sharing of research surrounding it
38	More staff would be needed to implement safely.
39	Parents to be introduced to OPAL and encouraged to read the resources to enable them to have a better understanding.
40	Outdoor education training
41	None, I think parents feel that they have to book events and activities. You see less children out playing
42	statistics and having first hand knowledge from children on what they like to do and how they feel they learn best.
43	Training/ parent courses that indicate the benefits of risky play and allowing children to learn through their own capabilities and not adults tell them they can/can't achieve.
44	Forest school and overall, the importance is risky play
45	Just having more opportunities available. Having sessions that are supported by trained professionals to show you how to safely take part in activities so that later you have the confidence to allow your child to do them independently
46	There is an expectation from parents (probably a minority, but a vocal one) that everyone but them is responsible for instilling values and understanding within their children. While there is a sense that over-legislating takes autonomy away from parents (those who are happy to relinquish this), perhaps raising awareness of what good parenting is what is needed most. As parents though, most are products of their own upbringing, so this is problematic in and of itself.
47	More information of risky play/ ideas for risky play for parents
48	all of these would help others feel more confident in this area, but there is no training or advice about this in Jersey.
49	Risk assessing then allowing children to take risk play
50	It's not about training or policies- it's much deeper than that. It's a reflection of society in general. If there's an accident now, then there has to be blame. This makes adults with responsibility for young people less inclined to allow risky play.
51	potentially more clear guidance on what we can let children do because sometimes the uncertainty can mean that the freedom is limited
52	Trying to change the lazy culture of babysitting/controlling children with technology is probably one of the hardest steps. People know they should eat healthy but processed food is rife! Likewise, most people probably know deep down that children need to learn to deal with risk by play. However, by the nature of allowing 'risky' play staff are exposed to unrealistic accountability. Publicising, in the general community, some of the studies that back the importance and benefits of risky play would help.
53	Exploring play opportunities

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54	Training for staff in schools and holiday clubs to be confident when allowing children to take part in risky play, but along aide that, there need to be policy updates for parents so that when they are sending their child to a holiday club that promotes and allows risky play, they need to state whether they are happy of not for their child to partake, because if a parent is sending their child to a childcare setting where risky play is encouraged but they are not happy if their child does have an accident then that doesn't fit staff with confidence to allow all children to partake in risky play.
55	I think if parents were given more information about how risky play teaches children how to assess whether something is ok to try or too dangerous this would help them feel more confident in allowing risky play. Neurotypical children have a natural ability to decide if something is too risky for them, e.g., will only climb as high as they feel is safe. If parents are made more aware of this, they may stop making risky play decisions for children. Training for practitioners about children calculating risk may also be helpful. Unfortunately, practitioners are also bound be health and safety policies which may stop some risky play, but early years settings will allow risky play as much as possible.
56	Training on how to safely use risky play (examples of what is appropriate and when that line becomes dangerous and unsafe) I think some of the policies in place could potentially use with not being as rigid so that there are more opportunities
57	Training on the benefits of risky play, how to encourage risky play with the policies in place in settings so that children aren't stopped from trying risky play, injuries happen but children learn from them
58	understanding purpose behind the play.
59	First aid and some leeway in policies for children to experiment play outside their comfort zone
60	Having qualified instruction and whilst the subject matter may be risky ensuring the main and no likely risks are reduced through correct training and implementation of rules within any given group
61	I think staff/parents actually watching videos of children engaging in risky play whilst learning about it. As it can be something we talk about as being beneficial, but when it comes to the children being in front of you it's different and I feel people are more likely to say no to things. So, by watching risky play videos and talking through all the benefits will help staff/parents. I also think settings should share information with parents and there could also be a whole risky play policy.
62	This is quite a big question, now I believe we could sit down with parents and staff and go through the benefits of risk-based play and the cons of not being exposed to it. If health and safety regulations could also chill out that would probably make life easier.
63	Give parents information that taking risks is ok
64	Training is needed in the early years - workshops
65	Its more, common sense than training at this point
66	Training about risky play offered to both things like forest school but also by providing more areas that can support risky play
67	It is difficult because there are so many policies for everything now - in a school setting we are required to write risk assessments for so many activities. There is a fear of parental complaints and accountability if an accident occurs. This is a shame as it reduces children's ability to take risks
68	Benefits to risky play for parents and staff, ideas to try and learning outcomes.
69	Prioritising outdoor time that is supervised, scaffolded to a child's needs and requirements and then scaffolding/supervision gradually withdrawn as confidence grows.

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70	I think it would be beneficial to promote risky play more in schools. In a lot of childcare settings e.g. holiday clubs etc. I think risky play is seen as a lot more acceptable compared to schools. It would be nice to see more risky play as part of the curriculum.
71	Training around age-appropriate risks and how to recognise when to encourage and when to intervene
72	Knowing that it is a designated space to explore and take safe risks
73	It's down to policies and risk assessments against risky play.
74	raising awareness in society and amongst parents, educators and childcare personnel to share the benefits and importance. Greater understanding will support the development of this.
75	OPAL
76	If letters went out to parents for them to understand the benefits of children doing risky playing and how it would benefit their child and if there was a school policy in place for these kinds of things would be a benefit
77	Outdoor risk play training Activities that can enhance risk play
78	When teachers are not held accountable or judged by parents.
79	OPAL training scheme has been useful in our school for allowing adults to supervise child led and risk-taking play
80	The introduction of play street sessions, mobile climbing walls, clearer rules about pier jumping (how to be safe) and allow it.
81	More OPAL training across the island - it has been brilliant here. Or even just adopting the idea of OPAL. But any training around the benefits of the different types of play is great!
82	Possibly more soft play options so that children can take risks in climbing and jumping but with less chance of getting hurt.
83	Discussing the benefits of risky play and balancing these with the risks

15. What changes would you like to see in the future for play spaces, areas in the community and programs to improve children's natural play opportunities?

Response	Answer
1	more outdoor facilities with calculated risk
2	Acceptance of all types of play.
3	Safety and resources to good use
4	More opportunities for risky play and more support around it
5	Bring in some risky play. Take away some of the over-the-top rules - e.g. children unable to use knives under supervision, playing conkers banned unless children wearing protective glasses.
6	More natural equipment. Real grass. Hills. Plants and trees.
7	Encouraging parents to use wild free spaces not just building parks with equipment. More activity led sessions in the forest or on the beach, at low cost too!
8	Safety helmets or knee/elbow pads made cheaper or more accessible. More facilities like Cheeky Monkeys where children can run, climb, fall in a safe environment.
9	opportunity for exploration - visual, physical, audio. Natural playgrounds like woodland areas
10	Increased access to free, community spaces. Regular, effective monitoring on anti-social behaviour in and around these spaces. For example, community policing in the area. The new children's play spaces in Parade Park are great,

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	but metres away parents see groups of adults with alcohol dependency in varying states of incapacity - this is not something many would choose to expose their young children to.
11	We do not need dedicated playgrounds as such, as these are designed by adults under committees, we just need green spaces and safe and independent access to these areas. Then allowing children to make use of these spaces with minimal adult supervision, maybe a 'play ranger' or another adult who is knowledgeable in true play but knows how to be hands off.
12	Signs encouraging risky play, making the environment more relaxed
13	None: we have enough natural spaces
14	I would like to see more of them, for all ages, they need to be maintained so that it's a welcoming space for families. Maybe local schools and youth services use the spaces more? Education on how to behave in these places so that it's not a hang out space for bigger kids.
15	more accessible and free play spaces
16	More of them
17	more forest type school set ups - using nature more than metal climbing frames!
18	Larger natural 'untamed' spaces
19	I'd love to see a shift toward play spaces and community areas that feel a bit wilder, more flexible and genuinely designed around how children explore the world. A few ideas stand out: More natural, child-led environments Spaces with trees, loose branches, boulders, water channels and uneven ground invite children to experiment, climb and build. They give kids far richer experiences than fixed plastic structures. Adventure-style zones in everyday places Areas where children can dig, stack, balance and invent their own challenges. This could fit into small urban corners, school playgrounds or even temporary "play streets" on weekends. More freedom for loose parts Movable items, planks, crates, tyres, ropes, turn any flat space into an open-ended play zone. Kids naturally form teams, solve problems and take safe risks when they can build things their own way. Community play hubs Spaces where families feel comfortable staying longer, shade, seating, toilets, shared tools, and staff who understand play. These hubs could also run free or low-cost sessions that encourage exploration rather than structured instruction. Inclusive design Play areas that work for a wide range of abilities: varied heights, multiple access points, sensory paths, quiet nooks and open challenge zones. Risky play and accessibility can absolutely coexist. Allowing for "managed mess" Sand, mud, water and natural debris give kids the richest experiences. Communities benefit from more places where children are simply allowed to get dirty and experiment. Local policies that support outdoor play Things like: Annual "play streets" where traffic is halted for a few hours. Encouraging schools to open playgrounds to the community outside school hours. Removing overly restrictive rules that shut down harmless play. More trust in children's competence A culture where adults feel comfortable giving children space—to climb a bit higher, run a bit further and make more of their own decisions. If communities invest in these kinds of changes, children get richer opportunities to explore, collaborate and grow in ways that screens or tightly controlled environments can't replace.
20	Fun zip wires in the meadow for students at school in P.E and in our woods with supervision from students training to do sports so they get paid to be around for 3 hours at a certain time of day that the public are aware of
21	I would love to see soft-play areas that provide more challenge for much smaller toddlers. Even now at pre-school age my daughter is too small to climb many of the Island's indoor soft-play areas, meaning an adult has to help which in turn takes away the solo-play / 'risk' element. I like to show her that she is trusted which is hard to do if I have to follow her around all the time. I would also like to see an improvement in outside play spaces - for example, the

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	wooded area at the zoo with the large door is a great space for the kids to run, hide and explore freely, but lots of children's play areas have just a slide, a climbing frame and a swing.
22	We have woodlands at all our venues which work great.
23	Greater opportunities for free / creative play: pirate ships make children become pirates. Climbing frames and creative play areas allow children's imagination to run free.
24	I think allowing the children the opportunity to have freedom to play. They need to develop their own understandings of what they are capable of and their own ability as to what they can and can't do. Adults can't do this for children as every child is different in their own ways.
25	None, risky play can be provided on safe play structures and natural environment.
26	more opportunities for risky play
27	I would like to see the Government seize opportunities to build more play spaces in town areas whenever there is an opportunity- where schools get closed down (birth rates have dropped so pupil numbers on the island will reduce, and fewer schools may be needed), or commercial spaces get renovated. I would also like to see a better bus network, with people accompanying children travelling free, to encourage people to take children to the beach and other areas of the island.
28	N/A
29	more outdoor spaces for children within the community
30	New or unbroken toys and outdoor equipment
31	Fallen trees to climb on Natural features in parks for people to climb or bike over e.g. hills, bumps in paths Less pressure on school so people have time to play better cycling infrastructure so more children can cycle to school safely and have obstacles for them to go around
32	More natural areas with climbing opportunities. Green space and travel lanes. Skateable street furniture and plazas.
33	More natural woodland environments opposed to structured play parks
34	More encouragement of children to explore outdoor areas - e.g. sand dunes, beaches, woods etc.
35	One change would be creating more open-ended, nature-rich environments — places with logs, rocks, trees, water, hills and uneven ground that invite children to climb, build, explore, and take appropriate risks. These kinds of spaces encourage creativity, problem-solving and resilience far more than traditional fixed play equipment. In schools, it would be wonderful to see a stronger focus on unstructured play rather than only organised activities. Timetables that allow children longer stretches of uninterrupted time outdoors would support this. Programs that offer opportunities like forest school, outdoor craft sessions, loose-parts play, or child-led exploration would help children develop independence and confidence.
36	Free, Accessible Play Opportunities for Every Family Play should not be a privilege reserved for families who can afford memberships, lessons, or equipment. Communities need: Free, open play sessions No booking systems, no paywalls Drop-in adventure play and street play events Safe public spaces that children can access without adults paying Play is a human right, not a luxury.
37	More areas for large scale construction play and loose parts play.
38	More parental training about play based learning and risk taking.
39	More green spaces to play in. More places to play out of sight of adults (will increase risk-based play).
40	Allow equipment for older children and include more climbing apparatus.
41	More tree houses, open green spaces

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42	more outdoor spaces, with the freedom to climb, play take risks without the area been closed due to health and safety concerns, or closed due to a child being injured.
43	I feel living on the Island there are many natural space that children can engage in risky play, however I think knowledge needs to be broadened how to use these spaces effectively
44	More secure outside spaces
45	More areas for children to explore safely, away from main roads. More accessible play spaces, in town and in country parishes. Places like Nature Base are amazing at creating opportunities for young people and getting them out into the countryside so more things like that.
46	There are more facilities available today for children than there was when I was younger. The environment was used for play, be it outdoor spaces, local parks or the beach. With the increase in specific places for children to play, it would seem that parents feel taking their children to play somewhere themselves replaces the need for them to directly interact with their children. In reality it should be a balance.
47	Practitioners and settings with more knowledge and opportunity
48	As a primary teacher, I see the benefits of play, but unless the curriculum change, expectations become more consistent, thorough training is given, our classrooms are adapted, then this change won't happen.
49	More safe play spaces, more risk play areas in parks for older children
50	Young people will benefit hugely from unstructured play where risk is involved and the perception that adults are not monitoring. Free play like this is more conducive to imaginative play and helps with development of important social interactions between youngsters. How to achieve this in a community will be the challenge.
51	more interpretative climbing frames rather than a 'pirate ship' maybe just a wooden frame that can be used in imagination of the child
52	Relaxing of the extreme H and S we seem to have, which then seems to cause a knock-on effect as generations are growing up not thinking!
53	More spaces should be created enabling children to have opportunities to experience.
54	I don't think there needs to be changes to play spaces and areas in the community - there is lots of opportunities for children to play in different areas on Jersey (parks, beaches, woods) I think changes need to be made around the safety of letting children to go out on the streets and play and parents not having to worry about other people/cars. Changes also need to be made around the use of technology, and the time children now spend. Australia is banning ll social media for children under the age of 16 may of Wednesday - will be interesting to see if children start going out to play more after this has come into place... UK and Jersey need to consider this ban too because I think this will heavily influence play in current and futures generations.
55	More play areas with endless opportunities, not spaces that dictate what the child has to do in that space. More natural areas, like mini forest schools that allow children freedom to explore and not have a right or wrong outcome. Less big climbing frames and equipment which children would require adult supervision at all times.
56	I think play spaces should be focused on child led play however, for children who aren't as confident and find it hard to decide what they want to do, there should be activity suggestions (some of which they can choose to do and do independently and some of which an adult is there to guide them and help out) I think in some workplaces it's very much a focus on child-led play and it is frowned upon to engage with the child even when they are asking to play with you. So, I think, it should more be that the child is able to make decisions and if they choose to play with an adult then that is okay
57	More opportunities for children to explore new types of play

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58	More equipment available to more families.
59	more space , different age groups activities and facilities
60	Equipment that allows the children to take a risk without exposing them to danger of serious injury
61	Less tarmac and more grass
62	Just more of them, while not introducing loads of prefabricated playground equipment, but allowing for a more nature based outdoor play area, like maybe a small field with logs strategically placed apart so they could jump from log to log, and maybe a rope swing from a nearby tree.
63	Be more environmentally friendly by using natural resources
64	More green, slopes, natural balancing beams, swings, trees to climb.
65	More open and close spaces
66	More parks and nature spaces that has the resources and equipment for children to be able to do this
67	More outdoor spaces for children to explore naturally rather than in a structured setting
68	More forest school areas open to public so anyone can explore ideas.
69	None, we are lucky in Jersey to have many suitable outside areas. Schools could have greater resources in their playgrounds though.
70	A lot of the new play equipment in the parks are a lot more complex and challenging for children both on a physical but also a problem-solving level. I think this is a very positive change and it would be nice to see more of this, especially for school play equipment. I think integrating more risk-based play into education curriculum, especially for early years would be an improvement for children's play.
71	More open-ended play equipment. More child friendly natural environments.
72	More trees to climb with swinging ropes etc
73	Opportunities for children to take risks - less government policies around it.
74	More natural opportunities, less soft flooring, spaces and resources that are open ended and not fixed i.e. ground mounds, tunnels etc rather than swings/slides which can only be used for limited purposes.
75	N/A
76	More loose parts would be beneficial for children to create with their imagination
77	More outdoor sensory equipment
78	Children to go to them!
79	more access to natural spaces
80	More designated woodland spaces that have swings/dams/exploring space. Information boards on piers that get used for jumping to explain how to be safe when jumping
81	More natural spaces / training for parents on the importance of play and how we can encourage children to play without the need for expensive toys and equipment
82	More accessibly play options for children. Soft landings? More natural environments developed with activities to entertain children safely. Some with adult led opportunities as well as child initiated. Children need to be taught how to play.
83	Play areas with open areas encouraging climbing and less clinically designed environments (e.g. with uneven floors in playgrounds, levels of spaces, trees to climb)

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16. Open reflection on your feelings surrounding freedom and risk in play.

Response	Answer
1	Definitely necessary
2	It's really beneficial for building confidence and trusting their own abilities
3	Children miss out so much in not being able to decide for themselves what they feel they can do. We are growing children who have absolutely no resilience or determination to finish something if it is a little bit difficult to start with.
4	I wish my children and grandchildren could see real play through my eyes!
5	Sad to see a regression of play in modern society
6	Society places ridiculous pressure on parents - in the 80s, my parents could afford to buy a house on one middle income. One parent stayed home with the children. This is not the case. Parents see risk everywhere - the proliferation of media stories about predators etc means that we are constantly hypervigilant.
7	The lack of true independent and unsupervised play, including risky play, are stopping children from developing vital skills they require as adults. Too early access to social media, having access to 'addictive by design' devices at too young of an age, and a lack of free play are the holy trinity for reasons why young people and young adults' anxiety is destroying their lives.
8	It's hard as I don't know what age you are asking about
9	I think it's something children have to be exposed to and it's part of growing up, they need to learn about taking risks but knowing what to do when it goes wrong.
10	Parents these days don't want to put their children at risk at all so want all safety measures in place, they allow children a little risk as they get older and push the boundaries, kids will often try risk associated activities when parents are not watching.
11	Risky play is a gap in child development due to the worries of parents and the drive to be online.
12	We need it to evolve to be health humans
13	I would love to encourage it more with my own daughter than I do. I also try to encourage it as much as possible with the older students (aged 11-16) that I teach, providing opportunities for independence and measured risk-taking where possible. Things like school trips are the perfect environment for this.
14	Very important for kids.
15	Great questionnaire - good luck!
16	If done correctly it's beneficial and good!
17	Less time on screens more time spent outdoors. Children need to be introduced to this by parents and carers. Then unstructured play suited to the child
18	I think it is so important, but I am fearful that if something goes wrong there will be consequences to my role
19	Children will always take risks and push boundaries. It is helicopter parenting that prevents this.
20	I feel strongly that freedom and risk are essential parts of childhood, yet we've created environments where both are limited. When children are given space to explore, climb, build, argue, and make decisions without constant adult control, they become more confident and capable. I've seen first-hand how freedom in play brings out creativity, resilience, and genuine joy. Risk, to me, isn't something to remove it's something to engage with. Healthy risk teaches children judgement and self-awareness. I often feel frustrated that society treats risk as a threat rather than a learning opportunity, pushing us to remove challenge instead of supporting children to manage it. Ironically, by

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	trying to keep children safe, we sometimes prevent them from developing the skills that truly keep them safe. Freedom and risk are inseparable, and when we limit one, we diminish the other. Ultimately, I feel that children deserve play that is messy, unpredictable, and meaningful. They need chances to test themselves, to fall and try again, and to experience the thrill of doing something brave. Removing risk might make life tidier, but it makes childhood smaller.
21	Risk in play is good but needs to be managed. lack of staff creates a problem when it comes to assessing risks and managing them.
22	It's certainly been an eye opener. It is different to when i was in school. Concrete playground, maybe a ball to kick around. Not much else to do. Nowadays there is much more freedom of choice and children can have the opportunity to develop in areas they may not have had a chance before.
23	We live in a beautiful Island, with the most incredible spaces and I worry that children are being exposed to them less and less. Schools should be including this in their weekly curriculum in the same way that the youth service have more of an offer with their outdoor learning provision.
24	Regardless of what is available, a parent's own upbringing is likely to have the biggest impact in their views of what is best for their children. A family's financial situation is also likely to impact this as the activities available will depend upon cost.
25	Adults are preventing children from taking part in risky play and instilling fear into them
26	Less structure means better play opportunities for development, but the world has become more structured, so this is an issue. There are no easy fixes.
27	I think letting the children have their freedom is highly important, but it is important that their safety always comes first but it is essential that they learn from their mistakes as it's the best way to learn so therefore small, calculated risks as long as they have been explained to the child and are age appropriate are okay
28	Both very important but difficult not to encourage inappropriate gang mentality and of course lack of repercussion for many gives that small group of 'untouchables' who then ruin it for everyone - discouraging more conscientious parents to allow their children so much freedom!
29	I think too many children are placed in a routine from a very young age, toys and activities lead them to play in a certain way. Both of these mean children don't have to use their imagination to learn new things. Many years ago, a simple cardboard box would mean hours and hours of learning, using many different skills and encouraging speech. Now I feel most children would struggle to know what to do with the box. We all have to learn when a risk is safe to take and when it is too high a risk! It is a life skill we need and today's children won't have this skill if we are always making the decision for them.
30	I believe all children should have the freedom to play whoever they want to as long it is safe. I think risk in play is essential for development and helping children learn about dangers and also develop problem solving skills however, I think it is really important that appropriate supervision is in place to protect children from injury
31	I think it's good for children, they need to know their own limitations and how to play away from technology
32	When children play , accidents happen , it's part of life , they could be walking home from school or going somewhere else with parents/carers and have an accident . As long that adults ensure that they are supervising , the children should be free to take risks in order to learn and make decisions for themselves.
33	Children are surrounded by restrictions and sometimes, with oversight, they need the opportunity to let off some frustration or take a risk without exposing themselves to unnecessary danger. It allows them to assess danger or risk to themselves or others more readily and this should give more confidence to the child to make informed decisions

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34	It can be difficult at times when you are responsible for the children in your care and wanting to allow them to engage in risky play. It can be difficult to take a step back and allow it if you are concerned there would be injury. It also depends on the parents as some are fine with their child getting hurt (within reason) but others would be extremely angry that we would have allowed them to do something that has caused an injury.
35	I feel as if in the big 2025 that children are being shielded from risks and danger, which does indeed affect their development; only time will tell how big the effect is.
36	It helps children growing up and understand what life is like by taking risks
37	We promote risk in play as much as possible but are limited to our day nursery environment
38	Parents are often too overprotective and don't allow children to manage their own risks Policies prevent education settings from developing risk taking
39	Time for all to be outside and explore the natural world.
40	Time is the most valuable asset we have to encourage this, and schools/teachers and parents have very little of this far too often that can be allocated to free play.
41	I think most parents understand the need for risky play but are uncomfortable that any danger or injury would be their fault.
42	They need to be able to learn and have a better knowledge of the world
43	I think it is an important skill for children to have
44	I strongly agree children need to engage in risky play as it develops a lot of their PIES needs. It will help they self-esteem and confidence and overcome little fears
45	Incredibly beneficial to all ages! Pushing boundaries are not only essential for building confidence and having fun among children, but adults also benefit massively from this!
46	We need to develop resilience in our children and provide far more opportunities to allow children to take risks.

Interview Results

Question	Notes
Could you briefly describe your role within CEYS and how it relates to children's play, regulation and the Jersey Play Strategy?	So, I manage the registration and regulatory childcare team, so we try and support all of our settings. We currently have 28 Day Nurseries registered. We have approximately 50 child minders registered, and a couple who are just going through the process, and we have, I'm going to say, probably have 80 holiday clubs and after school clubs registered. So probably eight, nine years ago, we had 11 holiday clubs registered. So, it has been our biggest area of growth. And whilst in the past, those initially registered holiday clubs were like your holiday club, and it was about play. The majority of the other ones that we have registered now are very specific, most of them very specific activity clubs. So, it might be surfing, coding, gymnastics, tennis, that kind of thing. So, whilst we have sets of statutory requirements for each of our three types of setting, we are not experts in activity club provision. So, for them, it's more about compliance framework, as opposed to when we would come here or to the other play settings. We'd be looking at interactions. We're looking at resources. We'd be looking at children being able to make choices. We'd be looking at staffs understanding of what is right for individual children, and that understanding that one size doesn't fit all. We also manage complaints. So if a parent or a staff member, a member of public, whoever has a concern about one of our registered providers, we will investigate that we support the jersey designated officer and Homewood with managing allegations about adults, so we often have to go and attend strategy meetings where it is about an adult that works in one of our registered settings. Who else do we work with? We work with the fire service, police, public health, food standards, business licensing. So, lots of anyone, lots of what we do, sort of touches lots of other government departments. I suppose there are. I suppose I have been lucky. I've got an extra person in my team this year. So, I've got two and a half, two and a half, two full time, one part time registration officers who work with me. We are short of an administrator at the moment, so internal there will be five of us in our team.
How do you view risk based and unsupervised play within registered childcare and play settings within Jersey? Do you think there's enough / not enough?	I think some settings do it really well. Some settings have an understanding that risky play is vital to the overarching, holistic development of a child, because if you don't know what you can't do, you don't know what you can do. So, if you don't have the opportunities to have a go at things, probably not going to be able to do that. And those are skills that you learn when you're little that take you all the way through to being an adult. Some settings do it really well. Settings, in my experience, that are linked to a school do not do it particularly well because there is a perceived aversion to risk by some of our schools that is changing a little bit. Some of our primary schools have signed up to something called Opal, which is outdoor play and learning, which basically is a shed with stuff. They

	have those out, children have access to that, those resources at lunchtime. Staff have been trained in Opal, and some of those schools are coming to my team now to have the introduction to play, work, qualification rolled out. That's a big step forward. That's a really, really big step forward. I do, on occasion, talk to head teachers about their understanding of risk some teachers are so risk averse, they look unwell when we have that conversation. And some of them are very keen to learn more, maybe not do it straight away, but to learn more, I think it very much depends on who's at the top of the chain in whichever organisation it is. I think some people go into a play holiday club and only see chaos, and they don't understand the benefits of children doing those things, they don't understand the benefits of children having a go. I think there is a skill set required in staff in holiday clubs to be able to look at a young person, a child or a young person, and understand what their motivation is to take that risk. So, for some young children, they might think I need to do this because my friend has just done it, and people are going to tease me if I don't do it. And I think approaching risk in that way is not that healthy or safe, because if you're forcing yourself to do something, because if you think somebody else has done it, and I need to do it, you're not going to have that, that confidence, that ability to do that. I think staff members who understand about risk and know the children in their setting would be able to, if they recognise that, that there's a risk in the risk that they would be able to support that child or young person to manage that risk more appropriately and maybe take a stepped approach to that. Maybe you don't need to jump off the top of that right now, but you could try that one. Or halfway. See how confident you feel on that. Yeah, you did it. You could probably do the next one. What do you feel about that? I think people are it is a skill. It is absolutely a skill. I think if you have only got academic learning about risk and the benefits in risk, it's probably more difficult to support children in a setting, because you kind of had to have done some of that risk you play yourself to be able to feel confident and have that understanding about why that's important and how it what it looks like and what it feels like, because you do get that, yeah, that feeling in your belly that says, oh, not sure you should be doing this. Try it anyway. Try it. Try it anyway. If you feel, if you feel that that's really what you want to do, not what they're telling you to do. Have a go. Some kids will go away and come back to it. When, other you know, maybe there's people who are telling them to do it, they're not watching.
What are the main challenges when it comes to balancing and advocating children's right to play with regulations and duty to ensure safety?	So really interesting that the overarching body that looks after health and safety, so The Health and Safety Executive have a really clear statement on their website that says, risky play is good for children, okay, and that's been there for a long time. So, when people say to me, Health and Safety Executive won't, let's do that, I always direct them to their website and say, have a look at this. I think one of the things that inhibits organisations allowing risk is that they are really scared and worried about being taken to court if something goes wrong. I think that some insurance policies probably have been set up without enough detail in them. If you want to do risky play, you've got to be really upfront with your

	insurance company, so that they are aware of what might come and what might happen. If that is the case, then they will probably ask you for what mitigations you are putting into place to ensure that, on balance, the benefit of risk outweighs the you know might follow from break my arm. So, they're probably better set up for that. I think we have a generation, probably two generations, of parents who don't get it because they didn't do it. Yeah, it's not it's not their lived experience, and it scares them, and it frightens them a lot of teachers who need to be in control. And if you've got children who are taking risk, you're not in control. Absolutely not. I think that we've probably done children and young people a bit of a disservice when it comes to risk, because we've gone through that, that period of time where people talked about helicopter parents, and parents who hover around making sure children are safe, maybe because of peer pressure. Maybe my children, my three are all in their 30s. So, if we take 25 years off that so when they were 10, 11, 12, 13, my children have a lot of freedom. That's how I grew up? We, you know, we went out in the morning and we played. And I know with certainty that some of my children's friends' parent's kind of encouraged them not to always be at our house, right? Because there were opportunities for doing things that they wouldn't be allowed to do. My husband used to he made like a platform, not a platform like, a bit like a big wooden sledge, and he attached it to the back of the old car, and he used to pull children around the field on it. So, there were some kids who loved it, some kids who didn't love it, some kids parents who absolutely said, you're not going. My kids used to use, we used to have a mattress that they used to use to come down the stairs that was appreciated by some, but not all. Just different opportunities, isn't it to be a bit risky?
Have you noticed societal views, external pressures and parental concerns affecting the way CEYS view and manage play and risk?	That's really tricky, because there is CEYS, the childcare and early years' service, which is very clearly a government body. We're paid by the government, employed by the government. And then there's me, who works in CEYS, so what the government would maybe, a few years ago, would have liked to have seen or understood, is not my view. I feel much more empowered these days to stand up for my view and for children's rights. And if that's the right thing to do, then that is the right thing to do. And I'm quite happy to go and say to very important people in government, but you don't understand it. And actually, if you did some research, or if you listened, or if you read these things, you'd know a bit more. So, I was going to say maybe they put up with me? I don't know if that's the right thing to say. We have been talking a lot about having a play strategy. So, I started writing a play strategy back in 2009 Okay, a long time ago, and I've tried and tried and tried, and nothing has ever come of it, until now and then, with the previous government of two years ago, we said, this needs to happen. And the people who were in our who were in charge of the Education Department, the ministers at that point, at that time, said, Yeah, okay, go on, do your worst. And so, we started writing. And then we said, you know what? If we're going to do this, we're going to need a play officer. We need somebody to sit somewhere, preferably my team, but

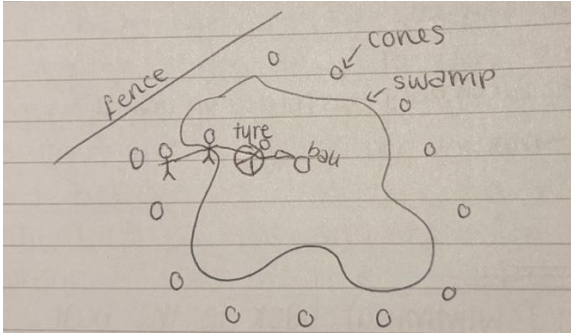
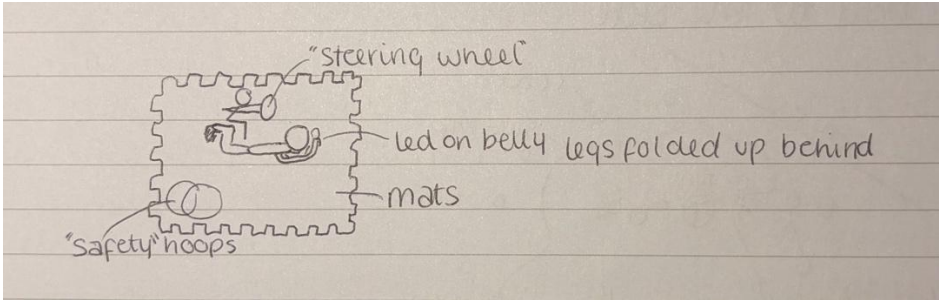
	somewhere within government, who can work at a strategic level, but also at an operational level, somebody who has a van, who can fill that van with stuff, and in the holidays and maybe after school, can go to places where children are and guide them, not be responsible for them, but guide them. And I took that to the then head of CYPES, and he said, Yeah, I'll do that. I'm going to rubber stamp that. We'll find the budget for that, write a job description, so I wrote a job description, and then the government had a vote of no confidence, and we had a whole new government, and their priorities were no longer my priorities. It's only through nagging, I think, and talking about this a lot and the benefits, and I think it links quite well with the move towards politicians understanding more about the danger of online harms, that we have been able to get this play plan written so the lady, the person within government who's written this play plan, knew nothing about play so, we met with her and with Malcolm Ferret, who is one of our ministers, and I gave her everything that I've ever been able to lay my hands on. I gave her my dissertation. I gave her links to play people all around the world. I gave her we talked about play England, play Wales, play Scotland, different jurisdictions that do things well, like the Isle of Man, they have this organisation called the Isle of play, which is just amazing. Absolutely, I'd love to go. One day, I will go and Jade wrote this fabulous plan, and then since then, we have been able to talk about that in the media, and I think because of those things, and we're being very open about the fact that play is really important. It's not for only one part of Jersey, it's for all children. Doesn't matter whether you've got money or no money, or whether you have a disability or you don't have a disability, doesn't matter if you're 2 or 10 or 19, that this is really, a really, really important aspect of life that we've missed. Jersey is a different place. People don't have, not everybody. Some people don't have family members here anymore, and they don't have that additional takes a village to raise a child that they don't have that thing around them. So yeah, the more we can do around that, the more we can highlight the benefits of play and run that alongside online harms. How this one outweighs that one. Hopefully we'll get hopefully we'll get there.
In your opinion what approaches or support systems could help settings to feel more confident and encourage more risk-based play whilst still staying within regulatory boundaries?	So, some of that sits very firmly on my team. So, amongst the four of us who go into settings, two of us are play through and through and through and through, and two of us are not, not because they don't want to, but because that has not been their experience. I need to get those two members of my team up there so that their understanding of the benefit of risky play and play unsupervised child led, not planned once they have an absolutely clear understanding of those benefits, we should be able to support our settings better. We also have a quality framework, a Childhood Quality Framework. I don't know, have you ever seen that? There might be one in the office here. So, I wrote that 2018, 2019, and we've not used it properly, right? So, on the front it says Childhood Quality Framework. But it's not all childhood, because our surf clubs and gymnastic clubs don't need that. Yeah, that's not what they do. I can't write a quality framework for them because I don't know, I don't know about it, so I need to

	find some time to re look at that quality framework and then do some training around it with our play settings. So those play settings that are registered, that are quite regimented, hopefully will be able to change their approach. I understand that that's not always easy. So, if you are a school and you have a registered holiday and after school club, but your head teacher and your line manager are responsible for health and safety and control, then it's much more difficult. At some point it would be great if we could encourage those health and safety managers, those deputy heads, those head teachers, to come and do the introduction to play work and that would really open their eyes and possibilities for now we have to, and I don't know if that will ever happen. I just don't know if it will. It is unfortunate that sometimes people in power, in positions of power and control, don't always acknowledge that they could learn something new, which is really tricky. We can, you know, we're always, we should always be open to learning something new. We've spoken about it here before. It's that sort of, the schools almost don't want to give the children the differentiation between these rules are okay now and not at another time. We have some after school clubs that are run by a third party but are run out of a school. Only take children from that school, and the rules change at three o'clock, right? So, during the day, Charlie, who's in year two, can do A, B, C, D, E, F, G, Charlie, who's in year two, in the after-school club, is not allowed to climb the tree. Is not allowed to go on that bit of grass because it's not part of the After School Club, is not allowed to there's just a lot of things that you can do this, but you can't do this. It's like crossing a line, and children shouldn't have to try and understand that. Yeah, they really shouldn't have to have a whole different set of rules. And it is difficult, because if you are working in an after school club that is run that is in a school, and you work in the school during the day, you might be Mrs. Brown, and then in the after school club, I would much prefer there wasn't a Mrs. Brown and there was a Sally that that's my preference, and that isn't always achievable.
How do you feel CEYS could shape policy and regulation in the future to allow for both safety and children's freedom to explore and take risks?	So, our statutory requirements. So, the regulations, I have tried to make them as minimal as possible. The risk is yours, so I can't tell you what to do, and I can say that legally, you need to do all of this, how you use those regulations and how you choose to develop, or how a manager owner chooses to develop what they do. You know you can be creative within that, if I change those regulations to say, I want you all to be doing risky play and there was an accident, then I would be the one who ended up in court because the minister won't go. You go to court would be what he says. So minimum standards which allow you some freedom, and I think that, think we've probably got the balance, okay. I think it's probably more about people's understanding. Goes back to that learning. So, so one of my newer team members finds it tricky to get a head round the fact that in this world of regulation that she's not worked in before, there isn't black and white. And I try and explain and say, these are our regulations. This is our set of statutory requirements, but every single one of our settings is different. Yeah, your setting has stairs and very little in terms of boundaries, and some have got

	fences and locked gates. Some people in nurseries might follow a specific approach. People do things and interpret things in their own way. And for me, as long as you meet, as long as you're compliant and you're meeting all those, all those requirements, then so for my staff member that she finds that really tricky, I say to her, there's no black and white. It's just all grey in the middle. It's all grey, and we have to wade through that. We have to make sure children are safe. We've to make sure that staff are the right people to be looking after children, and we've got to make sure that they've got all this stuff that we ask them to have. How you then go away and do that is completely up to you, and going to be different every single one is different if you think about our child minders. So, we. We've got some great child minders. And children are out all the time with our child minders, but they all, they all live in different houses. Some are married, some are not. So, we've got kids, some haven't got kids. Some have got a qualification. Some have never had a qualification. Some have got husbands who smoke. So, they make them smoke outside it. They're all different. They're all really, really different. Some do it just because they want to stay at home with their own kids, but they need to earn some money. Some do it because they think that and do provide the most exciting, fulfilling experience for children. So many differences, because we were all different, aren't we?
Is there anything you would like to add around supporting children's adventurous and creative play opportunities through taking risks?	I would love for us to have a sort of open access adventure playground type thing in Jersey. I don't think we ever will. I'd like that. I'd like I'd like to think that we could have something like that. The reasons I don't think we will is that land is at a premium in Jersey. Transport links are tricky, so it would need to be somewhere near town. Yeah, nobody's ever going to make some land available in in or near town to be able to do that. The government would freak out, because if children were sawing wood and hammering nails and building their own things and then running up them, and they would not cope with that. I think, I think in terms of opportunities for children's development and growth would just be amazing. Would absolutely be amazing. What else would I like? I'd like all people who are thinking about being parents to learn about play. I like them all to do some sort of parenting thing, and within a big section on why play is important, why risky play is important, what happens if you don't play? What happens if you do play? Just think that's really important. Like to think that all honorary policemen and policemen could have that opportunity, so that instead of seeing a child who's misbehaving, actually they have an understanding about the fact that actually they're just playing that is part of their play. Yeah, probably that. Yeah. And it's funny, you know, Tim Gill did that about children being able to roam. And I, I challenged him on that, because I don't think even, even the even though the distances that he uses are shocking. But In the early 70s, mid 70s, my friends and I would walk for a day. Yeah, sometimes we would some, sometimes we wouldn't know where we were, yeah, and we'd have to find a phone box back in the day, when you could press zero for the operator and ask her where the phone box was. And that it's those skills,

	isn't it as well? and having that resilience and. Problem solving and everything now just seems to be delivered to a child. What do you want? Okay, here it is, and we don't give them those opportunities to self-test, to work out what they can and what they can't do. So, when Tim says, I can't remember what it is that he says now that I don't know that your grandparents did this much? Well, I think me and my friends did probably triple what he thinks grandparents did. It's a bit scary that children don't have the ability to do those things. So, I have got friends who have teenagers and I am shocked that some of my friends say their children never get the bus, don't have to empty the dishwasher, you did in my house, we both worked and it wasn't all our job. You wanted your clothes washing you helped, at the very least you put your clothes in the basket outside your bedroom door. And that doesn't seem to be the case for children anymore, it feels like we've missed a whole set of rules, and somebody just decided that doesn't apply and children need to be pampered and entitled to I don't know what. I think I'm hoping some of the things much longer term that come out of the play plan with some funding and momentum is that 5 years' time maybe that's not long enough but social difficulties that young people find themselves in will be lessened. Obesity levels are always higher in town than in the country, in five years' time I'd like to think that there has been a reduction in levels of obesity of children in town, if the government is able to allow itself to understand and put some investment in.
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Observation Results

1	Outside – Grass Pitch Children playing football, coned off area due to rain making it swampy, the ball rolled into the swamp. A member of staff allowed a child to pass the cones and retrieve the ball, once retrieved the children continued playing and the ball was once again kicked into the middle of the swamp. The children were again allowed passed the coned boundary to work together and problem solve to get the ball back. The children went off to get some ‘supplies’ to help them. Using a tyre and some sticks the children threw the tyre into the swamp. One child climbed on and then the other children held hands forming a chain to ensure no one fell in the swamp, the child on the tyre then used a stick to pull the ball to the side of the swamp where they could then retrieve it themselves.  Some practitioners / parents would view this as risky and tell children to stop due to the risk of slipping / falling or the risk of children getting wet or ill. Children where informed of the possible outcomes and risks before trying to get the ball but still wanted to go ahead. This small interaction helps children to learn about risk management and their personal boundaries i.e. balance, teamwork and problem-solving skills.
2	Inside – Sports Hall Children putting together jigsaw piece matting Child A says it's a boat and the hula hoops are safety rings for if someone drowns, then pretends to fall in and drown, lying on the hall floor. Child B grabs a hula hoop and holds it out to Child A who grabs on and lets them pull them back to the boat. Another child (Child C) then comes over and lies on the mats putting their legs in the air telling the others it is the seat and passing a small hoop for the steering wheel.  Child A come running (swimming) back to the boat saying, “sharks are chasing me” Child C starts moving their legs side to side saying the sharks are hitting the boat. Child B is sat on the ‘boat seat’ and rocks side to side

Appendix 9

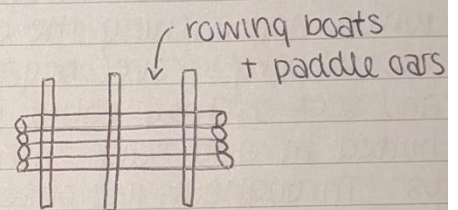
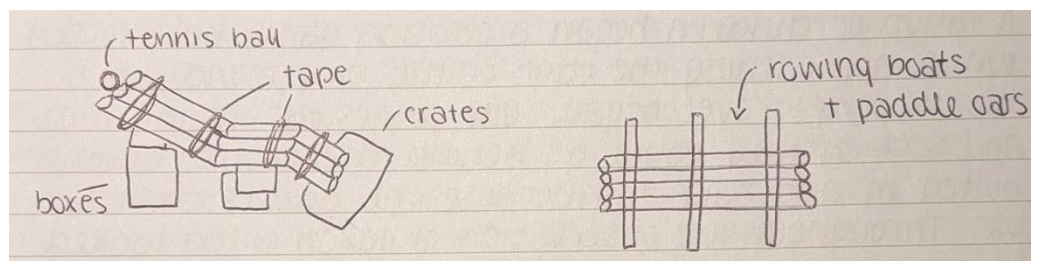
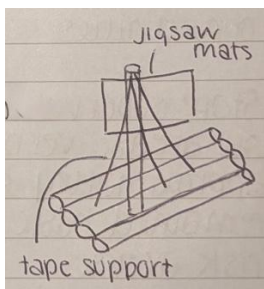
	along with the movement of the legs saying, “oh no a storm the boat is getting rough”. The children continue with varying rough patches losing sections of their boat until Child C says, “phew we’ve reached a little island.” The three children jump off the boat and run upstairs to the “safe island”
3	Outside – Grass Area - Multiple activities set up (tennis, obstacle course, rounders, loose parts and painting) - Access to playground, pitch, muddy bank and inside - Observing two children chasing each other who then go towards the muddy bank One child begins running up the muddy bank and then starts climbing a tree, once a few branches up the other child shouts, “be careful, don’t fall” the child in the tree looks down climbs up one more branch and then climbs back down. The two children then walk past me heading back towards the building as they pass me one says, “this place is boring there’s nothing to do here”, I asked them why they think that and what they might want to do. The child that had been climbing the tree says, “I just want to go home and go on my PlayStation” the other child then says, “yeah that’s way more fun and if I was at home, I could play on it all day” Many suggestions and opportunities were presented to the children however everything was a no or boring. The staff member also said that if there was anything they thought of and wanted to do to let them know and they could most probably arrange for it to happen. The two children went and sat on the bench and remained “bored” and unengaged despite multiple opportunities and encouragement from staff. After a short while they went to play football, then rounders, then some of the obstacle course but engagement remained short in duration, moving between activities before once again becoming bored and disengaged.
4	Outside – Playground - 12 children outside along with two members of staff - Playground consisting of fixed climbing equipment, rubber safety flooring and designated seating - Most children initially remained close to staff with a few running straight to the swings Two children approached the climbing wall on the climbing frame and looked around for acknowledgment from staff before proceeding and climbing. The staff member reminded the children it was ok and to be careful whilst keeping both hands on the holdalls. One child climbed halfway then came back down whilst the other continued but moved slower after the safety warning. A group of children began a chasing game but stopped when approaching the edge of the playground where the ‘slippery’ gravel began. One suggested playing hide and seek as they could go behind the castle, another butted in and said, “no because the adults can’t see us”. Throughout the observation children often looked to staff for reassurance. No children attempted to modify the environment for example climbing the slide or use loose parts to create new play spaces and opportunities. Staff supervision was continuous with adults observing all areas. Verbal reminders of safety occurred approximately six times in 20 minutes. Overall play remained basic, contained, supervised and largely risk averse.
5	Inside – Sports Hall

Appendix 9

- Loose parts
- Cardboard tubes
- Mats

Children in sports hall with resources already out, free play, children have not been told what to do.

Some children ran straight to the cardboard tubes putting them on their arms and fighting with them whilst others took tubes and crates and then asked staff for masking tape and tennis balls. Once they had these additional resources they began building and asked for an adult to help hold it in place. They then worked together to build a human sized marble run with a crate to catch the ball in.



Another group of children taped some tubes together to make a rowing boat and then sat on it each with a tube to use as a paddle. Later in the day some more children built a yacht and then worked together to push each other around on them using blue tarpaulins to create the water for the sea.

Appendix 9

Category	Definition	Example Behaviours	Observed (✓/X)	Notes / Description
Engaged in physical risk	Willingly participate in activities that provide physical challenge or risk	Climbing, balancing, jumping from height	✓	Ran down muddy bank where multiple tree roots are poking out and holes where children have been digging
Assess risk and surroundings	Child shows awareness of their surroundings	Looks before jumping, checks stability, adjusts actions	X	Ran immediately
Shows Independence	Child makes own decisions and carries out their play without help	Doesn't ask for help, begins without adult prompts, explores away from adults	✓	No adult interaction, staff present and supervising but not involved in the play frame
Adults Assists / Intervenes	Adult support is needed to guide or stop the activity, due to child's needs or activity safety concerns	Adult holds child for support, verbal safety instructions given, shows how to do an activity	X	
Problem Solving Skills	Child manages problems and challenges themselves, trying different actions to solve them	Attempts activity in a variety of ways, adapting to failing, uses objects to assist	✓	Slipped on the first time and when trying again went slightly slower, paying more attention to feet placement
Imaginative Play	Play scenarios, roles and stories are created by the child's imagination and creativity	Pretends equipment is something else, acts whilst playing, narrates play	X	
Helps / Encourages / Warns friends and peers	Interacts with others offering support, guidance and encouragement as well as warning others of dangers	Says 'you've got this' or 'be careful' to others, offer support, demonstrates how to do it	✓	Said "watch out I'm coming" when running straight towards friends watching at the bottom

Appendix 9

Confidence	Child engages without fear and appears satisfied with their decisions and actions	No hesitation, appears eager, shows pride after completion	✓	Laughing and repeating activity
Hesitates + looks for reassurance / shows fear	Pausing throughout activities, looking for approval and reassurance	Says 'I can't' or 'I'm Scared', withdraws, looks for support and reassurance before progressing	X	
Repetition of risk activity	Repeats risky and challenging activities multiple times to master and build confidence	Repeated activity and movement, same routes or challenges, returns to same places after success	✓	Repeated activity multiple times, taking it in turns with friends

Factor	Options	Notes / Comments
Supervision Level	☐ None ☒ Distant ☐ Active	Adult nearby but not directly interacting
Social Context	☐ Alone ☐ Pair ☒ Small Group (3–5) ☐ Large Group (6+)	Taking turns, negotiating play and following each other's lead / instructions
Gender	☐ Boys ☐ Girls ☒ Mixed	2 girls, 1 boy
Play Space Type	☐ Playground ☒ Grass Pitch/Nature ☒ Bank ☐ Indoor ☐ Other	Running up and down from bank to grass pitch
Play Materials Used	☐ Fixed equipment ☐ Loose parts ☒ Natural materials ☐ None ☐ Other	No materials
Surface Type	☒ Grass ☐ Pavement ☐ Sponged Matting ☐ Mud ☐ Concrete	Mixed surfaces
Weather	☒ Sunny ☐ Cloudy ☒ Windy ☐ Rainy ☐ Cold ☐ Hot ☐ Inside	Nice sunny day with a breeze

Appendix 9

Category	Definition	Example Behaviours	Observed (✓/X)	Notes / Description
Engaged in physical risk	Willingly participate in activities that provide physical challenge or risk	Climbing, balancing, jumping from height	✓	Climbed to top of climbing frame and stood on bridge handrails
Assess risk and surroundings	Child shows awareness of their surroundings	Looks before jumping, checks stability, adjusts actions	✓	Paused, looked around before continuing and climbing down
Shows Independence	Child makes own decisions and carries out their play without help	Doesn't ask for help, begins without adult prompts, explores away from adults	✓	No adult help required
Adults Assists / Intervenes	Adult support is needed to guide or stop the activity, due to child's needs or activity safety concerns	Adult holds child for support, verbal safety instructions given, shows how to do an activity	X	
Problem Solving Skills	Child manages problems and challenges themselves, trying different actions to solve them	Attempts activity in a variety of ways, adapting to failing, uses objects to assist	✓	Adjust grip and foot position when unsure
Imaginative Play involving risk	Play scenarios, roles and stories are created by the child's imagination and creativity	Pretends equipment is something else, acts whilst playing, narrates play	X	
Helps / Encourages / Warns friends and peers	Interacts with others offering support, guidance and encouragement as well as warning others of dangers	Says 'you've got this' or 'be careful' to others, offer support, demonstrates how to do it	✓	When climbing the netting to reach the bridge told friend to 'hold on tight so you don't fall'
Confidence	Child engages without fear and appears satisfied with their decisions and actions	No hesitation, appears eager, shows pride after completion	✓	Smiling and laughing, cheering, shouting to friend – positive interactions

Appendix 9

Hesitates + looks for reassurance / shows fear	Pausing throughout activities, looking for approval and reassurance	Says 'I can't' or 'I'm Scared', withdraws, looks for support and reassurance before progressing	✓	Brief pause before continuing
Repetition of risk activity	Repeats risky and challenging activities multiple times to master and build confidence	Repeated activity and movement, same routes or challenges, returns to same places after success	✓	Climbed different parts of the climbing frame multiple times

Factor	Options	Notes / Comments
Supervision Level	☐ None ☐ Distant ☒ Active	Actively watching ready to step in for safety reasons if needed
Social Context	☐ Alone ☒ Pair ☐ Small Group (3–5) ☐ Large Group (6+)	Cooperative Play
Gender	☐ Boys ☐ Girls ☒ Mixed	1 boy, 1 girl
Play Space Type	☒ Playground ☐ Grass Pitch/Nature ☐ Bank ☐ Indoor ☐ Other	Open area, matted playground with lots of space
Play Materials Used	☒ Fixed equipment ☒ Loose parts ☐ Natural materials ☐ None ☐ Other	Climbing frame, slide, swings, seesaw, bridge
Surface Type	☐ Grass ☐ Pavement ☒ Sponged Matting ☐ Mud ☐ Concrete	Soft landing, black in colour can be hot when suns out
Weather	☐ Sunny ☒ Cloudy ☒ Windy ☐ Rainy ☒ Cold ☐ Hot ☐ Inside	Wind could affect balance