



BURLINGTON JUNIOR SCHOOL

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Burlington Junior School OPAL Play Supervision Strategy Plan

This document establishes the strategic application of three distinct OPAL supervision models—**Direct, Remote, and Ranging Supervision**

The strategy ensures children enjoy high-quality, adventurous play while maintaining an effective, legally compliant safety net.

The Three Supervision Models Defined

[DIRECT] ———> High Hazard Zones / Highly Complex Scenarios

[RANGING] ———> Fluid, Active Play Zones / Dynamic Problem Solving

[REMOTE] ———> Low-Risk, Independent Zones / High-Trust Play

- **Direct Supervision:** A dedicated staff member is physically stationed at a specific asset or zone, providing continuous, active monitoring and immediate intervention if safety thresholds are breached.
- **Ranging Supervision:** Staff members do not stand still; they continuously move ("range") along a predetermined route through multiple interconnected play zones, monitoring the overall safety climate.
- **Remote Supervision:** Staff maintain a visual line of sight from a distance but do not physically enter the zone unless signaled. Children lead entirely independently, building self-regulation.

Strategic Deployment Matrix: When & Where

Supervision Type	Where to Use (Zoning)	When to Use (Timing & Scenarios)	Primary Staff Behavior & Cultural Adaptations
Direct	• Mud Kitchen & Water Play • Loose Parts Building Shed • Heavy Physical Elements (e.g., Tyre Mountain, Slacklines)	• Throughout the full duration of lunchtime and break times. • When introducing brand new loose parts to the site.	• Stand back and observe: Intervene <i>only</i> if a child is in immediate physical danger. • Visual Support: Use physical gestures and visual demonstration rather than rapid English commands to resolve safety disputes.
Ranging	• Open Tarmac & Sports Pitches • Tarp/Den Making Zone • Interconnecting paths and transition walkways	• During peak playtime congestion (the first 15 mins and last 10 mins of lunch). • On high-wind or high-rain days when play styles shift rapidly.	• Active movement: Walk a continuous circuit to eliminate blind spots. • Cultural Facilitation: Actively look out for children who are isolated due to language barriers and quietly nudge open-ended resources into their space to prompt cross-cultural play.



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Remote	• Quiet Reflection Garden • Performance & Music Stage • Designated Year 6 Independent Play Lawns	• During standard, calm weather cycles once OPAL routines are embedded. • When pupils have demonstrated mastery of a zone's code of conduct.	• Maintain distance: Position at the edge of the zone to establish a clear line of sight without crowding the children. • Facilitate trust: Allow children to resolve interpersonal conflicts independently for at least 60 seconds before stepping in.
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Operational Protocols for Staff

1. The "Step Back" Rule

Unless a child is about to experience severe harm, staff may wait **20-30 seconds** before intervening in an activity. For junior children navigating minor arguments, structural failures in den building, and physical tumbles is key to building resilience. (Staff have the right to make an 'in the moment' decision but can discuss this with the OPAL team to clarify best practice.)

If a staff member on **Ranging Supervision** notices an escalation of risk in a normally low-risk area (e.g., children starting to stack heavy pallets in the quiet zone), that area immediately transitions to **Direct Supervision**. The ranging staff member must radio or signal a peer to absorb their circuit until the risk is managed down.