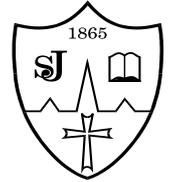


Play Policy



St James' C of E Primary

Play policy

Written by: Caryn Smith

Written: January 2016

Reviewed: January 2019

Rationale

This policy sets out the school's commitment to ensuring that quality environments for play and informal recreation are available to all its children, and aims to improve the way we think about, and provide, opportunities for play. The school believes that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment within challenging settings, free from unacceptable levels of risk.

Play provision should be:

Welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities

Purpose

Play is defined as any freely chosen activity which a child finds satisfying and creative. It may or may not involve equipment or other people.

- ☑ Play is essential for physical, emotional, social, spiritual and intellectual development
- ☑ Play can be physical, imaginative, creative, and explorative.
- ☑ Play enables children to explore the physical and social environment, different concepts and ideas
- ☑ Encourages self-confidence and the ability to make choices, co-operation and responsibility.
- ☑ Play is critical to children's physical and emotional health, and enables them to explore and develop the balance between their right to act freely and their responsibilities to others
- ☑ Free play can have a direct positive impact on a child's ability to meet formal educational goals
- ☑ Is a chance to form social and communication skills and recognise boundaries of relationships across age-groups.
- ☑ Is taking managed risks and being challenged – helping children to make informed and adapted decisions in play and life.
- ☑ Above all play should be a fun, enjoyable, memorable and exciting experience.

Aims

We recognise that playtime is approximately 25% of a child's school day. With such a large proportion of time spent at 'play' we recognise the need to:

Continue to keep children at the heart of decisions and provide a consistent message

- for those whose role is to plan for or provide for play within the school to gain a greater understanding of play, its principles, qualities and benefits and be kept up to date with training.
- To consult children in decision-making on the planning, design, creation and supervision of play opportunities.
- To give clear and consistent messages to children about what are acceptable boundaries in regards to loose parts, Causing direct harm etc.

Improving the quality of the play environment.

- Give our children opportunities to encounter challenge, stimulation and acceptable levels of risk in their experience of play so they can blossom in all areas of development across age groups.
- Give children regular opportunities to make and shape their play environment with loose parts and decision making about playground development.

We ensure that there is minimum risk to children whilst playing in the playground by ensuring adequate adult supervision and first aiders being present on the playground at a designated first aid area.

This policy should be read in conjunction with the Whole School Behaviour Policy, Lunchtime and Break Supervision Risk Assessment and Playpod Risk Assessment.