



Thrupp Primary School

Play Policy

Leader: Tina Harris

Signed:

_____ Donna Mylechreest (Headteacher) Date: _____

_____ André Bovington (Chair of Governors) Date: _____

At Thrupp Primary School we are committed to using this Play Policy to guide our planning and actions in providing play opportunities, and quality environments for play and informal recreation, for our children. We believe all children have a right to play. We want all children to be able to freely choose an activity which they enjoy. We believe that play has a vital role in their well-being and promotes happiness. It is an integral part of their learning. We believe that all children need opportunities to play which allows them free choice, to explore, be creative, take reasonable risks, express themselves, develop communication skills, build confidence, challenge themselves, improve resilience and foster good social and behavioural skills. At Thrupp Primary School we want to allow children the maximum time possible to play and for them to explore and manage risk.

Rationale

Our school believes that all children need opportunities to play which allow them to explore, be creative, take acceptable levels of risk, express themselves, build confidence, challenge themselves, develop resilience and acquire good social and behavioural skills. Twenty per cent of a child's time in school each day is play time and as a school we believe that this time needs coherent planning, especially as changes in society such as heavier traffic, less freedom for children to play outdoors and the increase in digital technology have led to 'play poverty' for today's children. This makes their play opportunities at school even more vital. We recognise that 'rich' play opportunities are a child's right, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.

Our school acknowledges and supports the United Nations Convention on the Rights of the Child (UNCRC) (Appendix 1), especially Article 31 which focuses on the child's right to play and Article 12 which focuses on the right of children to be listened to on matters important to them.

Our school acknowledges and supports the Play England Charter for Children's Play (Appendix 2) which underpins some key understanding for play:

- Play is an essential part of every child's life – vital to his or her development. It is the way that children explore for themselves the world around them; the way that they naturally develop understanding and practise skills.
- Play is essential for healthy physical and emotional growth, for intellectual and educational development, and for acquiring social and behavioural skills.
- Play may or may not involve equipment or have an end product. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious.
- Children's own culture is created and lived through their play.

What is Play?

Play is any freely chosen activity which a child finds satisfying and creative. It may or may not involve equipment or other people. It may be serious or light hearted. It may produce something or it may be done simply for its own sake. It allows children an opportunity to be creative and make decisions. We recognise that play may need to make a noise, get dirty, make a mess and

sometimes be out of the direct gaze of adults. We believe it should give children the opportunity to play with all ages and that it is the role of the adults to support the play process. Children will also have the opportunity for 'free range' play within the school grounds.

Risk assessment and play

An essential element of exploration within the medium of play is the opportunity for children to experience freely chosen activities, where they can take acceptable risks and challenge themselves beyond their existing capabilities. Allowing children to take acceptable risk develops their ability to judge risk independently and learn new skills. At Thrupp we have a separate

All children both need and want to take risks in order to explore limits, venture into new experiences and develop their capacities, from a very young age and from their earliest play experiences. Children would never learn to walk, climb stairs or ride a bicycle unless they were strongly motivated to respond to challenges involving a risk of injury. Play England

Carefully considered and comprehensive risk assessments of all play provision within the school should be reviewed on an annual basis, or whenever significant change or development in play provision/equipment or child circumstances takes place.

Remote supervision

We may not be able to see every child all of the time, especially when the children are using the trees. It is expected that staff will move around throughout playtime, finding out what the children are doing and where the children are playing. Staff can then check in on the children's play throughout playtime.

Inclusion

All children are entitled to welcoming and accessible play provision, irrespective of gender, economic or social circumstances, ethnic or cultural background or origin or individual abilities. It is our responsibility to ensure adequate provision is provided.

Provision for pupils with Special Educational Needs is planned in line with the Code of Practice for SEN. Children are supported where necessary in order for them to have good access to play.

Governors

Governors are responsible for ensuring implementation of the play policy. Monitoring is carried out by the Premises Committee on behalf of the Governing Body.

Monitoring and review

This policy will be closely monitored by the head teacher and Play Leader. The SLT will be responsible for producing and managing an action plan for play.

This policy has been shared by the whole school community.

Policy date: November 2019

Review date: November 2021

Signed: _____ Mrs T Harris