



The Grove Primary School

"The Grove School Cares"

Play Policy

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Version	Date	Description
18.0	10/12/2018	Initial Draft of Policy
18.1	08/07/20	Annual Review
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Related Documents/Policies

References	Title
	SEND Code of Practice
	Accessibility Policy
	Behaviour policy



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Definitions

- **A play policy** sets out the values and principles which a group of people agree that they hold in common and that will inform the decisions that they make.
- **A play strategy** sets out priorities and objectives for action by which these principles will be put into practice.
- **A play implementation or action plan** sets out the specific actions and improvements to be undertaken and will be Specific, Measurable, Achievable, Realistic and Timed.
- **Strategic leadership** sets out the role of the person who will oversee the play provision and take a Curricular lead for 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 lighthearted. 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.

At The Grove Primary School, 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 the role of the adults is to support the play process. Children will also have the opportunity for 'free range' play within the school grounds. Play makes up to almost 20% of the week for a child in school. We want to make it creative, purposeful and fun!

Through our belief in children's rights, we aim to:

- Provide a secure, caring environment where all children are happy, intrinsically motivated, relaxed and able to reach their potential.
- Children must follow instructions, use equipment without hurting others and have fun.
- Adults respect this right by providing opportunities for creative, exciting play, use conflict resolution to support children and supporting children who have additional needs at playtime.
- Children have the right to assess risk and tidy equipment away.
- Adults respect this right by assessing risk daily, encouraging children to assess risk also and helping children to tidy up.
- Adults respect this right by developing new opportunities for play, listening to children's ideas about play and supporting children who have additional needs to access play.



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Commitment and Rationale

This policy sets out The Grove Primary school's commitment to ensuring quality play opportunities are available to all children.

As a school, we aim to improve the way we think and provide opportunities for play. We believe that play is essential for physical, emotional, social, spiritual, and intellectual development.

The school grounds provide a crucial place for children to experience self-initiated play.

Our Aims

Our school aims are:

- To provide children with a play setting which is both stimulating and challenging.
- To allow children to take risks.
- To provide children with a range of environments which will support their learning across the curriculum and about the world around them.

We aim to give the children the opportunity to:

- Explore the world around them through playful experimentation.
- Develop social skills, enhancing communication, collaboration and problem solving.
- Encourage resilience and self-confidence.
- Think creatively.
- Develop independence and take responsibility for themselves and others.
- Develop physical health.
- Develop emotional health, allowing the balance between acting freely and allowing everyone to have their rights.
- To develop skills in self-assessing and managing risk.

Benefit and Risk

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. 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.



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Play England's 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.

To manage the levels of risk we will follow the guidelines below:

- Recognise the need for professional judgment in setting the balance between safety and goals.
- All staff should self-assess and manage risk; e.g. red tape should be used to section off play areas or equipment which are deemed to be 'high risk.'
- Ensure risks are as apparent as possible to staff and children.
- Ensure risks that children may not appreciate are controlled and managed
- Provide staff with training to supervise play.
- All staff are assigned a zone on a termly rotation and it is expected that staff will move around throughout the playtime, finding out what the children are doing and where the children are playing.
- Staff are constantly observing and aware of the changing nature of play.
- Staff will intervene when necessary and remain vigilant during play.

[The Grove Primary OPAL Risk benefit assessment grid.docx](#) Please note this is a working document that changes with the OPAL provision and is updated regularly.

Behaviour

Children will adhere to our behaviour policy which will be enforced with consistency while children play. With play you might expect some conflict, and children will be encouraged to manage this if they can. When staff need to intervene, they will follow the behaviour policy and our 'Restorative approach' to conflict resolution will be used.

First Aid

All lunchtime staff carry a waist bag, which contains basic First Aid equipment. There is also additional First Aid equipment stored in the Quiet area. All of the lunchtime staff are First Aid trained and staff in school are first aid trained, with many staff paediatric first aid trained.

Any head bumps must be reported to parents via Tapestry or direct contact; this will be completed by the member of staff dealing with the child.

If an incident involving a child requires a phone call home this must be discussed with the SLT. All First Aid incidents should be recorded in the accident books kept within the first aid bum bags.



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Clothing

We would advise as staff that all children come prepared for outdoor/all weathers play.

During the colder and wet weather wellies or walking boots should be worn by staff and children when walking on the school field or in the woods. Children should also wear coats during cold weather. Additionally, children need to be responsible for managing their outdoor clothing, this includes being prepared before they go outside to play. In the summer, children will need sun cream and hats to protect themselves.

Part of outdoor play means children may get muddy. We will endeavour to reduce this as much as possible but free play means allowing children to explore the areas they like. A uniform is designed to give children a sense of belonging but also a way to protect their 'good' clothes they wear at home.

Equality and Access

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.

This policy will be closely monitored by the SLT and the OPAL working party and reviewed based on the needs of the adults and children in the school.

The policy will be reviewed in line with the SEND code of practice to ensure all children are able to access the play provision (this may mean with support for some children).

All parts of play provision can be accessible. Please see our Accessibility Policy which can be found on the school website.

Environment

- Our caretaker performs regular health and safety checks of the area.
- The OPAL working party and other staff will check for risks/dangers when they are outside with the children.
- Children will be made aware of possible risks and help to manage those by alerting staff to them.
- The playground will be divided into zones to help staff supervise children and to keep a sensible risk/benefit management system in place i.e. not all 'riskier' items together.
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Sharing information

- Children will take part in weekly OPAL assemblies.
- These will share with children and staff any updates that might be needed for safety.
- They will also help children to plan their play and think about things they can do while using OPAL outside.
- It will remind children of some of the routines i.e. bringing a change of clothes in wetter seasons.
- We will share play on social media platforms.
- We will celebrate play with photos during assembly.
- Staff will be briefed about play in staff meetings.

Rights Respecting

We follow the rights to play Article 31:

Article 31 of the United Nations Convention on the Rights of the Child (UNCRC) **creates a specific right for all children to have rest and leisure, to engage in play and recreational activities appropriate to their age and to participate freely in cultural life and the arts.**

Role of The Governors

We have a strategic lead governor for Play who regularly comes into school to find out about OPAL playtimes and helps perform learning walks on the grounds to observe play in action.

No more indoor playtimes

We believe in providing play in 'all weathers' this means we provide children with:

- The space to store their outdoor shoes.
- Provide outdoor shoes as 'spares' for those children who need it.
- Access to full waterproof clothing for those children who need it.
- Weekly updates to remind children about what they might need for different types of weather.

Playing and Learning

Play contributes greatly to such diverse areas such as: language, arts, cultures, science, maths and technology. It supports self-regulation for children. Research suggests that play can develop the cognitive abilities of children including: problem solving, creativity, representation skills and memory.



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Types of play

As part of our OPAL provision, we ensure that we plan for and cover all types of play. These include:

- **Creative/fantasy/imaginative play** - such as loose parts, role play.
- **Exploratory play** - using objects in new ways.
- **Mastery play** - building, changing and growing things.
- **Object play** - playing with objects in expected ways or unconventional ways.
- **Communication playing** - singing, miming
- **Socio-dramatic play** - role play, songs, re-enactments.
- **Rough and tumble play** - testing strengths with objects, pulling and pushing objects.
- **Locomotor play**- chase, tig, climbing and jumping.

Play leaders/ Buddies

We will have children from Year 6 and Year 3 trained to be play leaders and buddies. These children will help to organise play, sort out any playtime issues and bring ideas and suggestions to the OPAL working party.