

Ramsgate Holy Trinity C.E. (VA) Primary School



Play Policy

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Ramsgate Holy Trinity Church of England Primary School

Play Policy

And now abide faith, hope, love, these three; but the greatest of these is love.

(1 Corinthians 13:13)

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be compassionate, caring and inclusive, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.

Our school believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. The school acknowledges the UN Convention on the Rights of the Child, especially Article 31, and supports the child's right to play. We believe 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. We acknowledge that we have a duty to take these rights seriously and listen to children's views on their play.

Commitment

Our school undertakes to refer to this play policy in all decisions that affect children's play. Our school is committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all of our children.

At Ramsgate Holy Trinity we aim to create a secure, happy and stimulating learning environment both in our indoor and outdoor areas. Our children grow up in a rapidly changing world – therefore our children need strong academic and physical foundations, and a reliable moral compass. We interrelate skills and knowledge with our Christian values: **Hope, Faith and Love.**

The OPAL Primary Programme rationale is that “... *better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life.*”

Definition and value of play

Play is defined as a process that is intrinsically motivated, directed by the child and freely chosen by the child. Play has its own value and provides its own purpose. It may or may not involve equipment or other people.

We believe play has many benefits:

- Play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development.

- Play enables children to explore the physical and social environment, as well as different concepts and ideas.
- Play enhances children's self-esteem and their understanding of others through freely chosen social interactions, within peer groups, with individuals, and within groups of different ages, abilities, interests, genders, ethnicities and cultures.
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices, problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.

Aims

In relation to play our school aims to:

- Ensure play settings provide a varied, challenging and stimulating environment.
- Allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- Provide opportunities for children to develop their relationships with each other.
- Enable children to develop respect for their surroundings and each other.
- Aid children's physical, emotional, social, spiritual and intellectual development.
- Provide a range of environments that will encourage children to explore and play imaginatively.
- Provide a range of environments that will support children's learning across the curriculum and learning about the world around them.
- Promote independence and teamwork within children.
- Build emotional and physical resilience.

Benefit and risk

'Play is great for children's wellbeing and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool.'

Managing Risk in Play Provision: An Implementation Guide (Play Safety Forum, 2012)

The school will use the Health and Safety Executive guidance document *Children's Play and Leisure – Promoting a Balanced Approach* (September 2012) as the principal value statement informing its approach to managing risk in play. In doing so, the school will adopt a risk-benefit approach as detailed in *Managing Risk in Play Provision: An Implementation Guide* (Play Safety Forum, 2012).

Risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and managed play environment. As outlined in the play sector publication 'Best Play', play provision should aim to *'manage the balance between the need to offer risk and the need to keep children and young people safe from harm'*.

In addition to standard risk-benefit assessments the school will practice dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them.

We believe that each individual should embrace challenge and curiosity. Here at Ramsgate Holy Trinity, we give our children the opportunity to push themselves, step outside their comfort zone and experience appropriate risk so they are better equipped for the outside world.

See Appendix A for the H&SE Managing Risk Statement

Supervision

The law requires that children in school have supervision but for primary school playtimes there are no stated ratios. During the school day there should be one or more adults present outdoors. The school recognises OPAL's three models of supervision: Direct, Remote and Ranging. Except for new children in reception, whose skills and orientation in the school environment need to be assessed, the school does not believe direct supervision is possible or beneficial. Supervisors will use ranging and remote supervision models, so that children can quickly find an adult and adults can patrol large sites to gain an awareness of the kinds of play and levels of risk likely to be emerging.

When there is more than one class outside, there is always more than one adult. This applies during lessons and playtimes. Children who require additional support will be supervised in line with their EHCP or personalised plan. Should an accident occur, our first aid bag is always available outside in the playground. A list of first aid trained staff can be found in the First Aid Policy.

The adult's role in play

The school will help children maximise the benefits they can gain from play by the provision of trained staff who are informed by and work in accordance with the Playwork Principles. Staff will use and refer to these principles when appropriate interventions are needed, and ultimately will strive for facilitating an environment that nurtures children's self-directed play.

The playworker's core function is to create an environment that will stimulate children's play and maximise their opportunities for a wide range of play experiences. A skilled and experienced playworker is capable of enriching the child's play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the play setting. Playworkers are a channel of access to new materials and tools and they can act as a stimulus to children to explore and learn. They are also available to participate in the play if invited.

Online Playwork training can be found on <https://outdoorplayandlearning.org.uk/>

Equality and diversity

Through providing a rich play offer that meets every child's needs, we will ensure all children, regardless of age, gender, race, disability or any other additional need, can develop and thrive, build strong relationships and enjoy school. We aim to create a community with a Christian ethos, where the spiritual, moral and intellectual talents of our children are nurtured. Our core Christian values of hope, faith and love are at the heart of all that we do. We recognise our similarities and

differences and we understand that everyone has their own needs and individual gifts to share with the community.

Environment

We believe that a rich play setting should ensure that all children have access to stimulating environments that are free from unacceptable or unnecessary risks and thereby offer children the opportunity to explore for themselves through their freely chosen play. We will strive to continually improve the quality and diversity of our school's grounds to enhance play. We will use the document 'Best Play' to guide us on what a quality play environment should contain.

<http://www.freeplaynetwork.org.uk/pubs/bestplay.pdf>

A rich play setting supports safeguarding, helps children develop confidence in team building and advocating for their own rights, increases children's social and emotional capabilities and helps develop a love and enjoyment of the outdoors, a key foundation for caring for the environment.