



Tysoe CE Primary School School Specific Play Policy

1. Commitment

Tysoe CE Primary School shares in the commitment of Fosse MAT to refer to this play policy in all decisions that affect children's play. Alongside the Fosse MAT family of schools, Tysoe is committed to ensuring play provision is given due attention at all levels for the benefit of all of our children.

2. Rationale

Our school believes that all children need;

- quality opportunities for all children
- a safe and inspiring environment to support and encourage play
- welcoming and accessible opportunities for play
- opportunities to take risks through play and to explore risk benefits for themselves in a safe and supported environment.

It is our vision that every person, every child and every adult, is unique and special with God given gifts and talents and it is our role, as we seek to serve with love, to grow, nurture and cherish these gifts and talents, and as such this demands the inclusion of quality play provision and a wide variety of opportunities for our children. We aim to inspire all children to flourish by sharing their individual light while serving with love and to develop happy, confident, loving and caring children who look after and value themselves, each other and their world ensuring every child has an opportunity to feel valued and to flourish within school.

tysoe.warwickshire.sch.uk/christian-distinctiveness/

3. Definition and value of play

We share the following definitions and values for play with both OPAL and Fosse MAT;

- 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.

4. 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.

5. Rights

Our school recognises the UN Convention on the Rights of the Child, which includes *the right to play, recreation and leisure* (Article 31) and the *right of children to be listened to on matters important to them* (Article 12). We acknowledge that we have a duty to take these rights seriously and listen to children's views on their play.

6. Benefit and risk

The school has adopted a risk-benefit approach to managing risk in play. Allowing children to explore new behaviours and risks through a safe play environment, is essential to our vision to nurture the development of happy, healthy, confident children.

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. Adults will carry out regular site and equipment checks, including recording and actions taken.

See appendix A - Health and Safety Executive Children's Play and Leisure – Promoting a Balanced Approach (September 2012)

<https://www.hse.gov.uk/entertainment/childs-play-statement.htm>

See appendix B - Managing Risk in Play Provision: An Implementation Guide (Play Safety Forum, 2012).

<https://playsafetyforum.wordpress.com/wp-content/uploads/2015/03/managing-risk-in-play-provision.pdf>

7. 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 will be one or more adults present in designated site zones to ensure adequate supervision.

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 the levels of risk likely to be emerging.

8. The adult role in play

School staff are trained in Playwork Essentials and the OPAL RAPID risk-benefit approach in accordance with the Playwork Principles to ensure children maximise the benefits they can gain from play.

See appendix C – Playwork Principles

https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/pocket_guide_to_play_work.pdf

9. Equality and diversity

Through providing a rich play offer meeting every child's needs we will ensure all children, regardless of age, gender, race, disability or other special needs, can develop and thrive, build strong relationships and enjoy school.

tysoe.warwickshire.sch.uk/Equality-Objectives.pdf

10. 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. www.freeplaynetwork.org.uk/pubs/bestplay.pdf

In addition, we believe 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, which is a key foundation for caring for the environment.