

Paulton Junior School Play Policy

Intent

*This policy sets out the school's beliefs and commitment to raising the quality of play experience for all children within the school. **All children have a right to play as is enshrined in Article 31 of the UN Convention on the Rights of the Child.***

'Play is one way children come to understand themselves and the world around them. Play is a vital component of a child's life. A child's capacity for positive development will be inhibited or constrained if denied access to a range of stimulating play opportunities. Through play children explore the physical and social environment, ideas and concepts, and learn how to deal with situations that trouble or frighten them. In this they learn what cannot explicitly be taught.' ¹

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.

Paulton Junior School believes that play:

- *Is innate. It can be physical, imaginative, creative, explorative, stretches perceptions and encourages all areas of development.*
- *Is freedom of choice when child led and children should be given opportunities that they might not have outside of school. It does not need to have an outcome.*
- *Is a chance to form social and communication skills and recognise boundaries of relationships across age groups.*
- *Is taking managed risks and being challenged—as it will help children to make informed and adapted decisions in play and life.*
- *Should be allowed NOT just at break and lunchtimes.*
- *Should happen in all weather, apart from extremely hazardous conditions.*
- *Is something children learn from although cannot be taught and can have a positive impact on a child's ability to meet formal educational goals*
- *Involves children rolling around, getting dirty and being hands on.*
- *Is sometimes getting bumps and scrapes.*
- *Encourages co-operation and responsibility*
- *Above all, should be a fun, enjoyable, memorable and exciting experience*

*The school recognises that the impact of modern society on children's lives has significantly restricted their opportunity to play freely and has resulted in a poverty of play opportunities in the general environment. It is therefore committed to encouraging the creation of high quality 'compensatory' play opportunities which are appropriate, accessible, stimulating and challenging for all of our children. The school is committed to take this policy into account whenever decisions need to be made which could or should affect children's play opportunities.*²

'Children need and want to take risks in their play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the levels of risk so that children are not exposed to unacceptable levels of risk of death or serious injury.' ³

'Without opportunities to take acceptable levels of risk children's development is inhibited, undermining their capacity to deal with the wider unsupervised world.' ⁴

Implementation

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, walking around pond etc.*

Continue to improve 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.*

Allowing greater access

- *Extend the availability and accessibility of play opportunities for our children through after school play sessions, play days and all weather clothing.*

Play is part of the School Development Plan and is informed through consultation with the whole school community. Carefully considered and comprehensive risk assessments of all play provision within the school should be reviewed on an annual basis, or whenever significant change/development in play provision/equipment takes place.

Impact

We aim to assess the quality of play through regular pupil voice surveys and the blue card system.

Lining up

Morning break has one whistle to stop play and a second whistle for children to walk into line. Dinner time has the same procedure as morning break. Club bell is rang for children who have a club at 12.45.

Blue cards

Throughout playtimes blue cards may be issued by any member of staff or playground leader. These are for positive behaviours recognised in individuals or classes. They then count towards a behaviour trophy at the end of the school term and an extra playtime. If a child is seen behaving inappropriately they will be issued with a time out or yellow card (depending on the severity of behaviour), this means they will lose 5 of the classes blue cards and they are recorded in the behaviour folder. If a child is seen behaving extremely negatively i.e. fighting with another child, directly swearing etc. They are automatically issued with a red card and sent immediately to the

head teacher and the appropriate action taken. They also incur a penalty of 10 blue cards for the class. Additional cards include permission to stay in cards 2 per class given by the class teacher, speeding fines and smart fines.

Wet play

The teacher on duty decides whether or not the children need to be inside based on the weather i.e extremely wet, windy, thunderous or icy conditions. In these circumstances children stay in their own classrooms and a play leader is allocated to each of the classes. Each class has a selection of board games and paper. Children bring or are provided with all-weather clothing to access outdoor play in drizzly weather. In the case of not being able to access the field there is an outdoor wet play timetable that can be followed for ball games.

First Aid

There are first aid resources in the first aid room next to the dining hall. First Aid treatment is recorded in the accident report book. To ensure that the parents/guardians are informed of any injuries which are more serious than a graze etc; a First Aid Form is completed in duplicate and a copy sent home with the child. Children wear a sticker to indicate a head injury. A large percentage of staff are qualified first aiders. In addition, all SMSA's are equipped with first aid bags which they wear so minor injuries can be dealt with outside. There is also a large, green first aid bag which is taken to the Playscape for clubs and lessons. Children with specific medical needs have their picture displayed in the first aid room and relevant training is given to all staff.

School Meals Supervisor Assistant meetings

The SMSA's meet regularly with their line manager Joanne Chapman to discuss/review playtime procedures, offer suggestions and remain updated on relevant school issues from day to day. In addition, every class has a yellow book for SMSA's to communicate specific class issues and the purple book located in the first aid room for general communication.

Training

We remain on the lookout for new playground information, training courses and ideas in order to keep up to date. It remains our aim to stay aware of any relevant training. Joanne Chapman also delivers annual training meeting to all SMSA's.

Healthy schools and Eco Schools

To ensure playtimes promote our aims of monitoring a healthy lifestyle. Equipment such as skipping ropes, designated ball areas, trim trail encourage pupils to be active at playtime. Children also occasionally grow sweetcorn which is given out. Parents are able to order a hot school meal for their child via Parent pay.

Play leaders

We have a large proportion of children from years 4-6 who have been trained as play leaders. They aim to help children enjoy their playtimes by helping to solve minor issues by using the STONES approach and suggesting games. They can be approached by children or adults on duty as they wear hi Vis jackets. They are also responsible for getting out and putting away play equipment and helping SMSA's in specific roles.

We continue to improve the quality of our play areas through the ideas and suggestions made by the children. We aim for all children to have a rich play environment that aids them holistically.

Policies to be read alongside this policy include the PSHE and C policy, safeguarding policy, outdoor learning and forest school policy, anti-bullying policy, behaviour policy, mental health and well-being policy.

1 Acknowledgements to Bath and North East Somerset Play policy: full version.

2 Acknowledgements to the Welsh Assembly Play Policy

3 Acknowledgements to Managing risk in play provision: A position statement.

4 Acknowledgements to South Gloucestershire Council Play Policy: Play Safety Forum Position Statement (8)

SignedJ Chapman PSHE and C coordinator

SignedM Grosvenor (Headteacher)

Signed..... S Memory (Chair of Governors)