

KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Play Policy	
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Updated By Who:	Sarah Sampson	
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Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our School Motto:

Kingsnorth...With Faith Endeavour to Achieve

Kingsnorth Vision Statement

'To ensure that every person in our school family is at the heart of everything we do, think and believe.

Our values are roots which weave through our entire being and create a learning community built on God's love in which we can all flourish.'

Our linked Bible Verse is:

'Then, by constantly using your faith, the life of Christ will be released deep inside you, and the resting place of his love will become the very source and root of your life.' **Ephesians 3:17**

Our 5 Key Christian Values are:

Compassion
Friendship
Trust
Community
Perseverance



Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and is closely linked to our other policies.

Introduction

This policy sets out Kingsnorth Church of England School's Commitment to ensuring quality play opportunities are available to all children. As a school we aim to improve the way we think about 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. 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.

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.

Rationale

Our school believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. 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.

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."

What is 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. 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, to make decisions and to assess and manage risks.

At Kingsnorth Church of England Primary School we recognize 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 that the role of the adults is to support the play process. We aim for children to have the opportunity for 'free range' play within the school grounds.

We aim to/for:

- 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.
- Provide a range of environments, which will encourage children to explore and play imaginatively.
- Aid children's physical, emotional, social, spiritual and intellectual development.
- Provide children with the opportunity to use a range of equipment in play whilst taking care not to hurt others.
- Allow children the right to assess risk, get out and tidy away equipment
- Adults to respect these rights providing inclusive opportunities for creative, exciting play, use of restorative justice to resolve conflicts and to support children who have additional needs at playtime.
- Adults to dynamically risk assess and to encourage children to assess risk and to support the children in taking out and tidying away equipment.
- Adults support the children to develop new opportunities for play, listening to their ideas about play and supporting all children to access play.

- 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.

Benefits of Play

We believe play has many benefits, including:

- 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.

Risk Management

'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.

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. As a school we recognise 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.

The adult's role in play

Kingsnorth Church of England Primary School aims to 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.

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.

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

To manage risks:

- Our caretaker performs regular Health & Safety checks of the play areas
- The Opal working party and all playtime supervision staff will check for dangers/ risks when outside with the children
- The children will be made aware of possible risks and helped to manage those via staff alerting them, for example slippery or wet surfaces
- Separate the play area into zones to maintain a risk/benefit management system creating quiet areas as well as areas for physical play.

Good to Be Green

Tool 1: A Guide to 'Good to Be Green' - Steps for Success

Pupils need to be reminded of the three rules, **Be Ready, Be Respectful, Be Safe**.

Pupils that need reminding of these, will be spoken to by an adult, in calm, collected and considered manner, ensuring dignity for the child, working through the following steps.

Steps	Actions	Good to be Green	Examples of Behaviour
1. Reminder	A verbal reminder of the three rules, delivered privately where possible.	Pupils remain on a green card.	➤ Tapping ➤ Talking ➤ Fidgeting in trays

	Repeat the reminder if reasonable adjustment is required.	Be Ready, Be Respectful, Be Safe	
2. Caution	A clear verbal caution, thinking about next steps.	Pupils' card is changed to blue .	➤ Any of the above (repeated)
3. Last Chance	Talking to the pupil and giving them a final chance to engage.	Pupils' card is changed to a yellow card.	➤ Calling out / talking over teacher ➤ Any of the above (repeated)
4. Time Out	Time out might be a short time outside the classroom.	Pupils' card is changed to a red card. A Reflection Sheet should be completed	➤ Being Physical ➤ Verbal Aggression Swearing
5. Repair	Restorative conversations are needed to repair things with the pupil.	Pupil's card remains red , however the repair conversation reinforces that they can turn things around and move onto a yellow card when they are showing that they are following the three rules.	
Under certain circumstances the list above can be escalated should it be deemed necessary. ANY behaviours where there are; racist, sexist, homophobic, misogynistic, ablest or other derogatory terms should be referred to a member of SLT and MyConcern completed.			
6. Escalated behaviours	Referred to SLT immediately MyConcern completed by adult.	Pupil's card remains red	Racist, sexist, homophobic, misogynistic, ablest or other derogatory references

Pupils should be reminded of the school rules, **be ready, be respectful, be safe** and that at any stage they can change the Good to be Green card to be successful with their behaviour. Every day is a new day and all pupils start their day on a green card. Every session is a new session and children can restart on a green if sanctions have been agreed and implemented

There are times when pupils are on a red card and not ready to have a restorative conversation, in this instance then staff should seek support from within their phase. Once the pupil is calm and ready to return to class restorative conversations must take place.

Pupils will be recognised for always being Green on the 'Good to be Green' behaviour management system. Staff will recognise these pupils by nominating them for celebration. Nominated pupils may receive certificates, postcards or be invited to Hot Chocolate Friday with a member of the SLT.