



# Play Policy

“developing successful children, achieving high standards”

Kender Values:

Kindness and **responsibility**

Empathy and **resilience**

Nurture and **reflection**

Diligence and being **ready**

Encouragement and **resourcefulness**

Respect and **reasoning**

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Review: September 2017

## **Introduction**

Kender Primary School recognizes the importance of the need for high quality sustainable play for children regardless of their needs and abilities and that inclusive play is achieved by offering carefully considered outdoor spaces that offer a real choice of accessible play opportunities.

Children spend 1.4 years of their primary school attendance in playtime. This time is valuable and needs coherent planning. Changes in culture and society have led to 'play poverty' in childhood which has numerous negative impacts.

Better play means happier children. Happier children mean fewer behaviour problems, a more positive attitude to school, more effective lessons, core skills development, less staff time spent resolving unnecessary problems, fewer accidents and happier staff.

## **Rationale and statutory requirements**

Article 31 of the Unicef Convention on the Rights of the Child states that children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

PlayEngland drew up The Charter for Children's Play which sets out a vision for play and states that:

- Children need time and space to play at school
- Adults should let children play
- Children value and benefit from staffed play provision
- Children's play is enriched by skilled playworkers
- Children sometimes need extra support to enjoy their right to play

Kender Primary School fully recognises its duties and responsibilities to support children's playtime while they are at Kender.

## **Our Vision and Values**

Play is recognized as any activity that a child enters into that is *freely chosen, personally directed and intrinsically motivated* and that actively engages the child. This activity meets the four components of a child's development:

- Physical (direct impact on physical development, co-ordination and fitness);

- Intellectual (cognitive development, imagination);
- Educational (the knowledge and understanding of academic outcomes); and
- Social (the development of values, beliefs and self perception and the parallel communication skills, leadership and teamwork this enhances).

Johan Huizinga in his book *Homo Ludens* states that play is "a free activity standing quite consciously outside 'ordinary' life as being 'not serious' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings that tend to surround themselves with secrecy and to stress the difference from the common world by disguise or other means."

Kender recognises that:

- great play allows children to be creative and co-operative;
- adults' roles in great play is to be responsive to children's invitations and requests;
- great play may be solitary or social;
- great play invites investigation; and
- great play makes children happy and happy children are better learners.

## **Our strategic aims and objectives**

At Kender Primary School, we want to help children to be safe, reliable, independent and **successful citizens** for the 21st century, embodying our Kender Values. We want to ensure each child is making appropriate progress in line with school achievement aims. We aim to give our children confidence and a desire to achieve their full potential.

## **Our practice**

Kender Primary School has entered into an agreement with OPAL Outdoor Play and Learning CIC to support the development of the quality of our playtime provision.

### **The outdoor environment**

At Kender we will:

- use the outdoor space as a natural resource for learning and

- playing
- include the children when planning for playing and learning outdoors
- ensure that the outdoor area offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity;
- encourage the children to respect the outdoor environment and care for living things; and
- give children the opportunity to manage, play in and use the space and freedom afforded by the outdoors.

## **Supervision**

We believe that it is the job of a playworker to ensure that the broadest possible range of play opportunities are available to children, to observe, reflect and analyse the play that is happening and select a mode of intervention or make a change to the playspace if needed.

Playworkers ensure that the play space is inclusive – supporting all children to make the most of the opportunities available in their own way.

We have created a plan which will allow us to keep on improving the quality of play at Kender in the future.

## **Monitoring**

## **Inclusion**

## **Resources**

## **Health and Safety**

## **Availability of policy**

This policy is available via the school office or on request.

## **Policies**

This policy links to other school's policies on:

PSHE

Health and Safety

Positive Handling

Promoting Good Behaviour

Anti-Bullying

Sex and Relationships Education

Racist Incidents

Internet and ICT policies

## Complaints