

**Weston Turville Church of England School**

**MISSION STATEMENT:**  
**THE PURSUIT OF WISDOM WITHIN A CHRISTIAN ETHOS**

**Play Policy**

Co-ordinator	Mrs L Mercer
Policy Agreed:	Autumn 2015
Adopted by staff:	Autumn 2015
Adopted by Governors	Autumn 2015
Date of next review:	Autumn 2019

## **Background**

Play is an essential part of childhood and children's school experience. The UN states that play is an entitlement for all children, under Article 31 of the United Nations Rights of the Child.

'All children have the right to relax, to play and to join in a wide range of activities.'

As the Charter for Children's Play states:

"The school day should allow time for children to relax and play freely with their friends ... In school, time and space for play and outdoor learning is as important as formal teaching. School grounds should be good places to play."

(Play England, 2009, p.3)

School playtimes offer children the opportunity to engage with peers in a variety of playful activities that are relatively free from adult intervention (Blatchford et al, 2003; Ramstetter et al, 2010). They also offer children time and space to feel, think and act in ways that are significantly different from the structured classroom and to reap the associated benefits in terms of general health, development and well-being. Crucially, when they talk to adults about what is important in their lives, space and time to play outdoors has shown to be at the top of the list of children's desires and preferences (Kernan and Devine, 2010).

Some of the many benefits of child centred play include:

- child centered learning
- awareness and understanding of the world
- improved health and physical skills
- developed understanding of social relationships
- increased risk awareness
- developed problems solving skills
- development of imagination and language skills
- increased enjoyment of school

Children's lives now offer less opportunity to play in a variety of contexts outside of school and this makes this increasingly important for schools to provide these opportunities when possible.

## **Our Role**

Weston Turville CE School therefore places a high priority on play and our role in encouraging and facilitating this for our pupils. In order to do this we:

**Provide an appropriate, engaging and challenging environment for play.**

- loose parts equipment for play
- natural environments for play (e.g. bushes)
- access in varying weather conditions to outdoor play

## **Provide opportunities for children to develop their own play, take risks and solve problems.**

- Provision of materials which encourage problem solving e.g. for den making, construction, and role play
- Provide opportunities for social development e.g. friendship stop
- Encourage children to have input into the playground environment through consultation e.g. questionnaires, school council
- Materials and environment which allows children to take calculated risks.
  - We believe that it is acceptable for children to take risks on the playground and as a result there may be small accidents as children explore and play.
  - Staff will be trained in risk – benefit analysis and will allow children to calculate risks themselves while still monitoring their safety
  - Children will discuss risk assessments with adults to understand how to remove or reduce danger.
  - This is supported by research stating whilst supervision of playtime is necessary adults on school playgrounds need to carry out risk-benefit assessments (Newstead 2008; Ball et al 2009) where “potential positive impacts are weighed against potential risk” (Lord Young 2010) so that the benefits of playtime do not automatically become a casualty of the drive for safety .

## **Communicate with parents**

- We discuss with parents the importance of play and the benefits for the children
- We explain policies, e.g. with regards to access to the natural areas in the playgrounds.
- Encourage parents to provide all weather clothing so that children can access the outside areas in all weathers.
- Encourage parents to contribute to the development of the school grounds e.g. working parties, donations

## **Supervise and monitor children’s play to encourage new avenues of play**

- Safety and wellbeing continue to be the main priority of staff supervising the children during break times
- Staff will be trained in methods of encouraging new types of play and supporting children’s preferences.
- A Buddy system involving Year 6 pupils will aid in supervision and encourage towards constructive play.
- A system of reporting incidents to the teacher or head teacher will be in place to ensure that play is constructive and positive
- A system of positive praise for children who contribute positively towards playtime will allow this to be passed to the teacher or head teacher.

In order to ensure children are aware of the appropriate way to behave at break times children and parents are expected to sign the playground rules each year (see appendix). Parents will also be asked to provide appropriate clothing to ensure that children can access the outdoor environment in all weather.

Play and the playground environment will be continually influenced by the children and their interests. This will ensure that children's play and learning can be maximized. Overall the importance will remain upon the safety and wellbeing of children as well as their enjoyment and learning.

## **References**

Ball, D, Gill, T and Spiegal, B (2009) *Managing Risk in Play Provision: Implementation Guide*. London: DCSF and DCSM. <http://www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide>

Blatchford, P, Baines, E and Pellegrini, A (2003) 'The social context of school playground games: sex and ethnic differences, and changes over time after entry to junior school', *British Journal of Developmental Psychology*, 21, 481–505.

Kernan, M and Devine, D (2010) 'Being confined within? Constructions of the good childhood and outdoor play in early childhood education and care settings in Ireland', *Children and Society*, 24, 5, 371–85.

Lord Young (2010) *Common Sense Common Safety*. London: Cabinet Office. [http://www.number10.gov.uk/wp-content/uploads/402906\\_CommonSense\\_acc.pdf](http://www.number10.gov.uk/wp-content/uploads/402906_CommonSense_acc.pdf)

Newstead, S (2008) *The Buskers Guide to Risk*. Eastleigh: Common Threads Publications Ltd.

Play England (2009) *Charter for children's play*. London: Play England.

Ramstetter, CL, Murray, R and Garner, AS (2010) 'The crucial role of recess in schools', *Journal of School Health*, 80, 11, 517–26.

## **Useful Links**

<http://www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide>

<http://www.ncb.org.uk/cpis>

<http://www.playengland.org.uk/resources/play-in-schools-and-integrated-settings-a-position-statement>

<http://www.playengland.org.uk>

<http://www.ltl.org.uk>

[http://www.ncb.org.uk/media/124800/factsheet15\\_benefits\\_playtime\\_cpis\\_011210.pdf](http://www.ncb.org.uk/media/124800/factsheet15_benefits_playtime_cpis_011210.pdf)

## **Appendices**

Infant Playground Rules

Junior Playground Rules

Break Stars Slips

Break Time Out Slips

Playground Rotas

## Infant Playground Rules

Show everyone and everything respect.

Do not say unkind things.

Do not hurt anybody.

Stay on the playground- do not go past the yellow line or in the cloakrooms.

Listen to the adults.

Line up quickly and quietly.

If you do not follow these you will be given a warning.  
The second time you will miss five minutes of playtime.

✂.....

I have read these Playground Values with my parents  
and agree to abide by these.

Signed ..... (Child)

Date.....

Witnessed ..... (Parent)

## Our Playground Values

As members of Weston Turville CE School and users of the playground and field, we agree that...

### Respect and Kindness

- We will speak politely to ALL members of staff and carry out their instructions.
- We must ask for permission to go to the toilet and enter buildings.
- We must not climb the trees.
- We must eat our picnic lunch quietly and with good manners.
- There should be no bad manners such as spitting, swearing or rough play.
- We must not climb on the goal posts on the field.
- We will not interfere with another class' football/ basketball game or intentionally trespass onto their pitch.
- Quiet games only may be played in the Pit-stop area, with no running.

### Fairness

- We must only use the adventure playground/ football/ cricket equipment or basketball when it is the turn of our own class (rotas are in place).
- We may only go onto the infant playground if we are the designated buddies.

### Trust and Honesty

- We are not to go beyond yellow lines without permission.
- If we have a problem or someone is behaving badly, we must speak to the adult on duty.
- There will be only one sponge ball (either football or cricket ball) and one basketball on the playground.
- Nobody may go behind the gazebo or climb upon it.

✂.....

I have read these Playground Values with my parents and agree to abide by these.

Signed ..... (Child)      Date.....

Witnessed ..... (Parent)

Name \_\_\_\_\_

Class \_\_\_\_\_

**Playtime Star**

Today I was a playtime star because I:

- was kind
- was helpful
- was a good friend
- tried hard
- other \_\_\_\_\_

Adult \_\_\_\_\_

Date \_\_\_\_\_



Name \_\_\_\_\_

Class \_\_\_\_\_

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Today I was a playtime star because I:

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- was helpful
- was a good friend
- tried hard
- other \_\_\_\_\_

Adult \_\_\_\_\_

Date \_\_\_\_\_



Name \_\_\_\_\_

Class \_\_\_\_\_

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Adult \_\_\_\_\_

Date \_\_\_\_\_



Name \_\_\_\_\_

Class \_\_\_\_\_

**Playtime Star**

Today I was a playtime star because I:

- was kind
- was helpful
- was a good friend
- tried hard
- other \_\_\_\_\_

Adult \_\_\_\_\_

Date \_\_\_\_\_





Name \_\_\_\_\_

Class \_\_\_\_\_

**Playtime Time Out**

Today I had a time out because I:

- was not kind
- was not helpful
- was not a good friend
- did not listen to instructions
- other \_\_\_\_\_

Adult \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

**Playtime Time Out**

Today I had a time out because I:

- was not kind
- was not helpful
- was not a good friend
- did not listen to instructions
- other \_\_\_\_\_

Adult \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

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Adult \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_

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Today I had a time out because I:

- was not kind
- was not helpful
- was not a good friend
- did not listen to instructions
- other \_\_\_\_\_

Adult \_\_\_\_\_

Date \_\_\_\_\_

## Rotas – TBC

### **Option 1**

Scrap shack to be placed on junior/ infant playground  
Infants and juniors to access on alternate days (joint on Friday).

### **Option 2**

Scrap shack to be placed in/ near gazebo area  
Children to access in a joint area and equipment to be kept in this area.

**Infants Equipment rota** to remain the same

**Junior Rota** – TBC

**Buddy Rota**- see Year 6

**Wet Play** – Ideally one playground and one member of staff to stay on duty so children with appropriate clothing can still access the outside areas.