



Waverley Primary School



Play Policy

Rationale

Waverley Primary School undertakes to refer to the Play Policy in all decisions which effect children's play:

Our school believes that all children need opportunities to play which allows them to explore, manipulate, experience and affect their environment. The school acknowledges the UN Charter 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.

The OPAL programme rationale is that... "better, more active and creative playtimes can mean happier and healthier children. Having happier, healthier, and more active children usually results in a more positive attitude to learning at 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".



The Value of Play

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. We believe the learning opportunities of play include: -

- Emotions e.g., learning about oneself and others, sadness or gladness, rejection or acceptance, frustration or achievement, boredom or fascination, fear or confidence.
- Social interactions, enhancing self-esteem and understanding of others through freely chosen interactions.
- Within peer groups, with individuals, with groups of different ages, abilities, interests, gender, ethnicity and culture.
- Making choices, problem solving, being creative.
- Playing with scrap materials, tyres and other multipurpose objects.
- Achieving and also coping with failing.
- Communication and negotiation skill.

The Adult's Role in Play The school will help children maximise the benefits they can gain from play by provision of trained staff who are informed by and work to the Playwork Principles, appendix 1.

- Play is essential for physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, different concepts and ideas.
- Play encourages self-confidence and the ability to make choices.
- Play is critical to children's physical and emotional health, and enables them to explore and develop the balance between their right to act freely and their responsibilities to others.
- Free play can have a direct positive impact on a child's ability to reach their potential.

Aims: The school aims to address the provision of improved play opportunities, appendix 2:

- To ensure play settings provide a varied, challenging and stimulating environment.
- To allow children to take risks and use a common-sense approach to these risks and their benefits.
- To provide opportunities for children to develop their relationships with each other.
- To enable children to develop respect for their surroundings and each other.
- To aid children's physical, emotional, social, spiritual and intellectual development.
- To provide a range of environments which will encourage children to explore and play imaginatively.
- To provide a range of environments which will support children's learning across the curriculum and learning about the world around them.
- To promote independence and team work within children.
- To build emotional and physical resilience.

Benefit and Risk



'Play is great for children's well-being 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: Implementation guide as published for Play England 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. It will adopt a benefits/risk approach as detailed in 'Managing Risk in Play Provision' Implementation, Guide. Managing Risk Provision

risk-taking is an essential feature of play provision, and of all environments in which children and young people legitimately spend time at play. In play the play provision aims to offer children and young people the chance to encounter acceptable risks as part of a stimulating, challenging and controlled learning environment. In the words of 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 school recognises OPAL's three models of supervision – Direct, Remote and Ranging.

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. The school recognizes OPAL's three models of supervision Direct, Remote and Ranging.

The supervision structure is detailed in appendix 3 to this document. The school believes that due to the compact nature of the school, ranging supervision would not be practical. Therefore, supervision will follow the direct and remote models. Children will be able to quickly find an adult, and adults can patrol the zones on a weekly rotational basis, to gain an awareness of the kinds of play and levels of risk likely to be emerging.



The Adults' Role in Play

Playworkers are a channel of access to new materials and tools and they can act as a stimulus to children, to help them explore and learn.

Staff will use and refer to 'The Principles of Playwork' when appropriate interventions are needed, but ultimately will strive for facilitating an environment which nurtures self-directed play.

The playworker's core function is to create an environment which 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 a 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 available to participate in the play if invited.

Environment

We believe that a rich play setting should ensure that all children have access to a stimulating environment that are free from unacceptable risk.

By following this principle, we will offer the opportunity for children to explore themselves, the environment and the concept of risk balance through their freely chosen play. We are committed to maintain and improve that environment as part of the OPAL process, appendix 4.



Appendix 1:

Structure of adult roles in practice

OPAL Team

This is the team working directly with OPAL to ensure policy is in place and develop play and outdoor learning at Waverley Primary School. It comprises of:

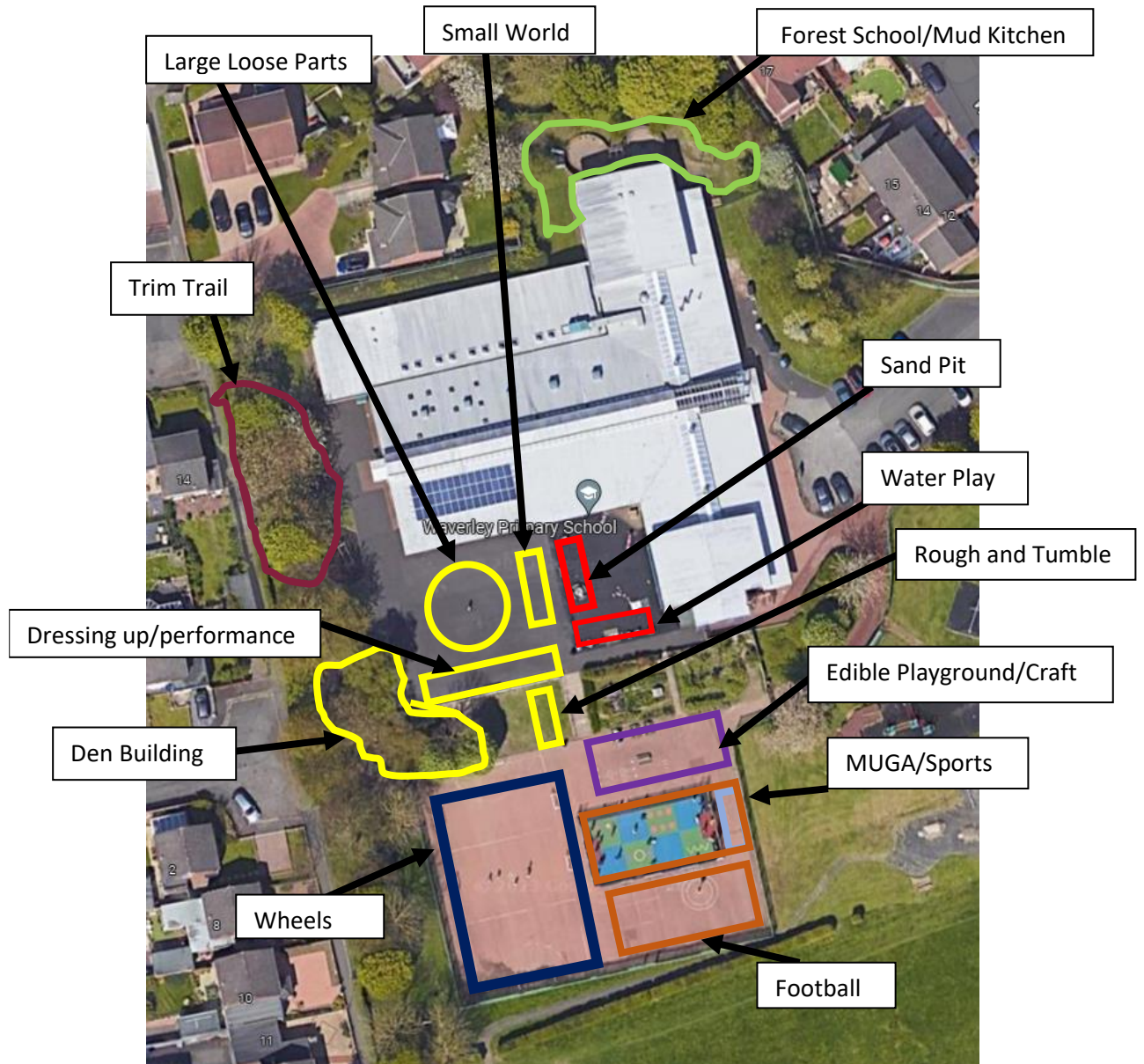
Head Teacher -	Wendy Leeming
Deputy Head Teacher -	Karen Sample
Curricular Lead for Play -	Kirsten Leadbeater
Play Co-Ordinator -	Not appointed
Play Leads -	Jess Cowling, Carol Thompson and Peter Burke
Assistant Play Leads -	Learning Support Assistants
Caretaker -	Ronnie Dickinson
OPAL Champion Governor -	Wendy Gair

All adult workers at the school are part of the play team and have a responsibility to follow this policy.



Appendix 2:

Key to play resources at Waverley Primary School



Appendix 3:

Supervision and OPAL types

Supervisor – This is the competent adult providing the supervision and can be a play team member, teacher, teaching assistant, lunch break supervisor or a volunteer. In each case, they will have been assessed as competent to provide the supervision necessary and have been trained in what is acceptable practice, what to do if unacceptable practice occurs and what to do in the case of accidents.

Direct Supervision – This is where the supervisor(s) will see all areas of play in a specific zone and be close at hand.

Remote Supervision – This is where the supervisor(s) are located at relatively static locations some distance from an activity.

Ranging Supervision – This is where the supervisor(s) move around the play area. With such a compact site, this will not be used at Waverley Primary School.

Zone specific supervision

Red Zone (sandpit and water play) – Direct

Orange Zone (MUGA and football area) – Remote.

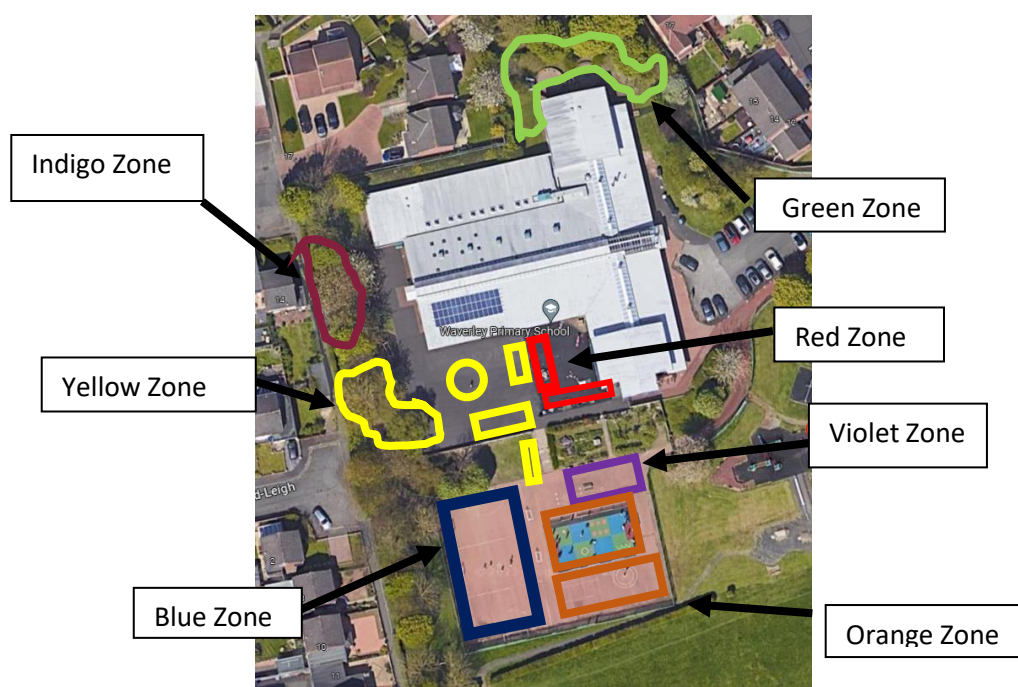
Yellow Zone (den building, large items, dressing up/performance) – Remote

Green Zone (mud kitchen and forest school area) – Not yet staffed

Blue Zone (wheels) – Direct

Indigo Zone (trim trail) – Remote

Violet Zone (edible playground, crafts and board games) – Direct



Appendix 4:

Plans

Waverley Primary School has several plans to develop and improve the equipment and facilities available for the children. The main barrier to completing these, as with every other school, is the funding element. Equipment replenishment and improvement where sourced for free will continue on a day-to-day basis. Any future plans will be subject to receiving funding or via fundraising. For ease of reference, these plans will be graded as short, medium and long term.

Short Term

A school committee will be formed which will be double pronged. It will be the OPAL committee and also the committee to consider the needs of the children as part of the One Trust.

The school has decided that the playground needs more colour, specifically colours which the children have discussed and agreed on. The children will then, under supervision, be given the responsibility to apply the colour themselves to help make the playground “theirs”.

As spring approaches, the 8-year groups are being asked to actively consider which type of planting their children would like in the edible playground. The children will then be guided through the germination to consumption of the chosen crop.

Medium Term

At present, the wheeled area does not have an area for bicycles and upright scooters, separating them from skateboards and flat scooter boards. It is the intention to design and create this facility with consideration that it is also an area actively used as part of the PE curriculum. Once this area has been created, bicycles and scooters will be added to the wheeled area.

Long Term

The orchard area and overgrown garden are currently not in a state where the children can safely play. In time, this area will be developed professionally into a much more user-friendly space with the possibility of a large boat being fixed to the top platform of the garden area, for the children to play in. A pathway to obtain a boat has been found, but this would not be feasible until the area is developed and made safe. The cost of the development would be very high and is not a realistic option in the short- or medium-term plan, with a need for a Gabion wall and making ‘good’ of the tiers/slopes.