



# Play Policy

*As part of our commitment to meet the Public Sector Equality Duty (PSED), under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.*

*This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.*



## **POLICY STATEMENT**

Mayflower Primary School staff are dedicated to providing a stimulating, exciting environment where everyone feels valued and safe. It is a place where creativity and ideas can flourish and children can maximise their development. By providing a varied and creative curriculum, which engages our children, and by promoting excellent behaviour, we aim to instil in all our children a desire to learn, and to care and respect each other. Mayflower Primary School recognises the importance of the need for high quality sustainable play for children which is suitable to their needs and abilities inclusive creative play is achieved by providing carefully considered outdoor spaces that offer a real choice of accessible play opportunities. We believe that play is essential for physical, emotional, spiritual and intellectual development.

## **AIMS**

Mayflower Primary School has entered into an agreement with Outdoor Play and Learning (OPAL) and their Primary Programme, Nature Friendly Schools and Wild WellBeing to support the development of the quality of our playtime provision.

Play enables children to learn through experiences that cannot be taught. Free play can also have a direct and positive impact on a child's ability to meet formal educational goals, plus their mental health and wellbeing.

Through play children can:

- Make new friends and develop their communication skills.
- Learn how to play new games.
- Develop their motor skills.
- Learn how to get along with other people, share and work as a team.
- Learn to take risks and keep safe.
- Develop their problem solving skills.
- Learn about themselves as a person and the physical world around them.

## **ADULTS' ROLES AND RESPONSIBILITIES**

We believe that it is the job of a playworker (LPSA) 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. The adults will ensure that the play space is inclusive – supporting all children to make the most of the opportunities available in their own way. At Mayflower we believe that play needs to be an activity without adult interference therefore direct supervision will be seen for Early Years and a remote supervising and observing role will be seen for the older years. Adults and the children will have been trained to recognise risk and minimise it. Adults will only intervene if children have not recognised a serious risk.



**Project Managers:** Ms Alexandra Larue (Deputy Head)

**Play Leaders:** Yvonne Parker, Claire Gooding and Sally Smith overseeing all support staff (LPSA)

Job Description Appendix 1

**Play Governor:** Emily Stephens

## **RIGHTS, EQUALITY AND ACCESS**

Article 31 of the United Nations 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. Mayflower Primary School acknowledges that every child has the right to choose the kind of play that is suitable for them whatever their age, gender or background.

## **ENVIRONMENT**

At Mayflower Primary School 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,
- give children the opportunity to manage, play in and use the space and freedom afforded by the outdoors,
- enrich the quality of the environment to maximise variety of play types and increase play value.

### **All Weather Play**

‘There is no such thing as bad weather, just bad clothing’ Norwegian Headteacher, April 2005

- The school takes a ‘whatever the weather’ approach to play.
- In order to allow access to the whole grounds throughout the year; both pupils and staff are expected to have suitable warm and waterproof clothing in school at all times, including boots and the uniform policy reflects this,
- In extreme weather, however, such as torrential rain, icy conditions or intense sun, the decision will be made by the Play leaders as to whether to limit or curtail play activities if it is felt that by not doing so the children will be at significant risk.

### **The Outdoor Environment**

Mayflower Primary School will create plans to transform the school grounds over several years to promote the continued creation and recreation of the play space by the children.

### **Loose Parts**

Research shows that the greater the range of experiences presented by a play environment, the more children will naturally explore and learn through play. The vital ingredients for these experiences are loose parts: attractive, flexible

materials that children can readily change, manipulate and control for themselves. We will be providing materials that will have been scrutinised in order to deem suitable. These elements lead to a high level of ownership which is a powerful ingredient in providing a positive play and learning experience for a child. The school intends to provide plenty of loose parts in a container and to get the necessary training for it to initially run successfully. All donations to OPAL are to be placed in the designated area to be checked prior to allowing them to be used by the children.

## STAFFING

All adults who are contracted to complete dinnertime duty should have undertaken OPAL training and be familiar with the processes and procedures. These include; designated areas, swings, the bike shed, the mud kitchen and the storage container.

The current structure of OPAL activities and the allocation of adults is displayed in the table below:

Activity	Location	Number of adults during play time	Number of adults tidy-up time
Wheeled Toys	1.	1	1
Bike Shed	2.	N/A	
Swings	3.	1	1
Reading Shed	4.		
Container	5.	N/A	1
Sand Pit	6.	2	2
Ball game playground zone	8.		
Mud Kitchen	9.		
Field	10.	1 (plus 1 for each game of football)	1

## HEALTH AND SAFETY

All activities, play areas and equipment will be subject to standard checks on a daily and/or periodic basis. All new activities which involve potential significant risk will be subject to individual or generic assessment as part of the planning process. All previous assessments will be reviewed as and when appropriate. The play leaders will be responsible for the site, equipment and resources in general, which are intended to be open access. They will also be responsible for any activities which are directly led by the play workers and reporting any resource requirements, resource circulation and removal of



resources that are no longer safe. The 'on-duty' adults are responsible for reporting misuse of resources and reporting resources that need to be removed. This will initially be to the Play Leaders who will decide whether the project managers need to be involved.

## **MONITORING AND REVIEW**

Mayflower Primary School will continue to use the OPAL audit tool and pupil, staff and parent surveys to monitor implementation of its play policy, strategy and action plan. Regular reporting will be presented to governors, at least termly.

## Appendices

### Appendix 1

## Play Leader Job Description

### **Purpose**

The Play Leader will support and facilitate meaningful and productive child initiated play during the school day in accordance with the play policy.

### **Line Management:**

The play leaders are responsible to the Headteacher and Outdoor Learning Leader for fulfilling the duties set out in this job description.

### **Statutory Requirements:**

The play leaders will have a responsibility to promote and safeguard the safety and welfare of children in accordance with the schools' child protection and behaviour management policy.

### ***Responsibilities***

#### **Ensure well-being of pupils**

Supervise pupils in designated areas of the school (including playground or external spaces) during the lunchtime/ break times and to ensure their safety, welfare and general conduct through appropriate application of the school's policies and procedures.

Establish safe and proper behaviour, by appropriate intervention or referral to senior staff, as appropriate. Identify and report any unauthorised visitors on school premises. Complete any relevant documentation required by the school in relation to incidents occurring during the lunchtime break period and to participate in review/medical meetings, as required. Be aware of any special medical conditions, e.g., Haemophilia, and the relevant precautions and treatments necessary. Take any immediate action to attend to sickness or accidents by carrying out minor first aid and summoning relevant assistance. Report any major accidents or bumped heads to the class teacher and record on CPOMS.

#### **Ensure a diverse range of playable resources are provided for, and are accessible to, all children**

Ensure resources are stored appropriately. Check the quality and condition of resources and repair or remove any resources that are not of a suitable condition

#### **Discuss resources with the children (school council) and use their views to create development plans**

Organise and carry out the replenishment of resources through: Securing funding from internal or external sources  
Purchasing resources as required  
Coordinating appeals within school and local communities for resources  
Collecting resources from sources such as the Scrapstore  
School animals made accessible to pupils in line with school policies

#### **Provide support and training for other school staff or pupils as required**

Build playworker expertise and practice within the Play Team  
Organise and support pupil Play Buddies with their role  
Facilitate peer led play opportunities  
Provide suggestions for Play Maker activities and games



**Ensure enriching play events or opportunities are created**

Discuss and plan with pupils/staff and School Council Implement planned activities Review activities to promote self evaluation and play development

**Create opportunities for play to support the social and behavioural development of pupils**

Ensure a rich and varied set of play opportunities is available to all children to engage in Provide engaging playwork interventions where pupils who find positive behaviour choices challenging

**Knowledge, experience and training**

Desirable: Prior experience of working with children in an educational or playwork setting is desirable but training can be provided whilst in post. Relevant qualification is desirable - Playwork Level 2 or above.

**Resources and support:** This post will carry an entitlement to appropriate support from the Headteacher and Outdoor Learning Leader.

**Review:** The job description sets out the principle responsibilities for the post but does not describe each of the tasks that it may be necessary to carry out. The job description may be reviewed from time to time in consultation with the post-holder in order to address the changing circumstances of priorities within the school.