



# Broadway Infant School

## Play policy

Signed (chair of CSI):	Name: Jennifer Norris	Date: 7/10/19
Signed (Head):	Name: Jodie Tumelty	Date: 7/10/19
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To be read in conjunction with all other policies plus:-  
Equality and Community Cohesion Scheme plus the Accessibility Scheme

## Play Policy

### Rationale

Broadway Infant School officially recognises and endorses the South Gloucestershire Council Play Policy and Strategy document 2006.

This policy sets out Broadway Infant School's values and principles and its commitment to ensuring that quality environments for play and informal recreation are available to all its children. We believe that in a society where play environments and opportunities are on the decline, the school grounds provide a crucial place for children to experience self-initiated play. In line with South Gloucestershire Council Policy, we believe that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment with challenging settings, free from unacceptable levels of risk. Broadway Infant School believes play is essential for physical, emotional, social, spiritual and intellectual development.

Definition: Play is defined as any freely chosen, child directed activity which a child finds satisfying and creative. It may or may not involve equipment or other people.

### Aims

To give children the opportunity to:

- Explore the complexities of the world around them through playful experimentation of concepts and ideas
- Develop social skills, both enhancing communication, collaborative learning and problem solving
- Encourage self confidence and resilience
- Think creatively and imaginatively
- Develop independence and take responsibility to make the right choices
- Develop physical and emotional health, allowing the balance between their right to act freely and respect for others and adhere to the school
- To develop skills in self assessing and managing risk

### Organisation

The school is committed to ensuring there is enough time and space for free play. All children have a morning break for 20 minutes and a 60 minute lunch break. There are other planned opportunities to integrate play in to the school curriculum e.g. Golden Time, PHSE, Planning Time and Outdoor learning.

### Foundation Stage

This policy also applies to play in the Early Years Foundation Stage (EYFS). Play is central to learning in EYFS and the learning environment, planning and time-tabling reflects this. Children are given a

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balance between child initiated and adult led play opportunities throughout the day and across the curriculum.

### **Inclusion**

All children are entitled to welcoming and accessible play provision, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities. It is the schools responsibility to ensure adequate support is provided.

### **Guidance**

We recognise that in order to play children may need to make a noise, get dirty, make a mess and sometimes be out of the direct gaze of adults and we aim to support the play through positively managing these needs. Adults who supervise or support play situations in our school will be encouraged to be guided by the national principles of playwork which can be found on-line.

### **Health and Safety**

The school's decision making concerning risk management will be based on the principles set out in the statements and the guidance provided in Department for Children, Schools and Families (DCFS) Implementation Guide 2008. The school recognises this is a change of emphasis from trying to eliminate risk, to striking a balance between risk and the benefits it provides. The monitoring and recording of risk will therefore focus on significant decisions.

*'Without opportunities to take acceptable levels of risk, children's development is inhibited, undermining their capability to deal with the wider unsupervised world'. (DCFS)*

An essential element of exploration within the medium of play is the opportunity for children to experience freely-chosen activities, where they can take acceptable risks and challenge themselves beyond their existing capabilities. Allowing children to take acceptable risks develops their ability to independently judge risks and learn new skills.

*'Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level or risk so that children are not exposed to unacceptable risks of death or serious injury.'* (DCFS)

This policy is delegated to and monitored by the Headteacher. It will be reviewed at least every three years.

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