



Goodway Nursery School

Play Policy

Date policy adopted:

Signed:

Chair of Governing Body

Goodway Nursery School provides a welcoming, stimulating and secure environment where children and families from all backgrounds and cultures are valued.

We respect children's rights, listening to children and putting their needs at the heart of our work.

Our inclusive school community works together to promote equality, encouraging and supporting each child to develop their potential and sense of identity. We develop our children's curiosity and challenge them to achieve their best and become self-confident and independent learners.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

Our School Values

Respect - respecting children's rights, treating each other with dignity and valuing each person's individual identity

Security - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

Relationships - encouraging kindness and developing relationships where children and families are listened to and feel valued

Inclusion - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

Learning - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

Empowerment - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

The UN Convention on the Rights of the child

This policy is in accordance with the 1989 United Nations Convention on the Rights of the Child (UNCRC)

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families..

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Play Policy

(This policy relates to Teaching, Learning & Assessment Policy)

We believe that children learn best by actively pursuing their interests and ideas through exploratory play, supported by teaching staff who extend their learning, facilitating the child's process of creating and developing theories about the world.

Play allows children to explore ideas, feelings and relationships. They can take risks, make mistakes and try things out without fear of failure. Play supports healthy intellectual, emotional and social development in young children. It also supports the development of linguistic and representational abilities, as well as the development of metacognitive and self-regulatory skills. Children living in cities can have a lack of access to natural and outdoor environments, and a growing culture of risk-averse parenting sometimes can lead to relative play deprivation.

EYFS Statutory Framework 1.9

'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.'

Aims and objectives

- A stimulating and effective environment where play is valued
- Opportunities for children to engage in free play, indoor and outdoors for the majority of their time during each day
- Teaching staff supporting children's learning during free play through skilled interventions such as resourcing and questioning
- A balance of adult-led activities and child initiated play
- Opportunities for parents and carers to share in play experiences at nursery and at home

Organisation and Resourcing

Resources are organised to enable children to make choices and take responsibility for putting things away. Children are encouraged to be independent learners, accessing resources for themselves, exploring, problem solving and combining them in different ways. A free-flow system, where children can choose to play inside or outside, enables children to be physically active, follow their own interests and make decisions.

Resources reflect a range of cultures and provide for the interests of all children.

Real resources from a variety of cultures are provided to support children in making a link with their home lives, and natural resources are provided to stimulate enquiry.