



Goodway Nursery School

Play Policy

(See Teaching, Learning & Assessment Policy)

Date policy adopted:

Signed:

Chair of Governing Body

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

We are a Unicef Rights Respecting School

This policy links to the UN Convention on the Rights of the child:

Article 3: The best interests of the child The best interests of the child must be a top priority in all things that affect children.

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 30: Culture Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

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.

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

Children learn by actively pursuing their interests and ideas through exploratory play - exploring, investigating, discovering, creating, practicing, repeating, revising and consolidating their developing knowledge, skills and understanding through playful learning. They develop confidence, a sense of agency and a 'can do' approach by having time and opportunities to choose their play and learning. Adults extend their learning, through exploring ideas, posing questions and providing resources and provocations that facilitate 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 1.14

'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.'

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
- Adults supporting children's learning during free play through skilled interventions such as resourcing and questioning
- 'Planning in the Moment', responding to children's interests and providing resources to extend their learning through their interests
- A balance of adult-led activities and child initiated play
- Opportunities for parents and carers to share in play and learning 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.

We create 'Charters' with children to help them understand how their rights are met and how they can help others to access their rights. They include charters for Behaviour; Block Play; Forest School; Group Time; Keeping Safe; Leadership; Lunchtime; Mark Making; Outdoor Play; Painting; Putting on our Coats; Reading; Snack Time; Using the Toilet; Water Play.