



NAG 1

Paparangi School – Outside Play Policy

The Child has the right to leisure, play and participation in cultural and artistic activities”

– Article 31, United Nations Convention on the Rights of the Child (UNCRC)

Rationale

This policy sets out Paparangi School’s commitment to ensuring that quality environments for play and informal recreation are available to all its children, and aims to improve the way we think about, and provide, opportunities for play. The school believes that all children need opportunities to play which allow them to explore, manipulate, experience and affect their environment.

The Value of Play

Play enables children to learn through experience that cannot be taught. Through exploring and testing ideas children learn:

- About their bodies and themselves as a person
- About how to get on with people
- About the physical world around them

As a school we recognise the value of play and aim to develop a wide range of outside play environments to meet the needs of all of our children. Play is satisfying and freely chosen by the child. It may be serious or light hearted. It may produce something or it may be done simply for its own sake. We aim to ensure children’s choice over their experiences is promoted in our grounds.

Paparangi School recognises that the impact of modern society on children’s lives has significantly restricted their opportunity to play freely and has resulted in a poverty of play opportunities in the general environment. It is therefore committed to encouraging the creation of high quality ‘compensatory’ play opportunities which are appropriate, accessible, stimulating and challenging for all of our children.

Paparangi School believes that play:

- Is innate. It can be physical, imaginative, creative, explorative, stretches perceptions and encourages all areas of development.
- Should happen in all weather, apart from extremely hazardous conditions.
- Is taking managed risks and being challenged—as it will help children to make informed and adapted decisions in play and life.
- Is sometimes getting bumps and scrapes

- Involves rolling around, getting dirty and being hands on.
- Above all, should be fun, enjoyable, memorable and an exciting experience.

Aims

- To ensure play settings provide a challenging and stimulating environment.
- To allow children to take risks.
- To provide opportunities for children to develop their skills of getting on with 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.
- Continue to keep children at the heart of decisions
- To consult children on the decision making, on the planning, design, creation and supervision of play opportunities.

Learning Opportunities

- The physical world e.g. earth, air, fire and water
- Man made, natural, recycled and re-usable materials
- Challenge in relation to the physical environment
- Movement e.g. running jumping, climbing, balancing
- Emotions e.g. learning about oneself and others, sadness/gladness, rejection/acceptance, frustration/achievement, boredom/fascination, fear/confidence.
- The operation of the five senses through sounds, textures, tastes, smells and sights
- Social interactions - enhancing self esteem and understanding of others through freely chosen interactions e.g. within peer groups, with individuals, with groups of different ages, abilities, interests, gender, ethnicity and culture.
- Making choices, problem solving, being creative,
- Achieving and also coping with failing,
- Communication and negotiation skills,
- Change e.g. building/demolishing, transforming the environment and experiencing the seasons.

Play and Risk - Managing Risk in Play Provision

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.

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

*- South Gloucestershire Council Play Policy: Play Safety Forum
Position Statement*

It is the school's responsibility to strike a balance between the risks and the benefits. This policy sets out the school's overall objectives for children to take acceptable risks in their play. The school recognises the challenge that this new thinking brings in accordance with the NZ Ministry of Education Guidelines.

Carefully considered and comprehensive risk assessments of all play provision within the school should be reviewed on an annual basis, or whenever significant change/development in play provision/equipment or child circumstances takes place. Adventure Zone risk assessment to be carried out prior to the commencement of each term.

Approved: 26 June 2017

Review Date: June 2018

****Refer to Children's Play and Leisure – Promoting a Balanced Approach by the HSE - Health and Safety Executive.***