



NORTON JUXTA KEMPSEY C.E. PRIMARY SCHOOL

“Together with love and joy of God, we will discover, develop and maximise our unique potential.”

PLAY POLICY

Signed by:	
Head Teacher	Julia Dean
Chair of Governors	Daisy Barnett
Responsibility	Emma Bilsland
Author	Emma Bilsland
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AMENDMENT HISTORY

Date	Issue	Status	Reason for Amendment	Person Responsible

PLAY POLICY

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. – 1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK.

God's love for all people inspires us to give love in abundance. We value and care for ourselves, others and the world around us as God's creation, demonstrating our values of friendship, compassion, forgiveness and respect.

We believe this is of the highest importance to enable pupils to explore their differences with tolerance and mutual respect.

Our school vision is integral to everything we do at NJK.

We want to discover and maximise each child's unique potential.

We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.

1. Commitment

Norton Juxta Kempsey CE Primary School undertakes to refer to this play policy in all decisions that affect children's play. Norton Juxta Kempsey CE Primary School is committed to providing the strategic and operational leadership needed to provide and maintain quality play provision for all our children.

2. Rationale

Norton Juxta Kempsey CE Primary School believes that all children need opportunities to play that allow them to explore, manipulate, experience and affect their environment. Norton Juxta Kempsey CE Primary School believe play provision should be welcoming and accessible to every child, irrespective of gender, sexual orientation, economic or social circumstances, ethnic or cultural background or origin, or individual abilities.

The OPAL Primary Programme rationale is *that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."*

This rationale aligns with Norton Juxta Kempsey's vision of Together, with the love and joy of God, we will discover, develop & maximise our unique potential. At NJK we want our pupils, families and staff to experience God's amazing love for us. We believe that each person is wonderfully made by God and we want everyone to flourish and reach their unique potential as a child of God.

We aim to nurture all members of our school community and celebrate our differences. We want our school to become the hub of our local community and an integral part of our society; building and joining communities both locally and beyond.

Striving for the highest possible standards of achievement and behaviour in a stimulating environment; we will value pupil independence in order to develop a deeper level of learning. We will provide a curriculum which focuses not merely on academic potential, but embraces the spiritual, moral, social and cultural development, enabling our pupils to become active citizens of the future.

Love will be at the very centre of everything we do and joy will be evident in every part of our school. At NJK we want our pupils to thrive through God's amazing love for us.

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We actively promote and practice Our Christian Values, which will be further enhanced with our play policy.

Love	Courage	Respect	Forgiveness	Friendship	Compassion	Trust
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3. Definition and value of play

Play is defined as a process that is intrinsically motivated, directed by the child and freely chosen by the child. Play has its own value and provides its own purpose. It may or may not involve equipment or other people.

Norton Juxta Kempsey CE Primary School believes play has many benefits, including:

- Play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, as well as different concepts and ideas.
- Play enhances children's self-esteem and their understanding of others through freely chosen social interactions, within peer groups, with individuals, and within groups of different ages, abilities, interests, genders, ethnicities and cultures.
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices, problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve.

4. Aims

In relation to play Norton Juxta Kempsey CE Primary School aims to:

- Ensure play settings provide a varied, challenging and stimulating environment.
- Allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- Provide opportunities for children to develop their relationships with each other.
- Enable children to develop respect for their surroundings and each other.
- Aid children's physical, emotional, social, spiritual and intellectual development.
- Provide a range of environments that will encourage children to explore and play imaginatively.
- Provide a range of environments that will support children's learning across the curriculum and learning about the world around them.
- Promote independence and teamwork within children.
- Build emotional and physical resilience.

5. Rights

Norton Juxta Kempsey CE Primary School recognises the UN Convention on the Rights of the Child, which includes *the right to play, recreation and leisure* (Article 31) and the *right of children to be*

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listened to on matters important to them (Article 12). We acknowledge that we have a duty to take these rights seriously and listen to children's views on their play.

6. Benefit and risk

'Play is great for children's wellbeing and development. When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits. No child will learn about risk if they are wrapped in cotton wool.'

Managing Risk in Play Provision: An Implementation Guide (Play Safety Forum, 2012)

Norton Juxta Kempsey CE Primary School will use the Health and Safety Executive guidance document *Children's Play and Leisure – Promoting a Balanced Approach* (September 2012) as the principal value statement informing its approach to managing risk in play. In doing so, the school will adopt a risk-benefit approach as detailed in *Managing Risk in Play Provision: An Implementation Guide* (Play Safety Forum, 2012).

Risk-taking is an essential feature of play provision and of all environments in which children legitimately spend time at play. Play provision aims to offer children the chance to encounter acceptable risks as part of a stimulating, challenging and managed play environment. As outlined in the play sector publication 'Best Play', play provision should aim to *'manage the balance between the need to offer risk and the need to keep children and young people safe from harm'*.

In addition to standard risk-benefit assessments Norton Juxta Kempsey CE Primary School will practice dynamic risk management with children, encouraging them to identify and manage risks in an environment where adults are present to support them.

7. Supervision

The law requires that children in school have supervision but for primary school playtimes there are no stated ratios. During the school day there should be one or more adults present outdoors. Norton Juxta Kempsey CE Primary School recognises OPAL's three models of supervision: Direct, Remote and Ranging. Except for new children in reception, whose skills and orientation in the school environment need to be assessed or those with individual behavioural plans, Norton Juxta Kempsey CE Primary School does not believe direct supervision is possible or beneficial. Supervisors will use ranging and remote supervision models, so that children can quickly find an adult and adults can patrol large sites to gain an awareness of the kinds of play and levels of risk likely to be emerging.

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches are followed across our whole school setting. The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. We have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school.

We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses. Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways.

8. The adult's role in play

Norton Juxta Kempsey CE Primary School will help children maximise the benefits they can gain from play by the provision of trained staff who are informed by and work in accordance with the Playwork Principles. Staff will use and refer to these principles when appropriate interventions are needed, and ultimately will strive for facilitating an environment that nurtures children's self-directed play.

The playworker's core function is to create an environment that will stimulate children's play and maximise their opportunities for a wide range of play experiences. A skilled and experienced playworker is capable of enriching the child's play experience both in terms of the design and resources of the physical environment and in terms of the attitudes and culture fostered within the play setting. Playworkers are a channel of access to new materials and tools and they can act as a stimulus to children to explore and learn. They are also available to participate in the play if invited.

9. Equality and diversity

Through providing a rich play offer meeting every child's needs we will ensure all children, regardless of age, gender, race, disability or other special needs, can develop and thrive, build strong relationships and enjoy school.

10. Environment

Norton Juxta Kempsey CE Primary School believes that a rich play setting should ensure that all children have access to stimulating environments that are free from unacceptable or unnecessary risks and thereby offer children the opportunity to explore for themselves through their freely chosen play.

We will strive to continually improve the quality and diversity of our school's grounds to enhance play. We will use the document 'Best Play' to guide us on what a quality play environment should contain. www.freeplaynetwork.org.uk/pubs/bestplay.pdf