

APPENDIX 3



Learning and Play Policy

Policy:	Learning and Play Policy
Purpose:	The following policy sets out the principles and practise by which Dalmuir Out of School Care Group (DOSCG) provide activities and play opportunities to develop children’s needs.
Review Date:	October 2022
Guidance:	<p>Scottish Social Service Council (SSSC)</p> <ol style="list-style-type: none"> 1. As a social service employer, you must make sure that people are suitable to be social service workers and that they understand their roles and responsibilities. 2.As a social service employer, you must have the culture and systems in place to support social service workers to meet their Code of Practise. 3.As a social service employer, you must provide learning and development opportunities to enable social service workers to strengthen and develop their knowledge and skills.
Regulatory Standards:	<p>Health and Social Care Standards My support, my life:</p> <p>1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.</p> <p>1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.</p> <p>1.32 As a child, I play outdoors every day and regularly explore a natural environment.</p> <p>United Nations Convention on the Rights of the Child</p> <p>Article 31 of the UNCRC says that children and young people have the right to have fun in the way they want to, whether by playing sports, watching films, or something else entirely. They have the right to rest, too.</p> <p>Getting It Right for Every Child (GIRFEC)</p> <p>Each child is unique and there is no set level of wellbeing that children should achieve. Wellbeing is influenced by children’s individual experiences and changing needs as they grow.</p>
Other relevant Policies	Equality and Diversity Policy Health and Safety Policy
Date reviewed by Policy Review Working Group (PRWG):	
Date approved by Management	

Committee (or PRWG if delegated):	
Amendments	

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1. PURPOSE

- 1.1 DOSCG plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.
- 1.2 This policy is for staff that work with, and provide an environment that is happy, warm, secure and stimulating for children. It aims to ensure that all children we provide services to become confident and independent and enjoy exploring and learning.
- 1.3 The learning setting should enable children to develop a strong sense of self, while also learning to play, negotiate and co-operate with others.

2. PRINCIPLES

- 2.1 Children are active learners who are physically, emotionally and mentally involved in learning; for young children play is the natural and most important vehicle for active learning.
- 2.2 No child should be or feel excluded or disadvantaged because of ethnicity, culture, or religion, home language, family background, special educational needs, disability gender or ability.
- 2.3 Staff are aware that children develop learn and play in different ways and at different rates and all areas of learning and development are equally important and inter- connected.
- 2.4 Staff will be mindful of seeing through the eyes of the child and building relationships of trust with parents.
- 2.5 Communicating effectively is fundamental when working with children and staff must ensure clear and interesting child-centred (not adult-centred) communication.

3. ENVIROMENT

- 3.1 DOSCG will provide a wide range of resources both indoors and outdoors to provide opportunities for learning, development and play.
- 3.2 Children will have access to well-presented, labelled, open materials which they can select and use in their own way.
- 3.3 Staff will provide a safe free play environment for learning and play a key role in supporting and extending Children's development and learning.

4. PLANNING

- 4.1 All planning should involve the child/children, indicative of our person-centred approach.

- 4.2 Staff support autonomy and self-esteem by planning an environment and activities where children can act independently, by acknowledging and appreciating childrens' achievements, and by encouraging and sensitively supporting children to develop their skills as well as take part in new experiences.
- 4.3 Any child who requires additional help should have a plan to address their needs and improve their wellbeing.
- 4.4 Staff will carry out environment, activity and individual risk assessments prior to an activity taken place.

5. OBSERVATION

- 5.1 Staff will observe children on a continual basis and interact and respond appropriately and sensitively to children.
- 5.2 Staff will encourage children to be independent and only intervene if the child requires support or guidance.

6. EVALUATION

- 6.1 Evaluation forms will be completed by children to measure the activities outcome for the child, and an opportunity to highlight any areas of development.
- 6.2 Staff will complete evaluation forms for each activity. Recording what is working well and what needs to be changed, also assessing how the activity is received by children for the activity to have a better versatile outcome

7. DISPLAYING CHILDRENS WORK

- 7.1 We display children's work, to value and celebrate a child's achievement and efforts.

8. EQUALITY AND DIVERSITY

- 8.1 We are committed to promoting an environment of respect, understanding, encouraging diversity and eliminating discrimination by providing equality of opportunity for all. This is reflected in our Equality and Diversity Policy.

9.0 GDPR

- 9.1 All children's personal data shall be stored in line data protection regulations. Information regarding how data will be used and the basis for processing data is provided in the Customer Fair Processing Notice.