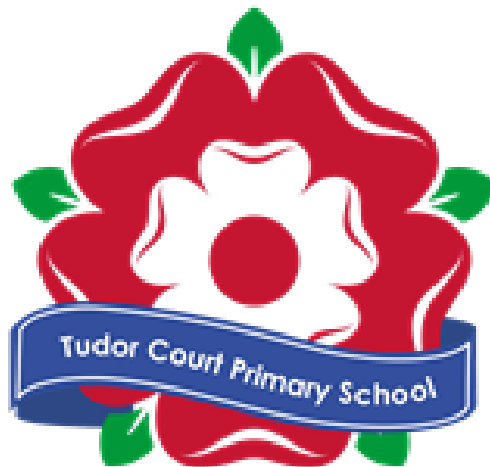




TUDOR COURT PRIMARY SCHOOL

PLAYGROUND POLICY

Reviewed – HT	Sept 2021
Assigned to Committee	SIC
Frequency of Review	3 years
Agreed by the Governing Body	Sept 2021

Playground Policy

Tudor Court Primary School recognises the unique contribution that playground activities can make to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers the children opportunities for play, creativity, fun and enjoyment. We place great emphasis on ensuring that our break and lunch times offer our children experiences that contribute to their social and emotional health and wellbeing.

Aims:

- Through our playground activities we aim to promote:
- Physical activity
- Citizenship
- Inclusion
- Co-operation, consideration, sharing and fair play
- Self-esteem and confidence
- Language and listening skills
- Strong core values

Outcomes:

- Through our playground activities we look to achieve the following outcomes:
- Increased levels of participation in physical activity
- Improved health and fitness
- Improved behaviour and attitudes
- Higher levels of concentration in afternoon school work
- Respect for each other including staff
- Fun and enjoyment

Staffing Organisation

Morning break:

At the start of break teachers see their class onto the playground, giving them the opportunity to go to the toilet, get their snack if necessary and check that a member of staff is on the playground to supervise. Each playground is supervised by at least one teacher and LSAs on a rota basis.

Staff are positioned in zones around the playground to ensure all areas of the playground are visible and safe at all times. First Aid facilities are available, should they be required. Sometimes it is necessary to assign an adult to a child so that the break time experience is safe and enjoyable for all.

Teachers come out onto the playground before the end of playtime to meet their classes; an identified member of staff blows the end of play whistle. The first whistle is for children to stand still. The second whistle is for the children to walk to their lines. When children are in their lines, their teacher or class adult will lead them in.

Children are not required to be in the classroom, other than when approved by an adult at break time or lunchtime, as this poses a danger to the child being unsupervised.

Lunch time:

We have two Play leaders who organise/designate activities or zones on a rota basis to members of the midday /LSA team. There is one designated (main) First Aider, but all members of staff also have access to their own First Aid pack (see separate Playground Risk Assessment).

The Family Support Worker is available throughout lunchtime to support with any serious issues that may arise and need to be handed to the Senior Leadership Team (SLT).

Playground Pals

Annually, Year 5 children apply and train to be positive role models, to support and engage with the younger children on the playgrounds at lunchtimes from Tuesday-Friday. Their job involves assisting and taking part in a variety of games and activities at lunchtime. Their role is organised by the Play leaders and overseen by our Family Support Worker.

Playground activities

The playgrounds have been developed into zones within each Key Stage. There is summer, winter and wet play plans, which are implemented as a result of the weather. Supervised classrooms are available as per the plans. A diagram of the playground zoning plans can be found in the appendices.

Outdoor play equipment is kept in allocated sheds and boxes are set out in the zones by the Play Leaders/MDA's/LSA's. All members of the lunchtime team have the responsibility to ensure that this is kept tidy. The rotas for the play equipment are drawn up by the Play Leaders.

Lunch Times

We operate a staggered lunch time as follows:

Year R	12:30pm-1:15pm
Years 1 & 2	11:30pm-12:15pm
Years 3 & 4	12:15pm-1:00pm
Years 5 & 6	1:05pm-1:50pm

Throughout the lunchtime session, classes are called for their lunch. A MDA/LSA blows the whistle once and a card with the class number is held visible for the children. The children then line up and come into their respective hall. Packed lunches and school dinners are called separately and a process of ticking off children as they enter the hall ensures no children miss their lunch.

At the end of the lunchtime session, two whistles are blown for children to stand still and a further two whistles for tidying up time. When supervising adults are happy the tidying has finished, they will send the children to their lines. At the end of lunchtime, all playground Midday supervisors/LSA's and Play leaders are responsible for returning boxes to their respective sheds. Children are also encouraged to tidy away the equipment they have been using into the appropriate boxes.

In the summer term, children will be allowed on the field during the second part of lunch so they can ensure they do not miss their whistle/card call for going in and eating.

The trees in KS2 playground are accessible from the edge only, children should not be entering trees or climbing them.

Specialist gym equipment around the perimeter of the field is allocated to each key stage on our summer plan. To keep our children safe there is a circuit on the equipment and boundaries for how to play on each piece of equipment (see appendices)

Each activity will have guidance about what is required; for example sports equipment will be accompanied with bibs, timers and numbers of children who can play at one time (see appendices)

Midday supervisors & LSA's

- Midday staff actively promote positive play by:
- Supervising the activity zones to ensure safe and fair play
- Seeking out lonely or unhappy children and encouraging them to join in an activity
- Starting off games for children to play
- Encouraging all equipment to be used and put away appropriately
- Ensuring inclusion of all children in activities in which they wish to participate
- Intervening if they see a dispute using the restorative justice approach
- Midday staff are responsible for all children and for following a graduated approach to monitoring behaviour, if there are any concerns, midday staff should discuss this with the senior midday on their playground.

Rewards and sanctions

Playground rules, drawn up with the aid of our school council are a reflection of our whole school values. Rules are displayed on the playground and are easily visible, including wet playtime rules.

The school Behaviour Policy is based on positive behaviour management and it is important that the rules, rewards and sanctions are fair and consistent. Midday Supervisors play an important role in managing children's behaviour and can make a big difference to a child's day.

Positive behaviour can be rewarded by:

- Verbal praise (e.g. You have.... really well today).
- Stickers
- Conversation with the in-class adults resulting in card change in class
- Certificates in assembly / nominated children on table of the week
- Before sanctions are given we encourage the use of the restorative justice script (see appendices). The use of the restorative justice script must be used when the child is calm and willing to participate and resolve the issue. If the child is angry or upset, it is recommended that adults ask them to walk or have a drink of water to give them chance to calm down and engage.

Sanctions may include:

- Warning with a rule reminder
- Redirection to another area of the playground or time out of the activity
- Referral to Senior Midday and in extreme cases child's name placed in the behaviour book for Family Support Worker/Senior Team follow up

Play leaders are responsible for designing /allocating the play activities to MDA's/LSA's and ensuring that the children are actively engaged in positive play. They also audit the play equipment and replace/update termly or when required. They ensure that the activities are placed into zoned areas and are age appropriate.

Arrangements to monitor and review

- This playground policy will be reviewed every 3 years.

Appendices

- Restorative Justice Script.
- Playground expectation/rules
- Assembly power point- playground expectations

Related documents

- **Staff handbook**
- **Behaviour policy**
- **Safeguarding policy**
- **Playground Risk assessment**



Script for Instant Restorative Approach

Introductions and Groundrules

For an instant intervention introductions and groundrules will be almost incidental and over very quickly. However, it is important for the success of the dialogue that the people involved know what the purpose of the meeting is and that they will each have an opportunity to speak and to be heard. Respect for each other by not interrupting must be shown. This explanation will also help the facilitator's risk assessment process. When dealing with conflict in this instant way it may not always be clear who is responsible for harm, indeed, both/all parties may have some or equal responsibility. In this case it will be a judgement call who should be asked to speak first. Where there is clear accountability then the person causing the harm should be asked to speak first.

Accounts

To person(s) who caused harm

- "What happened"?
- "What were you thinking"?
- "What were you feeling"?
- "Who has been affected by what you did"?

To person(s) harmed

- "What happened"?
- "What were you thinking about"?
- "How did it make you feel"?
- "How do you feel now"?
- "Who else has been affected"?
- "Are there any questions you wish to ask"?

Agreement

To person(s) who caused harm

- "Do you think something needs to happen to repair the harm caused"?

To the person(s) harmed

- "What do you need to make things better"?

Conclusion

Facilitate a proportionate and SMART agreement and allow anyone to ask any further questions. Allow participants free conversation if appropriate.

(Script from <http://www.stebon.org.uk/Our-School/Policies>)