

Croft Infant School

Playground Behaviour Policy and Procedures



Introduction

At Croft Infants we aim to create a happy and secure environment which encourages respect and cooperation from an early age. We recognise the important contribution playground activities make to the well-being of the pupils in our school.

Providing a safe and supportive environment, the playground offers pupils opportunities for play, creativity, fun and enjoyment. We aim to ensure that break and lunchtimes in our school offer pupil's positive experiences that contribute to their social, physical and emotional well-being.

This policy should be read in conjunction with and with reference to:

The Behaviour Management Policy and the Anti-Bullying Policy.

Aims

All children experience enjoyable, safe playtimes.

Adults are positive role models.

Children treat each other kindly.

Play is positive and children are able to resolve problems in a non physical way.

Cooperation, consideration, sharing, respect and fair play are promoted.

Children take responsibility for using equipment sensibly and tidying away carefully.

Positive playground supervision

- Identified members of teaching and support staff are on duty inside and outside at playtime (see timetable for break times, K McCleod midday supervisor, /play leader at lunchtimes).
- Staff arrive on the playground before the children
- Class teachers ensure that the appropriate adults are outside before children are allowed out
- Mini play leaders are identifiable and lead games and activities
- First aiders are available in the reception area
- Senior staff are available to deal with serious incidents

We expect the same rules and standards of behaviour to apply outside and inside the school. Children are encouraged to respect and respond to the authority of staff and mini play leaders. Children are enabled to enjoy the outdoors, explore their environment and play imaginatively, alone or in groups. A consistent approach to discipline promotes a feeling of well being amongst all children.

Positive role models

- Adults play with children and model positive attitudes such as tolerance, resilience and fairness.
- Adults supporting an identified child 1:1 actively involve them in games and activities where appropriate.
- Adults use positive language when talking to children about how to behave or how to resolve problems or conflicts.
- When dealing with disputes, adults will give both parties a chance to speak before deciding upon sanctions.
- Adults remind children about the need to stand still at the sound of the bell for the end of playtime and the need to walk carefully to line up.
- A number of Year 2 pupils are nominated to become mini play leaders and help to promote games and activities at playtime and especially during the extended lunchtime break.

Play Leaders

At Croft we provide toys and equipment for children to share at break and lunchtimes. In addition, all adults and mini play leaders are responsible for encouraging children to join in with activities and games. We are currently developing our procedures to train designated adults who will lead games and activities for larger groups of children. These may include action songs, circle games and skipping games. These adults will also be responsible for training and supervising the Year 2's who take on the mini play leader role.

Rewards and sanctions

At Croft we employ positive behaviour management strategies and it is important that pupils perceive the use of rules, rewards and sanctions to be fair and consistent. Whole school rules are applied on the playground as well as in the classroom/school. All staff (including supply teachers and students) should be fully aware of playtime procedures. At playtime and lunchtime all adults have the authority to issue rewards and sanctions in line with the playground behaviour policy. Children should be rewarded for behaving appropriately through praise, the issuing of stickers/dots and the awarding of stars (if the good behaviour involves the whole class).

Staff are responsible for dealing with unacceptable behaviour in a fair and consistent manner. Children who misbehave should be given a verbal warning and a chance to improve their behaviour where possible. If behaviour does not improve or if it requires a more immediate response the child or children should be given time to reflect on their behaviour through

- Standing at the wall for 2 minutes watching others play but not interacting
- Holding the hand of an adult and walking around with them
- Being sent in to be supervised by staff on indoor duty
- Being sent in to speak to a member of the Senior Management team

Behaviour that leads to being sent in

- ◇ When a child needs to be removed from a situation
- ◇ When a child is acting in a way that is dangerous to themselves or others
- ◇ Aggressive or violent behaviour including verbal or physical e.g. kicking, hitting, spitting, swearing etc
- ◇ Bullying behaviour –persistent incidences will be dealt with according to our anti bullying policy
- ◇ Deliberate breaking of equipment or property

Behaviour books

Midday supervisors carry copy books to record more serious incidents including those where a child has been sent in. Incidents are recorded and copies are given to class teachers and placed in behaviour books. Any persistent inappropriate behaviours should be reported to the headteacher.

Staying safe

Some behaviours are not encouraged but monitored to ensure that children stay safe. These might include climbing on fences/trees, play fighting, using equipment inappropriately. As soon as they are deemed to be going too far such play will be stopped. Adults will use their professional judgement to assess the intent in these situations

Children are only allowed to climb on the trim trail if wearing suitable clothes and shoes.

Children are not allowed to stay outside without adult supervision.

Children should ask an adult before going indoors to the toilet.

Children should only come back into the building when asked or if they are sent in.

Indoor playtimes

On days when playing outside at break or lunchtime is not possible each class will remain in their own classroom. Teachers will provide a range of indoor activities which may include colouring, board games and construction toys which children are responsible for getting out and tidying up. The rules and standards of behaviour that apply to everyday classroom management will be enforced (see behaviour policy). Midday supervisors will monitor their designated class and teachers will advise them as to which activities will be available during the lunchtime session.