



Woodgrange Infant School

Playground Behaviour Policy and Procedures

Mission Statement

We aim to create a happy and secure atmosphere in which each child is respected as an individual beginning to take her or his place within the wider society. We are fortunate in having children of many cultures attending our school so that from a very early age they are learning to live together and are helping to create a more harmonious society.

Our Policy is that:

All children should enjoy playing outside in safety.

Adults will be positive role models.

Children should learn to respect each other and treat each other kindly.

Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way.

Children show respect towards all adults in the playground.

Children will be able to play freely unless it is judged that they are a danger to themselves or others.

Children look after equipment and play sensibly with it, tidying up at the end of playtimes.

How we promote positive behaviour in the playground

Supervision

- Identified members of teaching and support staff are “on duty” at playtime.
- Staff on duty are in the playground before the children
- Teachers ensure there are enough adults outside before sending their children out.
- A “first aider” is based in Class 5 throughout each playtime, including lunchtime.
- A teacher is based in the thinking room
- Senior staff are available to deal with any serious incidents.

Positive role models

- Adults will play with children to model positive attitudes such as tolerance, resilience and fairness.
- Adults supporting an identified child 1:1 actively try to involve them in games and play with other children.
- Adults will use positive language when talking to children about problems or conflicts; asking open questions such as “why do you think XXX is feeling unhappy?” ; “what happened to make XXX feel cross?”; “what do you think you should have done...?”
- Adults will give both parties the chance to speak before deciding if any sanctions are necessary. Where appropriate the adult will give the children the chance to decide what sanction is appropriate.
- Playground heroes model positive play and learn to help to mediate conflicts.
- Adults and playground heroes keep an eye on the friendship bench and seek to involve and “befriend” any children who are sitting on it.
- At the end of playtime all adults remind children to stand still at the first bell and walk to their lines at the second bell.

Sanctions

Children will be given a warning and a chance to improve their behaviour but sometimes an immediate response will be called for and there will be times when a child or children need time to reflect on their behaviour.

There are 3 steps-

- Standing by the wall for 2 minutes, watching other children play.

- Holding an adults hand if unable or unwilling to stand by the wall.
- Being sent in to the thinking room.

Behaviour that leads to the thinking room

- When a child or children “loses control” and needs to be removed from the situation
- When a child is acting in a way that is a danger to themselves or others
- Aggressive or violent behaviour- verbal or physical- kicking / spitting (at) / hitting/ swearing (at)
- Bullying behaviour- persistent incidences will be dealt with according to our bullying policy and procedures.
- Deliberate breaking of equipment
- Throwing stones at people/ windows/ through the fence

Communication

A record is kept of children who are sent to the thinking room. This records the nature of the behaviour that led to that point. This is monitored to check for patterns or “regulars”. Staff supervising the playground may also give class teachers a verbal account of any incidents.

Teachers will use their judgement as to if and when to inform parents.

Parents will be informed of any serious incidents or invited in to discuss patterns of behaviour.

More serious incidents

Although rare there are circumstances where a more drastic approach needs to be taken to manage behaviour. There are some instances where fixed term exclusion will be imposed. These include:

Deliberately hurting a child or adult

Using abusive language with intent (swearing at someone)

Repeated, disruptive behaviour

The length of the fixed term exclusion will be decided according to the incident and other factors. The guidance from the LA will always be followed. Only the headteacher or, in her absence and, after consulting with her, an authorised member of Senior staff will impose the exclusion.

Staying safe

Some behaviours- tree climbing; play fighting- are not encouraged but are monitored to ensure they remain safe and remain play based. As soon as there is any sign that things are going too far they will be stopped. Adults will use their professional judgement in this respect.

Children are only allowed to go on the climbing equipment if they are wearing suitable clothes and shoes- no strappy shoes, scarves, gloves etc.

Children are not allowed to stay inside without adult supervision.

Children only use the toilets in the corridor.

Children come in to the hall only to attend first aid.

Reviewed February 2015