



APPENDIX D

Playground Behaviour

The Delph Side Playground Behaviour Vision:

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 different 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:

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 near the first aid cupboard throughout each playtime, including lunchtime. First aiders to carry first aid bags with them during break and lunch times.

The Learning Mentor to supervise on the playground and in the hall during lunchtimes as required.

Senior staff are available to deal with any serious incidents.

Children stop on the playground when a whistle is blown.

At the end of playtimes, a whistle is blown. All children standstill and wait for instruction to move to their lining up areas. When children present orderly and controlled behaviour in line, the leading adult will signal for classes to make their way back to classrooms.

The leading adult at lunch time will decide whether teachers are to collect their classes, or whether welfare staff are to lead classes into classrooms ready for the teacher to receive.



A member of SLT is available to supervise in the hall, on the playground or in the corridors as required.

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.

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 whistle and walk to their lines at the second whistle.

Children modelling behaviour excellence may be selected by Welfare Staff to receive the daily ‘Playground Behaviour Award’ whilst classes are lined up.

SHARES P.E coaches to supervise alongside Delph Side staff and promote positive play and behaviour.

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-

- A verbal warning is issued, notifying the child of their behaviour and how they must change their behaviour.
- Standing with an adult to calm down and reflect on behaviour.
- Being sent in to the Year Six classroom – to meet Behaviour Leader
- A time out may also be used for children participating in sporting activities, which will allow them calming/ thinking time before correcting their behaviour, making the situation right again and joining in.



Behaviour that leads to meeting the Behaviour Leader could include:

- When a child or children “loses control” and needs to be removed from the situation.
- When a child is behaving 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 destruction or damaging of school or others' property.

If persistently negative, dangerous or deliberate behaviour is observed by a pupil, then a longer term consequence may be issued to the child, which may result in their removal from the playground, or in their exclusion from lunch times in the school day. This could include lunch time exclusions whereby a parent or carer collects and supervises the pupil off school grounds during lunch time.

Communication

The appropriate Class Teacher will always be informed by Welfare Staff of any incident which occurs on the playground.

The Playground Behaviour File will be regularly updated by Welfare Staff following an incident on the playground, and will be monitored by the Behaviour Team for patterns of behaviour, resolutions and impact that actions have had.

The Class Teacher is the first member of staff to be informed of an incident, however, if the behaviour is deemed to be serious and dangerous, the Behaviour Leader will be informed as the first step of Senior Leader involvement.

We aim to foster and maintain valued, long-lasting relationships with our parents, and will strive to inform them of behaviour incidents which occur in the school day. We will inform parents as to persistent, extreme or out-of-character behavioural incidents on the day that they occur.