

Rowlands Gill Primary School

Play Policy

Date Written: March 2025

Ratified by Governors: June 2025

Re-adopted by Governors: April 2026

Next Review Date: April 2029



Policy review dates:

Review Date	Changes made	By whom	Date Shared
22.04.26	Updates to all sections, additional items updated/amended inline with new Uniform Policy.	R Sharpe W Rowell	27.4.26 14.05.26

Rational

At Rowlands Gill Primary School we want to provide a constructive time for children to participate in recreational activities, exercise and social interaction – we want them to be able to play!

Definition and Value of Play

Play is defined as any freely chosen activity that a child finds satisfying and creative. It may or may not involve equipment or other people. We believe play has many benefits which include but are not limited to the list below:

- Play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development.
- Play enables children to explore the physical and social environment, different concepts and different ideas.
- Play enhances children's self-esteem and their understanding of others through freely chosen social interactions, within peer groups, with individuals, and within groups of different ages, abilities, interests, genders, ethnicities and cultures.
- Play requires ongoing communication and negotiation skills, enabling children to develop a balance between their right to act freely and their responsibilities to others.
- Play enables children to experience a wide range of emotions and develop their ability to cope with these, including sadness and happiness, rejection and acceptance, frustration and achievement, boredom and fascination, fear and confidence.
- Play encourages self-confidence and the ability to make choices; problem solve and to be creative.
- Play maintains children's openness to learning, develops their capabilities and allows them to push the boundaries of what they can achieve

German educationalist Friedrich Froebel suggests that "Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

This policy is to ensure that the same standards of behaviour in the classroom are transferred to the playground and all adults in school will have clear guidelines to follow about behaviour management. This policy works in conjunction with the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Staff Behaviour Policy
- First Aid Policy
- Uniform Policy

Aims and Objectives

We seek to provide a safe, secure and happy environment for all pupils and will consistently and fairly seek to resolve incidents and repair relationships wherever possible. We will:

- ensure regular communication between appropriate adults
- provide a clear set of rules for children to follow
- use rewards, praise and sanctions appropriately

- provide designated play and activity areas
- train Play Leaders to support the younger children
- provide training and guidance for Lunchtime Supervisors

We aim for children to develop:

- self-confidence and independence
- self-control and self-motivation
- sensitivity and consideration for others, including a sense of 'fair-play'
- creativity
- a pride in themselves and in their school
- their own ability to assess and manage risk within safe boundaries

And for children to take responsibility for:

- their actions towards other children and adults
- co-operating with school codes and rules
- showing respect and tolerance for race, religion, gender, other lifestyles and opinions
- taking care of equipment provided

Leadership and Management of Outside/Indoor play

The Caretake carries out an inspection of the grounds every morning.

A playground Risk-benefit Assessment is available and reviewed regularly. If any member of staff is concerned about the safety of any activity or equipment, they must immediately report this to a member of SLT.

All staff have the responsibility to ensure the health and safety of all pupils in their charge. SLT, with input from the Senior Lunchtime Supervisor, devise a rota to ensure adequate supervision across the lunch hall and all play spaces. Where possible, adults should lead games to engage the children.

The school SLT will make the decision about whether the playtimes will be indoor or out and inform all staff on duty.

Times of play time and lunchtimes can be seen on class timetables or checked with the office.

Play Spaces – Front Yard, Back Yard, MUGA, Field and Sensory Room

Children will be expected to play outside as much as possible (only during extremely inclement weather or if there is a weather warning in place, will children have their lunchtime and playtime in the classrooms – see Wet Playtime)

Access to the Front and Back yards on the ground floor is via the door leading onto the back yard – this will remain open during the whole of breaktime and lunchtime. At the start of breaktime the door onto the front yard will be open for the first few minutes to ease congestion.

The MUGA and field are accessed via the door on the first floor near Funky Monkeys. There are rotas in operation for the use of the MUGA which are displayed next to the MUGA door for reference. A rota is in place for all children to access the field when it is dry.

Children access the sensory room by arrangement. Staff to radio to inform the member of staff of duty in the sensory room when a child is on their way. Some children, according to individual needs, will access the school building to have calm time at the end of playtime and/or lunchtime. This will be pre-planned with SLT and allows children to be regulated before returning to class.

Role of the Teaching Staff

Class teachers can improve behaviour during breaktimes in the following ways:

- helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE
- supporting Lunchtime Supervisors and treating them as equals
- keeping Lunchtime Supervisors informed of any children who are experiencing difficulties
- using circle-time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure
- supervising children into the dining hall and handing over to lunch time staff.

Role of the Playtime Leaders

The Playtime Leaders oversee that equipment is available for children to access over morning and lunchtime play. Their role is also to support children with turn taking and reporting issues to school staff. Playtime Leaders put out equipment during assembly time with support from Reception children and a member of staff.

To ensure all children are safe, staff must ensure that:

- Children are dressed appropriately for outdoor play, with sensible footwear and that no jewellery is worn – see uniform policy for additional information.
- Children do not run around in the Eco Garden
- Children do not litter
- Children are not partaking in unsafe activities or those which do not promote our ethos including:
 - Fighting/play fighting/wrestling/rough play
 - KS2 Playing football on lower yards
 - Reception and KS1 playing football in groups of more than 8 children
 - More than one game of football at a time
 - Climbing on or jumping the fences or benches
- They maintain sight and/or hearing of children. The cover sheet/Lunchtime Rota will direct staff as to which play space they are supervising.
- At least one member of Supervising Staff has a radio on each play space and communicate effectively to ensure adequate supervision on all play spaces
- Staff are suitably distributed to ensure appropriate supervision (not standing or sitting together in groups)
- Children do not enter the building during outdoor playtimes and lunchtimes unless they need the toilet or require first aid.

- Be prompt when collecting children from the playground after morning playtime. Lunchtime Supervisors will support classes back to classroom at the end of lunchtime.

First Aid and Injury

All staff must follow these points to manage and deal with first aid incidents:

- First aid kits must be taken onto the playground and into the lunch hall
- Medical bags must be taken from the classrooms and stored at the bottom of the stairs
- All injuries must be recorded
- All injuries MUST be reported to the teaching staff and relevant first aid forms handed over
- All head injuries/bumps must be reported to the school office so messages can be sent home at the time of the accident as well as the first aid form going home at the end of the school day
- There are a number of trained first aiders on the premises during lunchtime and playtime. They all received appropriate First Aid training and this is kept up-to-date. They can be reached by radio.

End of Break Times:

- Staff to blow the whistle 5 minutes before the end of playtime/lunchtime – this is the children's warning to start to tidy up/change out of any outdoor clothing/shoes.
- At the end of breaktime the whistle is to be blown and **all children** must stop and listen.
- Staff call class by class to line up on each of the play spaces.
- At the end of lunchtime play – all children to help to tidy equipment away into sheds.

Wet Playtime

Whilst we aim to have children accessing outdoors in all weathers, sometimes it maybe that children need to stay indoors for playtime.

Morning Wet Break

Staff on break duty rota will supervise classes in the classrooms and practical areas ensuring adequate supervision across Class 1 to Class 7.

Lunchtime Wet Break

- Members of supervising staff in the hall will inform children of wet play.
- As per times on the rota staff will move to supervising classrooms as they would on yards.
- Children to return to classrooms when they have finished eating. Activities are limited – drawing, reading, games, ipads or programmes on the screen. This is to ensure the safe management of the children and the tidiness of the room.
- Nursery in class with two supervising staff members
- Reception in class with one supervising staff member
- Class 1 in class with one supervising staff member
- Class 2 in class with one supervising staff member
- Class 3 and 4 in their respective classes with one member of staff supervising both.
- Class 5 and 6 in their respective classes with one member of staff supervising both.
- Class 7 to join their mainstream class.
- Once the class teacher has returned to the classroom the Lunchtime Supervisor/Staff member will be directed by the Senior Lunchtime Supervisor as to which area they are needed.
- If any first aid/behaviour incidents occur the Lunchtime Supervisor/Staff member should use the telephone in each classroom or radio to contact the office or the staffroom for support.

- Items used during lunchtime, must be tidied and returned to the correct place(s). Teachers may decide that the children can play out in the afternoon if the weather improves.

Effective Communication

Efficient communication between Lunchtime Supervisors and teachers is important. CPOMS logs help to identify any behavioural trends or triggers so that targeted support can be provided for pupils at play and lunchtimes, if necessary.

- The lunchtime staff who has dealt with the incident acts as the main contact point with the teachers.
- Any behaviour incidents or incidents that take place with key children are to be logged on CPOMS by the member of staff it is reported to, within the child's class (Lunchtime Supervisors do not have access to CPOMS)
- If information is not passed onto class teachers and logged on CPOMS about incidents or injuries, then further investigation will take place and may result in a disciplinary
- The Senior Lunchtime Supervisor communicates regularly with SLT to keep everyone fully informed of events and discuss any problems arising.
- The Headteacher meets with all lunchtime supervisors regularly to discuss areas of concern and check the implementation of the policy and procedures.