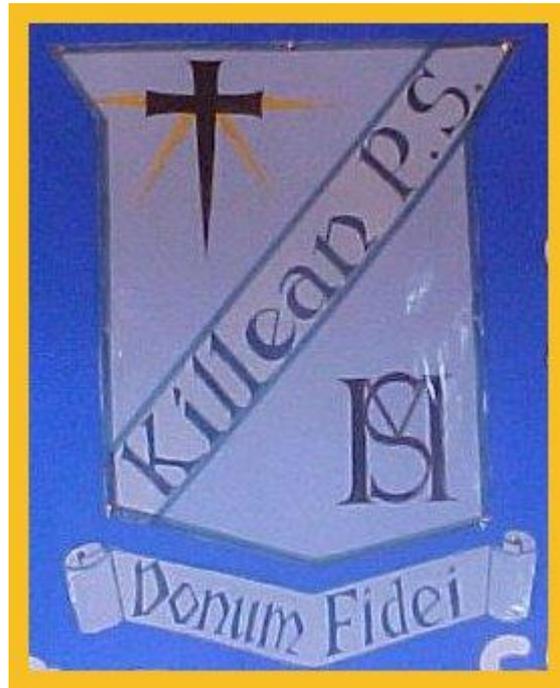


Killean Primary School



Playtime Policy

We, in Killean Primary School, note that in recent years there is a marked decrease in opportunities for children to play outdoors.

The increase in traffic, the fear of abduction or abuse of young children, the fear of anti-social behaviour and substance abuse are all contributing factors. Parents usually transport their children to and from school by car even over a short distance.

During times when children would otherwise have been outside at play they are often nowadays confined to watching television or playing computer games. These changes have all had a detrimental effect on the well-being and general health of children.

Against this background the staff of Killean P.S. has decided to consider the purpose and value of school playtime and to write a policy which recognises the value of children's play activities.

AIMS: It is expected that the implementation of this whole school policy for playtimes will enhance children's opportunities for positive and co-operative play and will provide a platform for the development of fundamental life skills.

WHAT IS PLAY? Play is essentially about learning through untaught means. It is a way in which children come to understand themselves and the world around them. Play is often satisfying to the child, creative for the child and freely chosen by the child. Play may or may not involve equipment, be boisterous and energetic or quiet and contemplative, be done with other people or on one's own, have an end product or not, be light hearted or very serious.

THE NEED FOR PLAY: We recognise at our school that our role is to promote the education of the whole child. Inevitably this means that we are concerned with areas of learning, which cannot be taught. Through our policy for play we intend to provide opportunities for:

- Negotiating
- Sharing
- Co-operating
- Developing patience
- Communicating
- Listening
- Accepting rules
- Coping with success and failure
- Being a member of a team
- Developing leadership skills
- Socialising
- Developing tolerance
- Learning when to be assertive and when to be submissive
- Considering others
- Taking turns
- Taking risks

WHEN DO CHILDREN PLAY:

- . Morning break lasts from 10.30 to 10.50 am
- . Lunch break is from 12.00 to 12.50 pm

WHERE DO CHILDREN PLAY:

At morning break: All children play on the tarmac. If the weather permits the children may play in the field across the road.

At lunchtime: Equipment is available on the playground all year round. Weather permitting children may also use the grass.

Children are under close supervision at all times.

SUPERVISION:

At break time there is one teacher in each yard and classroom assistants and special needs assistants are also supervising the children.

At lunchtime, supervisors are on duty, in the dining hall and the playground. Again classroom and special needs assistants are on duty also.

At all times the supervisors on duty in the yard interact and play with the children as well as fulfil their more traditional role. The supervisors

liaise with the principal and teachers to iron out any problems, make suggestions or offer ideas.

EQUIPMENT:

Playtime equipment is available for all children weather permitting.

In each playground, the playground leader ensures that there are a variety of play opportunities including

“active games” e.g. tig/skipping

“ball games” e.g. big hand tennis, rounders

“traditional games” e.g. Mr Wolf/snakes and ladders

“quiet games” e.g. giant dominoes/cards

“skill games” e.g. ribbons / X O games.

The Pastoral Care Team, with the support of the playground supervisors, are responsible for the distribution and collection of equipment.

On wet days the children remain indoors and follow the routine set by their class teacher.

MONITORING AND EVALUATION

Observation and discussion form the basis of the monitoring process.

The SLT has meetings with teachers, Playground Supervisors and Pastoral Care Team in order to discuss their thoughts, experiences and suggestions.

OUTCOMES

The outcomes for the school are expected to be

- Improved behaviour
- Improved caring attitudes
- Improved sense of responsibility
- Improved relationships (child/child, child/adult)
- Improved Physical skills
- A happier environment
- A decrease in bullying
- Improved respect for people and property