



# Some changes...

- There will not be any barriers between year groups
- Y4 have moved to the Upper School Playground
- KS1 now have more space
- Y3 now have more space
- We will eventually be zoning the playgrounds

# How to stay safe and happy at play

Rights	Responsibilities
Have playground equipment to play with	Look after it/play with it safely
Play with our chosen friends	Take into account the feelings of others/be kind to all
Play outside or move around with less supervision	Try to sort out any issues sensibly considering others/stay in the right zone
More freedom	Be trustworthy and honest (even when there is no adult)



# If it is not safe...It will not be happy!

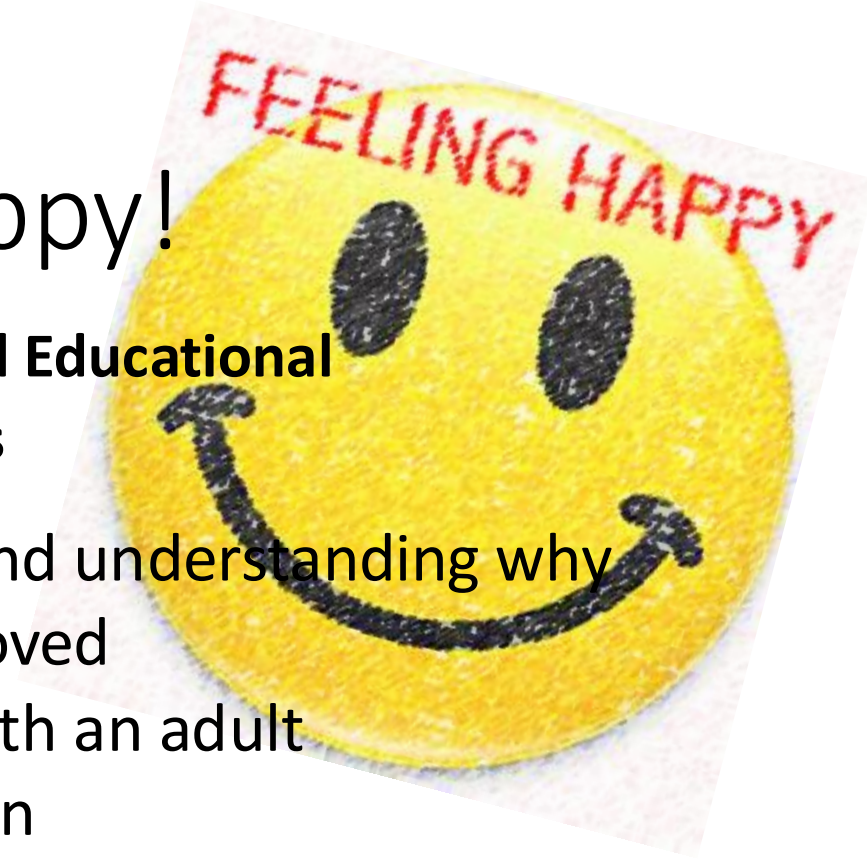
## Impact on others

- Physically hurt
- Feelings hurt
- Excluded, unsupported or lonely
- Unable to learn or concentrate
- Unable to feel confident in themselves
- Poor self image
- Scared or anxious



## Protective and Educational Consequences

- Warnings and understanding why
- Rights removed
- Standing with an adult
- Small garden
- Off the playground for a time
- Support from SLT understanding safety/kindness
- Time to reflect with work about how to play safely/respectfully



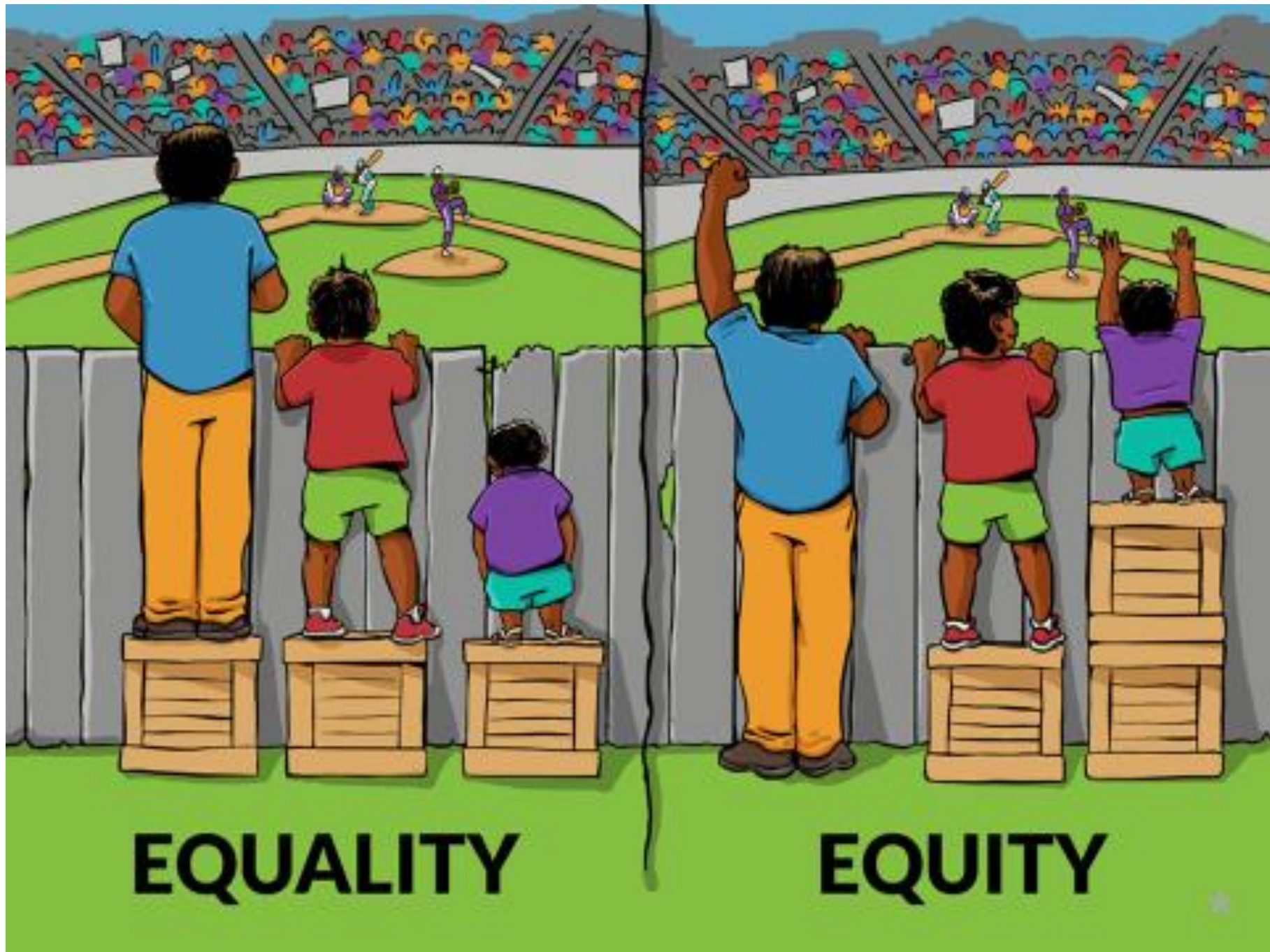
Keeping everyone safe  
and able to learn



The school's job is to keep everyone  
safe and able to learn

This is why it is so important to be  
able to help all children to feel safe so  
that they can learn

If children are not showing pro-social  
behaviours, we try to look at why this  
might be and to help them to find  
ways of learning these behaviours



**EQUALITY**

**EQUITY**



- We also think it is important to keep everyone else safe so, if there is dangerous or anti-social behaviour, we may use **protective consequences**
- This is why you will hear things like;  
*‘It is obviously not safe or not ok for you to...’*  
*‘As a protective consequence you will now have to...’*
- This is not a punishment but a necessary consequence to teach someone the right way and to keep everyone else safe



# How to be a good friend



## Kindness

- being friendly, generous and considerate of others;
- showing goodwill to others;
- being concerned when others are upset or worried;
- helping people when they need you;
- doing something nice for someone else, without expecting anything in return.

## Respect

- Being polite even if you don't get on with someone
- Watching yours and other's personal space
- Keeping to the right zone
- Being responsible with equipment
- Speaking in a calm manner
- Following rules

# Types of behaviour we show – cause and effect

*What you put out there...  
you get back*



# Walking in someone else's shoes...

- What does this phrase mean?
- Do we know how others feel and what has happened to them?
- How can we try to understand how others feel?

Empathy



Tolerance

Respect

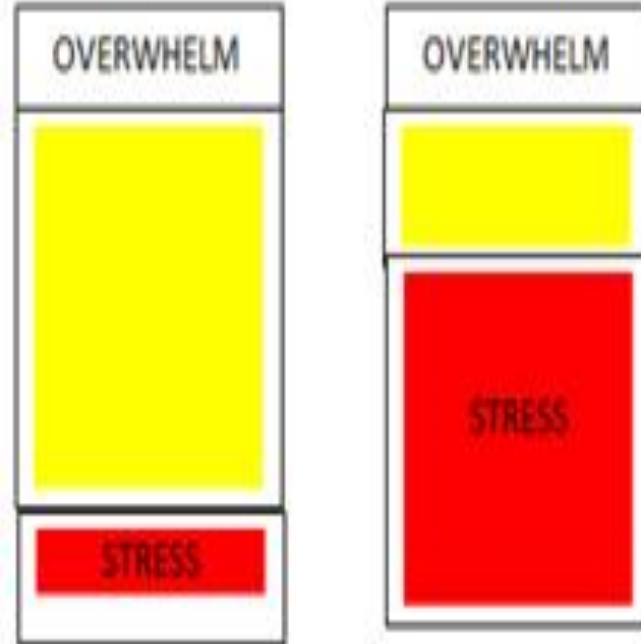
# If things go wrong...

- Be calm
- Be Honest
- Be brave
- Think about how it might feel to be the other person
- Tell it like it really happened (even the bits you would rather not say)
- Try to sort it out gently as soon as you have realized
- If you can't go straight to an adult
- Walk away if you need to

- Things can go wrong at any time...
- This is a learning experience...
- We can and must learn from this...
- All the adults are there to help you...
- Friends can help you...



# The Fizzy Bottle Analogy



## The Window of Stress Tolerance;

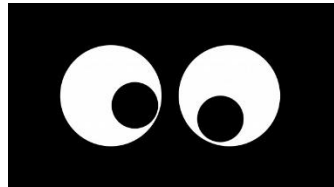
- A small amount of stress is a positive thing; helps with motivation, adrenaline
- If you are carrying large amounts of toxic stress then the slightest trigger or upset, confusion, flashback and you have no room to hold it before overwhelm
- The healthy body has lots of space to hold small amounts of stress throughout the day

# Describing what you see clearly *Use the FACTS*

## Overdescribing

Using words that don't really describe the facts

Exaggerating what has happened for dramatic effect or because we feel heightened



## Underdescribing

Using words that make it sound like nothing really happened when it did

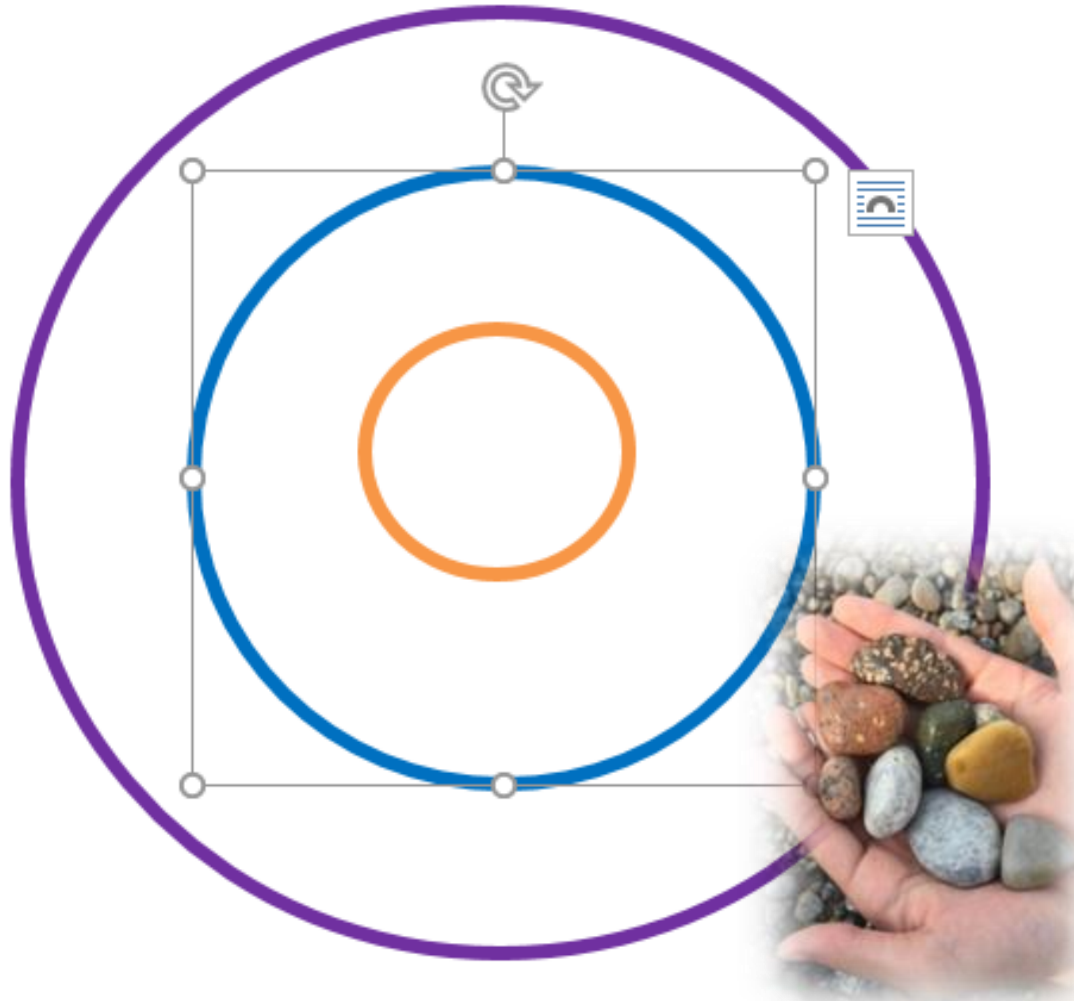
Playing the situation down

If you didn't see it...you don't know what happened!

# Coping with worry and stress

- Everybody has different things going on in their life
- Some happy and exciting and some sad and frustrating
- It's normal to have these things happening and they can determine the way we feel and act. They can also determine how much we can cope with before we explode
- Sometimes we can feel overloaded and do and say things that we wouldn't do if we felt ok.
- If we have too much stress sometimes we can explode.
- It is important to talk to someone or write it down if we feel like this.
- This kind of worry is not good for us and can make us feel ill.

# The Ripple Effect of our Feelings and Actions



- When you drop a pebble into water, the impact of the pebble pushes the water out to create ripples and those ripples can move or affect the other things in the water.
- Just as the pebble creates a ripple effect so do our actions and words. They make a ripple that reaches and moves other people around us and they are affected by what we have chosen to do.

# How to enjoy playtime

- There are lots of things to enjoy at playtime
- Not everyone wants to play sport or run around. Use the zones and plan your playtimes
- If children are left out or lonely...ask them if they want to join in
- If they are frustrated...give them space!
- If they don't want to play your game...they don't have to!
- Everyone is allowed to choose who they want to play with
- Respect the equipment...when it's gone, it's gone!
- Put yourself in others shoes...not everyone is like you!

