

Positive Playtimes and Lunchtimes

Adults provide:

- Nurture – listening, caring, enjoying the children’s company.
- Routines.
- Consistency.
- Teaching social interaction skills.
- Knowing the child, so you can respond to individual needs.
- Praise Positives, not just noticing the negatives.
- Specific praise – not just “Good boy” or “Well done” – tell them what you have seen eg. “I noticed you sharing with”.
- Building self-esteem in the pupils.

Children support as play leaders, lunch monitors, corridor monitors, helping individual younger children.

Adults have positive relationships with pupils.

Adults receive appropriate training – eg. safeguarding, team teach, first aid, individual medical needs, fire safety.

Teaching children skills: eg. sharing, compromising.

There are supportive staff – they help, praise, and support each other.

There is open communication between staff at all levels, in all directions.

In the playground there are organised activities, opportunities to teach skills, chances for children to use their imagination, and resources eg. balls, bats, climbing equipment.

Adults are flexible to meet individual circumstances and needs.

Adults consistently act as role models for desired behaviours, as do the pupils.

Support is appropriate to the needs of the child and the circumstances.

There are set routines known by all, and consistent boundaries.

Adults are well-spaced around the playground and are engaging in play with the children (not chatting to each other).

Adults celebrate and share positives.

MDSAs have the opportunity to speak to the class teachers.