

Here is a comprehensive Playtime Policy tailored for Mount CofE Primary School, considering its unique context, vision, values, and recent Ofsted report.

Mount CofE Primary School: Playtime Policy

Date Implemented: 2026-01-12

Review Date: Annually (Next review due: 2027-01-12)

1. Introduction and Purpose

This policy outlines the guidelines and procedures for playtimes at Mount CofE Primary School. It aims to ensure that playtimes are safe, enjoyable, inclusive, and contribute positively to the social, emotional, and physical development of all pupils. This policy is underpinned by our school's Christian values of Caring, Hope, Understanding, Respect, Co-operation, and Happiness, and our vision to allow every pupil to "Grow and shine in God's glory".

Key Questions for School Leaders:

- How does our current provision for playtimes align with our school's vision and values?
- What are the specific needs and considerations of our diverse pupil population (including Gypsy, Roma and Traveller backgrounds, EAL pupils, and pupils with SEND) during playtimes?

2. Legal and Regulatory Framework

This policy adheres to the following legal and regulatory frameworks:

- **Education Act 2002:** Outlines the responsibilities of schools regarding pupil welfare and safety.
- **Children Act 2004:** Emphasises the importance of safeguarding and promoting the well-being of children.
- **Equality Act 2010:** Ensures that all pupils are treated fairly and without discrimination.
- **Keeping Children Safe in Education (KCSIE):** Provides guidance on safeguarding children in educational settings.
- **OFSTED Inspection Framework (2025):** Specifically addresses safeguarding, behaviour, and personal development, all of which are relevant to playtimes.

Key Questions for School Leaders:

- How do we ensure that our playtime policy aligns with current legislation and statutory guidance?
- How do we communicate these legal requirements to all staff involved in supervising playtimes?

3. Roles and Responsibilities

- **Headteacher:** Overall responsibility for the implementation and review of this policy.
- **Senior Leadership Team (SLT):** Supporting the Headteacher in ensuring the policy is effectively implemented and monitored.
- **Playtime Supervisors:** Responsible for supervising pupils during playtimes, ensuring their safety and well-being, and implementing this policy.
- **Teachers:** Responsible for promoting positive behaviour and social skills in the classroom, which will carry over into playtimes.
- **Pupils:** Responsible for behaving in a respectful and considerate manner towards others during playtimes.
- **Parents/Carers:** Responsible for supporting the school in promoting positive behaviour and attitudes towards playtimes.
- **SENDCo:** Responsible for advising on the needs of pupils with SEND during playtimes and ensuring appropriate support is in place.

Key Questions for School Leaders:

- Are the roles and responsibilities of all staff involved in playtimes clearly defined and understood?
- How do we ensure that all staff receive adequate training and support to fulfil their responsibilities effectively?

4. Implementation Strategies

4.1. Supervision

- Adequate supervision will be provided during all playtimes, with a ratio of staff to pupils that ensures safety and effective monitoring.
- Supervisors will be visible and actively engaged in monitoring pupil behaviour and interactions.
- Supervisors will be trained in first aid, behaviour management, and safeguarding procedures.
- A clear system for reporting incidents and concerns will be in place.

- Designated areas for different age groups may be considered to minimise potential conflicts.

Key Questions for School Leaders:

- What is the appropriate staff-to-pupil ratio for playtimes at our school, considering the age and needs of our pupils?
- How do we ensure that supervisors are actively engaged in monitoring pupil behaviour and interactions?

4.2. Environment

- The playground environment will be safe, well-maintained, and stimulating.
- A variety of play equipment and resources will be available to cater to different interests and abilities.
- The playground will be regularly inspected for hazards and risks.
- Consideration will be given to providing sheltered areas for use during inclement weather.
- The school will consider the needs of pupils with SEND when designing and managing the playground environment.

Key Questions for School Leaders:

- How do we ensure that our playground environment is safe, well-maintained, and stimulating for all pupils?
- How do we cater to the diverse interests and abilities of our pupils through the provision of play equipment and resources?

4.3. Behaviour Management

- The school's behaviour policy will be consistently applied during playtimes.
- Clear expectations for pupil behaviour will be communicated and reinforced.
- Positive behaviour will be encouraged and rewarded.
- Strategies for managing challenging behaviour will be implemented consistently and fairly.
- Bullying and other forms of unacceptable behaviour will not be tolerated and will be dealt with promptly and effectively.
- Restorative approaches will be used to resolve conflicts and promote positive relationships.

Key Questions for School Leaders:

- How do we ensure that our behaviour policy is consistently applied during playtimes?

- How do we promote positive behaviour and social skills among pupils during playtimes?

4.4. Inclusion

- All pupils will be included in playtime activities, regardless of their background, ability, or needs.
- Strategies will be implemented to support pupils with SEND to participate fully in playtimes.
- Supervisors will be trained to recognise and address potential barriers to inclusion.
- Pupils will be encouraged to be respectful and understanding of others' differences.
- Activities will be planned to promote positive interactions and friendships between pupils from different backgrounds.

Key Questions for School Leaders:

- How do we ensure that all pupils, including those with SEND and EAL, are included in playtime activities?
- How do we promote positive interactions and friendships between pupils from different backgrounds?

4.5. Activities

- A range of structured and unstructured activities will be available during playtimes.
- Pupils will be encouraged to participate in activities that promote physical activity, creativity, and social interaction.
- Activities will be planned to cater to different interests and abilities.
- Pupils will be given opportunities to suggest and lead activities.
- The school will consider the use of playtime equipment and resources to enhance the quality of playtimes.

Key Questions for School Leaders:

- What range of activities do we offer during playtimes to cater to the diverse interests and abilities of our pupils?
- How do we encourage pupils to participate in activities that promote physical activity, creativity, and social interaction?

4.6. Safeguarding

- All staff will be aware of their safeguarding responsibilities during playtimes.
- Procedures for reporting concerns about a pupil's welfare will be followed.

- Supervisors will be trained to recognise and respond to signs of abuse or neglect.
- The school's safeguarding policy will be consistently applied during playtimes.

Key Questions for School Leaders:

- How do we ensure that all staff are aware of their safeguarding responsibilities during playtimes?
- How do we train supervisors to recognise and respond to signs of abuse or neglect?

5. Communication and Consultation

- This policy will be communicated to all staff, pupils, parents/carers, and governors.
- Pupils will be consulted on issues relating to playtimes.
- Parents/carers will be given opportunities to provide feedback on the policy.
- The policy will be reviewed regularly in consultation with stakeholders.

Key Questions for School Leaders:

- How do we effectively communicate this policy to all stakeholders?
- How do we ensure that pupils and parents/carers have opportunities to provide feedback on the policy?

6. Monitoring and Review

- The implementation of this policy will be monitored regularly by the SLT.
- Incidents and concerns relating to playtimes will be recorded and analysed.
- Pupil and staff feedback will be gathered and used to inform policy development.
- The policy will be reviewed annually to ensure its effectiveness and relevance.
- The review will consider any changes in legislation, guidance, or best practice.

Key Questions for School Leaders:

- How do we monitor the implementation of this policy and its impact on pupil well-being?
- How do we use data and feedback to inform policy development and improvement?

7. Related Policies

- Behaviour Policy
- Anti-Bullying Policy



- Safeguarding Policy
- SEND Policy
- Equality Policy
- First Aid Policy

8. Conclusion

This Playtime Policy is designed to create a positive and supportive environment for all pupils at Mount CofE Primary School. By implementing this policy effectively, we aim to ensure that playtimes are a valuable and enjoyable part of the school day, contributing to the overall well-being and development of our pupils.