

PLAYGROUND ISSUES

We had 45 reply slips in response to the playground issues.

<p>Lack of Supervision/Appropriate & more Effective Supervision</p>	<ul style="list-style-type: none">• SMSA's should organise games but not enough staff on board.• Sometimes SMSA's stand in group talking - should patrol playground esp. in out of sight areas. Parents not made aware of incidents that happen in playground esp. friendship issues. (Yr 2)• I help in school (reception) once a week – the afternoon play seems rough and chaotic. Children pile on top of each other always tears (Rec Yr 3)• Love to see more interaction from staff ie. Traditional games, skipping, elastic etc. (Rec Yr 3)• Children say dinner ladies stop them doing everything is it really so bad if the children go into the bushes (Yr 3 & 6)• Proper supervision! There is an obscene amount of kicking / punching taking place which is not noticed – this should not be allowed to happen. (Rec, Yr 2)• On the junior playground at lunchtime, when an incident occurs between children eg calling names / pushing – when the lunchtime staff are told, rather than sorting it out, the child is simply told to ignore it which is not good enough. (Yr 2 & 4)• When children raise playground bullying issues the answer should not be to tell the child to stay away from the children bullying him. (Yr 5)• Better supervision by lunchtime monitors and make sure that they deal with serious issues. (Yr 5)• Often it is the victim who is made to feel that they are in the wrong. Recognise the problems in the classroom do get taken outside.• Lunchtime supervisors need to be told if there is a serious issue for a particular child (bullying) (Yr 5)• Lack of quality adult help.• Issues with the children are not appropriately addressed due to lack of teaching staff who are more aware of disciplinary procedures. (Yr 1 & 3)
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	<ul style="list-style-type: none"> • Better supervision. (Yr 1 & 2) • Stamping down on known bullies as the softly softly approach condones the behaviour. (Yr 1 & 2) • Great senior teacher presence in the playground at the start of school to greet children, remind about no scooters and bike – not consistent. Time to set the tone for the day not for teacher/parent discussion. (Rec) • Dinner ladies should have designated zones where they supervise. Not stand together. • Lack of supervision. Kids getting knocked over. (Yr 3 and 5) • More staff needed – don't feel enough staff comfortably supervise no of children particularly if child bought in after accident. (Yr 2)\ Lunch time – staff to do paid supervision and should have to do one club per week – paid per week – eg – football skills as pupils have nothing to do other than kick each other. (Rec Yr 2)
Activities	<ul style="list-style-type: none"> • In some schools teachers organise game – not sure if resourced but could help to channel energy especially boys in a more focussed way – maybe a couple of times a week. (Yr 1 and 3) • More lunchtime clubs especially for boys football cricket rounders on Firs. (Rec, yr 2 and 3) • Structured activities in the playground so that children know that they will be able to join in. (Yr 5) • More activities / clubs within lunch time hours so it is not all about finding friends to play with. (Yr 1 & 2) • The choice of a classroom that they could go to for quiet time. (Yr 1 & 2) • Great emphasis on old-fashioned games that require little equipment. (Rec) • Yr 6 to play with the children if they want. Lead games etc. (Rec, Yr 2 Yr 4) • Why do clubs happen after school when they could do lunchtime ... understand space issues but they could use a classroom. • Playrangers to come in.
Playground Equipment	<ul style="list-style-type: none"> • A climbing wall (KS2)

	<ul style="list-style-type: none"> • More facilities for children to use ie play pod , multi sports system accommodated with space confines. (Rec, Yr 2 & 3) • More toys so that the children can focus on other things than friendship issues. (Yr 1 & 2) • Yr 2 plays well because they have picnic benches for imaginary play, and stage and house – recreate for other year groups in playground – wooden type equipment to play on. (Rec, Yr 2, Yr 4)
Use of Firs	<ul style="list-style-type: none"> • Key Stage 2 could do with 3 playtimes teachers to take children to Firs
Separate Year Group playtimes	<ul style="list-style-type: none"> • Yr groups should be kept separate • Try and make more space for children by having separate playgrounds for Yr 5 and 6 and 3 and 4. Alternate playground to help eliminate issues of bullying and space. Rotate spaces (Rec, Yr 2m Yr 4)
Leave well alone	<ul style="list-style-type: none"> • Unfortunately in this day and age it seems to be the trend that children's' thought processes and imaginations need to be somehow 'helped' along by the intervention of their elders. Can children not make their own 'play' by using their imaginations and be left alone to get on with it? How did we ever manage to cope as children during early school years at playtime? I seem to remember managing very well when given just a tarmac surface and some walls when the lunch/break buzzer sounded. We take away too much responsibility from our children, which has a detrimental long term effect on them. We don't allow them to formulate ideas for themselves which is a huge part of growing up and part of the learning process. They are not allowed to think enough for themselves, to work out problems, to overcome difficulties. My opinion is to leave the playground alone and concentrate of other areas of growth and development within such a good school. (Yr 4 and 6) • Both children happy how top playground used. Able to play football which works well. (Yr 4 & 6)
Woodland	<ul style="list-style-type: none"> • More woodland (Yr 5)
Sun Shelter	<ul style="list-style-type: none"> • Equivalent sun shelter in t op playground. (Yr 5)

Small Steps that Could Make a Difference (Possibly)?

Some activities/clubs run at lunchtime rather than after school?

Two classrooms (one in the log cabin, one in infant block) where children could use as quiet time either to read, play lego (quietly) etc

Alternate playgrounds for the juniors - quiet playground one day, main playground other so more space.

More teaching presence in the playground.

Year 6's (those who want to and considered suitable) able to lead games with younger children (under supervision)