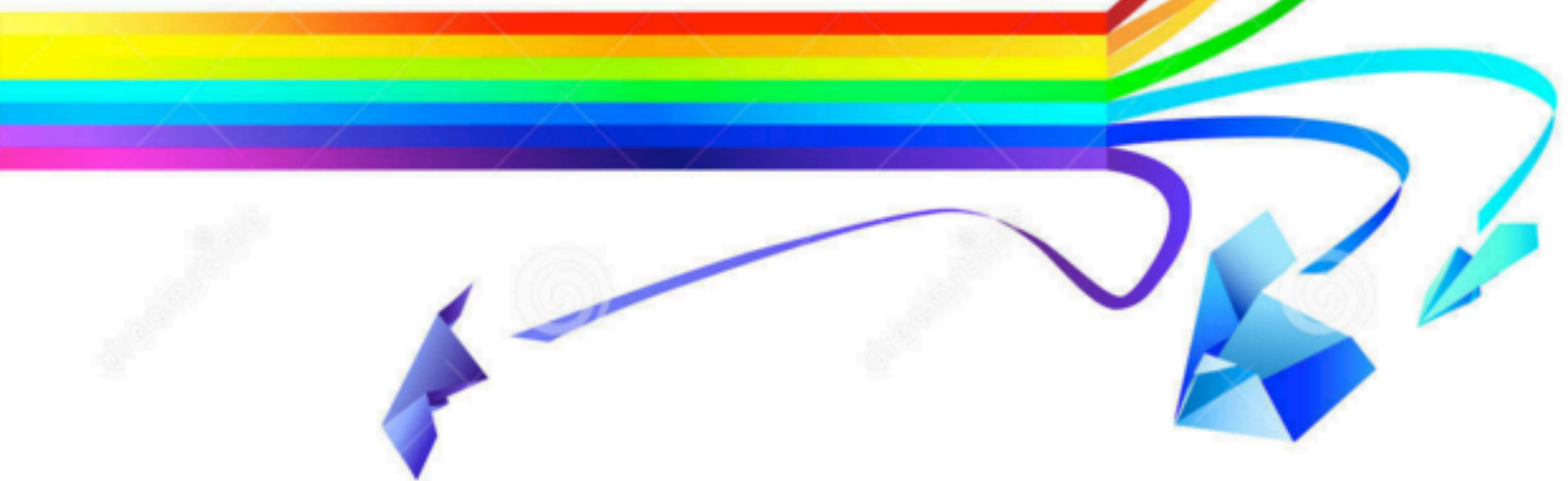


Paper planes and pebbles



Engage & interact with the
world around them

Develop imagination
& dexterity

Resolve conflict & learn
self-advocacy skills

Work in groups,
share & negotiate



PLAY

Develop new
competencies

Conquer fears

Develop physical, cognitive
& emotional strength

Enhance confidence
& resilience

Create & explore

CITY OF NORTHFIELD PLAYGROUND SAFETY GUIDELINES

WELCOME. For your play enjoyment, please obey the following or you may cause injury to yourself or others around you.

No bicycle helmets.
No pets allowed.
No bicycles, roller skates, or skateboard use within play area.
Inspect play area before starting to play and remove all litter.
Children 7 and under should be accompanied by an adult.

CAUTION

BARE FEET MAY CAUSE INJURIES.
THROWING OF ANY OBJECTS WITHIN PLAY AREA MAY CAUSE INJURY.
PLAYING ON THIS EQUIPMENT WHEN WET OR WHEN SNOW OR ICE IS PRESENT MAY CAUSE INJURIES.

Hold on with both hands.
Standing on swings can cause injury.
Stop swinging before getting off.

SWINGS

Never swing or twist empty seat.
Stand clear of moving swing to avoid
Contact and possible injury.

SLIDES

No running or walking up slide.

CLIMBERS

No pushing, running, or shoving.

Slide feet first only.

PLAY SAFELY AND BE COURTEOUS OF OTHERS. IF YOU NOTICE BROKEN EQUIPMENT
OR ANYTHING THAT REQUIRES IMMEDIATE ATTENTION, CALL 645-3858. WE
APPRECIATE YOUR COOPERATION AND CONTINUED SUPPORT.

Northfield

City of Northfield Public Works

WILL PATRONS KINDLY REFRAIN

FROM



THANK YOU !

SLIDES



CORRECT
POSITION



DO NOT CLIMB UP SLIDING SURFACE. USE THE LADDER.
HOLD ON WITH BOTH HANDS. TAKE ONE STEP AT A TIME.



DO NOT SLIDE DOWN IMPROPERLY. SLIDE
SITTING UP, FEET FIRST, ONE AT A TIME.



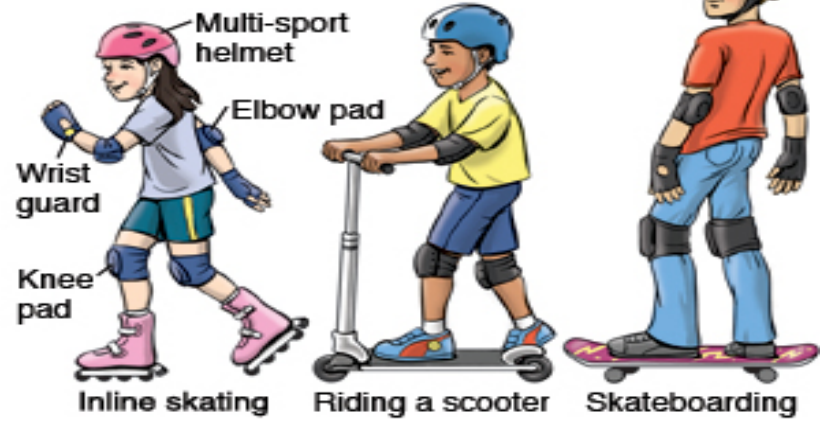
NO PUSHING OR SHOVING. WAIT YOUR TURN, WAIT
UNTIL THE SLIDE IS EMPTY BEFORE SLIDING DOWN.



**No
skateboarding
No bicycles
No ball games**



- Hold on to swing with both hands.
- Do not stand on swings.
- Stop swinging before exiting swing.
- Never swing or twist empty swings.
- Stand clear of moving swings.





“The world's gone crazy!
Primary school bans
children from playing 'tag'
claiming some have become
upset during traditional
break time game”

Burrows (2016)

“Pupils banned from
traditional playground
games like tag and British
Bulldog 'because they are
too dangerous”

Edmonds (2013)

“Health and safety 'GONE MAD’
as primary school BANS
children from RUNNING”

Express.co.uk (2016)

“Outrage from parents as
school children BANNED from
running in playground”

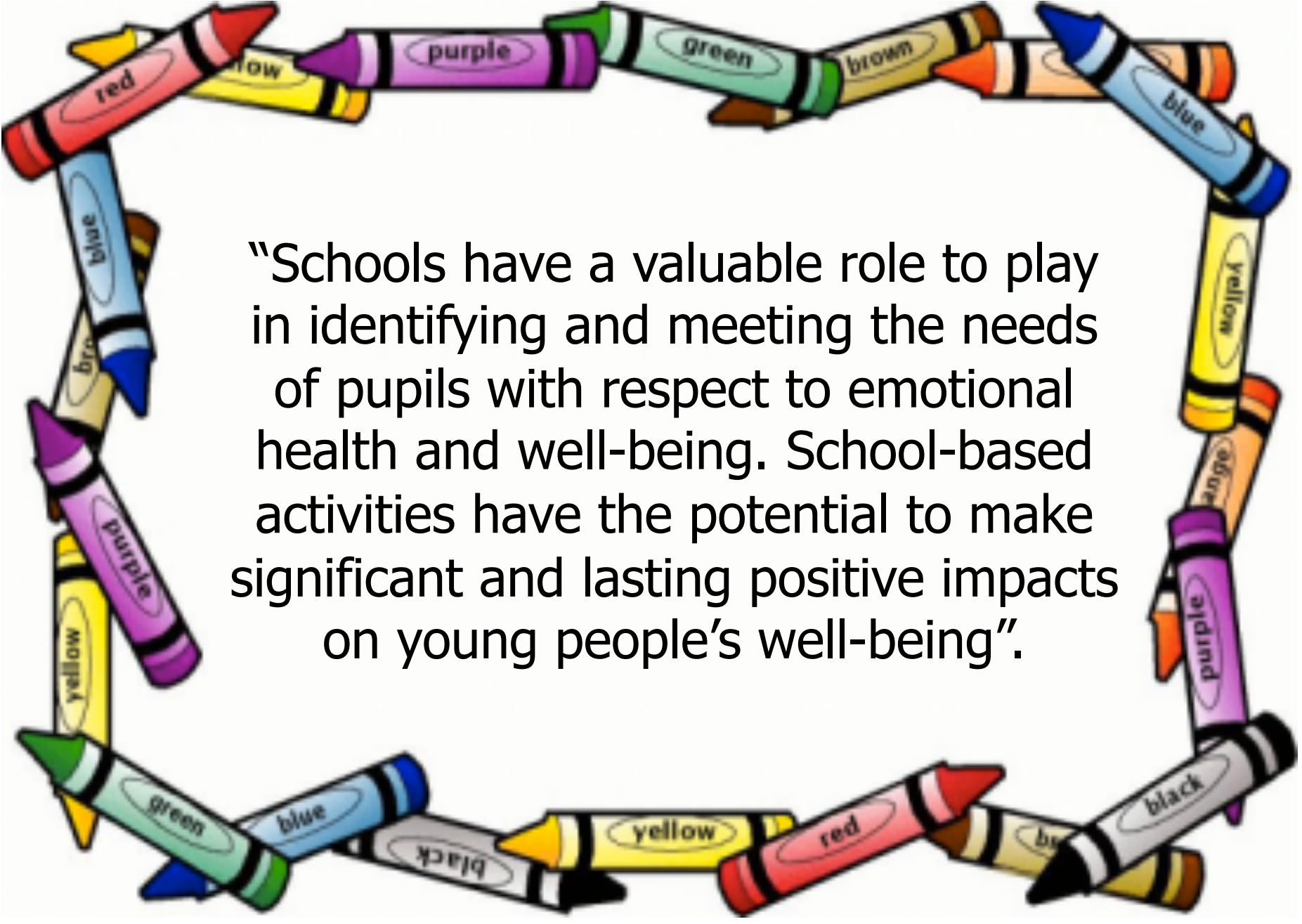
Chapman (2016)





“Play is a key mechanism for developing resilience and dealing with stress and anxiety. It provides effective strategies for dealing with uncertainty and contributes to good physical and mental health. A child who has developed their resilience can respond and adjust more effectively to difficult circumstances. They are more able than other children to overcome adversity, and of course what we adults do to help them on the way is vitally important”.





“Schools have a valuable role to play in identifying and meeting the needs of pupils with respect to emotional health and well-being. School-based activities have the potential to make significant and lasting positive impacts on young people’s well-being”.



Gwylanuk®

Wellbeing matters







PausePoints



	Start the Day	Assembly	Morning Break	After Lunch	Afternoon Break	End of the Day
Foundation	Standing	Sitting	Sitting	Standing	Sitting	Sitting
Warm up	Standing	Sitting	Sitting	Standing	Crawling	Sitting
Move	Sunshine Stretch * Reach 4 the Stars * Chair Pose * Tree Half Moon * Tummy Twist *	Arm Push * Shoulder Roll * Arm Stretch * Hug * Eagle * Cheek Tap *	Chair * Tree Mountain Like * Elephant Sunshine Stretch * Half Moon *	Chair Twist * Mountain Like * Tap * Forward Bend Standing Pose Angel	Mountain/Rabbit Tiger Breathing Bridge/Hug Rabbit/Child Back Massage Boat Hug	Butterfly Bridge/Hug Back Massage Fish/Rest Shower * Camel *
Sound & Breath (Optional)	Balloon Breath	Bee Breath	Bouncy Ball	Bee Breath	Tiger Breath	Lion
Guided Relaxation						

(Positions with a * can be carried out while seated in a chair – see chair warm up)



Ffurflen Fonitor / Monitoring Form

Dyddiad/Date: 5.11.18 9.11.18 12.11.18



Math o weithgaredd monitro/ Type of monitoring activity: Arsylwi/ Observation: X Craffu ar ddogfennau/ Scrutiny of documents: Cyfwrdd/ Interview:

Nifer y dysgwyr/Nifer ar y gofrestr/No. of learners/No. on register: All pupils Gwryw/ Benyw/ Male/Female: All pupils Oedran a math o ddysgwyr/ Age & type of learners: All pupils

Canolbwynt (prif ddihebiau y gweithgaredd monitro)/Focus (main purpose of monitoring activity)

To report on consistency and success of Yoga program delivery.

Tystiolaeth/Evidence

All 8 classes were observed during Yoga sessions. Many consistent points including length of sessions, Staff involvement, pupils immediately focussed on activity and remaining on task throughout. Minor inconsistencies including lights on/off, room for pupils to lie/sit on floor, pupils involved in selecting videos. Common responses to "Why they do yoga" e.g. relax, keep healthy, keep fit, increased energy, help with work, focus in class, fresh mind, wake up body and mind. Common responses to "How it makes you feel" e.g. happy, calm, relaxed, focused, healthy, refreshed, more powerful, ready to work. Some negative responses e.g. sad, sleepy, tired, aching, confused, shaky, weak. Only 3 children, from within 1 class, stated they did not like doing yoga giving the reasons as "It takes too long", "It makes my body feel weak" and "I feel weak in my body and brain".

Arfarniad/Evaluation

General responses from pupils and staff are very positive. Yoga sessions have become well integrated into the school day and will continue to be delivered as planned. Some terms in Welsh will be unfamiliar to some pupils, Staff to introduce new words and phrases to ensure understanding.

Going forward it is important that pupils are encouraged to use what they have learned through Pausepoints during their time outside of school, as the skills it is teaching them are transferable to everyday life and the difficulties it can present.

Barn ar y safonau perthnasol (Rhagorol, da, digonol, anffoddhaol) Judgement for relevant standards (Outstanding, good, adequate, unsatisfactory)

Good



When looking at standards, you should comment on achievement, progress in learning, skills, particularly literacy and Welsh, where relevant.

Pan rydych yn edrych ar safonau, dylech wneud sylwadau ar byddiant, cynnydd mewn dysgu, sgiliau, yn enwedig llythrennadd a Chymraeg, lle maent yn berthnasol.

"Yoga is an important life skill tool for children and young people to cope with stress and self regulation in a life long perspective".

"Improved benefits in concentration, stress alleviation, self awareness, consciousness, self-regulation, behavioural and emotional maturity and self-confidence in everyday life".





Join the movement

What is The Daily Mile?

The aim of The Daily Mile is to improve the physical, social, emotional and mental health, and wellbeing of our children – regardless of age, ability or personal circumstances.

It is a profoundly simple but effective concept, which any school can implement completely free of charge and without the need for staff training. Its impact can be transformational – improving not only the children's fitness, but also their attainment, mood, behaviour and general wellbeing. The Daily Mile is not sport or PE, but health and wellbeing through daily physical activity.

Children are encouraged to jog or run outside for 15 minutes every day at a time of their teacher's choosing. In this time, most children will average a mile or more distance – and so, The Daily Mile is born!

To find out more, visit www.thedailymile.org

Why The Daily Mile?



It's fun!



It's 100% inclusive – every child.



The weather is a benefit, not a barrier.



No track required.



It's simple.



Children run and jog at their own pace.



No kit, equipment or set-up required.



It's safe – children do The Daily Mile in school.



Teachers decide when their class should do their Daily Mile.



It only takes 15 minutes!



Join The Daily Mile movement at www.thedailymile.org
[/thedailymile.uk](https://www.facebook.com/thedailymile.uk) [@_thedailymile](https://twitter.com/_thedailymile)

10 core principles

Your steps to Daily Mile success



QUICK

It takes just 15 minutes with no time spent changing, setting up or tidying up. Transitions between class and route should be slick.



FUN

The Daily Mile is physical activity in a social setting and must be fun for the children. They can chat to their friends as they run along enjoying the experience together.



100%

It's always fully inclusive – every child, every day. They should all be out together in the fresh air. Children with mobility difficulties should be supported to take part.



WEATHER

Treat the weather as a benefit, not a barrier. Children enjoy being outside in different types of weather, connecting with nature and being aware of the seasons.



ROUTE

Ideally, your Daily Mile route should have a firm and mud-free surface – most schools use the playground or an existing path. Incorporating child-pleasing loops and squiggles works well.



RISK

Risk assess the route in order to ensure that The Daily Mile is a safe activity. Please see a sample risk assessment on our website.



WHEN TO GO

The Daily Mile should happen during curricular time, at least three times a week. Ideally, the class teacher should decide when to go out – they know their class and can respond flexibly to their needs.



CLOTHES

The children run in their school clothes without changing into kit; jackets on if it's cold or damp and sweatshirts off if it's warm.



OWN PACE

The children go at their own pace. Done properly, it's not a walk – able-bodied children should aim to run or jog for the full 15 minutes with only occasional stops to catch their breath, if necessary.



SIMPLE

Keep it simple. Resist the temptation to overcomplicate it. It should always be social and fun. From time to time, you may wish to connect it to the curriculum or do something seasonal, for example, running Laps to Lapland.



www.thedailymile.co.uk

The impact of The Daily Mile on health & wellbeing

Reduces anxiety and stress, and children are happier.

Fitness and energy levels are improved.

Greater concentration is evident in class.

Health outcomes for life are improved with benefits to muscle, bone density, joints and cardiovascular health.

Classes experience the pleasure of being outdoors in all weather and engage with nature and the seasons.

The Daily Mile helps children towards achieving a healthy weight.

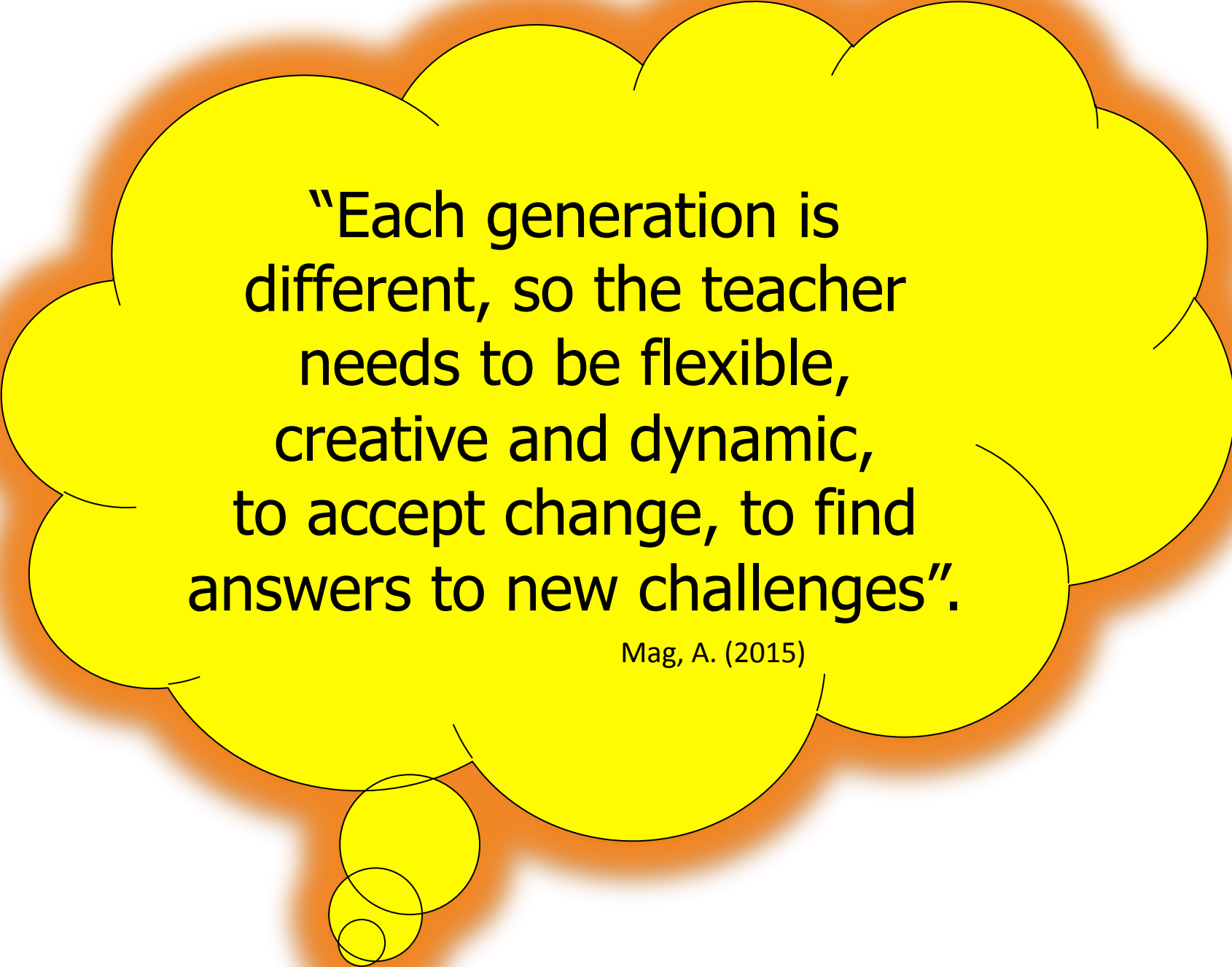
Helps to build confidence and self-esteem - all children succeed at The Daily Mile because it's non-competitive and fully inclusive.

Children with SEN or ASN feel the benefits of regular participation.

As a social activity, it can improve existing relationships and reduce isolation.

Children bring the benefits home, often eating and sleeping better and encouraging active family life.

Develops greater resilience and determination, and promotes the idea of self-care.



“Each generation is different, so the teacher needs to be flexible, creative and dynamic, to accept change, to find answers to new challenges”.

Mag, A. (2015)