



## CASE STUDY - INTRODUCING ACTIVE PLAYTIMES

**NAME OF SCHOOL**

IDE PRIMARY SCHOOL

**HEALTH THEME**

MAINTAINING A HEALTHY WEIGHT THROUGH THE PROMOTION OF PHYSICAL ACTIVITY



### SUMMARY OF HEALTHY SCHOOLS PLUS ACTIONS

- Play Leader training given by Behaviour Support and named themselves 'Handy Helpers'. Introduction assembly to their role. Given coloured caps. Have weekly meetings with HS+ Lead
- All children through School Council involved in the development of this intervention
- Craze Boxes and other resources purchased to encourage active play
- Skipping workshop, competition arranged and celebration assembly
- Variety of activities on offer e.g. break dancing
- All MTAs trained, lead MTA elected to oversee lunchtimes and link with Headteacher. Regular meetings with Headteacher introduced - all MTAs attend and share ideas and any concerns
- School investment in additional MTA staff, including a Male MTA as role model for boys and to develop active games
- Partnership links with Behaviour Support Team and School Sports Co-ordinator.

## EVIDENCE OF IMPACT

- Fit to Succeed data shows that the original target has been exceeded, with 100% of KS2 children regularly participating in an active lunchtime. MTAs have noted a reduction in the number of children falling out with each other and there is greater co-operation in the playground. Teachers have commented on less disagreements being reported after lunchtimes.
- The School Council has been fully involved in the intervention and the children's desires have been listened to and made to happen.
- HS+ actions have become embedded in the school ethos. There are plans to continue to develop this intervention.

## REFLECTIONS FROM THE SCHOOL

The intervention has been extremely successful and as a result the playground is now a vibrant place for the children. There are areas to interest all children and they look forward to lunchtimes. It has been great to see the Handy Helpers at work on the playground and making a real difference. Happier lunchtimes have seen happier children ready to learn during the afternoon sessions. Despite the fact that the playground is still a small area, it is felt that the best possible use is now being made of all areas.

**For further information regarding this intervention, please contact -**

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