



Rough and tumble Play

☀️ Our OPAL Rough and Tumble Play Agreement – “We play hard, but we play fair.” We look after ourselves, look after each other and stop when someone says stop. Everyone has the right to feel safe, included and respected during play.

Pupils will...

Challenge and try new things.

- Play safely and stop immediately when asked by an adult.
- Make sure everyone involved is choosing to take part.
- Use “kind hands” and avoid actions that could hurt others.
- Respect another child’s decision to stop playing or not join in.
- Stay within the agreed rough and tumble play area.
- Use words to solve disagreements when possible.
- Check that friends are smiling, laughing and enjoying the game.
- Tell an adult if they feel unsafe, worried or uncomfortable.
- Know that ‘stop means stop’

Pupils will not:

- ❌ Hit, punch, kick or deliberately hurt others.
- ❌ Have contact to the head or below the belt, only body blows are permitted, and “stop means stop.”
- ❌ Continue playing when someone says “stop”.
- ❌ Force anyone to join in.
- ❌ Use rough and tumble play to settle arguments or get revenge.
- ❌ Target younger or vulnerable children.



Why we expect to see this behaviour...

- To ensure lunch times are safe, successful and enjoyable.
- To develop communication and social skills
- To be ready, respectful and safe.

School adults will...

- Recognise the difference between rough and tumble play and real fighting.
- Supervise play areas actively and positively.
- Intervene calmly when play becomes unsafe or no longer consensual using PACE approach
- Teach children how to check for consent and respect others’ boundaries.
- Support children to solve minor disagreements independently where appropriate.
- Praise children who demonstrate safe and respectful play.
- Conduct regular safety checks of designated rough and tumble play spaces.
- Communicate using walkie talkies and implement the behaviour policy
- Respect children’s play and allow them to take appropriate risks.

Sanctions/consequences for not following expectations

- Moved to a different area / Spending period of time in behaviour recovery
- Informing parents. Apply behaviour policy. (using staged approach)



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