



Broadmeadows Valley Primary School

# Playground Management Plan

Positive and responsible student behaviour is essential to the smooth running of the school, to the achievement of optimal learning opportunities and to the development of a supportive and cooperative school environment.

- We aim to build a safe and happy school playground environment, educating students to act responsibly and to make good choices.
- We model, encourage and acknowledge positive behaviours whilst responding to and managing students engaging in inappropriate behaviours.
- We speak and act in a fair and respectful way to each other at all times.

All procedures and processes in the Broadmeadows Valley Playground Management Plan have been initiated, discussed and developed by Staff and Young Leader representatives. These elements involve:

## 1. Staff Supervision

- Broadmeadows Valley Primary School considers the supervision of students in the playground to be of the highest priority.
- The playground is supervised by at least 2 staff before and after school and by at least 3 staff during recess and lunch breaks.
- All staff on playground duty wear clearly identifiable reflective vests and carry a yard duty support folder.
- All staff follow the guidelines of the Playground Management Plan and are supported by leadership personnel in Level 3 incidents or critical situations.

## 2. Restorative Language

- Staff have undertaken training in restorative practices philosophy and processes.
- All staff carry a card containing pertinent **focus areas** to concentrate on when talking to all students involved in behaviour incidents.
- The card also contains a sequential set of **affective questioning** strategies designed to resolve each situation to everyone's satisfaction.
- The yard duty folder also contains a restorative practices card.
- *See restorative language card in appendix.*

## 3. Positive Rewards

- Students who exhibit positive behaviours in the playground, play cooperatively or support and assist other students are rewarded with special raffle tickets.

- The yard duty teacher acknowledges and records the names of students and their good deeds.
- These students are acknowledged at a whole school assembly and special prizes are drawn out.
- Student leaders are encouraged to model positive behaviours.

#### 4. “3 steps” approach

- Students are encouraged to use consistent language when dealing with a potential conflict or conflict situation in the playground.
- Students are given a card showing the sequential steps to be followed in a conflict situation – “3 steps” approach.
- The “3 steps” approach is explained, practised and reinforced in the classroom through discussion, modelling and role plays.
- Students have a responsibility to follow the steps and staff have a responsibility to ensure the steps are followed.
- *See “3 steps” approach card in appendix*

#### 5. Behaviour, Language, Consequence Sheet

- The Yard duty folders contain a sheet clearly listing:
- All **behaviours** or actions considered unsafe in a playground.
- A common **language** for staff to use when speaking to students about inappropriate and unsafe behaviour.
- The designated list of **consequences** to follow if student’s exhibit unsafe or inappropriate actions.
- Consequences may include restorative discussions, teacher warnings, time away from the playground for a designated length of time or removal from the playground for the entire session.
- Yard duty staff are committed to investigate all behaviour concerns, use common language and enforce the consequences stated on the sheet, thus developing a consistent and united approach when dealing with, and improving student behaviour.
- *See behaviour, language, consequence sheet in appendix.*

#### 6. Time Away Room/ Student Wellbeing Room

- The **Student Wellbeing Room**, also used as the designated **Time Away Room**, is a supervised indoor space for students who choose to attend at recess and lunchtimes. Students are welcomed into the space and encouraged to play cooperatively, to relax or to seek support.
- Students may be directed to the Time Away Room to reflect on inappropriate behaviour or removed from the playground and sent to the Time Away Room by yard duty staff for safety reasons.
- Students will be given a **Student Behaviour Card** or a **Student Support Card** to take to the Time Away Room supervisor. This card states reasons for attending the room and the amount of time to be spent in the room.
- The **Student Support Card** indicates the student is being directed to the Time Away Room for reasons other than inappropriate behaviour; to calm down, manage anger, feeling sad or lonely, needing assistance to play.

- If necessary, students will be given adequate time and support to become calm, before discussing ways to resolve problems or issues in the future and/or completing a “Thinking about my Behaviour” form.
- Emphasis is always placed on students moving forward in a positive way, thinking about the feelings of others and making things better for all, as with the schools commitment to the restorative practices model.
- Students sent to the Time Away Room for inappropriate or unsafe behaviour will be given a **Parent Notification Slip** to take home, informing parents of their attendance in the Time Away Room that day and encouraging positive home-school communication.
- The Student Wellbeing Coordinator will keep accurate records of students being sent to the room. These records will be used to monitor and respond to playground behaviours of individual students and of the whole school in general.
- *See parent notification slip and student behaviour card in appendix*

## 7. Follow Up

- If a student continually experiences difficulty in socially or emotionally acting in a safe manner in the playground, or has significant anger management problems, immediate proactive support strategies are available. These may include:
  - Parent Meetings (informal or formal)
  - Student Support Group Meetings
  - Behaviour Management Plans
  - Counselling
  - Social skill development programs and support.
  - After School Detentions
  - Suspensions

### Appendix

#### **“3 steps” Approach**

#### **‘3 steps’**

**Step 1.** Look at the person and calmly, firmly tell them, “Stop it. I don’t like it. You’re making me feel unsafe”.

**Step 2.** Give them a warning that you will tell the teacher if the behaviour is repeated.

**Step 3.** If the behaviour continues, tell the teacher on yard duty.

- *As a student of Broadmeadows Valley Primary School you have a responsibility to ensure that you follow these steps.*

- For this approach to succeed, it is extremely important that all teachers use a consistent response to students in the playground and that all reports are followed up.

### Restorative Language

Focus Areas	Affective Questions
1. Focus on the specific behaviours or incidents without blaming.	1. What happened?
2. Draw out who was affected and how they were affected.	2. How did it happen?
3. Direct questions toward problem solve what needs to happen to make things right.	3. How did you act in that situation?
	4. Who do think was affected?
	5. How were they affected?
	6. How were you affected?
	7. What needs to happen to make things right?
	8. If the same situation happened again, how could you behave differently?

### Parent Notification Slip

	<b>Broadmeadows Valley</b> PRIMARY SCHOOL	<b>Time Away Room Parent Notification Slip</b>
Dear Parent (s)		Date: ____/____/2012
Your child ..... was sent from the playground to the Time Away Room today for .....		
.....		
Whilst in the Time Away Room, your child may have:		
<ul style="list-style-type: none"><li>• completed a "Thinking about my Behaviour" sheet</li><li>• discussed positive behaviour strategies</li><li>• considered ways to do things better in the future</li><li>• planned a safe and calm return to the playground</li><li>• .....</li></ul>		
It is important that you support your child and the school by talking to them about this incident and about the importance of making better choices or decisions in the future.		
<b>Broadmeadows Valley Primary School aims to make their playground a safe, happy and supportive environment, with all students taking responsibility for their actions. Consequently, if a student receives 4 Time Away sessions in a term, a parent meeting and further action may result.</b>		
The incident details are recorded in the Time Away Room book. Thankyou for your support		
..... Time Away Room Supervisor		



**Broadmeadows Valley** PRIMARY SCHOOL

## Student Behaviour Card

Name: \_\_\_\_\_

Home Gp: \_\_\_\_\_

Date: \_\_\_/\_\_\_/2012

### Area Behaviour Occurred:

Dimboola:  Johnstone:  Central:  Other: .....

### Type of behaviour:

Hitting: <input type="checkbox"/>	Punching: <input type="checkbox"/>	Dangerous play: <input type="checkbox"/>
Arguing: <input type="checkbox"/>	Fighting: <input type="checkbox"/>	Throwing stones/sticks: <input type="checkbox"/>
Kicking: <input type="checkbox"/>	Swearing: <input type="checkbox"/>	Not following directions: <input type="checkbox"/>
Teasing <input type="checkbox"/>	Other: .....	

### Time to be spent in Time Away room:

5 mins:  10 mins:  15 mins:  20 mins:  Other: .....

Yard Duty Teacher: \_\_\_\_\_ Time Away teacher: \_\_\_\_\_

Attended Room (please tick)



**Broadmeadows Valley** PRIMARY SCHOOL

## Student Support Card

Name: \_\_\_\_\_

Home Gp: \_\_\_\_\_

Date: \_\_\_/\_\_\_/2012

### The Yard Duty Teacher has sent me to the Time Away Room:

To calm down because I'm feeling angry or upset

Because I'm feeling sad

To play with some other students

Additional Comments: .....

Yard Duty Teacher: \_\_\_\_\_ Time Away teacher: \_\_\_\_\_

Attended Room (please tick)



## Thinking about my Behaviour Sheet – Junior

Name ..... Grade: ..... Date: .....

**You were asked to leave the playground.**

**What happened in the playground?**

.....

.....

.....

**What will I do next time?**

.....

.....

.....

**How can I make it better?**

.....

.....

.....

Supervising Teacher: .....

Student signature: .....



## Thinking about my Behaviour Sheet – Middle

Name ..... Grade: ..... Date: .....

**You were asked to leave the playground.**

**What happened in the playground?**

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**If it happened again, what would I do differently?**

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**What needs to happen to make things right?**

.....

.....

.....

.....

**Supervising Teacher:** .....

**Student signature:** .....



## Thinking about my Behaviour Sheet – Senior

Name ..... Grade: ..... Date: .....

**You were asked to leave the playground.**

**What happened?**

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.....  
.....  
.....  
.....  
.....

**Who was affected?**

.....  
.....  
.....

**What needs to happen to make things right?**

.....  
.....  
.....

**If it happened again, what would I do differently?**

.....  
.....  
.....

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Supervising Teacher: .....

Student signature: .....

## Broadmeadows Valley Playground Behaviour, Language, Consequence Sheet

- We aim to build a safe and happy school environment, educating students to care for others, encouraging and acknowledging positive behaviours whilst responding to students engaging in the following inappropriate behaviours.
- We speak in a firm and respectful way to students, never sarcastic or insulting.
- Students engaging in **Level 1 or level 2 behaviours** will lose their playground privilege for a designated time – sent to the Time Away Room.
- **Level 3 Behaviours** – Immediate Support. Card sent for playground removal and/or assistance.

Categories of behaviours	Recommended Language	Consequences
<b>LEVEL 0 WHITE</b>		
Low level breach of “Hands Off” policy	<i>This is a “Hands Off” School. Please keep your hands to yourself.</i>	<ul style="list-style-type: none"> <li>• Conversation to reinforce “hands off” message. Warning if necessary</li> </ul>
Littering	<i>Please pick up the rubbish you dropped.</i>	<ul style="list-style-type: none"> <li>• Student instructed to pick up litter</li> </ul>
Playing ball games in passive areas	<i>This is a passive play area. You need to play elsewhere</i>	<ul style="list-style-type: none"> <li>• Reinforce correct play areas</li> </ul>
<b>LEVEL 1 YELLOW</b>		
Offensive language including swearing, name calling, loud gesturing	<i>We don’t accept offensive language at our school. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 10 minutes in the Time Away Room</li> </ul>
Pushing and shoving, play fighting	<i>This is a “Hands Off” school so we don’t accept this pushing, shoving or play fighting. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 10 minutes in the Time Away Room</li> </ul>
Disrespecting school property including climbing fences, tables, benches	<i>You’re climbing on the furniture or fences. We need to respect school property and act safely. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 10 minutes in the Time Away Room.</li> </ul>
Repeating Level 0 behaviour	<i>I’ve spoken to you about this already today. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 10 minutes in the Time Away Room.</li> </ul>
<b>LEVEL 2 ORANGE</b>		
Intimidating and threatening behaviour	<i>Your behaviour is making others feel unsafe. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 15-20 minutes in the Time Away Room. Follow Up</li> </ul>
Throwing of things which may put others at risk	<i>You’re putting other students at risk by throwing things. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 15-20 minutes in the Time Away Room. Follow Up</li> </ul>
Repeating Level 1 Behaviour	<i>I’ve spoken to you about this already today. You need to come with me now.</i>	<ul style="list-style-type: none"> <li>• 15-20 minutes in the Time Away Room. Follow up</li> </ul>
<b>LEVEL 3 RED</b>		
Disobedient behaviour including failure to follow a teacher’s instruction	<i>I’ve given you an instruction which I need you to follow. Don’t let this situation get out of hand. I need you to do this now.</i>	<ul style="list-style-type: none"> <li>• Deemed Severe. Immediate support and follow up.</li> </ul>
Fighting and Assault Vandalism including damaging school property		<ul style="list-style-type: none"> <li>• Deemed Severe</li> </ul>



