



Broadmeadows Valley Primary School

PLAYGROUND BEHAVIOUR MANAGEMENT PLAN

RATIONALE

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.

AIMS

- To build a safe and happy school playground environment, educating students to act responsibly and to make good choices.
- To model, encourage and acknowledge positive behaviours whilst responding to and managing students engaging in inappropriate behaviours.
- To speak and act in a fair and respectful way to each other at all times.
- **To state that any form of corporal punishment is not permitted at Broadmeadows Valley Primary School.**

IMPLEMENTATION

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 specific Staff Supervision Guidelines 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 below*).

Restorative Language

Focus Areas	Affective Questions
<ol style="list-style-type: none"> 1. Focus on the specific behaviours or incidents without blaming. 2. Draw out who was affected and how they were affected. 3. Direct questions toward problem solve what needs to happen to make things right. 	<ol style="list-style-type: none"> 1. What happened? 2. How did it happen? 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?

3. Positive Rewards

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

‘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.*

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.

6. Time Away Space/ Student Wellbeing Space

- The **Student Wellbeing Space**, also used as the designated **Time Away Space**, is a supervised outdoor under cover space for students who choose to attend at recess and lunchtimes. Students are welcomed into the area and encouraged to play cooperatively, to relax or to seek support.
- Students may be directed to the Time Away Space to reflect on inappropriate behaviour or removed from the playground and sent to the Time Away Space by yard duty staff for safety reasons.
- If necessary, students sent to the Time away Space will be given adequate time and support to become calm, before discussing ways to resolve problems or issues in the future and/or follow up consequences.
- Students can be directed to the Time Away Space for reasons other than inappropriate behaviour; to calm down, manage anger, feeling sad or lonely, needing assistance to play.
- 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.

Recording of Students involved in Playground Incidents:

- Yard duty staff or other staff who have investigated an incident will record the details on Sentral as soon as practicable and before the end of the day.

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
 - Suspension



Student Behaviour and Student Support cards

Student Support Card

Name: _____ Home Gp: _____ Date: ___/___/2017

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

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: _____

Student Behaviour Card

Name: _____ Home Gp: _____ Date: ___/___/2017

Area Behaviour Occurred:

Dimboola: Johnstone: Central: Other:

Type of behaviour:

Hitting: Punching: Dangerous play:

Arguing: Fighting: Throwing stones/sticks:

Kicking: Swearing: Not following directions:

Teasing Other:

Time to be spent in Time Away Space:

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

Yard Duty Teacher: _____

