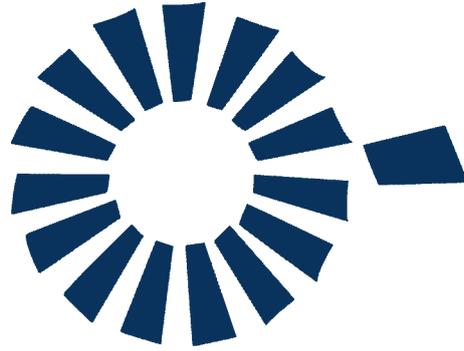


# Harrison School



**Creating  
a Happy**



**and Safe**



**Playground  
for All**

## What is the aim of playground supervision?

*The aim of playground supervision is for teachers to empower students to have successful and safe interactions and foster a school culture where every student actively demonstrates the school values.*

This means:

- teachers make themselves known as a person to come to for support (wear a red hat, be approachable)
- teachers demonstrate respect and acceptance by developing positive relationships with students so that they are a familiar person and have a common ground to build upon if conflict arises
- teachers monitor student behaviour and support students in making positive choices before an incident occurs
- teachers demonstrate care, inclusion and fair go by constantly moving around the playground, engaging with students and checking where they need support
- teachers demonstrate and encourage the value of care by ensuring that the playground is kept clean and tidy
- teachers demonstrate teamwork by supporting children to make choices about what games to play, how they can resolve a conflict, how they can avoid negative situations
- teachers know that incidents on the playground are opportunities to support students in resolving conflict using the school values
- teachers build a positive playground by praising students when they are observed demonstrating the school values.



# Harrison School Values Descriptors for the Playground



## Respect

We value and accept individuality (different languages, cultures and beliefs)  
 We treat others the way we would like to be treated  
 We ensure that our intentions are positive when interacting with others in the Harrison community  
 We take accountability for all our actions and responsibility for property.

## Teamwork

We work as a group to achieve a common goal  
 We recognise and utilise the strengths of everyone in our team  
 We show commitment and respect the ideas and opinions of others  
 We help others work things out for themselves.

## Endeavour

We try our best and know that it is better than not trying at all  
 We set goals, we achieve those goals, and we always aspire to succeed  
 We self-reflect and take responsibility of our own learning  
 We always persevere when things get tough, to achieve our personal best.

## Resilience

We embrace change and look for new learning opportunities  
 We develop coping mechanisms and find ways to move forward  
 We try new things and are prepared for any outcome  
 We bounce back from adversity by looking on the bright side.

## Integrity

We make positive choices in diverse situations  
 We do the right thing, even when no one is watching  
 We hold ourselves accountable and own our own behaviours  
 We are true to who we are and what we value.

## Inclusion

We provide equal learning opportunities and have fair expectations  
 We celebrate diversity by welcoming and considering everyone  
 We recognise others by valuing and accepting the needs and differences of every individual  
 We share all areas and resources fairly and invite others to participate.

## What strategies do we use to express our expectation of behaviour?

- Interact with children, build relationships, learn students' names while on duty.
- Use the Harrison School values when talking with students.
- Acknowledge and congratulate students' positive behaviour.
- Be pre-emptive; redirect students if required.
- Use a consistent, fair and respectful approach.
- Remind all students that they are leaders and role models for all.



## How could we build relationships while on duty in the playground?

- Joining in students' games (when possible and to an extent). e.g. Hand ball.
- Make time to talk to kids, introduce yourself, and ask them their name
- By relating in a caring and respectable manner
- Acknowledging staff and students with a smile or a wave or a greeting
- Roam around to all sections of your duty area to take all opportunities, positive and negative as an opportunity to build positive relationships.

## How do you think we could build consistency in expectations and supervision across the school?

- Through communication; discuss issues in staff meetings
- Murals and signs displayed around the playground about school values.
- All get on board with why we are here; talk about our aim
- All staff consistently using the language of the Harrison School values
- Playground walks with staff when needed to establish boundaries and expectations
- Working through playground issues with students; always follow through, even if the issue seems small.

## How could we build what is expected and how is this communicated?

- Discussion at staff, team meetings and classroom meetings with students
- Discussion of things that happened at swap over of duty
- Advertise and promote what we are aspiring to for all



community members through assemblies, school website, newsletter and daily notices.

- Student leadership with playground mentors-to assist with activities and concentrate on encouraging values.
- Expectations consistent from teachers, support staff and parents.

### How could we transfer the expectations of the classroom to the playground?

- Refer to and model our values in the conversations we have with students.
- Know our students and be prepared to differentiate in the playground
- Foster the understanding that the playground is only an extension of the classroom- behaviours should be consistent in both environments
- Talk to your class about the Harrison School expectations through social groups, class discussions and programs that address playground issues.
- Positive and informative follow-up communication with the classroom teacher via note or email.



### PLAYGROUND-*Support Strategies*

CONCERNS and CHALLENGES	RESPONSES and STRATEGIES
<p><u>Playing in the boundaries</u>            Areas out of bounds: garden areas, behind the tank, demountables or crossing a red mark line.            Climbing on garden walls.</p>	<p>Remind students of where to play. Refer to school values.            Take class out and walk around the playground pointing out play areas. (Repeat throughout the year)            Inform students of why areas are out of bounds and unsafe.</p>
<p><u>Rubbish</u>            How are we caring for our environment?            Keeping the playground tidy.</p>	<p>Modelling seems to work - when you pick up rubbish the kids will help you-they love helping!            As you move around ask students to pick up rubbish near games or sitting areas.            Remind students still eating to put rubbish in the right bin.</p>

<p><u>Eating protocols</u> Is there a better way we can manage where and when to eat? A lot of children bring/eat just inside the library doors and then leave rubbish at the entrance.</p>	<p>Reminder of eating before playing. Classes sitting in designated areas. Class teachers supervising eating areas or ensuring students are in eating areas before leaving. Sending students back to covered areas before entering the oval (if they have food)</p>
<p><u>Students with Diverse Needs</u> Playing with others</p>	<p>Encouraging other students to include them on the fixed equipment or in organised games or activities.</p>
<p><u>Hats</u> A school hat is worn except for the Winter Months.</p>	<p>No hat no play-students sit under covered area of blue and green building. Class teachers to check students before they go to play. Everyone has the responsibility, not just the staff on duty.</p>
<p><u>Following up on issues on the playground</u> When students are not able to identify the students involved (ie: Kindies not knowing Year 7 students).  Trying to follow-up an issue with a child &amp; they run away. How to report incidents back to teachers? Children ignoring what teachers ask them to do (or stop doing).</p>	<p>Perhaps including post it notes &amp; pen in bum bag would be useful - to record details of children/child for incident to be followed-up later. Information in casual folder. Selected intervention - recognising that children need their own space to work out a problem - respect that - don't make it worse - when assistance is required, use emergency card in bum bag. Communicating with parents about playground incidences -as you would classroom concerns. Work with your Team Leader. Refer to Team Leader or Deputy Principal if follow-up required.</p>
<p><u>Areas and expectations</u> Library Fixed equipment Walkways Safe places to walk Gardens - children in gardens Canteen Yellow fence area and covered areas Sandpit</p>	<p>Application of the school values. Class discussion of expectations in these areas. Canteen monitor for line-up? Students asked to leave area if not showing appropriate values and expectations. Gardens are not play areas. Quiet play areas include the Yellow fence and under covered areas-Walking and sitting only. Students should help pack up sand pit area.</p>

### Games and expectations

Upsets when the rules are not clear.

Swearing in games.

Little students wanting to play with big students - big students say no and upset little students.

Students playing tackle football

Younger students being influenced by older students.

How to monitor language and games when older students are playing with younger students.

Students with diverse needs involved in disagreements on fixed equipments ie: students pushing in front of other students.

Inappropriate physical contact.

Application of the school values.

Refer to Team Leader, as it may require a whole team discussion about expectations.

Time out, redirect or remove from playground.

Stop the game and discuss the Fair Go value for the game. (What are the rules? How can we ensure everyone has fun?)

Use emergency card in bum bag (have you got the bum bag on duty?)

Unsupervised tackle football is not safe and therefore not permitted.

Violence is not tolerated. Use emergency card for assistance. Time out or refer to Deputy Principal or Team leader. Support student to first aid, if needed.

Holding hands and sitting on each other is not acceptable. Report to Deputy Principal if concerned.

