

CLEMTON PARK PUBLIC SCHOOL



Playground Policy

1. RATIONALE

All students and adults have a right to be safe on the playground at Clemton Park Public School. The playground environment will promote positive informal and formal social interactions amongst all students, staff, parents, volunteer helpers and visitors.

2. STATEMENT OF PURPOSE

Clemton Park Public School's Playground Policy provides a consistent framework to ensure that all members of the school community - students, staff, parents, visitors and volunteers - acknowledge the importance of positive informal social interaction amongst students before school, at recess and lunch times. Standardised procedures uphold the School Values, promoting positive student behaviour and ensuring that the playground is a safe environment for students at all times.

3. AIMS

The Playground Policy at Clemton Park Public School:

1. Upholds the right of every student to play safely.
2. Embraces Restorative Practices comprehensively to ensure students are listened to and that inappropriate behaviours are separated from the students themselves.
3. Is reviewed annually to ensure ongoing community understanding of its content and in order to make necessary amendments for continual school improvement.

4. RELEVANCE TO OTHER POLICIES

The Playground Policy at Clemton Park Public School is an intrinsic component of the Student Welfare Policy at our school. The other sub policies are:

1. The Discipline & Awards Policy
2. The Anti-Bullying Policy
3. The Leadership Policy
4. The Aboriginal Education Policy
5. The O,H & S Policy
6. The Anti-Racism Policy
7. The Multicultural Education Policy

The Playground Policy at Clemtun Park Public School is in accordance with Department of Education & Training (DET) guidelines and upholds the following DET policies and documents:

1. *The Playground - Best Practice in Primary Schools (1999)*
2. *Policy for Protecting Children and Young People (2001)*
3. *Protecting and Supporting Children and Young People Revised Procedures (2000)*
4. *Student Welfare Policy (1996)*
5. *First Aid Policy (2005)*
6. *Anti-Bullying Plan for Schools (2007)*
7. *Student Discipline in Government Schools (2006)*
8. *Suspension & Expulsion of school Students Procedures (2007)*
9. *Code of Conduct Procedures (2004)*

In particular, Clemtun Park Public School staff is aware of the mandatory Duty of Care requirements, as outlined in General Principle 14 of the Code of Conduct procedures document which explains the requirements of ensuring that all students remain safe, through adequate supervision and risk assessment strategies at all times.

5. SCHOOL VALUES

1. RESPECT - Treating everyone as we want to be treated ourselves
2. CARING - Living in Harmony; Being fair
3. CO-OPERATION - Tolerance & Participation
4. RESILIENCE - Being able to 'Bounce Back' after set backs
5. COMMITMENT - Our Best; Raising the Bar
6. FREEDOM - Democracy & Rights for all

The Playground Policy at Clemtun Park Public School underpins the school's six core values and aims to ensure these values are upheld by all members of the school community - students, staff, parents, volunteers and visitors.

6. STRATEGIES TO PROMOTE POSITIVE STUDENT BEHAVIOUR ON THE PLAYGROUND

The following procedures are in place on the playground at Clemtun Park Public School to ensure it is a safe place with adequate teacher supervision at all times. In particular, teachers are not to dismiss students into the playground unsupervised between 1.00 and 1.10pm on the assumption that other teachers are there. Students are not to play in eating time between 1.00 and 1.10pm and are to remain seated at all times. Students from each class are to get the canteen lunch orders at 1.00pm and take them to the allocated eating area. Other spending at the canteen takes place after eating time from 1.10pm onwards.

- **DUTIES**

Asphalt Duty covers the area from the canteen down to the staff room and under the covered area.

Top Field Duty covers the entire field, the slope, **the top field toilets** and the cricket nets/netball courts. The two teachers on this duty should **confer** to ensure one covers the top area and the other covers the lower area, thus ensuring effective supervision of the whole area. Students need to wait for top field duty teacher before going on top field.

Infants Playground Duty covers the quadrangle plus the grass area marked off with red markers. The playground equipment is out of bounds at recess due to time and supervision restrictions.

Canteen Recess Duty covers the asphalt area in front of the staff room and checks the out-of-bounds areas around adjoining buildings, as well as the access way to and from the Infants Playground and the toilets near the canteen. The person on this duty also monitors the canteen lines.

Wet Weather Duties - A decision about wet weather is made by the Executive organising the playground roster in collaboration with the Principal/Deputy Principal. The Executive staff member then announces wet weather over the PA system. Students and teachers need to listen to updated announcements as they occur: fine weather - students return to the playground; light showers - students move to undercover areas; heavy showers - students move to classrooms, when their teachers have collected them. **Before 8.30am and from 8.30-8.45am**, children remain on verandahs or under covered walkways. **From 8.45am onwards**, children must be collected and supervised by the class teacher in the room, if wet weather has been announced. **Recess & Lunch** - each class is in their own room and duties are shared as per the roster. **Supervision at the canteen** is a wet weather duty to ensure students arrive/depart from the canteen safely in pairs with the appropriate pass. **When wet weather is called in the middle of Recess/Lunch**, the students in the Infants Playground move to the undercover areas near the Kindergarten classrooms; the students on Top Field move to the classrooms near the Principal's office and students playing in the Primary area move to the staffroom area and Community Language classrooms.

Library Duty-

Second half bell (1.35pm)

- Meet students at steps on bell and let into the library otherwise they will walk away.
- Ensure students sign in to use computers - may have already booked
- Ensure students line up to collect games from behind counter
- Borrow and return books for students as required
- Ensure a quiet (relative to outside play) area
- Assist students with research / projects / homework etc
- Actively patrol library - especially behind book stacks

At 1.55pm

- Ensure students log off all computers, replace chairs etc
- Ensure students return all games - check chess pieces etc and store away
- Ensure library left in a tidy state

Teachers have a duty of care to students at all times. While on playground duty teachers could carry some Restorative Practices cards and values' bookmark/blue cards.

• INJURED/SICK STUDENTS

Students must report to the teacher on duty if they are sick or injured. **They do not make their way to the office without permission from the teacher on duty.**

Teachers on duty make a decision about the student's condition, based on the injury and age of the child. They send the student with a friend to the toilet block to wash the injury and/or to the Admin office. If the student should not be moved, a runner is to be sent to get a member of staff who is First Aid trained. **It is the teacher's responsibility to organise an accident report if necessary.** The teacher should take advice from the Deputy Principal/Principal as to whether an accident report is necessary, if they are unsure.

• SPECIFIC AREAS

Before 8.30am, there is no playground supervision and students need to sit down on the seats outside the staffroom.

At **Recess** Kindergarten and Year One students remain in the Infants playground. Year One students may use the canteen from week one, term one. Kindergarten students may use the canteen from week one, term two onwards. **All students are to remain seated while eating.**

At **Recess**, Years Two-Six remain in the Primary playground and may use the canteen. **All students should remain seated while eating.**

At **Lunchtime**, after eating time at 1.10pm, all students (K-6) play on the asphalt areas and top field. In term one, Kindergarten students **ONLY** may play in the Infants Playground. Classes are rostered on to the Infant playground equipment and there is an additional person on duty here for term one only. The Infants Playground is out of bounds from Term Two onwards.

Older siblings and buddies may spend a few minutes in the Infants Playground helping specific Kindergarten students in **term one**. However, this privilege is monitored closely by the teachers on duty.

At Lunchtime (1.10pm onwards), the Year Six students can use the basketball court. When using the basketball court, these Year Six students **need to stay in sight of the supervising teacher**. They should not go behind the sports shed which is an out-of-bounds area marked off with a red line. Teachers on duty will monitor the amount of students on the basketball courts. Year Six students can play basketball, netball, volleyball or cricket in this area.

Out-of-Bounds areas are marked with red lines. Students are **NOT** to go in these areas at any time.

Students are to walk on asphalt surfaces at all times.

- **GAMES**

Before school, hand ball is the only ball game permitted.

At **Recess**, passive play and tennis balls for Handball and similar games are the only equipment permitted in all playground areas. No big balls are allowed at all at Recess or before school.

At **Lunchtime**, tennis balls for Handball and similar games are permitted in all areas as per Recess. In addition, other ball games are allowed on top field.

No electronic games or similar devices are allowed at any time in the playground. **No** balls are to be bounced against any walls at any time.

- **YEAR 5 PLAYGROUND LEADERS**

(From 2009 onwards) A roster will be devised by the Year 5 teachers in consultation with the Executive responsible for supervising Stage 3 to ensure that all Year 5 students have the opportunity to be a playground leader, as per the Clemtion Park Public School Leadership Policy.

Year 5 Playground buddies are to be used for Kindergarten Term 1 only or in times of need.

The role of these playground leaders will be:

- To familiarise the Kindergarten students with the school environment
- To teach playground games
- To practise leadership skills in preparation for Year 6 duties.
- To model appropriate playground behaviours.
- To utilise the Restorative Practices model to solve minor playground issues.

AWARDS

Teachers will reward students for displaying appropriate behaviours on the playground as per the *Clemton Park Public School Awards and Discipline Policy*.

Examples of appropriate behaviours are:

- Playing in a safe manner
- Including friends in games
- Playing safely
- Obeying School Values
- Displaying honesty
- Displaying fairness, sportsmanship, consideration and respect.

Teachers will verbally and specifically praise students for displaying appropriate playground behaviours. Teachers may award an additional ten Blue Cards (one for each week of term) for the display of appropriate playground behaviours. Teachers may choose to award their values' bookmark to a students who they witness displaying a particular value on the playground. Teachers will mention specific positive incidents of appropriate playground behaviour during Stage Assemblies.

7. STRATEGIES TO MANAGE INAPPROPRIATE STUDENT BEHAVIOUR ON THE PLAYGROUND

For incidents involving verbal bullying, disobedience, teasing, being out of bounds, minor acts of dishonesty, minor acts of not including friends in games and minor incidents of not playing by rules, the teacher on duty will follow the Restorative Practices questioning techniques to solve these issues.

The restorative approach is based on the belief that the people best placed to resolve a conflict or a problem are the people directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured.

The school's ultimate aim of a restorative approach is to build a strong, mutually respectful, safe and inclusive school community in which everyone feels valued and heard.

Restorative Practices

- Restorative Practices develops in students the ability to manage their own behaviour.
- It teaches students to be responsible for their actions and learning in conjunction with the schools values
- Restorative Practices is a system that will promote individual responsibility and develop empathy.
- Along with our school values restorative practices develops in students a social conscience, so that they are better able to care for others.
- Using Consistent Teacher Judgment Restorative Practices give us a common language to use with students and share with other staff, parents and the wider community.

A series of questions will be used. This will enable staff and students to resolve issues.

When things go wrong

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

When someone has been hurt

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

For more serious incidents or repeated incidents of inappropriate behaviours, teachers on duty will decide whether students are to walk with them or to sit in specific time out areas (yellow seats). Teachers on duty are responsible for monitoring the time out areas (if they decided to use them) and for talking through incidents again with students after an allocated amount of time, using restorative practice techniques. **Teachers on duty are responsible for resolving ALL playground issues in an appropriate way at the time the incident occurs and for communicating their actions to other staff, as necessary.** Teachers may call upon the non-teaching Executive staff (Deputy Principal or Principal) to take a class, if necessary, while the issue is resolved. The issues are not to become the problem of the classroom teacher or the teacher who has the student directly after recess/lunch.

Teachers can give the names of students who have displayed inappropriate behaviour a number of times (but who have not been issued with a red card) to the Deputy Principal. These names will be recorded.

The issue of Red Cards for serious offences is up to the discretion of the teacher as stipulated in the *Clemton Park Public School Awards & Discipline Policy*. As stated in this policy, Red Cards may be issued for:

- Being Disobedient
- Fighting or physical bullying
- Insolence to staff or visitor
- Behaving in a dangerous or unsafe manner
- Verbal abuse
- Deliberately damaging property
- Bullying (teasing); racism
- Swearing
- Behaving unsafely and causing concern
- Taking property without permission
- Dishonesty

Bullying of any kind is not tolerated or allowed at Clemton Park Public School. Procedures to deal with bullying behaviours are set out in the *Clemton Park Public School Anti-Bullying Policy*.

Incidents of physical violence need to be reported to a member of the executive staff immediately. Red cards will be issued in consultation with this Executive member.

The Principal will suspend a student as per DET guidelines for any incidents involving dangerous weapons or for any other incident that is listed in the DET policy.