

George Mitchell School (Primary Phase) *Silver Healthy School.*

“I feel safe now.”

*“The staff
help us and
play with us.”*

*“The
equipment
is fun.”*



*“We have lots
of fun.”*

*“I love
playing with
my friends.”*

“It’s safe.”

“I love building things.”

*“The rules and expectations are
clear.”*

Context



- 33% of children are from the lowest deprivation index
- 96% of the children are from the ethnic minority families
- 76% of the children speak English as an additional language
- 32% are identified as Pupil Premium children
- 17% of the children have Special Educational Needs.
- The school is amongst the top 20% for high mobility putting the school in the bottom quintile for stability compared to schools Nationally
- The school is in the lowest 20% of schools Nationally for deprivation- many children arriving from overseas: Afghanistan; Eastern Europe. Often with no English and little/no previous formal education
- Pupils entering Nursery and Reception are well below age related expectation.

Identified Main Issue/Problem.



September 2016 - 51 playground incidences recorded on SIMS (School Information Management System)- that's an average of 12.75 incidences per week.

38 of the incidences were recorded as a result of either fighting, assault or bullying.

Main Goal/Target

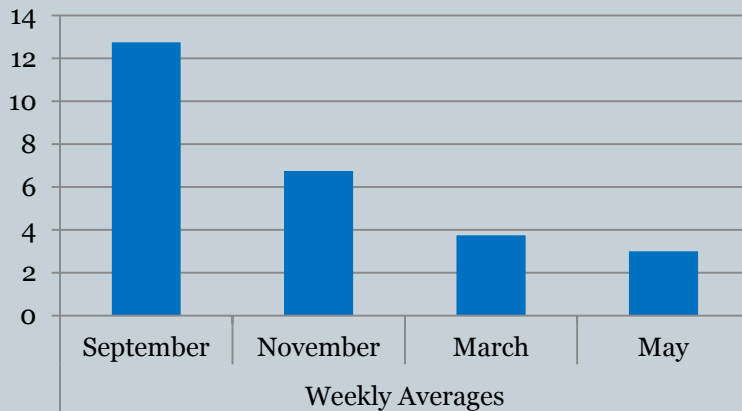
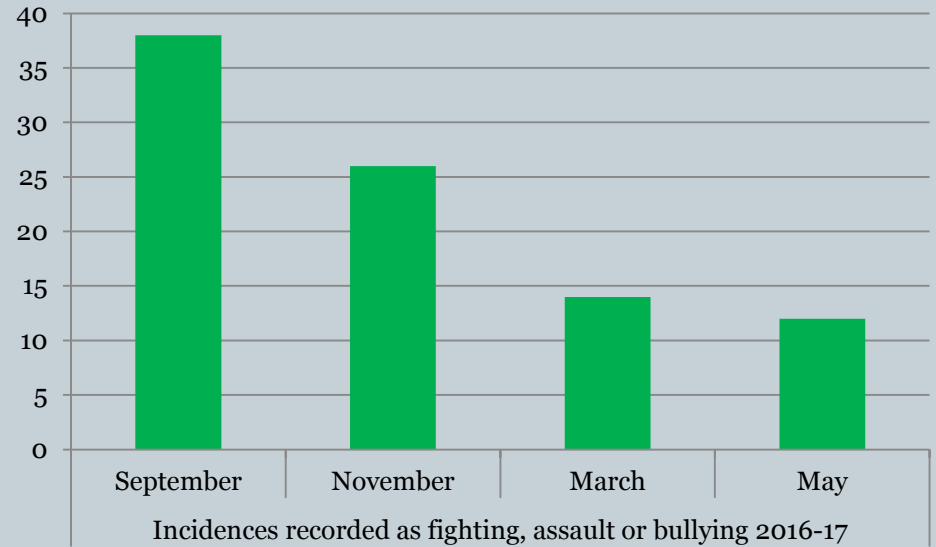
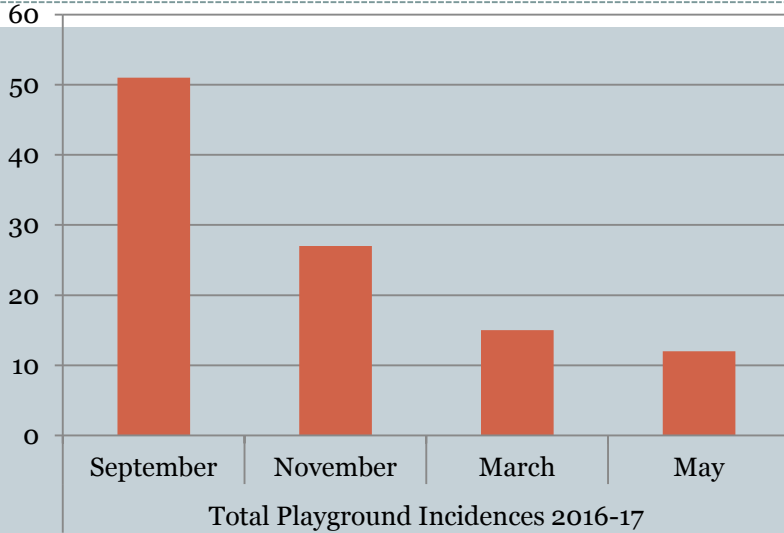
Healthy School Award Priority 1



To cut down on playtime incidences by:

- improving playground provision
- developing the ability in students to resolve conflict more effectively.

Graphs displaying Trends



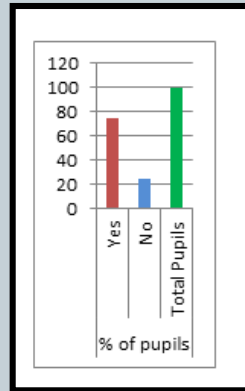
Pupil Voice

- Do you feel safe in the playground?

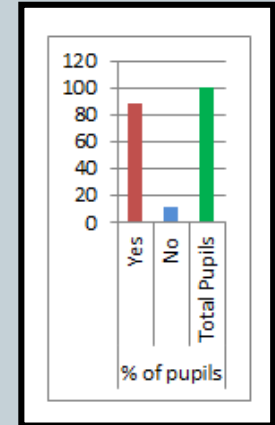
December 2016

April/May 2017

76%



90%

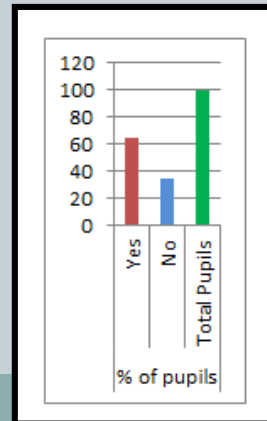


- Do you think the staff listen to you?

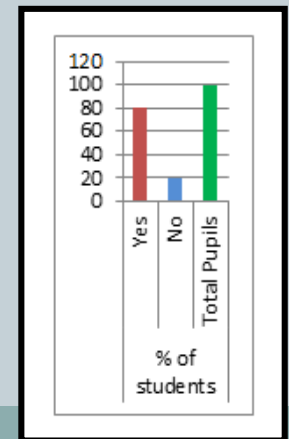
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What evidence/data did we gather?



- *Data from SIMS*
- *Carried out a thorough observation which included: gathering evidence through written observations; photographs; video and pupil voice.*

	+	What needs to improve	Next Steps/ Actions- incl who and when
<p>Playground provision at dinner time</p>    	<ul style="list-style-type: none"> • Some evidence of the playground being zoned • Variety of activities being provided for student e.g.; football, handball, basketball, skipping ropes, balls, quiet area, dance area, Lunch Buddies • First 20 mins or so was positive – students playing positively with each other • Quiet area and Lunch Buddies working well 	<ul style="list-style-type: none"> • Could we make the zones clearer? • What else could we provide- are their other activities we could set up- where are the sand pits? • After about 20 mins or so fighting and aggressive behaviour emerged- is playtime too long possibly? • Lots of students seen running passed the frog area. • Lots of play fighting especially in the Green Zone. 	<ul style="list-style-type: none"> • Use paint to make the zones clearer PH and LH- Spring 1 • Develop a construction area LH- Spring 1 • Tidy up and move students into main area at 1.15 PH- Autumn 2 • Make a stop/ One Way sign and have a FAB positioned by the frog using it PH- Spring 1 • Put a FAB in the green area at all times with staff member- focus will be on play fighting PH- Spring 1



Name: _____ Class: _____

Playground

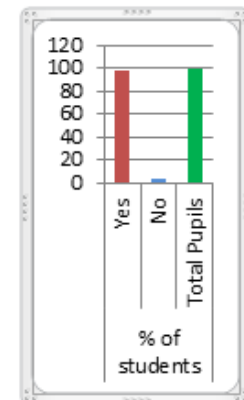
Questions	Yes	No
Do you enjoy your time in the playground?		
Do you think the FABS do a good job and help out?		
Do you like the zones and playground activities that we have?		
Do the staff who are on duty help you when you need it?		
Do you think that the staff in the playground listen to you when required?		
Are you clear about what the rules/expectations are in the playground?		
Do you feel safe in the playground?		

Two things that are positive are.....	Two things that needs to be improved in the playground ...

Student Voice

Playground

1. Do you enjoy your time in the playground?



London Play Pilot School- Paul Hocker



Discussed possible solutions to barriers we were facing.

These included:

- lack of space
- lack of equipment
- lack of funding
- poor relationships between students and Mid Day Staff
- High levels of playground incidences

Playground Charter



- Each class offered eight thoughts.
- We chose the eight most common ideas.
- All children signed it and so did all staff.
- There is an emphasis on positivity and values such as: Respect; Fairness; Listening & Playing together

PLAYTIME CHARTER

- RESPECT: STUDENTS, FABS AND ADULTS NEED TO TREAT EACH OTHER WITH RESPECT.
- LISTEN: STAFF, FABS AND STUDENTS SHOULD TREAT EACH OTHER FAIRLY AND LISTEN TO EACH OTHER.
- FAIR: WE ARE FAIR IN THE WAY WE DEAL WITH OUR PROBLEM: WE TREAT EACH OTHER AS WE WOULD LIKE TO BE TREATED.
- WE SHOULD HELP OUR FRIENDS IF THEY HAVE NO ONE TO PLAY WITH: HELP THOSE ON THE "BUDDY BENCH".
- PLAY TOGETHER AND ALLOW ALL STUDENTS TO JOIN IN GAMES.
- ALL STUDENTS HAVE THE RESPONSIBILITY TO TAKE CARE OF THE PLAYGROUND AND PLAYGROUND EQUIPMENT, THIS MEANS TIDYING UP AT THE END OF PLAYTIME AND TREATING EQUIPMENT WITH CARE.
- WE SHOULD AGREE THAT PLAYGROUND EQUIPMENT BELONGS TO EVERYBODY AND THAT IT SHOULD BE SHARED.
- DIVERSITY: EVERYBODY HAS THE RIGHT TO PLAY AND FEEL SAFE ON THE PLAYGROUND.



Playtime Charter: Jan 2017

Improved playground equipment and provision



Visit to the scrap art store



Children playing with scrap art resources



Mid Day Staff leading and encouraging play



Buddy Bench



Zones



Lunch Buddies



Children playing with scrap art resources



Children playing with scrap art resources



Improved systems

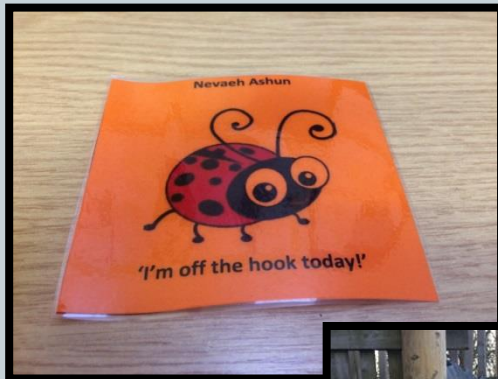


FABs leading play

Weekly Trips to the Park



- Children are given an 'off the hook card' for positive behaviour in the playground. This is exchanged for a wristband which is the pass they need to the park! This happens 3 times a week.



"I enjoy going on all the things in the park and playing with my friends."
Year 4 student



"I just love coming to the park because it is so much fun!"
Year 5 student

"I love the slide at the park, it is my favourite thing in the whole world."
Year 2 student

Training for Mid Day Staff

- Developed roles of Mid Day Assistants to focus more on prevention by leading play and modelling expectations with positive use of language and interactions.



“I definitely like the playground initiative- it works as a great motivator.”
Mid Day Assistant



“As the youngsters would say- the new equipment is ‘SIC’- KS1 absolutely adore it!”
Mid Day Assistant



Student Leadership



- Developed leadership roles of students e.g. FABs (Friends against Bullying) and Lunch Leaders.



Learning Mentor Role



- Community
- Social skills and teamwork
- Recognising emotions
- Calming down techniques; “mindfulness” and meditation
- Choice



PSHE Programme- Jigsaw



- School wide programme: Foundation 1- Year 6
- 6 Puzzles (units) with 6 pieces (lessons)- Being Me in the World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.
- Teaches children mindfulness and meditation

Recap



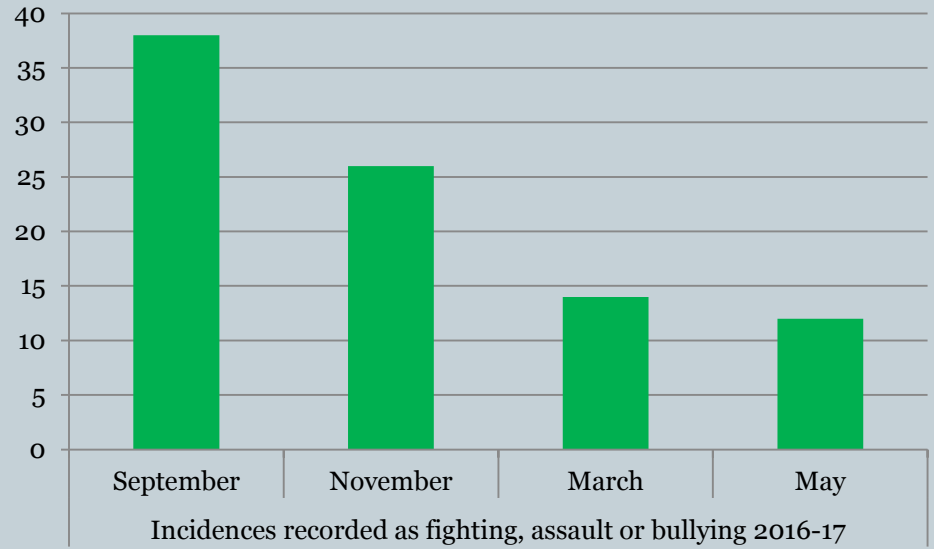
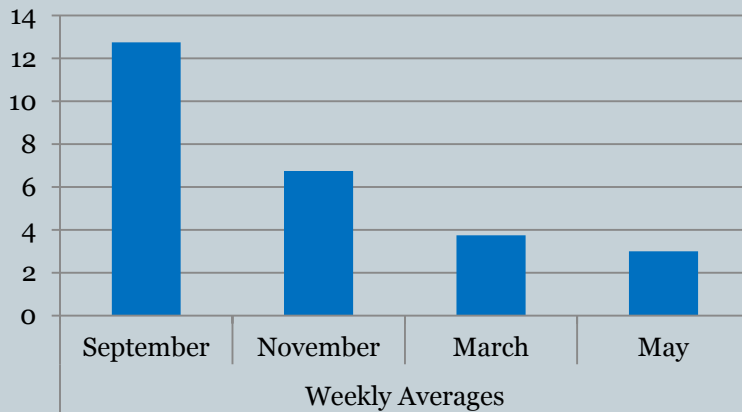
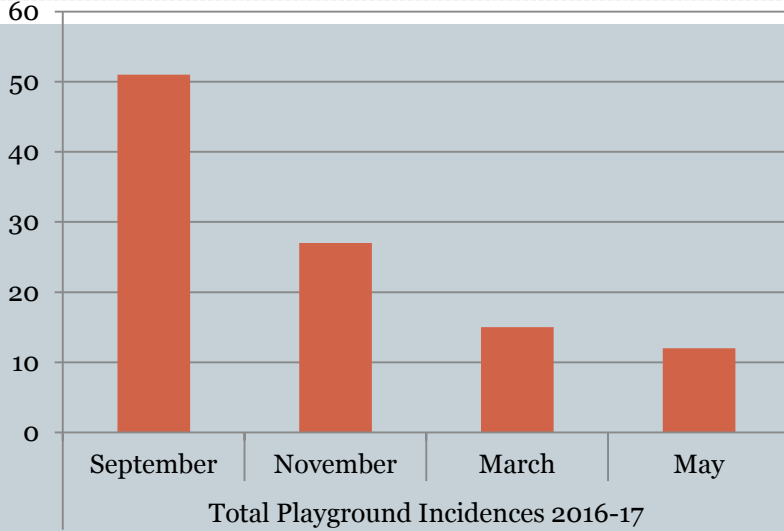
- Playground Charter
- Improved playground equipment and provision
- Trips to the park 3 times a week
- Provided training for Staff- developed their roles
- Developed/improved Student Leadership roles and provided them with training
- Developed/improved focus of the role of the Learning Mentor
- Introduced new School Wide PHSE programme

Recap



- September 2016 - 51 playground incidences - 38 of being as a result of either fighting, assault or bullying.
- November 2016 - 27 incidences- average of 6.75 incidences per week (47% drop)- 26 being as a result of fighting, assault or bullying (32% drop)
- March 2017- 15 incidences- average of 3.75 incidences per week (71% drop)- 14 being a result of fighting, assault or bullying (66% drop)
- May 2017- 12 incidences- average of 3 incidences per week (76% drop)- 12 being a result of fighting, assault or bullying (68% drop)

Recap



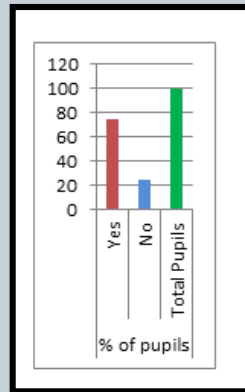
Recap

- Do you feel safe in the playground?

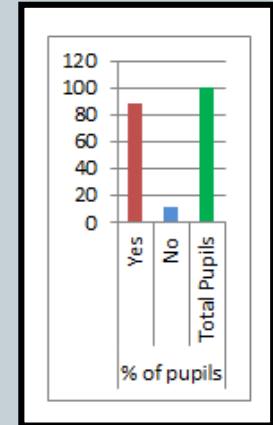
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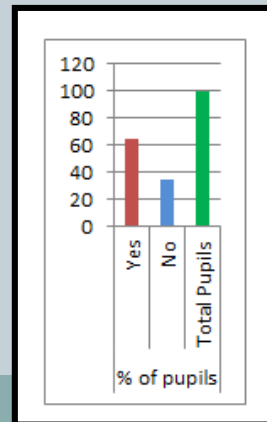


- Do you think the staff listen to you?

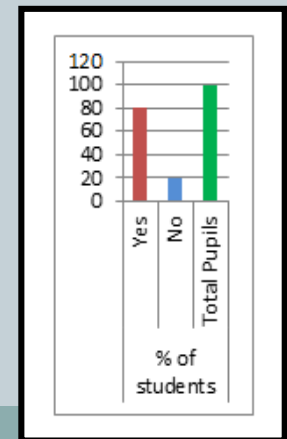
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What are our plans for the future



Short term:

- To continue to develop opportunities for students to learn conflict resolution strategies through play
- Achieve the Gold Award for the Early Years and Primary Phase
- More regular student leadership training
- Continue to develop Mid Day staff roles

Longer term:

- Students to become independent at leading and facilitating play themselves- leading to conflict resolution
- To develop an appraisal system for Mid Day Staff
- Achieve the Gold Award for the Secondary Phase
- Apply for grants when we have our new building to build impactful play areas in the playground