

# **United Against Bullying School Case Study: Identifying areas of the playground that need supervision**

## **How Dodworth St John the Baptist Primary Academy identified areas of the playground that needed supervision**

### **Context of our anti-bullying work**

We audited the behaviour in school with a particular focus on transitional times and playtimes. This was due to analysis of behaviour logs showing the majority of our incidents were occurring at playtimes or when moving from playground to school.

### **What we hoped to achieve**

We wanted to ensure that playtimes were well supervised, children were safe and enjoyed purposeful play. We wanted to reduce any opportunities for incidents to occur by identifying and removing blind spots.

### **The action we took**

We worked with the children to explore areas of the playground they may not like to play in or feel unsafe in. This identified areas where the children felt they either may get hurt or felt they may not be seen by adults. Alongside this we audited the provision to ensure we had the right resources and staff had the correct skills to ensure safe and purposeful play. All SMSAs were provided with training in supporting children play, dealing with conflict effectively, active listening and were given assigned areas of the playground to ensure there were not areas that were not being supervised. All staff that take play duty were also provided with similar training. To further enhance the transitional arrangements we trained our prefects to act as playground buddies and to support children in coming into school in an orderly manner by empowering them to be able to give out house points in the same way teachers do, and also created a weekly Prefect's Star award in our celebration assembly. We have also more recently introduced play leaders, again giving children opportunities to support other children in playing well.

We cross-referenced the behaviour logs with the children's views and the outcome of the behaviour audit to identify areas of the playground that needed altered to create more space and safer ways to play. Some of the changes to the playground can be seen [here](#).

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## **Impact and outcomes of the work**

We have seen a significant reduction in the number of incidents across school, notably at lunch time and playtimes. Children have said they feel the playground is now safer, more fun and this has made school a happier place. This has been supported in our internal surveys as well as in the final UAB pupil questionnaire.

This safer environment has also enabled us to integrate more children onto the playground as it is now safe for children from F2-Y6 to play together. This has in turn increased the number of adults available to supervise play as we are not split over two separate areas now.

We will continue to support purposeful play by using this term to train up our new play leaders and prefects. We will also continue to survey the children to ensure that their views are constantly reflected in our plans and actions.

## **What we have learned**

It is vital to incorporate the views of children into the plans and actions when considering altering playtime provision. It is their experience that tells us where our focus of change needs to be.