Title: Using local police officers and JSLA students to deliver tag rugby in primary schools

‘Sport is not the total solution to the many problems that police officers face, but through more contact, some of the barriers between youth and the police can be broken down which will ensure that Dorset is, and will remain, a safe place to live, work and play.’

DORSET POLICE CRIME REDUCTION OFFICER

ACTION

- The county schools audit of activity identified the need for more qualified coaches in schools to support the delivery of curriculum and out-of-school-hours sessions. School–club links in the Poole area also needed developing and feedback from rugby clubs identified the lack of voluntary time they had to dedicate to primary schools.

- Tag rugby was felt to be an excellent vehicle for development in schools because of the values of co-operation and teamwork that can be taught whilst allowing both boys and girls to interact equally within a readily accessible game.

- However, there was a lack of specialist teachers with rugby expertise and no clear structure for delivering tag rugby in primary schools.

- A partnership was therefore formed with the Partnership Development Manager, Director of Sport, Police Community School Liaison/Crime Reduction Officers, the Rugby Football Union (RFU) and the local authority Sports Development Officer which aimed to foster greater community relations and links by engaging young people in rugby. Through such a positive activity, fair play and social skills could be developed leading to a reduction in anti-social behaviour.

- Sixteen primary schools with low activity and staff levels were targeted.

- Police officers, community rugby coaches, teachers and secondary school students involved in JSLA or the RFU Rugby Leaders Award were trained to deliver tag rugby appropriate for primary school settings.

- Each primary school received six coaching sessions for its Key Stage 2 pupils delivered by the police tag rugby-trained officers.

- The trained teachers and secondary school students worked alongside the police officers and were then able to provide continuity once the police officers’ involvement had ended.
It worked because:

■ The police officers were able to build up a rapport with the children and the teachers. If traditional policing methods were used this would have taken years, but by using sport as the vehicle, the police officers were transformed into eager and energetic coaches, encouraging and motivating the children. The police officers are now able to go back into the schools as an accepted part of the school and the local community.

■ The project has grown to cover the whole of Dorset, with over 2,000 10 and 11-year olds (boys and girls) in 80 primary and middle schools receiving tag rugby coaching.

■ The coaching has culminated in eight festivals being held at local Sports Colleges or rugby clubs (where Year 11 students assist with delivery) with the festival winners going on to take part in the newly created Dorset Police Tag Rugby Festival. Two schools from this festival then go on to represent Dorset in the Child Victims of Crime National Police Tag Rugby Festival held at Rugby School.

■ The project is now a regular part of the Dorset Police schools liaison work, utilising the Child Victims of Crime safety awareness course.

‘For three years we have run tag rugby festivals and often use our GSCE students to assist with timing, scoring and general organisation, under the guidance of the adults. Although nervous and unsure of what to expect, the students always excel themselves! It has definitely changed their view of rugby and community sport.’

DIRECTOR OF SPORT
Playground Leadership

Partnership: Portchester Boys
Title: Using tag rugby leaders to improve behaviour and increase participation in the playground

ACTION

- Kings Park Primary School was keen to encourage improved behaviour at lunchtimes and increase participation, particularly amongst girls.

- With help from Active Communities, training was run for community multi-skill and rugby coaches in how to deliver tag rugby, including a variety of games and organisational methods appropriate to primary school settings.

- The local authority co-ordinator then organised a day of physical activity for all year groups during teacher Planning, Preparation & Assessment (PPA) time with tag rugby the main focus.

- Tag rugby was chosen because, as well as being a fun sport, both boys and girls can participate in it equally. This was a priority in the school as the few girls that were joining in with physical activity at break and lunchtimes were being intimidated by the boys, who did not have a positive perception of girls in sport.

- In addition, the school implemented a ‘buddy’ scheme to engage targeted Year 6 pupils who often had a poor attitude in class. The ‘buddies’ were given training on how to set up games and manage their peers, so that they could help with the activities at break and lunchtime.

- The Year 6 pupils also completed a log which rewards them for making a positive contribution to lunchtime activities or, if they have behaved poorly, they miss their playtime and therefore miss out on the activities available.

‘The project was a success because it gave responsibility back to the children and allowed them to shape their own behaviour for the better, a powerful way of learning. They organised themselves, volunteered their time to learn about safety and games to play, and then ran the sessions. As a result, the younger children viewed them as role models which in turn made the ‘buddies’ realise how much they influence the younger children and how important it is to set good examples for them to follow!’

SPORTS DEVELOPMENT OUTREACH WORKER
It worked because:

- The project received a wide range of support - from the RFU development officer, the SMT at school, all lunchtime supervisors and the Year 6 pupils themselves, who responded positively to being given increased responsibility.
- The RFU development officer visits the school regularly to see how the ‘buddies’ are doing and they in turn can contact the development officer through the school office whenever they feel they need more support or further information.
- The ‘buddies’ are changed every term to allow all pupils to gain experience.

IMPACT

- Children now take responsibility for games at break and lunchtime, they help and respect each other (including using their own initiative to arrange separate games for younger pupils) and the equipment.
- The number of children being sent to the school office due to poor behaviour at lunchtime has decreased.
- Children’s behaviour and focus in the classroom has improved.
Playground Leadership

Partnerships: Lancaster and Crown Hills

Title: Multi-skills community sports coaches and how they are supporting schools with the lunchtime training of mid-day supervisors

ACTION

- As a way of supporting partnership schools work towards meeting the PSA target of two hours of high quality PE and School Sport each week, a multi-skills community sports coach (CSC) was employed using Big Lottery, School Sport Partnership and DCMS funding.

- PESSCL Survey data was used to establish those schools with the greatest need in terms of meeting the PSA target and CSCs ran training for their mid-day supervisors to help develop their knowledge of activities suitable for the playground.

- The training covered positive play, ideas for games and how to lead, adapt and organise them – and how to help children organise them.

- The training developed the mid-day supervisors’ confidence and gave them a sense of ownership over what happens at lunchtime. Activities now vary from individual personal challenges and activities to team games such as kwik cricket.

- In some schools children were given a voice, via School Councils, over what equipment they would like to use and what activities they wanted to participate in at lunchtime.

- The training was followed up by return visits from the CSCs to ensure that planned activity was continuing and to share good practice between schools.

‘Playground training has given more confidence to the mid-day supervisors to organise games/develop skills during the lunchtime session. It has also significantly reduced “behaviour type” problems during lunch and in afternoon lessons.’

HEAD TEACHER

Part of the LEARNING THROUGH SHARING publication series
It worked because:

- The partnership had received Big Lottery funding for multi-skills and playground activity.
- The CSCs valued the mid-day supervisors’ role and helped them to realise the positive impact they could have on behaviour and routines at lunchtimes and what to aim for within playground activity.
- Through the CSC scheme the work of the coaches is monitored and evaluated ensuring high quality.
- The knowledge the mid-day supervisors had developed regarding the set-up and rules of games, and the fact that they were able to fairly enforce them, meant children responded well and no longer got frustrated.

IMPACT

- The training by the CSCs has ensured that lunchtime activity is structured and progressive.
- Pupils’ behaviour at lunchtime and during afternoon lessons has improved.
- By demonstrating through the CSCs that the mid-day supervisors are valued members of staff, their self-esteem and confidence increased and they took a more pro-active role over what happens at lunchtime. Some supervisors have gone on to successfully develop their own ideas for improving routines and behaviour at lunchtime.
- The success of the initiative led to the appointment of a second multi-skills coach to enable more schools to have the training.
- To ensure good practice and lunchtime activity opportunities can be shared with all schools, important links are being developed with the specialist teaching service.
- The success of the initiative has led to a closer working relationship with partners such as Extended Schools and the sports services to ensure funding for the CSCs can be maintained in the future.
A measure of the success of the Playground Leaders programme is that I can’t remember the last time I had to deal with a problem at lunchtime! Through Playground Leaders pupils are encouraged to have fun, be part of a team and resolve their own problems.

HEAD TEACHER

ACTION

- The two partnership audits and development plans reflected the need for structured lunchtime activity and to incorporate this into leadership opportunities for young people throughout the City.

- A successful application to the Children’s Fund enabled a programme to be developed and a Playground Leaders’ Training Pack to be produced for teachers/AOTTs and pupils.

- The pack was piloted with five primary schools and training was provided for selected teachers/AOTTs to act as lead trainers in schools. Mid-day supervisors were also targeted to receive ‘Take 5 for Play’ training with City Play Services.

- Schools advertised the position of ‘Playground Leader’ and Year 6 pupils were invited to apply by completing an application form and in some cases, being interviewed by members of the School Council and relevant members of staff.

- Each school selected 12 Year 6 pupils as playground leaders – mainly high achievers and a few pupils with behavioural issues in year one, and pupils at risk of social exclusion in year two.

- Lead trainers ran seven one-hour training sessions for the pupils covering the role of a leader, inclusion and fair play, developing communication and organisational skills and setting up and leading games.

- Playground leaders were awarded certificates and caps and the scheme was explained to the rest of the school so they knew what to expect. The playground leaders then went on to help organise structured games and activities each lunchtime using resources such as TOP Play and TOP Sport and extending what they had learnt in PE lessons.

- Following the pilot, and after consultation with pupils and teachers, the training pack was updated, including a new ‘Top Tips’ section, sharing examples of good practice.
It worked because:

- Schools took ownership of the programme.
- Schools had access to a tangible resource, the Playground Leaders’ Training Pack, containing a range of high quality support materials.
- One or more staff at each school is trained to deliver the pack each year to a new group of leaders.
- Evaluation forms are completed so that good practice and different schools’ experiences can be shared.
- There is ongoing training, which allows more schools to start having consulted staff where it has been successful.

IMPACT

- Around 80% of the primary schools in Stoke on Trent have received training and are operating the programme in their playgrounds.
- Success has been measured by emotional and behavioural questionnaires which show between a 10% and 60% reduction in behavioural referrals to senior staff.
- Some schools reported that involvement in playground leadership had a positive effect on raising attainment as measured through SATs.
- Children’s behaviour in class after lunchtime has improved.
- Children’s self-esteem has grown, particularly that of the playground leaders, and their inter-personal relationships have improved.

North and South Stoke School Sport Partnerships
ACTION

- In 2001 the school was selected to participate in the Zoneparc pilot project and consequently the playground was developed into three zones (sports area; multi-activity area and chill out/quiet play area), with new playground equipment, resources and training for lunchtime staff.

- Year 5 and 6 leaders were then recruited and trained to organise and distribute the equipment and run activities with Key Stage 1 pupils.

- To help identify the leaders, sweatshirts and caps with ‘Zoneparc Leader’ on were introduced.

- School Meal Supervisor Assistants (SMSAs) were then recruited and trained to oversee the practical arrangements, support the young leaders, create systems for rewarding good behaviour and to encourage involvement.

- The SMSAs met regularly to plan assemblies and demonstrations and introduce new activities and equipment. This has developed to the extent that leadership in the playground is now supported and managed wholly by the SMSAs.

- A Zoneparc Challenge Day is held each year based on all the activities in the leader pack and the line markings in the playground. The Challenge Day gives the leaders a focus to build up to all year and is enjoyed by the whole school.

- Everyone involved receives an induction booklet and a Zoneparc Challenge Day Guide.

‘The success of the project is down to a number of elements – it’s about having the right people at the right level, a committed school SMT, high quality training and equipment, and developing leaders at all levels. It’s not a quick fix project; it requires time, hard work and maintenance, but the positive results are definitely worth it!’

ASSISTANT DIRECTOR OF SUCCESS, EIC ACTION ZONE
It worked because:

- The playground environment improved noticeably.
- Pupils are empowered to develop their own activities and make informed choices about participation.
- SMSAs are enthusiastic in their support of the project.
- Ongoing consultation with the School Council is carried out with regards to the activities on offer.
- Quality equipment is provided to promote and develop skills.

IMPACT

- Year on year standards, behaviour and attendance have improved.
- Key Stage 2 SAT results have improved.
- The number of pupils expressing that they feel welcome and included in the playground has increased.
- The recorded numbers of incidents of bullying, negative behaviour and children taken off the playground for poor behaviour has decreased.
- The self-esteem and confidence of both pupils and staff have improved.
- Breakfast and after-school clubs for Key Stage 1 and 2 have been established, including a Key Stage 2 girls’ football team run by the SMSAs.
- SMSAs trained as play leaders are under less stress at playtime and describe their work as fulfilling.
Title: Leading by example: Using Year 10 and Year 6 leaders in the infant and junior playground

‘I would thoroughly recommend the Play Leader scheme as it has a dual impact. It promotes increased activity levels and positive behaviour of everyone in the playground and also develops the confidence and self-esteem of the leaders themselves.’

HEAD TEACHER

ACTION

- Via its Religious Education (RE) department and school ethos, Our Lady’s Catholic High School identified a need to incorporate leadership opportunities working within the community. As a result informal leaders were appointed to support the Infant School with playtimes on an ad hoc basis and to help them introduce more structured active play.

- The RE department then organised formal Play Leader training which would enhance the informal leaders’ skills and provide more structure to their time in the Infants School.

- Twenty Year 10 and 11 students volunteered for the Junior Play Leader Award pilot and received training in how to play games and teach them to others, safety and planning.

- Systems and rotas were established by the leaders to determine how many people were needed in the playground at a time and how often. On average, five–six students go to the Infants School each day, with each volunteer taking one lunch break a week.

- The students meet fortnightly to plan what they are going to deliver and who will be going when. They are mentored by the RE teacher and supported by the mid-day supervisors in the playground.

- The students have a playground games pack to support them and are encouraged to create and play new games.

- The Infant School also secured Behaviour Improvement funding to support the training of the nursery nurse and mid-day supervisors as Play Leaders.

- At the same time the neighbouring Junior School was keen to develop leadership in the playground and started recruiting for Play Leaders. All Year 5 and 6 pupils were invited to apply to be a Junior Play Leader.

- 20 pupils were trained with the same external Junior Play Leader training and now lead activity in their playground and also go to the Infants playground to work with Key Stage 1 children.

- All those trained at the High School and Junior School receive a certificate and Playground Leader badge for their involvement.
It worked because:

- Strong partnerships exist between the schools.
- Working with the Junior and High Schools was part of the school development plan for the Infants School to encourage active playgrounds.
- SSCos were trained to deliver Junior Play Leaders throughout the partnership and to be able to support other schools with the initiative. Refresher training and new recruitment training is carried out annually.
- Annual training takes place for new leaders with previous leaders ‘buddying up’.

The High School Play Leaders’ confidence, self-esteem and leadership qualities have all increased and developed.

The activity levels of children in both the Infants and the Junior Schools have increased, with less injuries and improved behaviour in the playground.

Staff have noticed afternoon lessons start more promptly.

Key Stage 2 children’s self-esteem has developed and their confidence grown, together with a greater sense of self-worth, trust and responsibility.

It has helped schools reach their targets for physical activity and health.

IMPACT

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- The activity levels of children in both the Infants and the Junior Schools have increased, with less injuries and improved behaviour in the playground.
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- Key Stage 2 children’s self-esteem has developed and their confidence grown, together with a greater sense of self-worth, trust and responsibility.
- It has helped schools reach their targets for physical activity and health.
ACTION

- Pilot courses run at two rural primary schools had determined a need for improving the provision of structured physical activities for Key Stage 1 pupils at break and lunchtimes.

- It was therefore decided that trained teams of Play and Activity Leaders (PALs) would plan, organise and deliver structured physical activity sessions at break and lunchtimes in both schools.

- Year 5 or 6 pupils (depending on the school) were invited to apply in writing for a position on the PALs training course. Those pupils accepted attended a 12-week course held at lunchtimes in both primary schools during the autumn term.

- Delivered on the whole by the PLT, with support from SSCos and experienced CSLA students from the local Sports College, the course covered leadership, organisation, safety, communication, activity planning and practical opportunities to run sessions with other pupils, including warming-up, a skills development activity, a main activity and a cool-down.

- Having completed the course, the PALs go on to deliver sessions at break and lunchtimes in the playground. They are supported by the mid-day supervisors who ensure all necessary health and safety procedures are adhered to.

‘The PALs scheme has been a marvellous addition to our sports programme. The students have thoroughly enjoyed learning new skills and have benefited enormously from using them to provide safe, structured, fun activities for our younger pupils.’

HEAD TEACHER
It worked because:

- Excellent teamwork – SSCos, PLTs, primary head teachers, mid-day supervisors and other staff were all involved in the initial planning and training activities giving them ownership of the project from the start.

- Additional workloads are kept to a minimum because everyone has a very manageable responsibility within the project.

- The activity programmes the PALs deliver are exciting and effective. They complement and extend existing sports and recreational activities at the schools.
ACTION

- The audit at the start of the SSCo programme and the collection of baseline data identified a need for more structured play activity for Key Stage 1 pupils. Lunchtime was the preferred time for this since Key Stage 1 pupils are very tired by the end of the day.

- The aim was therefore to introduce a playground initiative that encouraged Key Stage 1 children to be more active at playtime, engaged lunchtime supervisors and improved the leadership skills of Year 6 pupils.

- The scheme started with a pilot study involving seven schools. Following feedback from these schools the scheme was amended before being rolled out to the next 19 schools.

- The scheme started in March with the training of the PLTs by the PDM and SSCo. This was followed in April with the training of all MDAs/lunchtime supervisors. During a two-hour, paid morning session, the staff received a mix of theory and practical training including zoning playground space and gaining some hands-on experience of games.

- In May and June Year 5 pupils who could be potential Junior Play Leaders were identified and trained. During July, supervised practice sessions were run for the potential Leaders so that come September, the recently trained, now Year 6 pupils, were ready to lead activity sessions at lunchtimes for Key Stage 1 pupils – usually on a rota basis.

- After being trained, the Year 6 Junior Play Leaders were awarded a cap in September and a certificate the following May, having volunteered for the year.

- Based on feedback from the pilot study, each school was given three large bags of equipment and a set of specially produced resource cards specifically for the JPLA scheme.

- The Junior Play Leaders use the resource cards, which cover four categories of games, to choose their activity for the day. Activities can be selected from striking and team games, ball skills and decision making, balance/stillness and running/moving, and target and aiming games.

‘The Junior Play Leaders have made a real difference to the Key Stage 1 children at lunchtimes. The Key Stage 1 pupils are now able to be offered organised activity every lunchtime. In addition, you can see the Junior Play Leaders themselves growing in confidence with each session they lead.’
HEAD TEACHER
**IMPACT**
- There has been a positive impact on Key Stage 1 activity levels.
- The behaviour of pupils in the afternoon has improved.
- The number of reported incidents at lunchtimes has decreased.
- The confidence of Year 6 Junior Play Leaders has improved.
- Social skills and leadership qualities of Year 6 Junior Play Leaders have all improved.

**It worked because:**
- It was written into the first three-year Partnership Development Plan.
- A target was set for every primary school to be running the JPLA scheme by the end of the second year.
- Based on feedback from the pilot study, new equipment specifically for the scheme was brought in at the start and will be replaced by each school as and when it is required.
- The training the MDAs/lunchtime supervisors receive means they are able to go on to train and support Year 5 pupils as the next crop of Junior Play Leaders. In some schools, the whole scheme is managed by the MDAs.