Playground Buddies

Link to publication record in Manchester Research Explorer

Citation for published version (APA):

Published in:
*host publication*

Citing this paper
Please note that where the full-text provided on Manchester Research Explorer is the Author Accepted Manuscript or Proof version this may differ from the final Published version. If citing, it is advised that you check and use the publisher's definitive version.

General rights
Copyright and moral rights for the publications made accessible in the Research Explorer are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

Takedown policy
If you believe that this document breaches copyright please refer to the University of Manchester’s Takedown Procedures [http://man.ac.uk/04Y6Bo] or contact uml.scholarlycommunications@manchester.ac.uk providing relevant details, so we can investigate your claim.

Download date: 15. Jun. 2020
Playground culture

…the playground can be regarded as a community of practice in which children learn schoolgirl and schoolboy identities through participation in games and routines, through observation of older children, and through quasi-apprenticeship relationships in which older children seek to induct younger children into playground customs (McClean, 1996)
Peer culture

Peer culture is an essential part of the formation of children as school girls and school boys, and is related to how productive the experience of schooling is for children. Teachers need to pay much more careful attention to the ways in which children learn to participate successfully, not only within formal education, but also within peer and playground culture (McClean, 1996)
Structuring playtime (Arthur, 2004)

- Schools have a dilemma: to allow children the freedom to learn informally at playtime, with minimum adult intervention, or to intervene to protect children from unhappy experiences.

- Providing a limited structure helps to act as a ‘safety net’.

- ‘Safety net’ solutions include playground games; Playground Pals; friendship bench; playground equipment; peer mediation.
Research

- Link between poor social acceptance and low attainment, behavioural difficulties and truancy (Arthur, 2004)
Playground Buddies

- Based on the Playground Pals initiative (see Lavelle, 2003)
- Cited by Childline and the Anti-Bullying Alliance as a positive intervention
- ‘Pals’ identifiable by bright yellow tabard

1. See Smith and Watson (2004); Cooper (2005)
Peer mediation
Elements for success (Cremin, 2002)

- Pupil empowerment
- Whole school approach
- Resources
- Support
- Choice, Rewards and Incentives
- Skills training
Setting up Playground Buddies

- Consultation with Buddies
- Consultation with Lunchtime Organisers (LOs)
- Consultation with Buddies and LOs
- Questionnaires to teachers, parents, LOs and children
Initial meeting
Selection of buddies

☐ Parental consent
☐ 15 children (same or rotated?)
☐ ‘Application’ process’
Training/role of buddies

- Job description/role - what are the expectations? (e.g. befriending, liaison with adults, helping with incidents, organising games and activities)
- Health and Safety Issues
- Limitations of what children are expected to do. When to involve an adult
- Negotiating skills/problem solving
- Learning games/activities
- Can Lunchtime Organisers (LOs) be part of/help with the training?
- Training pack
Supervision/Management of Playground Pals

- Training for LOs
- Key person identified from teaching staff
- Consultation regarding the role of Playground Pals
Logistics

- Uniform
- Rota (including what happens if children want to swap)
- What happens if new buddies join?
- What happens if children don’t want to do it anymore?
Role of buddies

- What are the expectations? (e.g. befriending, liaison with adults, helping with incidents, organising games and activities)
- Health and safety procedures
- Logging what they have done/who have they helped/how?
Communication

- Buddies’ meetings (half termly?)
- School Council’s role
- Communication between buddies and supporting adults
- Logging book
- Dissemination of information about the scheme (e.g. whole school assembly, letters to parents, school newsletter).
Evaluation/Research

- Baseline measures (before implementation of scheme) - children, parents, LOs, teachers
- Pupil/LO focus group
- Repeated measures (e.g. at end of term)
- Views of buddies, other children, parents, staff