



PRINCIPLE 6.4

Play areas, out-of-bounds areas and 'safer' areas are identified and clearly defined to students

Consideration should be given to play areas, out-of-bounds and 'safer' areas that are available to all age groups. Are there grass, shade, paved areas, play equipment and open spaces for all students?

There are sometimes areas where students should not be playing. By mapping your school's play areas you may identify areas where supervision is limited, or where students can find places blocked from duty teachers' view. Bullying often happens in areas that are considered "out of sight" of teachers. Creating 'out-of-bounds' rules is one way of keeping students in the sight of yard duty teachers at all times.

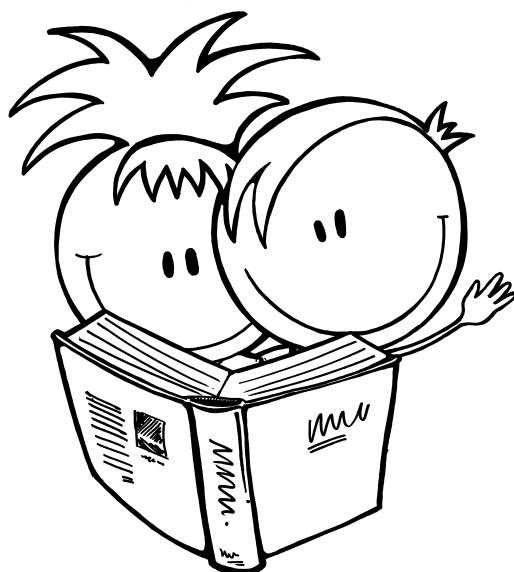
While supervision in student play areas is crucial, it is also important to consider the needs of students and the type and amount of play areas available. You may identify areas where students are currently not allowed to play, that might be suited to some students.

Safe, well supervised areas need to be provided for all students, especially those who feel threatened in the schoolyard. 'Safer' areas should be provided within all school environments to allow students to seek refuge should they feel unsafe during lunch and recess breaks. These areas should be well supervised by empathetic/more popular staff members. The school library makes a great 'safer' area as it can be kept open during lunch times so students who would like to read quietly can do so in a non-threatening environment. Libraries are often identified by students as 'safer' areas from bullying.



CHECK OUT

See Step 1 of Physical Environment Tool Kit 6.1 on pages 21-27 of this handbook for information on play areas, out-of-bounds areas and 'safer' areas in the schoolyard.



"A lack of close adult supervision is directly related to bullying in the schoolyard."