



Beckstone Primary School Lunchtime Policy and Procedures



Rationale

Lunchtimes can be problematic for children as they are in school but outside the normal classroom environment. In primary schools, most incidents of poor behaviour and up to three-quarters of bullying takes place in the playground.

Aims

- At our school we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction.
- We expect the same school rules and standards of behaviour to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

Related documents: Behaviour Policy, Anti-Bullying Policy, Behaviour Management and Handling, Child Protection Policy

Strategies to Develop Constructive Lunchtimes

1. Regular Communication
2. Clear School Rules
3. Clear Rewards and Sanctions
4. Clear Routines/Roles
5. Designated Play and Quiet Areas
6. Playground Pals/Pupil Monitors
7. Organised Lunchtime Activities and Clubs
8. Lunchtime Supervisor Training/ Guidance

1. Regular Communication

Efficient communication between supervisors and teachers is assured through the use of the "Communication Book" as well as regular meetings and verbal exchange. The Communication Books will be handed in to the lunchtime supervisor in charge every Friday. These will be discussed with the Head, Deputy or Education Support Manager (ESM) who will feedback to classes.

A lunchtime supervisor oversees the work of others, ensures effective communication, acts as the main contact point with the ESM and ensures the reporting of incidents to class teachers and senior leaders. She monitors the playground book and informs staff of the need for further sanctions.

The lunchtime supervisor in charge meets with the head or deputy weekly to keep everyone fully informed of events and discusses any problems arising.

2. Clear School Rules

School rules should be known and understood by all children and fairly and consistently enforced by all staff.

- No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision.
- In the case of extra-curricular lunchtime clubs, the children involved must wait/play on the yard until the member of staff leading the activity is ready to collect them in person.
- The school operates a lunchtime club. This takes place in the Rainbow Room. Children receive a stamp at playtime and make their way to the Rainbow Room after their lunch. Some KS2 children eat their lunch in the Rainbow Room. There is adult supervision at all times.
- A teacher may decide to apply a sanction and ask a child to complete or redo a piece of work over playtime or lunchtime. In such cases responsibility for supervision rests with the teacher who applied the sanction. If a teacher wants the child to go to the Rainbow Room, a referral must be made prior to that play or lunchtime.
- If a child is ill or parents have requested that they are absent from the yard for a limited period, the child may join the lunchtime club as long as the ESM has been informed.
- The only exception to this rule is monitors with a specific task not requiring supervision i.e. fruit monitors. Careful consideration must therefore be given to the choice of monitors. They should be trustworthy and coded 'green' for behavior and attitude.

Areas out of Bounds

- All grassed areas in unsuitable weather
- Car park
- Toilets (unless for proper use)

In suitable weather conditions the field may be used at lunchtimes. This is the decision of staff on duty.

Activities Not Permitted

- "Play" or "Fun" fighting/ wrestling
- "Bull dog" or other games used as an excuse for overly physical contact
- Climbing on/jumping the retaining walls/benches
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering

Behaviour Codes

The same codes apply during lunchtime as with the rest of the school day in order to ensure consistency and high expectations.

Our Code of Conduct

- Take care of yourself
- Take care of others
- Take care of your school

Our Line up Code

- Walk to the end of the line
- Leave a person space
- Keep hands and feet to yourself
- Keep quiet and still

Our Listening Code

When an adult asks for my attention I:

- Stop what I am doing
- Look at the adult
- Keep quite and still
- Listen

3. Rewards and Sanctions

All staff should be fully aware of playtime and lunchtime procedures, rules, sanctions and rewards (see Behaviour Guidelines) and apply them consistently.

Rewards

Each class starts the week with 20 "class points". Rewards for good behaviour at playtimes and lunchtimes include the awarding of additional class points.

Results are announced in Thursday assembly and the class with the highest score receive the "Class of the Week" trophy.

Sanctions

Sanctions must be fairly and consistently applied and be seen to match the offence in order to be most effective. Responses range from polite reminders to permanent exclusion.

Misdemeanours

If a minor infringement occurs:

Step 1

- Give a polite but firm request to stop. Point out why the behaviour is not acceptable.

Step 2

- Give after two warnings, give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"
Consider ways to diffuse the situation such as separation, close supervision, distraction etc.

FROM NOW ON GIVE NO MORE WARNINGS: APPLY SANCTIONS

Step3

- Isolate the child in the Quiet Zone in order to reflect and calm down for 5 minutes during which regular visual supervision must be maintained.
- Child loses a class point.
- For a playtime incident the member off staff on duty will tell the child's teacher, who will record the incident.
- For lunchtime incidents the supervisor will record the child's name and reason for losing a class point in the Communication Book.
- Explain that the child may regain the lost point with improved behaviour.
- If the child has not calmed down or is argumentative, do not become involved in an argument; allow the child another 5 minutes and say you will return again.

- For regular misdemeanours (i.e. 3 or more points lost in a week), teachers will be informed and the child will receive additional sanctions which will be losing a playtime and completing a self-control form.

Step 4

- If the child refuse to co operate, then treat as "Unacceptable Behaviour"

Unacceptable Behaviour

Unacceptable behaviour would include:

- Fighting
- Bullying (physical and verbal)
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

All incidents of this type must be dealt with in a more formal way. The child will be brought to the ESM and will complete a self control form.

If behaviour results in physical or verbal abuse towards a teacher/supervisor, this would be recorded on Scholarpack and the child would be monitored on the system.

If physical intervention of any kind is required it should be consistent with our "Behaviour Management and Handling" policy.

Parents would be informed and the incident would be recorded on Scholarpack and the children would be monitored on the system until half term.

If behaviour includes racist or homophobic abuse it should be reported to the teacher responsible for monitoring, recording and reporting such incidents (M.Pike)

If behaviour in any way gives rise to suspected or potential child abuse (i.e. sexualised language, behaviour, assault etc.) a Child Concern Form must be completed and the ESM informed the same working day.

Incidents should be recorded verbatim using the actual words/actions heard or seen along with the name of the victim and signed by the person making the report.

The lunchtime supervisor in charge is responsible for monitoring the Communication Book daily and reporting any issues which are unacceptable.

If there is any doubt as to how to respond to a particular incident, seek advice from the head, deputy or year head.

Sanctions available:

- Referral to Head/Deputy headteacher
- Removal from playground
- Class teacher informed
- Parents informed
- Detention/ lunchtime exclusion
- School exclusion

For persistent misdemeanours (i.e. points lost over several weeks), parents will be informed and the child will receive further addition sanctions such as more playtimes lost or removal of treats e.g. trip, visit.

If there is no improvement the child will go 'On Report' with clear targets for playtime/lunchtime behaviour. Parents to attend the meeting and agree the targets.

If there is no improvement the child will go 'On Contract' with clear targets for playtime/lunchtime behaviour in order to avoid exclusion. Parents to attend the meeting and agree the targets.

If, when a child is "On Contract" and does not meet their targets within two weeks - they will be internally excluded for a week.

Any child continuing to present problems after three external exclusions of one week or more in an academic year will be permanently excluded from lunchtimes.

If a child receives three exclusions in one term and the problem is not resolved, s/he will be excluded from lunchtimes for a minimum of one week and a maximum of two weeks.

If the problem persists it may be necessary to involve outside agencies such as behaviour support or educational psychologist.

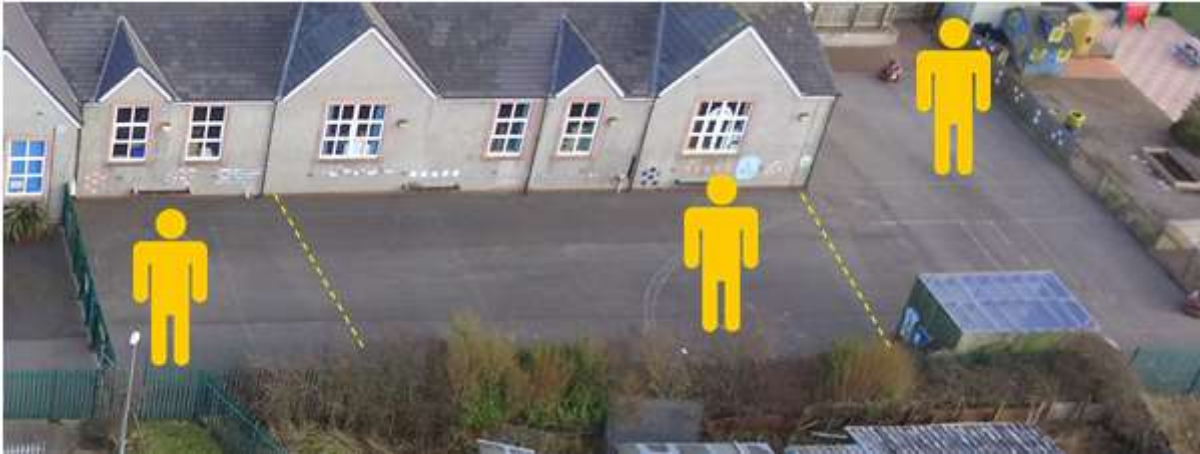
Any child continuing to present problems after three exclusions of one week or more in an academic year will be permanently excluded from lunchtimes.

Serious incidents involving violence, abuse or vandalism need to be responded to on an individual basis with appropriate sanctions including immediate permanent exclusion if necessary.

4. Routines/ Roles

Mid-Day Supervisors locations:

KS1 Playground



KS2 Playground



Dinner Hall Procedures

The children enter the dining hall at different times to reduce congestion.

Nursery-11.40

Reception - 11.45

Y1 - 11.50

Y2 - onto yard and then into hall when it is emptying

Y3/4 - 12.20

Y5/6 - onto yard and then into hall when it is emptying

- Children older than Nursery and Reception choose where to sit
- There should never be more than 15 children queuing for lunch. Children will come into the dining hall a class at a time. They will look for their class card when the whistle blows. Line up quickly and begin to walk into the hall, splitting into two groups so each hatch has an equal number of children.
- Lunchtime supervisors continuously circulate assisting children and watching behaviour.
- Children raise hands to gain attention; shouting out should be ignored.
- Class points should be frequently awarded in the dining hall as well as on the playground.

Indoor Lunchtimes

In poor weather, the headteacher will decide that children should not go outside at lunchtime. In such cases all classes should be purposefully occupied with table-top activities and games.

Assigned staff supervise R, Y1 and Y2 in the Sports Hall

Assigned staff supervise Y3 and Y4 in classrooms

Assigned staff supervise Y5 and Y6.

5. Designated Play Areas

The school's playground environment is carefully organized to offer space for educational, social, physical and creative activities, reduce boredom and therefore bad behaviour.

KS2 Playground (asphalt area)

Football with a small ball

Invasion Games

Small play with toys from home

Playtime equipment

KS2 Football Cage

Y6 football

KS2 Adventure Playground

This is timetabled for either Y3/4 or Y5/6

KS2 The Forum

Quiet zone for play and reading

KS1 Playground (asphalt area)

Invasion Games

Small play with toys from home

Playtime equipment

KS1 Covered Area

Quiet Zone

Small play with toys from home

6. Playground Buddies

Playground Buddies in Y6 support KS1 children on the yard, setting out games and involving them in play. They are identified with a special yellow tunics and caps.

Key Stage 2 children may volunteer to help clear away at the end of the sitting. They should be thanked and rewarded for this and never taken for granted or told to do it.

7. Lunchtime Supervisor Training/ Guidance

General Advice

DO NOT SHOUT

- The staff don't shout and if you do - children will only shout louder!
- Shouting is a sign that you have lost control.
- Use our "Listening Code" when addressing large groups.
- Unless in an emergency, walk to an incident rather than raising your voice.
- Use a quiet voice when talking to individuals.
- When talking to children, bend down to get to their level so you can have eye to eye contact.

LISTEN

- Every child has the right to be heard but they also have the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.

BE POSITIVE

- Try to see good things being done in the hall, corridors and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise them and offer rewards.
- Try to give at least 5 class points each per day.
- Try to make at least 5 positive comments for every negative.
- Choose to reward those behaving well rather than focussing on those who are not.
- Avoid confrontation, but do not ignore bad behaviour.
- It is important always to label the behaviour and not the child (e.g. "It's dangerous to run in the corridor someone could get hurt" and not "You stupid boy you will hurt someone").

PLAY with the children!

- Try to engage target children in constructive play. Prevention is always better than cure!
- When on duty, staff should circulate and take the opportunity to socialise with children, whilst maintaining an overview of the play area and spotting potential problems before they

escalate. One member of staff per yard area maximises levels of visual supervision. Members of staff all have a designated area. By working within this area, the children know where the adults are and supervision is spread across the yard.

Use agreed phrases/codes

- "Can you put your voices away please?" when addressing a group.
- "This is your final warning, do you understand?" before resorting to sanctions.
- Use Listening/Line up codes.
- Refer to school's Code of Conduct when discussing appropriate behaviour i.e. "If you climb on the wall you're not taking care of yourself, you might fall."

CHILDREN TEND TO SHOW RESPECT WHEN THEY ARE SHOWN RESPECT

No child should ever be "sent to the Head" as a sanction, as there is no guarantee that the child will arrive or that the Head will be available. If, in exceptional circumstances, a child needs to be removed from the playground or refuses to go to isolation, the Head should be sent for. If unavailable, the Deputy or most senior staff member available should be called.

Our "Behaviour Management and Handling" policy clearly defines what is and is not acceptable practice should physical intervention ever be required. It is vital that any such intervention be reported and recorded.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. The Headteacher should be informed immediately.

In most cases the child will quickly return, remain on site or stay within visual contact. Once the child has calmed down, the Head or senior teacher will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Accident and Injury

First aid boxes are stored in every classroom for the treatment of minor injuries. A first aider will always be available at lunch times to deal with minor injuries.

Major injuries should be reported to the Head or Deputy as soon as possible.

All injuries need to be entered in the "Accident Book". Children are given a note to inform parents of any injury and treatment received, especially if the accident involved a bump to the head.

Any major faults or severe hazards with equipment, plant or procedures should be reported to the Head immediately. Minor faults or potential hazards should be reported to the Facilities Manager the same working day.

The Role of the Class teacher

With the exception of the Head and Deputy, teachers are not required to perform lunchtime supervision duty. This does not however, absolve teachers in law from attending to a situation involving a pupil, if the matter is brought to their attention. At all times, whilst on the premises, the welfare and safety of pupils is paramount.

Teachers can help improve lunchtime behaviour;

- By helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- By supporting lunchtime supervisors and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping lunchtime supervisors informed of any children with problems or who are experiencing particular difficulties.
- Checking the Playtime Book regularly and following up entries with the children concerned.
- Ensuring the Class of the Week has high status, that children strive to achieve it, and that successful classes are always rewarded.
- Using circle-time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.

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