

THE GRANGE 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, Use of Force Policy, Safeguarding and 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. Playleaders/Buddies
7. Organised Lunchtime Activities
8. Lunchtime Supervisor Training/Guidance

1. Regular Communication:

Efficient communication between lunchtime supervisors and teachers is assured through the use of the record book as well as regular meetings and verbal exchange.

All lunchtime staff on playground duty use record books. It provides a written record of rewards and sanctions for misdemeanours.

A senior lunchtime supervisor oversees the work of others, ensures effective communication, acts as the main contact point with the lunchtime supervisors and ensures the reporting of incidents to class teachers. The record books are monitored by the senior or deputy lunchtime supervisor who then informs staff of the need for further sanctions and records this on CPOMS.

The lunchtime supervisor in charge meets with the Head of Pastoral Care and Inclusion every two weeks to keep everyone fully informed of events and discuss any problems arising.

The Head of School or Head of Pastoral Care and Inclusion meet with all lunchtime supervisors to discuss areas of concern and check the implementation of the policy and procedures at least once every half term.

2. Clear School Rules:

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

PLAYGROUND RULES:

Every Child has the Right to:

1. Be SAFE
2. Be HAPPY
3. Be RESPECTED
4. LEARN

In addition to these rules we remind children that:

We are caring, kind and considerate.

We always show respect to other people and their property.

We keep to safe play area, keeping off the grass and other areas when told.

We are always honest.

We use manners and say please and thank you.

We share and take turns.

We ask children on their own if they'd like to join in with our games.

We put our litter in the bin.

When we need to leave the playground, we ask for permission and get a pass.

We keep to areas designated for ball games.

We obey the whistle at playtimes and lunchtimes.

We do as we are told the first time the person on duty asks.

Other Procedures include:

- 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 playground until the member of staff leading the activity is ready to collect them in person.
- VIPs are able to line up at the front of the queue for lunch.
- If a child is ill or parents have requested that they are absent from the playground for a limited period, the child may stay in their classroom, with adult supervision and an activity to do. If this is not possible, the child may stay in the library with a friend but under the supervision of an adult.

Areas out of Bounds:

- All grassed areas in unsuitable weather
- On walls or fencing
- Garden or planters
- Behind bushes/trees
- Around the side of the school
- 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
- Football with more than 10 players in total per game
- More than 2 games of football at any one time
- Climbing on/jumping the benches or tables
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering
- Bringing own play equipment from home, including balls.

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 and school's property.

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
- Empty hands/show me five
- Look at the adult
- Keep quiet and still
- Listen to the instruction.

3. Rewards and Sanctions:

All staff should be fully aware of playtime procedures, rules, sanctions and rewards (see Behaviour Policy) and apply them consistently. Record books needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals (including times during the lunch period).

Lunchtime supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.

Rewards:

Stickers, effort points and raffle tickets are awarded for appropriate behaviour and good manners.

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 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 and encourage "timeout" in order to reflect and calm down for 5 minutes during which regular visual supervision must be maintained.

Step 4

- Treat as "Unacceptable Behaviour" and follow Behaviour stages 4 - 8.

For regular misdemeanours, teachers will be informed and the child will receive additional sanctions such as loss of playtimes.

For persistent misdemeanours, parents will be informed and the child will receive further addition sanctions such as loss of playtimes.

If there is no improvement a 'Behaviour Profile Record' with clear targets for lunchtime behaviour will be completed or updated in the presence of the child. Parents/carers should be requested to attend the meeting and agree the targets and a copy to be provided for parents/carers.

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

Any child continuing to present problems after three exclusions of one week or more will be excluded from lunchtimes for the remainder of that half term.

The lunchtime supervisor in charge is responsible for monitoring the record books and informing staff of the need for further sanctions.

Unacceptable Behaviour:

Unacceptable behaviour would include:

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

(See extended list in Behaviour and Discipline Policy).

All incidents of this type must be dealt with in a more formal way.

The child should be issued with the appropriate 'Policy Reminder' letter to inform parents of their child's behaviour. A copy should be stored in the child's folder in filing room.

If behaviour includes racist or homophobic abuse it should be reported to the Head of Pastoral Care and Inclusion responsible for monitoring, recording and reporting such incidents and reported to the LA and governors in the termly report.

If behaviour results in physical or verbal abuse towards a teacher/lunchtime supervisor the information and action taken should be recorded on CPOMS by the senior lunchtime supervisor.

If physical intervention of any kind is required it should be consistent with our "Use of Force Policy" and a "Team Teach" record should be completed the same working day.

If behaviour in any way gives rise to suspected or potential child abuse (i.e. sexualised language, behaviour, assault, etc.) the information should be recorded on CPOMS and the Head of Pastoral Care and Inclusion informed verbally on the same working day.

Other incidents deemed unacceptable behaviour should be recorded in the record books.

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

If there is any doubt as to how to respond to a particular incident, seek advice from the Head of Pastoral Care and Inclusion, member of SLT, Head of School, or Headteacher (in this order).

Sanctions available:

- Referral to Head of Pastoral Care and Inclusion/Head of School/Headteacher
- Removal from playground to the Classroom or Rainbow Room 4, under adult supervision
- Class teacher informed
- Parents/carers informed
- Lunchtime exclusion
- School exclusion

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 Team or Educational Psychologist.

Any child continuing to present problems after three exclusions of one week or more will be excluded from lunchtimes for the remainder of the half term.

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

4. Routines/ Roles:

There are a minimum of 5 lunchtime supervisors on duty for each sitting.

Foundation Stage 2 and Key Stage 1:

Supervisors go into FS2 and KS1 and help with toileting, hand washing and supervising children to the dinner hall. FS2 and Year 1 teachers assist and lead children a class at a time to the hall, avoiding congestion and following the guidance for "Movement Around School".

FS2 children are served their meals for the first half term or until deemed to be independent enough to collect their own meals.

Lunchtime supervisors supervise children in the hall: collecting dinners, modelling the cutting of food, distributing drinks etc. They circulate the hall **maintaining maximum visual overview**.

Noise level is monitored and children are stopped if the noise level is inappropriate (use of visual volume control symbols).

VIPs may line up first for their lunch (their privilege).

Dinners and packed lunches are monitored closely.

Children wait until everyone on their table has finished.

Children put up their hand if they have finished and are asked to clear away their plates etc, under adult supervision.

The use of polite manners are modelled by all staff

Year 2 line up and enter the hall for their lunch. The same as above applies.

Key Stage 2:

Posters for each class/year group are shown in the playground so children know when it is their time to line up ready to come in for lunch. Children should have washed their hands before leaving their classrooms.

VIPs may line up first (their privilege) for lunch. Dinner numbers are checked off, children enter the servery area then walk into the hall with their tray and a supervisor directs them to seats. (Try to avoid too many children queuing - no more than 10 at a time).

In the hall, children should be encouraged to ask to leave the table before taking their trays or packed lunch boxes away so that what they have eaten is monitored, to encourage good table manners and to have positive interactions with the adults in the hall.

One supervisor should be on each playground to supervise children exiting and to maintain visual supervision of the playgrounds.

On exit the children should be encouraged to put their pack up boxes on the appropriate trolley and to put their coats on before lining up to leave the hall.

At the end of the lunch period the teacher for each class arrives and asks the children to line up. Teachers relieve lunchtime supervisors and collect their class from the hall.

If for whatever reason the teacher does not appear on time, Lunchtime Supervisors, should stay with the class until the teacher/LA arrives to collect them.

Registers should be collected from the hall.

Dinner Hall Procedures

There are five dinner sittings organised to reduce congestion and therefore potential problems in the hall and on the playground.

Sitting 1: F2 (dinners and packed lunches)

Sitting 2: Y1 (dinners and packed lunches)

Sitting 3: Y2 (dinners and packed lunches)

Sitting 4: Y3 and Y4 (dinners and packed lunches)

Sitting 5: Y5 and Y6 (dinners and packed lunches).

- Each child has an allotted seat
- All children collect their packed lunch or hot dinner
- All children take their seats upon entering the hall.
- Lunchtime supervisors continuously circulate assisting children and watching behaviour.
- Children raise hands to gain attention; shouting out should be ignored.
- A spare table serves to isolate children who do not respond to a final warning.
- Effort points, stickers or raffle tickets should be frequently awarded in the dining hall as well as on the playground.
- Lunchtime play leaders are volunteers and should receive regular thanks, praise and reward.

Indoor Lunchtimes:

In poor weather, duty staff may decide that children should not go outside at lunchtime. In such cases all classes should be purposefully occupied with table-top activities and games. Teachers should leave the classroom with activities for the children to do or a DVD and supervisors should bring additional paper based activities.

The senior lunchtime supervisor or deputy lunchtime supervisor ensures smooth transition to and from the hall.

5. Designated Play Areas:

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

KS2 Playground:

Basketball/Volley ball

Maximum of 10 players

Football/ Invasion Games

Maximum of three games, staying within marked areas and playing towards the goals marked by cones. No more than 10 players per game plus one goalkeeper. Team tunics are available should children want them.

Benches (quiet area)

Chess

Draughts

Bowling etc.

Skipping

Hoop-la

Hop-Scotch

Non-invasion games etc.

6. Play leaders/Buddy Mentors/Mini Mentors:

Pupil volunteers from Year 2, 5 and 6 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They report potential unrest, including isolation in activities and look after any children waiting at the "friendship stop". They are identified with a special orange tunic. They also assist with the younger children, helping with coats, playing games etc., but must never be left to supervise children alone.

There are also lunchtime monitors clearing trays and clearing away, etc. They should be thanked and rewarded for this and never taken for granted or told to do it.

Play leaders are responsible for instigating, distributing, collecting and checking playground equipment.

As well as the ongoing rewards outlined, Play leaders, Buddy Mentors and Mini Mentors are entered into a 'prize draw' each half term to receive a reward.

7. Lunchtime Supervisor Training/Guidance:

General Advice:

DO NOT SHOUT

- The staff don't shout and 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.

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.
- Apply restorative practice procedures. (all carry a restorative practice card)

BE POSITIVE

- Try to see good things being done in the hall, corridor and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise them and offer rewards.
- Try to give at least 5 raffle tickets, stickers and effort points each per day.
- Try to make at least 5 positive comments for every one 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 playground area maximises levels of visual supervision.**

Use agreed phrases/codes

- "Can I have your attention, thank you" 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 RESECT 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 the Rainbow Classroom, the Pastoral Manager should be sent for. If unavailable, the Deputy or member of SLT should be called.

Our "Use of Force 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 Pastoral Manager, Deputy Head or Headteacher should be informed immediately. If none of the mentioned staff are available, then a member of the SLT should be informed.

In most cases the child will quickly return, remain on site or stay within visual contact. Once the child has calmed down, the Pastoral Manager 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 bags are stored in the medical room and should be collected and taken outside for the treatment of minor injuries. The names of trained first-aiders are displayed next to first aid boxes and are available if thought to be necessary. A first aider will always be available at lunchtimes to deal with minor injuries.

Major injuries should be reported to the Senior Lunchtime Supervisor, as soon as possible.

All injuries need to be recorded. Children are given a note and sticker to inform parents of any injury and treatment received, especially if the accident involved a bump to the head, when a phone call or text home is also sent.

Any major faults or severe hazards with equipment, plant or procedures should be reported to the Headteacher, Deputy Head or member of SLT immediately. Minor faults or potential hazards should be reported to the Pastoral Manager, Business Manager or Caretaker the same working day.

The Role of the Class teacher:

With the exception of the Headteacher and Head of School, teachers are not required to perform lunchtime supervision duty but should be available on the lunchtime of their PPA time. 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 record book regularly and following up entries with the children concerned.
- Ensuring the menu for each day is discussed to encourage children to eat a healthy, balanced diet.
- Ensuring that lunchtime rewards are of high status, so that children strive to achieve them, and that successful classes are always rewarded.
- Using circle-time, drama and PSHE to explore themes such as bullying, self-esteem, manners, school rules and resisting peer pressure.
- Providing activities, games or a DVD during wet lunchtimes.
- Running homework club.
- Being on time to collect the class register and class to start learning on time.

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