

St. Mary's C.E. (A) Primary School



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Greenfield

Lunchtime Policy

2018

**'We enjoy learning and achieving
in a Christian environment'**



ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD

LUNCHTIME POLICY AND PROCEDURES
2018

Mission Statement

"We enjoy learning and achieving in a Christian environment"

Every Child Matters at St. Mary's

St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

Healthy School

St. Mary's is a Healthy School, with healthy attitudes embedded in the curriculum and in extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and with adults, as well as making healthy choices about their lifestyle.

Building Learning Power Statement

At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

Equality Statement

This policy and procedure is subject to the Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual Orientation and Disability.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Record of lunchtime incidents involving First Aid, behaviour incidents	Name and brief details of injury and/or incident	Health and Safety Safeguarding Behaviour Monitoring	Lunchtime Supervisors Teachers Teaching Support Staff	Initially completed on paper Behaviour incidents are recorded on Headteacher's computerized behaviour monitoring record Paper version is shredded	Held on file throughout child's time at school

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Aims

- At St. Mary's C.E. (A) Primary 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 at lunchtime 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.
- We expect lunchtime supervisors to listen to and treat all children with respect, in keeping with our Christian Values.

It is essential that the following documents are read, in conjunction with this policy, and contents noted:

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Use of Force Policy

Strategies to Develop Constructive Lunchtimes:

- regular communication
- clear school rules
- clear rewards and sanctions
- clear roles and routines
- designated play and quiet areas
- Playground Pals/Year 6 Buddies
- organised lunchtime activities and clubs
- lunchtime supervisor training/guidance

1. Regular Communication

- Efficient communication between teaching staff and lunchtime supervisors is assured through the use of the Behaviour Monitoring Report which is scrutinized on a daily basis by the Headteacher.
- All staff on duty use the Behaviour Monitoring Report at playtime and lunchtime. This provides a written record of sanctions.
- **Lunchtime Supervisors should familiarise themselves with the full range of needs of the children in their class. This includes vulnerable children (One Page Profiles) and/or children with medical needs that may be set out within a Care Plan. Confidentiality should be observed with regard to such matters.**
- A Senior Lunchtime Supervisor oversees the work of others, ensures effective communication and acts as the main contact point with the Deputy Headteacher, who has overall responsibility for lunchtime supervisors. The Senior Lunchtime Supervisor ensures the reporting of incidents to class teachers.
- The Senior Lunchtime Supervisor communicates with the Headteacher or Deputy Headteacher at least weekly to keep everyone fully informed of events and discuss any problems arising.
- The Deputy Headteacher meets with all lunchtime supervisors once during each half-term to monitor the implementation of policy and procedures, ensure all children's needs are being met and discuss any areas of concern. The agenda for this meeting is agreed in advance between the Deputy Headteacher and Senior Lunchtime Supervisor.

2. Clear School Rules

- School rules should be known and understood by all children and fairly and consistently applied by all staff.
- No child is permitted to remain in the school building during playtime or lunchtime without adult supervision.
- Children are supervised by a lunchtime supervisor as they make their way to the hall for lunch or to the playground depending on their lunchtime sitting.
- At 11.55am the lunchtime supervisor goes to the class for which they are responsible to pick up the children. The lunchtime supervisor then either escorts the children to the hall if they are on first sitting or escorts them to the playground if they are on second sitting. As children finish their lunch, they must ask permission from a lunchtime supervisor to leave the hall. If it is not possible for the lunchtime supervisor to escort their class to the hall/playground, the Senior Lunchtime Supervisor directs a member of the team to supervise the class.
- The lunchtime supervisor remains in the hall or goes to the playground to wait for the children. No child should be allowed to wander around school unsupervised.
- In the case of extra-curricular lunchtime clubs, children involved must wait/play on the playground until the member of staff leading the activity is ready to collect them in person. Staff or other adults taking a lunchtime club must collect children from the playground at the appropriate time. Children waiting to start a club line up on the Year 6 or Year 5 spot until the club leader arrives.
- A teacher may decide to apply a sanction and ask a child to complete or redo a piece of work over lunchtime. In such cases, responsibility for supervision rests with the teacher who applied the sanction.
- In suitable weather conditions, the field may be used at lunchtimes. This is the decision of the Senior Lunchtime Supervisor and a sign will be placed on the door leading out to the playground at the bottom of the stairs. All staff follow the instructions on this sign.
- The decision for wet playtime is made by the Senior Lunchtime Supervisor. All staff follow the decision.

Activities Not Permitted

- "play" or "fun" fighting/ wrestling
- "Bull Dog" or other games used as an excuse for excessive physical contact
- more than three games of football at any one time
- climbing on/jumping the retaining walls/benches
- hanging/swinging on trees and perimeter fencing
- consuming sweets, crisps or gum
- littering
- bringing own play equipment from home

Behaviour Codes

The same codes apply during lunchtime as with the rest of the school day in order to ensure consistency of approach 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
- Empty hands/show five
- Look at the adult
- Keep quiet and still
- Listen

3. Rewards and Sanctions

All staff should be fully aware of playtime procedures, rules, sanctions and rewards (see Behaviour Policy) and apply these consistently. The Behaviour Monitoring Report for individual classes is taken out every playtime and lunchtime to record the application of these procedures and track the behaviour of individuals.

The authority of lunchtime supervisors is acknowledged through their application of rewards and sanctions, with the full support of teaching staff. This has to be **consistently** applied by everyone. If a lunchtime supervisor implements a sanction, it must not be retracted by another lunchtime supervisor or diluted by another member of staff, unless deemed absolutely necessary.

Rewards

Working within either Alphin Pike, Dovestone, Indian's Head or Pots and Pans, children earn team points. Children are rewarded for continually following the Golden Ways of St Mary's and for upholding the SCARF (**S**afe, **C**aring, **A**chieving, **R**espectful, **F**riendly) principles - either via outstanding behaviour, conduct or learning. Lunchtime supervisors may award team points.

Sanctions

Through the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Responses range from polite reminders to permanent exclusion. Lunchtime supervisors are asked to be aware of each child's individual needs and to listen patiently to their concerns. A shouting voice should only ever be used in an emergency to gain the attention of someone at risk of serious harm.

If a minor infringement occurs:

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

If this is repeated:

- Give a final warning. Use the agreed phrase - "**This is your final warning, do you understand?**" Do not use any other words apart from these. Consider ways to diffuse the situation such as separation, close supervision, distraction etc.

If behaviour continues:

- Use Sanctions in line with the Sanctions Chart on the following page.
- Where appropriate, isolate the child by asking them to "sit out" from their current activity in order that they may reflect and calm down for five minutes, during which regular visual supervision must be maintained.

Sanctions Chart

We have an agreed system of sanctions to register disapproval of unacceptable behaviour as outlined below.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with regard to the **action** and never the **child** i.e. "That was the wrong choice because..." and **not**, "You are a silly boy/girl."

It is the responsibility of all staff members to ensure that children are familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed. **Depending on the nature of the offence this may include immediate, permanent exclusion.**

Consistency of practice is the key and this process should be followed at all times to manage unacceptable behaviour.

If unacceptable behaviour occurs:

Step	Behaviours	Consequences	Sanction
1	<ul style="list-style-type: none"> Shouting out Disruptive behaviour Distracting the learning of others Not following instructions 	<ol style="list-style-type: none"> Verbal warning to child Class Teacher record at Step 1 	<ul style="list-style-type: none"> If continues move to Step 2
2	<ul style="list-style-type: none"> Continuing to do the above – move to step 2 Not respecting environment and equipment Use of words with the intention to hurt others Not keeping themselves or others safe Threats or threatening behaviour 	<ol style="list-style-type: none"> Verbal warning to child Class Teacher record at Step 2 	<ul style="list-style-type: none"> If continues move to Step 3
3	<ul style="list-style-type: none"> Swearing or use of unsavoury language (protected characteristics) Physical aggression towards others Repetition or no improvement of behaviours in Step 1-2 	<ol style="list-style-type: none"> Remove from situation – time out in other classes or calm down corner if at lunchtime Conversation with Key Stage Leader Class Teacher record at Step 3 Key Stage Leader makes the decision if parents are contacted and or reported to Head Teacher 	<ul style="list-style-type: none"> 1 playtime missed
4	<ul style="list-style-type: none"> Repetition or no improvement of behaviours in Step 1-3 	<ol style="list-style-type: none"> Remove from situation Conversation with Head Teacher Class Teacher record at Step 4 Parents contacted by Head Teacher 	<ul style="list-style-type: none"> 2 playtimes missed
5	<ul style="list-style-type: none"> Escalation of such behaviours shown in Step 1-4 	<ol style="list-style-type: none"> Remove from situation Conversation with Head Teacher Class Teacher record at Step 5 Parents invited to meeting with Head Teacher, Class teacher and Key Stage Leader to discuss behaviour plan 	<ul style="list-style-type: none"> Child put on report and reviewed in 2 weeks Behaviour contract in place – see behaviour plan record in appendix

If behaviour includes racist or homophobic abuse it should be reported to the teacher responsible for monitoring, recording and reporting such incidents (Mrs Hall) and a copy forwarded to the LA.

If behaviour results in physical or verbal abuse towards a teacher/lunchtime supervisor, a "Violence and Aggression" form should be completed and a copy forwarded to the LA.

If physical intervention of any kind is required then a "Record of Incident Requiring Physical Intervention" record should be completed as soon as possible. Please speak to the Headteacher or Deputy Headteacher about the location of these forms.

If behaviour in any way gives rise to suspected or potential child abuse (i.e. sexualised language, behaviour, assault etc) a "Cause for Concern" record must be completed and the Designated Safeguarding Lead (Mrs Hall) informed the same working day.

Other incidents deemed unacceptable behaviour should be recorded on the Playground Behaviour Monitoring Report.

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.

If there is any doubt as to how to respond to a particular incident, seek advice in the first instance from the Senior Lunchtime Supervisor. Further advice can then be sought from the Key Stage Leaders (Karen Blackburn or Trish Burton) or the Headteacher if necessary.

Persistent offenders - sanctions available:

1. separation from current activity to calm down
2. class teacher informed
3. referral to Mrs Hall, Mrs Burton or Mrs Blackburn if not in school
4. parents informed
5. detention/ lunchtime exclusion
6. school exclusion

4. Routines/ Roles

Midday Staff

Class 6 Mr Selby	Ms Karen Burgess	Lunchtime Supervisor 11.55am - 1.20pm
Class 5 Mrs Wray Mon Mrs Blackburn Tue - Fri	Miss Elizabeth Owen	Lunchtime Supervisor 11.55am - 1.20pm
Class 4 Mrs Parkin	Mrs Lesley Shaw	Senior Lunchtime Supervisor 11.55am - 1.20pm
Class 3 Mrs Burton Mon - Wed Mrs Wray Thur - Fri	Mr Andrew Moore	Midday Supervisor 11.55am - 1.05pm
Class 2 Mrs Meadham Mon Mrs Barker Tue - Fri	Miss Kerry Smith	Midday Supervisor 11.55am - 1.05pm
Class 1 Miss Bosnjak	Vacancy	Midday Supervisor 11.55am - 1.05pm
Class R Mrs Potts Mon - Tues Miss Egan Wed - Fri	Mrs Wendy Kelly	Midday Supervisor 11.55am - 1.20pm

Daily Routine

- Year 6 Buddies help Reception children with lunch during the first half of the Autumn Term. Initially Year 6 Buddies collect the Reception children from their classroom and take them to the hall. Later they meet them in the hall. Year 6 Buddies help Reception children carry their tray and settle them. Wherever possible, the Year 6 Buddies walk through the playground (rather than through Class 1) when meeting the Reception children to take them to the hall.
- Key Stage 2 lunchtime: 12.00 noon - 1.00pm
- Reception and Key Stage 1 lunchtime: 12.00 noon - 1.15pm
- Children say the Grace in their classrooms before being dismissed for lunch
 - **For food families and friends, may we thank you Lord. Amen**
- At 11.55am the lunchtime supervisor goes to the class for which they are responsible in order to collect the children.
- Teacher staff instruct children to wash hands and use the toilet before going to lunch. They ensure that the children are ready for lunch when the lunchtime supervisor arrives at 12.00pm
- Lunchtime supervisors should knock and wait before entering the classroom so as not to disturb the end of the lesson.
- The lunchtime supervisor either escorts their class to the hall if they are on first sitting or to the playground if they are on second sitting.
- As children finish their lunch, they must ask permission to leave the hall.
- If children require assistance in the hall, they raise their hand to attract attention
- If children need to use the toilet whilst in the hall, they use the Year 6 toilets in the Main Entrance after seeking permission from a lunchtime supervisor.
- At the end of lunchtime, the lunchtime supervisor stands at the head of the line with their class until a member of the teaching team collects the children from the playground at the appropriate time. Any communication about issues occurring over the lunchtime or First Aid forms should take place at this time.
- Year 1–2 children should ask permission to use Class 2 toilets when outside. Year 3–6 children should ask permission to use Class 3 toilets when outside.
- A rota is in place to ensure there is sufficient adult support for children in the hall and on the playground. It is the responsibility of the Senior Lunchtime Supervisor to ensure that there is sufficient supervision across the playground at all times to safeguard the children. This includes areas close to the toilets and cloakrooms.
- At least one qualified First Aider is always on duty at lunchtime.

Dinner Hall Procedures

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

- Apart from Reception, all children take their seats upon entering the hall.
- There should never be more than one table (8 children) sent to the serving counter, to avoid queuing.
- A rota ensures that each table takes turns at having first choice of lunch.
- Lunchtime supervisors continuously circulate, assisting children and monitoring behaviour.
- Children raise a hand to gain attention.
- Team points should be regularly awarded in the dining hall as well as on the playground.

Indoor Lunchtimes

Each Midday Supervisor is to monitor the class for which they are responsible in the event of wet weather.

Children remain in their classes. Scrap paper is available for drawing and a variety of board games are held in each class. Children may use other equipment at the discretion of the class teacher. **The use of computers, particularly access to the internet, is NOT is not permitted during indoor lunchtimes.**

Children tidy up in classrooms five minutes before the bell rings. In Key Stage 1, the lunchtime supervisor seats the children on the carpet area and reads a story until a member of the teaching team returns. In Key Stage 2, the lunchtime supervisor seats the children at their desks where they read until a member of the teaching team returns.

Parents/Carers who come into school to eat lunch with their child(ren) as part of a birthday celebration may spend time on the playground but are not permitted to spend lunchtime in the classroom with their child(ren).

5. Designated Play Areas

The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, to reduce boredom and to support positive behaviour. The following is a guide and may be subject to change, depending on weather conditions:

Monday: two footballs (and the addition of cricket if the field is in use)

Tuesday: three netballs

Wednesday: two footballs (and the addition of cricket if the field is in use)

Thursday: three netballs

Friday: playground equipment including bats, balls and hoops - to be led by School Council Representatives)

6. Playground Pals

Playground Pals across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They strive to uphold and promote the SCARF principles and seek to involve isolated children in activities - including looking after any children sitting on the "friendship bench". Playground Pals are identified with caps.

7. Lunchtime Supervisor Training/ Guidance

General Advice

DO NOT SHOUT

- 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 at St Mary's has the right to be heard and the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.
- If necessary, separate children and say, "I am going to listen to...then I will listen to you. Wait there and calm down."

BE POSITIVE

- Identify and highlight examples of positive behaviour in the hall, corridors and playground including helping others, walking sensibly, playing co-operatively etc. Praise the children and offer rewards.
- **Praise loudly reprimand quietly.**
- **Try to make at least five 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.")
- Please ensure that no language can be interpreted in an offensive manner.

PLAY WITH THE CHILDREN

- Try to engage children in constructive play.
- When on duty, lunchtime supervisors 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.

USE AGREED PHRASES/CODES

- "Can you give five, 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, the Headteacher should be sent for. If unavailable, the Deputy Headteacher or most senior available staff member should be called.

If a child should run out of school for whatever reason, the Headteacher, Deputy Headteacher or most senior staff member on site 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 Headteacher or senior staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses to return and/or leaves the site, parents should be informed immediately. If parents and emergency contacts are unavailable, the police should be informed directly.

Accident and Injury

A First Aider is always be available at lunch times to deal with minor injuries.

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

All injuries must be entered in the "First Aid File". Children are given a note to inform parents of any injury and treatment received, this being particularly important if the accident involves a bump to the head. In the event of a head bump/injury, the lunchtime supervisor should immediately arrange for a telephone call to be made to parents. Please ensure that the class teacher is informed of any letters being sent home. Leaving the note in classrooms does not ensure that it has been seen - please hand it over personally.

Any major faults or severe hazards with equipment, plant or procedures should be reported to the Headteacher immediately. Minor faults or potential hazards should be reported to the Health and Safety Officer (Mrs Slater) the same working day.

The Role of the Class Teacher

With the exception of the Headteacher, Deputy Headteacher and Key Stage 1 Leader, 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:

- Encouraging children to learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- Supporting lunchtime supervisors and treating them as fully included 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 and/or have particular needs.
- Using Circle Time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.
- Running lunchtime clubs.

Last Updated: September 2018

Next Review: September 2019