



BANKS ST STEPHEN'S C of E 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 Bank's St Stephens C of E 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 as during the rest of the school day.
- We expect children to respond to the authority of Welfare Staff and treat them with the same respect as other adults in the school.

Related documents: Behaviour Policy, Anti-Bullying Policy, Use of Force Policy, 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 Leaders
7. Organised Lunchtime Activities and Clubs
8. Lunchtime Supervisor Training/Guidance

1. Regular Communication

Efficient communication between Welfare Staff and teachers is assured through the use of the Behaviour Log and Red File system, as well as regular meetings and verbal exchange. It provides a written record of the children's behaviour.

The Pupil Support Manager oversees the work of others, ensures effective communication, acts as the main contact point with the Senior Leaders and ensures the welfare staff report incidents to class teachers. She monitors the Playground Incident Book, liaises with the Headteacher and informs staff of the need for further sanctions.

The Pupil Support Manager meets with the Head or Deputy Head at least weekly to keep everyone fully informed of events and discuss any problems arising. The Head or Pupil Support Manager meets with the midday staff on a half termly basis to discuss areas of concern and check the implementation of the policy and procedures.

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 lunchtime clubs, the children must follow the procedures for that club. The only exception to this rule is monitors with a specific task not requiring supervision i.e. register monitors.

Areas out of Bounds

- All grassed areas in unsuitable weather
- Toilets (unless for proper use)
- Outdoor Learning Area and path at the back of the hall (unless going to/from hall/toilets).
- Whilst on the field – behind the hedgerows, the main driveway, all car park areas, pond area, beyond the goal posts by the dome.

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
- Bringing own play equipment from home

Our Code of Conduct

- We show good manners and respect
- We take care of everyone and everything
- We follow instructions

When the bell goes

- We stop what we are doing and put equipment down
- We walk to line
- We are quiet
- We follow the instructions

Our Listening Code

When an adult asks for my attention I:

- Stop what I am doing
- Empty hands
- 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 them consistently. Behaviour Logs must always be completed and passed to the relevant teacher. The incident should also be logged in the red file which is kept in the Pupil Support Manager's office. This enables the accurate tracking of behaviour of individuals.

Welfare Staff's authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.

Rewards

Golden tickets are awarded by Welfare Staff (including kitchen staff) for good behaviour, lovely manners, friendship and for being helpful.

At the end of each half term 8 golden ticket winners are drawn to sit on the top table with treats and a small present.

House Points may also be awarded for good behaviour with teachers being advised at the end of lunchtime.

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.

Step 2

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"

FROM NOW ON GIVE NO MORE WARNINGS: APPLY SANCTIONS

Step 3

- Isolate the child in the "calm down area" in order to reflect and calm down. No longer than 5 minutes and visual supervision must be maintained.
- Record child's name and reason for sitting out in the Playground Incident Book.

Step 4

- Treat as "Unacceptable Behaviour".

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 additional sanctions such as loss of playtimes, golden time etc.

If there is no improvement the child will be set clear targets for lunchtime behaviour in order to avoid exclusion. Parents to attend the meetings with a Senior Leader and agree the targets.

Any child continuing to present problems could be temporarily or permanently excluded from lunchtimes.

The Pupil Support Manager is responsible for monitoring the Playground Incident Book daily and informing staff of the need for further sanctions.

Unacceptable Behaviour

Unacceptable behaviour would include:

- Fighting
- Bullying (physical and verbal)
- Racial abuse
- Damage to school property
- Theft
- Verbal/physical assault on adults/children
- Bad language
- Aggressive/confrontational behaviour

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

If behaviour results in physical or verbal abuse the appropriate incident notes need to be completed.

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

Other incidents deemed unacceptable behaviour should be recorded in the appropriate incident book.

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.

Sanctions available:

- | | |
|---|----------------------|
| • Referral to Senior Leaders | - For Welfare Staff |
| • Removal from playground | - For Welfare Staff |
| • Class teacher informed | - For Welfare Staff |
| • Parents informed | - For Senior Leaders |
| • Loss of lunchtime/lunchtime exclusion | - For Senior Leaders |
| • School exclusion | - For Senior Leaders |

If the problem persists it may be necessary to involve outside agencies such as Behaviour Support or Educational Psychologist.

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

Outdoor playtimes

Mrs Coxon – Hall every day 11.55am – last child leaves hall then onto Junior playground by 1.00pm until 1.10pm

Mrs Jackson (Zoning Supervisor) – From 11.55am - KS1 playground to set up then KS2 playground to set up and supervise children then tidy both playgrounds with help from Play Leaders from 1.00pm when Mrs Coxon is on the yard for supervision

Mrs Coulton – Infant playground every day from 12.00noon until 1.00pm (collect equipment at 12.50pm with Play Leaders)

Mrs Walmsley – KS1 playground every day 12.30pm – 1.00pm

Mrs Marsh – Hall every day 12.10pm until 12.40pm then onto Junior playground until 1.10pm

Mrs Dravina – in hall every day from 11.55am until 12.30pm (supervising pre-school children) then onto Junior playground from 12.30pm – 1.10pm

2 new TAs for identified pupils – Mrs Buxton in hall every day from 12.00noon until 12.30pm then Miss Hodson on Infant playground from 12.30pm until 1.00pm

Wet Playtimes

Mrs Coxon in hall

Mrs Jackson in hall till 12.10pm then between Year 3 & Year 4

Mrs Buxton/Miss Hodson in Reception

Mrs Coulton between Year 1 & Year 2

Mrs Marsh between Year 5 & Year 6

Mrs Walmsley in Reception

Mrs Dravina in hall

3 identified pupils to have set places in the hall which they sit at every day. Staff will be briefed on their needs in September.

5. Designated Play Areas

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

Infants

Use of the garden on Wednesday and Thursday.

Ball games by the wall area.

A variety of play equipment.

Juniors

Two zoned areas with play equipment such as skipping ropes, bats and balls.

Basket ball.

Trim Trail.

Climbing Wall.

Stage Area for dancing, drama and music.

Field

All children have freedom of the field with Year 6 having their own area at the gated end of the field and use of the goal post for football.

The zebra crossing should be used at all times.

6. Playground Leaders

Appointed Playground Leaders from Year 5 help to organise the zones and mediate any issues and difficulties around friendship during lunchtimes. They will work closely with the Welfare Staff who organise the smooth running of the zones. Any time out and sanctions for behavioural issues must be given by the Welfare Staff.

7. Welfare Staff Training/Guidance

General Advice

DO NOT SHOUT

- The staff shout and children will only shout louder!
- Shouting is a sign that you have lost control.
- Use a quiet voice when talking to individuals.

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 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, not spending too much time with one child, whilst maintaining an overview of the play area and spotting potential problems before they escalate.
- One member of staff per zoned area maximises levels of visual supervision.

USE AGREED PHRASES/CODES

- "Can I have your attention please" when addressing a group.
- "This is your final warning, do you understand?" before resorting to sanctions.
- Use reminders of rules.
- Refer to school rules when discussing appropriate behaviour i.e. "If you climb on the wall you're not taking care of yourself, you might fall." "This is not safe behaviour and we need to make sure that you are safe."

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 follow instructions, the Senior Midday Supervisor should be sent for. If the child is at risk or causing significant harm to themselves, others or school property, then send for the Head, Deputy Head or Emotional Health and Wellbeing Adviser.

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 Head or other senior leader 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 leader, 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 by a senior leader and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

If any Welfare Staff are subjected to verbal or physical assault, the Head or Deputy should be informed immediately. The midday supervisor should complete the appropriate incident form and pass it to the Head before the end of the day.

Accident and Injury

Major injuries should be reported to the Head or Deputy as soon as possible. Use red "HELP" card if appropriate.

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.

Minor injuries can be treated in the playground/on the benches or taken to the community room if closer supervision is needed. When taking children from the playground, remaining Welfare Staff should be informed.

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 from attending to a serious 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 Welfare Staff and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping Welfare Staff informed of any children with problems or who are experiencing particular difficulties.
- Checking the Playtime Incident Book and Class Incident Book regularly and following up entries with the children concerned.
- Using circle-time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.

Written: September 2016

Next Review: September 2017