

St Joseph & St Bede RC 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.

Mission Statement:

Our school is a Catholic community, working together for the development of our children, with the love of God as our central focus. Through this common bond, all members of our community, children, staff, parents, governors and friends, work in partnership towards love, tolerance and justice. We believe that each member of our community is a unique individual with particular talents and needs. Our school community strives to live the Gospel message, to develop our vision as members of the Church and move forward in faith together.

Aims

- At St Joseph & St Bede RC Primary School Primary 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, Bullying Policy, Use of Force Policy, Child Protection Policy

Strategies to Develop Constructive Lunchtimes

- Regular Communication
- Clear School Rules
- Clear Rewards and Sanctions
- Clear Routines/Roles
- Designated Play and Quiet Areas
- Play leaders
- Organised Lunchtime Activities and Clubs
- Lunchtime Supervisor Training/ Guidance

1. Regular Communication

- Efficient communication between supervisors and teachers is assured through the use of the Teacher Diary and Incident files as well as regular meetings and verbal exchange.
- Our School Business Manager oversees the work of others, ensures effective communication, acts as the main contact point with the behaviour manager and ensures the reporting of incidents to class teachers. She will monitor the playground and informs staff of the need for further sanctions or improved practice.
- The Mid-Day members of staff will meet with the School Business Manager at least weekly to keep everyone fully informed of events and discuss any problems arising.
- The School Business Manager meets with Mid-Day supervisors 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 Mid-Day clubs, the children involved must be taken to the club by the class teacher if the child is on a Report Card / Passport until the teacher leading the activity is ready to collect them in person. The only exception to this rule is monitors with a specific task not requiring supervision i.e. register monitors.

Our Code of Conduct

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

Our Line up Code

- Walk to your place or position in the line
- Leave a person space
- Keep hands and feet to yourself
- Keep quiet and still

Our Listening Code

When an adult raises their hand I:

- Raise my hand
- Stop what I am doing
- Look at the adult
- Keep quiet and still
- Listen

Activities Not Permitted

- "Play" or "Fun" fighting/ wrestling
- Bull dog" or other games used as an excuse for overly physical contact
- More than 3 games of football at any one time
- Climbing on/jumping the barriers/fences/walls/benches
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering
- Bringing own play equipment from home

Areas out of Bounds

- All grassed areas/tyres in unsuitable weather
- Ramp/sides of the buildings
- Toilets (unless for proper use)
- In suitable weather conditions the field may be used at Mid-Days. This is the decision of staff on duty.

3. Rewards and Sanctions

- All staff should be fully aware of playtime procedures, rules, sanctions and rewards (see Behaviour Policy) and apply them consistently.
- Supervisors' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.

Rewards

- Each class can be rewarded with jigsaw pieces or individual bees which are "class points". Rewards for good behaviour at playtimes and Mid-Days include the awarding of additional class points.
- Classes are awarded half termly class privilege when they collect 100 jigsaw pieces and can gain extra added rewards for further milestones achieved. Examples: A class undertaking a space topic can design and hold a space party at the end of the term. Visit to the park, cinema afternoon with added treat of popcorn etc.

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 exclusion at lunchtime.

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 warning, do you understand?"

FROM THIS POINT GIVE NO MORE WARNINGS: APPLY SANCTIONS

Step3

- Isolate the child by holding the child's hand [KS1] or send to a "calm down area" [KS2] in order to reflect and calm down. No longer than 5 minutes and visual supervision must be maintained.

Step 4 - Treat as "Unacceptable Behaviour"

- For continued misdemeanours on the same day class teachers will be informed either verbally or using behaviour slip which must be dated. Following an investigation the child will be placed in the blue behaviour book.
- For persistent misdemeanours parents will be informed [Letter 1] and the child will receive further addition sanctions [see school discipline and anti-bullying policy].
- If there is no improvement the child will have clear targets for Mid-Day behaviour. Parents to be informed of the agreed the targets. [Report Card]
- If the behaviour problems still persist other sanctions will be applied e.g. internal exclusion.
- Any child continuing to present problems after the Report Card / Internal Exclusion maybe off site excluded from Mid-Days.
- The Mid Day supervisor in charge is responsible for informing staff of the need for further sanctions.

Unacceptable Behaviour

Unacceptable behaviour would include:

- Fighting
- Bullying (physical and verbal)

- All incidents that indicate a disrespect regarding gender, disability, race, religion or sexuality
- Vandalism
- Theft
- Verbal/physical assault on adults

All incidents of this type must be dealt with in a more formal way. If behaviour results in physical or verbal abuse towards a teacher/supervisor an "Violence towards Staff" form should be completed and a copy forwarded to the LA.

If physical intervention of any kind is required it should be consistent with our "Use of reasonable force policy" and a "Major incident" record should be completed the same working day.

Other incidents deemed unacceptable behaviour should be recorded in the Serious Incident File.

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 Head/Assistant Headteacher
- Removal from playground
- Class teacher informed
- Parents informed
- Detention/ Mid-Day exclusion
- School exclusion

1. If a child receives three detentions/exclusions in one term and the problem is not resolved, s/he will be excluded from Mid-Days for a minimum of one week and a maximum of two weeks.
2. If the problem persists it may be necessary to involve outside agencies such as behaviour support or educational psychologist.
3. Any child continuing to present problems after three exclusions of one week or more in an academic year will be permanently excluded from Mid-Days.
4. 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

- There are 7 Mid-Day supervisors and 4 members of staff who run Mid-Day clubs.

First Sitting

11:50-12.10 pm – Reception, Y1 - go in first for dinner; all the children wash their hands before entering the hall for dinner. Each class teacher sees their class into the hall and ensures they are calm and orderly. Y2 are brought up to the hall by the Mid-Day Supervisor.

Second Sitting

12.20-12.40 pm –

Y6, Y5, Y4, Y3 is the order for going up to lunch; all pupils must wash their hands before entering the hall. The KS2 Mid-Day Supervisors oversee each class up to the top playground to enter the hall and ensures they are calm and orderly.

After Mid-Day the Duty teachers blow the whistle – 1.13 for KS1 and 1.13 for KS2- and follows procedures for sending the children in.

Dinner Hall Procedures

- There are two dinner sittings organised to reduce congestion and therefore potential problems in the hall and on the playground.
- There is a staggered entry to the hall to avoid lengthy queuing.
- Packed lunches use the tables furthest from the serving hatch.
- Mid-Day 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.
- Class points should be frequently awarded in the dining hall as well as on the playground.

Indoor Mid-Days

- In poor weather, duty staff may decide that children should not go outside at Mid-Day. In such cases all classes should be purposefully occupied with table-top activities, paper and pens provided by the class teacher. Please note no scissors are allowed for health and safety reasons.

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.
- A class rota for football/netball
- Middle of the Playground- ball games.
- Right Side of the Playground- skips, stilts etc.
- Patio- quiet seating area.
- Tyre Park- class rota
- Grass areas if there is no 'r' in the month – May to be considered dependent on weather conditions.

6. Play leaders

- Play leaders operate across Key Stage 1 agree to help children to learn to play co-operatively and prevent bullying, racism and other forms of anti-social behaviour on the playground. They report potential unrest and look after any children.
- Playground monitors are responsible for distributing, collecting and checking playground equipment.

7. Mid-Day Supervisor Training/ Guidance

General Advice

- Treat the children with respect at all times and listen to their needs.
- DO NOT SHOUT if the staff shout the 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 give at least 5 bees 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.

Use agreed phrases/codes

- "Can I have your attention please" when addressing a group.
- "This is a warning, do you understand?" before resorting to sanctions.
- Use hand up as signal for children to listen.
- 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 Assistant Headteacher or most senior staff member available should be called.
- The DfE - [Use of Reasonable Force Guidelines](#) 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.
- If any Mid-Day Supervisor is subjected to verbal or physical assault, the Head or Assistant Headteacher should be informed immediately. The member of staff concerned should complete a "Violence towards staff" form the same working day and forward a copy to the LA.

Toilets and Hand Washing

- All children to go to the toilet when they leave class and wash their hands before their lunch.
- All children have the opportunity to use the KS1 toilets either before, during or as they leave the dining hall in the top building.
- Children may access the toilets in school by requesting a pass from the Mid-Day Supervisor outside on each playground.
- KS1 – Reception toilets (in order to allow KS2 children to use the toilets in Year one area.
- KS2 – During lunchtime either the lower junior toilet passes from the middle playground or upper junior toilet passes from the bottom playground.

Accident and Injury

- First aid boxes are stored in both departments 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.
- Major injuries should be reported to the Head or Assistant Headteachers as soon as possible.

- Red Spot Cards can be used in an Emergency to get an immediate response from staff in school.
- 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.

The Role of the Class teacher

With the exception of the Head and Assistant Headteacher, teachers are not required to perform Mid-Day 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 mid-day behaviour;

- All members of staff must keep the needs and care of all our children as a constant priority throughout the day, regardless of time or place e.g. when walking around the school, resolving difficulties between children.
- 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 Mid-Day supervisors and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping Mid-Day supervisors informed of any children with problems or who are experiencing particular difficulties.
- Checking the Serious Incident File [Blue Sheets] 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.
- Running Mid-Day clubs to support children with behavioural difficulties [attachment issues etc.]
- Ensuring the Class of the Week has high status, that children strive to achieve it, and that successful classes are always rewarded.

Written: April 2014

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Next Review: September 2015

[School Discipline and Anti-Bullying Policy](#)

[Use of Reasonable Force Guidelines DfE 2012](#)

[Equality Policy](#)

[Intimate Care Policy](#)