



# Lunchtime Policy

Date Reviewed: 30<sup>th</sup> June 2015

# Greenside Primary School

## Lunchtime Policy

### 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 Greenside 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 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, 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 Ball Play and Quiet Areas
6. Organised Lunchtime Activities and Clubs
7. Lunchtime Supervisor Training/ Guidance
8. The Role of The Teacher

#### 1. Regular Communication

Efficient communication between supervisors and teachers is assured through the use of the 'Playground Incident Book' (one per Key stage) as well as regular meetings and verbal exchange.

All staff on playground duty use the Playground Incident Book at playtimes and dinner times. 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 senior manager on duty and ensures the reporting of incidents to class teachers. She monitors the 'Playground Incident Book' weekly on a Friday afternoon and informs staff of the need for further sanctions.

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### 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/ quiet room the children must eat their lunch and then report to the designated club handing over their pass. In the case of the quiet room children's names are on a list provided for quiet room supervisors. The only exception to this rule is monitors with a specific task not requiring supervision i.e. office monitors, playground buddies.

### Areas out of Bounds

- All grassed areas in unsuitable weather including Adventure Playground
- Classrooms and corridors
- 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. And the field must be risk assessed and clear of any hazards before children are allowed on. The football pitch Rota must be followed and adhered to. This avoids accidents and children feeling they have been treated unfairly.

### Activities Not Permitted

- "Play" or "Fun" fighting/ wrestling
- "Bull dog" or other games used as an excuse for overly physical contact
- More than 1 game of football on a pitch
- Climbing on/jumping walls/benches/bins etc.
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering
- Bringing own play equipment from home

### 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
- Face the front

### Our Listening Code

When an adult asks for my attention or I hear the tambourine I:

- Stop what I am doing
- Empty hands/show me ten
- Look at the adult
- Keep quite 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. The "Playground Incident Book" needs to be taken out every playtime to record the application of these procedures and track the behaviour of individuals.

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

#### 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. Poor behaviour results in the loss of class points. Individuals as well as the whole class can be awarded or lose class points. Results are announced in Friday assembly and the class with the highest score receive the "Class of the Week" trophy, an extra playtime and get to use the adventure playground and football courts on Thursday and Friday.

#### 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: Time Out A

- Isolate the child by asking them to stand against the wall in order to reflect and calm down. No longer than 5 minutes and visual supervision must be maintained.
- Child loses a class point.
- Record child's name and reason for losing a class point in the Playground Incident Book.
- Explain that the child may regain the lost point with improved behaviour.

**IF THE CHILD CONTINUES TO DISPLAY UNACCEPTABLE BEHAVIOUR MOVE TO STEP 4.**

**IF THE CHILD MODIFIES THEIR BEHAVIOUR GIVE BACK THE CLASS POINT**

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### **STEP 4: Time Out B**

- Escort child to senior manager on duty.
- Record Time Out B in 'Playground Incident Book'.
- Child loses a class point.
- Loss of rest of lunchtime or following day.
- Teacher informed.

*IF THE BEHAVIOUR OCCURS TWICE IN ONE WEEK MOVE TO STEP 5*

### **STEP 5: Lunchtime Detention (5 days)**

- Loss of all lunchtimes for a week
- Parents informed by letter

*IF THE BEHAVIOUR REOCCURS ON RETURN TO PLAYGROUND MOVE TO STEP 6*

### **STEP 6: On Report**

- If there is no improvement the child will go 'On Report' with clear targets for lunchtime behaviour expectations.
- Parents to attend a meeting with a senior teacher and agree the targets.

*If targets are achieved (2 consecutive weeks) review with child and parents and remove from report.  
If Report failed, move to step 7.*

### **STEP 7: On Contract**

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

*If behaviour improves return to Report. If not move to step 8*

### **STEP 8: lunchtime exclusion (2 days)**

- Parents will be asked to supervise their child during the lunchtime period for 2 days.
- Children entitled to free school meals will eat their meal in the hall before leaving the premises.

*If behaviour improves return to Report. If not move to step 9*

### **STEP 9: lunchtime exclusion (one week)**

- Parents will be asked to supervise their child during the lunchtime period for 1 week.
- Children entitled to free school meals will eat their meal in the hall before leaving the premises.

*If behaviour improves return to Report. If not move to step 10*

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### **STEP 10: lunchtime exclusion (up to 12 weeks)**

- Parents will be asked to supervise their child during the lunchtime period for the rest of the term.
- Children entitled to free school meals will eat their meal in the hall before leaving the premises.

*If behaviour improves return to Report. If not move to step 11*

### **STEP 11: Permanent lunchtime exclusion**

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

### **Unacceptable Behaviour**

In all cases of unacceptable behaviour supervisors should move straight to STEP 4. 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.

- If behaviour results in physical or verbal abuse towards an adult an "Assault" form should be completed and a copy forwarded to the LEA.
- All racist incidents must be recorded on the 'racist incident' form and forwarded to the LEA.
- If physical intervention of any kind is required it should be consistent with our "Use of Force Policy" and an "incident" record should be completed the same working day.

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

Sanctions available:

- Referral to Head/Deputy Headteacher
- Removal from playground
- Class teacher informed
- Parents informed
- Detention/ 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 or educational psychologist.

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### **4. Routines/ Roles**

There are 17 lunchtime supervisors and 1 senior lunchtime supervisor. Supervisors are attached to particular classes or year groups. They are responsible for collecting their classes from classrooms at the beginning of the lunchtime period, escorting them to the hall or playground, supervising hand washing, cutting up food, cleaning tables etc.

#### **Dinner Hall Procedures**

- Children are escorted to the toilets to wash hands and then into the hall and supervised by their supervisor until the next class enters. Supervisors then move into the playground.
- Reception children take their seats upon entering the hall.
- Phase 1 and Phase 2 children enter the hall through the side door next to the Phase 1 toilets and are counted in 6 children at a time for safety reasons.
- Children wash their hands before entering the hall.
- Packed lunch children collect their lunch from their lockers and eat in the classroom nearest the playground.
- Children walk around the back of the hall to the serving hatch to collect their lunch.
- Phase 1 and Foundation Stage children are served a drink at their table.
- Phase 2 children collect drinks from the hatch.
- A rota ensures that each Phase 2 class take turns at having first choice of lunch.
- Lunchtime supervisors continuously circulate assisting children and watching behaviour.
- Children raise hands to gain attention; shouting out should be ignored.
- Phase 2 children exit the hall via the resource area door.
- Phase 1 children exit the hall via the door nearest Foundation Stage.
- Class points/merits should be frequently awarded in the dining hall as well as on the playground.
- Phase 2 children may volunteer to assist with stacking chairs etc. at the end of the sitting. They should be thanked and rewarded for this and never taken for granted or told to do it.

#### **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.

### **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.

#### **Phase 2 Playground (Left hand side area)**

- Football/ Invasion Games on pitch only. Daily Rota to be adhered to.
- One game only, staying within the marked court areas and playing towards the goals.
- Selection of playground equipment for use on lower part of playground.
- When Phase 1 have gone in Phase 2 may use their pitch (Rota to be adhered to)

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### **Phase 1 Playground** (right hand side area)

- Football/ Invasion Games on pitch only. Daily Rota to be adhered to.
- One game only, staying within the marked court areas and playing towards the goals.
- Selection of playground equipment for use on lower part of playground.
- Phase 1 children may use Phase 2 pitch prior to Phase 2 coming out to play but must be supervised.

### **Adventure Playground**

Daily Rota to be adhered to

Supervised at all times

Safety rules followed

Weather dependent

### **Phase 2 Playground** (bench area)

Quiet zone

Children may read or bring out a board game from wet play resources

### **Field (Year 6 Only)**

Weather dependent

Must be thoroughly risk assessed before use

Only centre of field to be used

Must be supervised at all times

### **Foundation Stage**

Foundation Stage children use their own outdoor play area

Certain play equipment (bikes & climbing frame) are out of bounds at lunchtime

'School Council Playground Monitors' are responsible for distributing, collecting and checking playground equipment.

### **Front Playground**

This is used by children who attend lunch group. This has a high staff / pupil ratio and is mainly but not exclusively those children who find large group situations difficult. A range of equipment is available as well as a safe ball area.

## **6. Lunchtime Clubs**

Each teacher in KS1 and KS2 awards 2 passes for Rainbow Club each day. Passes are awarded for behaviour, attitude or effort in lessons and ensures every child has the opportunity of attending a club. Children with a pass go to the front of the dinner queue and then can spend the rest of lunchtime at the club or split their time between the club and playground. Both clubs are supervised by teaching assistants.

The quiet room is a lunch club for children who find the dinner hall experience difficult. Children are identified by the SENCO and can choose to eat in the hall or the quiet room.

## 7. Lunchtime Supervisor Guidance

### DO NOT SHOUT

- The children will only shout louder!
- Shouting is a sign that you have lost control.
- Use a quiet but firm 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 class points 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 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 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 Time Out, the Head/Deputy should be sent for. If unavailable, the most senior staff member available 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 Headteacher should be informed immediately.

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The Headteacher should be informed immediately if a child is found to be missing at lunchtime and the lost child policy invoked.

If any Lunchtime Supervisor is subjected to verbal or physical assault, a senior manager should be informed immediately. The supervisor concerned should complete an "assault" form the same working day and forward a copy to the LA.

### **Accident, Injury and Illness**

First aid boxes are stored in all departments for the treatment of minor injuries. A lunchtime organizer in each Key Stage and a number of other staff are all named first aiders who are available at lunchtimes if thought to be necessary. Minor scrapes should not be sent to the school office. Only the Headteacher, Deputy or Assistant Headteacher can make the decision to send a child home. Major injuries should be reported to the Head or Deputy as soon as possible.

All injuries need to be entered in the "Accident Book" which is located in the first aid boxes. Children are given a note to inform parents of any injury and treatment received, especially if the accident involved a bump to the head (note always sent for head injuries). A Local Authority accident form should be completed in the case of any accident requiring a child to go to hospital, have a day off school or any broken bone.

Where there are serious concerns about the health of a child staff should not hesitate in calling for medical assistance. It is better to be safe than sorry!

Lunchtime organizers should familiarize themselves with the health care plans for any children in their care who have a medical condition and be aware who is on the asthma register.

### **8. The Role of the Class teacher**

With the exception of the Head and Deputy, teachers are not required to perform lunchtime supervision duty. In their absence a member from the senior leadership team will have volunteered for 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 Incident Book regularly and following up entries with the children concerned.
- Rigorously applying the rewarding or removal of class points.
- Ensuring the Class of the Week has high status, that children strive to achieve it, and that successful classes are always rewarded.

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- Using circle-time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.
- Running lunchtime clubs.