

Lunchtime Behaviour Policy



Approved by:	
Date approved:	November 2022
Date of next review:	September 2024

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 welfare staff and treat them with the same respect as other adults in the school.

Related documents: Behaviour Policy, Anti-Bullying 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 welfare staff 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 or SLT.

The School Business Manager (line manager) will meet with all welfare staff to discuss areas of concern and check the implementation of the policy and procedures at least once every half term. The School Business Manager gives feedback to SLT.

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

On our playground

*We treat everyone as a friend
We look after each other
We take pride in our play equipment
We respect each other's views
We follow instructions quickly and quietly*

(chosen by the School Council)

Other Procedures include:

- Pupils must stay on the playground in full view of the duty staff
- 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.
- 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 the nurture room with adult supervision and an activity to do.
- Pupils are encouraged to "go and tell" if they are unhappy about another pupils' behaviour towards them.

Areas out of Bounds:

- All grassed areas in unsuitable weather
- Forest School
- The allotment area
- Fencing
- Garden or planters
- Behind bushes/trees
- Around the side of the school
- Car park

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 1 games of football at any one time on the red zone
- Climbing on/jumping the benches or in the poppy shelter
- 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
- Put my hand up in the air just as the adult is doing
- 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 and apply them consistently.

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

Rewards:

Stickers, raffle tickets/ dojo points 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.

Misdemeanours:

If a minor infringement occurs:

Step 1

- Give a polite but firm request to stop. Point out why the behaviour is not acceptable. Consider ways to diffuse the situation such as separation, close supervision, distraction etc.

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

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

- Record incident in daily record book

For regular misdemeanours, teachers will be informed.

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

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.

Unacceptable Behaviour:

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 a teacher/lunchtime supervisor, the member of welfare staff should complete the recording form for unacceptable behaviour (see Appendix 1). This form needs to be given to the School Business manager who will update CPOMs and in consultation with SLT, decide what further action should be taken.

If behaviour includes racist or homophobic abuse the Appendix 1 form should be completed by the member of welfare staff and given to the Headteacher or Deputy Headteacher, responsible for monitoring, recording and reporting such incidents. Incidents of racist or homophobic abuse are reported to governors each term.

If behaviour in any way gives rise to suspected or potential child abuse (i.e. sexualise language, behaviour, assault, etc.) the Headteacher (DSL), Deputy Headteacher or Pupil WellBeing Co-ordinator must be informed on the same working day. The member of welfare staff should complete the recording form for Safeguarding Concerns (see Appendix 2.)

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 SENDCo, Deputy Head, or Headteacher (in this order).

Sanctions available:

- Referral to Pastoral Lead/SENDSCO / Deputy Head/Headteacher
- Removal from playground to the Nurture Room under adult supervision
- Class teacher informed
- Parents/carers informed
- Lunchtime exclusion
- School exclusion

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

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:

Key Stage 2:

Year 5 and Year 6 will have their school dinner at 12 noon. They should wash / gel their hands before lining up to walk into the school hall.

VIPs may line up first (their privilege) for lunch. Children have chosen their school dinners from home. A member of welfare staff will have the lunch choice list and stand by the serving hatch to remind children and kitchen staff what their choice is. Dinner numbers are checked off. (Try to avoid too many children queuing - no more than 10 at a time).

Those children who bring a packed lunch to school will also eat their lunch in the hall.

- Good table manners are encouraged at all times. Children are requested to use knives and forks correctly. Gentle reminders and praise should be given to the children.
- 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.

In the hall, children should be encouraged to ask to leave the table before taking their trays to the collection table and waste is scraped into the bin.

Children eating packed lunches need to wait politely for everyone to finish.

VIPs are announced for the following day. 2 children are chosen from each table in the hall (school dinners only). These children will have shown particular good table manners, used cutlery correctly and shown respect to adults during lunch time. As a reward the children are allowed to collect their lunch first the following day.

Children will line up in the hall, one class at a time. Those children with a packed lunch box will put it away and then join the class line. A member of welfare staff must accompany the class to the playground. Children are expected to walk down the path to the playground.

Year 3 and Year 4 pupils will play outside at 12 noon. At 12.20pm the whistle will be blown. Children line up sensibly and a member of welfare staff will accompany children to their classroom. Children need to wash hands and those children on packed lunch will collect their boxes. Children will walk quietly into the hall and find their dinner place.

Once Year 3 and Year 4 children have finished their dinners a member of welfare staff for each class will ask children to line up and they will return to their classroom remaining under supervision of a welfare assistant until the class teacher arrives.

At the end of the lunch period the teacher for each Yr 5 / 6 class arrives on the playground. A whistle is blown and the lead member of welfare staff asks the children to line up. Teachers take their classes into school.

Welfare Staff should then ensure the record book is completed and given to the School Business Manager before leaving school.

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.

Each member of welfare staff is allocated a class to supervise during wet play.

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.

Red Zone: Football can be played one half in this zone .

A rota is in place so each class can have a turn in this zone.

There should always be a member of staff supervising children in this zone.

Blue Zone: There is gym equipment in the blue zone for children to use. There are also painted floor markings which encourage play from children.

Yellow Zone: This zone includes a trim trail and tyres for children to play on. Children can also use play equipment in the yellow zone.

Poppy Shelter: This is a quiet zone where children can sit to enjoy peace and quiet. Children are not allowed to climb up in the Poppy Shelter or play tig. This is a calm area for children.

6. Play leaders:

Pupil volunteers from Year 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 cap. They also assist with the younger children, helping with coats, playing games etc. but **must never be left to supervise children alone.**

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

7. Welfare Staff Guidance:

General Advice:

DO NOT SHOUT

- Our 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.

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 rewards 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.**

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 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 the Nurture Room, a member of SLT should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. The 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, SLT 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 kits should be collected each day and taken outside for the treatment of minor injuries. Trained first-aiders wear a high visibility jacket for clear identification. A first aider will always be available at lunchtimes to deal with minor injuries.

All injuries need to be recorded. Children are given a sheet from the accident record 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 or procedures should be reported to the Headteacher, Deputy Head or member of SLT immediately. Any minor faults or potential hazards should be reported to the Business Manager or Caretaker the same working day.

The Role of the Class teacher:

With the exception of the Headteacher and Deputy Head, 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 welfare assistants 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 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. This is also discussed at home when parents and children choose food for the week and book online.
- 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.
- Being on time to collect the class from the playground and class to start learning on time.

Written:

September 2021

Next Review:

September 2022

Appendix 1

Draft Recording Form for Unacceptable Behaviour

Staff, volunteers and regular visitors are required to complete this form and pass it the School Office

Information Required	Enter Information Here
Full name of child	
Date of birth	
Class/tutor group/form group	
Your name and position in the school	
Type of unacceptable behaviour: <ul style="list-style-type: none">• Fighting• Bullying (physical / verbal)• Racial abuse• Vandalism• Theft• Verbal abuse / physical abuse towards adults <p><i>Please note what you saw, who else was there, what did the child say or do and what you said.</i></p>	
Time & date of incident:	
Name and position of the person you passing this information to?	
Your Signature & date	

Appendix 2

Draft Recording Form for Safeguarding Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to any of the schools Designated Safeguard Leads, Head Teacher, Deputy Head Teacher, SendCo, Pupil Wellbeing Co-ordinator, if they have a safeguarding concern about a child in our school.

Information Required	Enter Information Here
Full name of child	
Date of birth	
Class/tutor group/form group	
Your name and position in the school	
<p>Nature of concern/disclosure</p> <p><i>Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.</i></p> <p><i>[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]</i></p> <p><i>[Make it clear if you have a raised a concern about a similar issue previously]</i></p>	
Time & date of incident:	
Name and position of the person you passing this information to?	
Your Signature	
Time and date form completed	

Older Child

Body Map

