



Formally Approved 12/10/16

# **Lunchtime and Playtime Policy**

## ST OSWALD'S CATHOLIC PRIMARY SCHOOL Lunchtime/Playtime 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 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 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 Play and Quiet Areas
6. Playground Pals/Pupil Monitors
7. Organised Lunchtime Activities and Clubs
8. Lunchtime Supervisor Training/ Guidance

#### 1. Regular Communication

Efficient communication between supervisors and teachers is assured through the use of the "Playground" and "Incident" book as well as regular meetings and verbal exchange.

All staff on playground duty use the Playground Book at playtimes and dinner times. It provides a written record of rewards and sanctions for misdemeanours.

A lunchtime supervisor oversees the work of others, ( the lead supervisor will work on a rota each term) ensures effective communication, acts as the main contact point with the behaviour manager and ensures the reporting of incidents to class teachers. She monitors the playground book and incident book and informs staff of the need for further sanctions.

The lunchtime supervisor in charge meets with the Head or Assistant Head at least weekly to keep everyone fully informed of events and discuss any problems arising.

The head meets with all lunchtime 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.

## Lunchtime Policy

- 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 yard until the member of staff leading the activity is ready to collect them in person.
- The school operates a lunchtime reward club. This can take place in the IT suite or library. If a teacher chooses to reward children with lunchtime club it is their responsibility to accompany them to the area, ensure that there is adult supervision (normally the head, assistant head or TA) and hand over supervision.
- 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.
- If a child is ill or parents have requested that they are absent from the yard for a limited period, the child may join the lunchtime club. If unsuitable the child may stay in the Reception area outside the Head's room with a friend or with the teacher in the classroom.

### Areas out of Bounds

- All grassed areas in unsuitable weather
- Car park and areas outside the school gates (unless supervised)
- Toilets (unless for proper use)

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
- More than 3 games of football at any one time
- Climbing on/jumping the benches/planters
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No 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 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 me five
- Look at the adult
- Keep quite and still

## Lunchtime Policy

- 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 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.

Results are announced in Thursday assembly and the class with the highest score at KS1 and KS2 receive the "Class of the Week" trophy and a class treat such as access to lunchtime clubs.

If any class wins the trophy for three consecutive weeks they receive a shield to keep for the rest of the academic year.

Also awarded are "Class of the Term" and "Class of the Year".

#### 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. Point out why the behaviour is not acceptable.

##### Step 2

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?" Consider ways to diffuse the situation such as separation, close supervision, distraction etc.

FROM NOW ON GIVE NO MORE WARNINGS: APPLY SANCTIONS

##### Step3

- Isolate the child on the wall in order to reflect and calm down for 5 minutes during which regular visual supervision must be maintained.
- Child loses a class point.
- Record child's name and reason for losing a class point in the Playground Book.
- Explain that the child may regain the lost point with improved behaviour.
- If the child has not calmed down or is argumentative, do not become involved in an argument, allow the child another 5 minutes and say you will return again.

##### Step 4

- Treat as "Unacceptable Behaviour"

For regular misdemeanours (i.e. 3 or more points lost in a week), teachers will be informed and the child will receive additional sanctions such as loss of playtimes.

For persistent misdemeanours (i.e. points lost over several weeks), parents will be informed and the child will receive further addition sanctions such as loss of playtimes, after school activities etc.

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

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

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

The lunchtime supervisor in charge is responsible for monitoring the Playground Book daily and informing staff of the need for further sanctions.

### 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.

The child should be issued with the appropriate 'Policy Reminder' letter to inform parents of their child's behaviour. A copy should be given to the teacher to be retained in the child's Mentoring File (Attitude section).

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

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

If physical intervention of any kind is required it should be reported immediately to the head teacher/assistant head.

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 head teacher/assistant head teacher informed 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.

**If there is any doubt as to how to respond to a particular incident, seek advice from the head or assistant head.**

Sanctions available:

- Referral to Head/Assistant Head
- Removal from playground
- Removal from the Dining Room
- Class teacher informed
- Parents informed
- Detention/ lunchtime exclusion
- School exclusion

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If a child receives three dining room/playground 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.

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

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 5 lunchtime supervisors.

#### **1<sup>st</sup> sitting**

**12.00pm to 12.30pm (Key Stage 1 and Year 3)**

#### **2<sup>nd</sup> sitting**

**12.15-1.00pm (Key Stage 2)**

General duties of Midday Assistants:

- Help with toileting/handwashing and supervising children to the dining hall.
- When children are moving around the school, avoid congestion and follow the guidance for "movement around the school" (see Behaviour Policy).
- Supervise children in the dining hall: collecting lunches, cutting up food, distributing drinks etc.
- Circulate the hall ensuring maximum visual overview.
- Direct children to seats filling gaps at tables.
- Escorting children in and out of the dining hall.
- Cleaning tables and chairs to create available spaces for children.
- Supervise children in cloakrooms and help children to put on coats.
- Ensuring children are not left inside the school building without permission.
- Supervise children on the playground.
- Encourage playtime games.
- Attending to First Aid.
- Lining up the children following the "Line-Up Code" (see Behaviour Policy). Any child not following the "Line-Up Code" should be sent to the back of the line.
- Ringing the bell and preparing the children in their lines for the arrival of their teachers at 1pm.
- Reporting playground incidents and First Aid to the appropriate teacher(s).
- Cleaning of the dining room chairs/tables.

### **Dinner Hall Procedures**

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

Sitting 1: R, Y1, Y2 and Y3

Sitting 2: Y4, Y5 and Y6

- Each child has a seat and can be directed to fill gaps in the dining room (care must be taken not to isolate children from friends or their class unless for behaviour issues).
- Large queues at the serving hatch should be avoided.
- A rota ensures that each class take turns at having first choice of lunch.
- Lunchtime supervisors continuously circulate assisting children and watching behaviour.

## Lunchtime Policy

- 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 and smiles should be frequently awarded in the dining hall as well as on the playground.
- Children must take responsibility for clearing away table rubbish and removing and clearing their own trays and tables.

### 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.

#### KS1 Playground

Train, football area and benches

#### KS2 Playground

Football area, basketball hoops and benches.

Infant and junior children have a variety of lunchtime/playtime apparatus.

#### Quiet Zone

Top of infant playground large seating area for both Infant and Junior children.

### 6. Playground Pals/ Pupil Monitors

Pupil volunteers or "Playground Pals" across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They report potential unrest, include isolates in activities and look after any children sitting on the "friendship bench". They are identified with a special yellow tunics and caps.

Y6 children act as table monitors for Infant children, serving drinks, clearing trays etc. They also assist with Infant duty, helping with coats, playing games etc., but must never be left to supervise children alone.

### 7. Lunchtime Supervisor Training/ Guidance

#### General Advice

#### DO NOT SHOUT

- The staff don't 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, 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 each per day.

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- 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. Two members 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 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 isolation, the Head should be sent for. If unavailable, the Assistant Head Teacher or most senior staff member available should be called.

If physical intervention is ever 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.

### Accident and Injury

A First Aid box is stored in the infant corridor 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. A first aider will always be available at lunch times to deal with minor injuries.

Major injuries should be reported to the Head or Assistant Head as soon as possible.

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.

Any major faults or severe hazards with equipment, plant or procedures should be reported to the Head immediately. Minor faults or potential hazards should be reported to the Maintenance Officer of Health and Safety staff at the school the same working day.

### The Role of the Class teacher

With the exception of the Head and Assistant Head, 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.

## Lunchtime Policy

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 Book and Incident Book regularly and following up entries with the children concerned.
- Ensuring the Class of the Week has high status, that children strive to achieve it, and that successful classes are always rewarded.
- Using circle-time, drama and PSHE to explore themes such as bullying, self –esteem and resisting peer pressure.
- Running lunchtime clubs.

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