



**BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY**  
**Lunchtime Policy and Procedures**

## **Lunchtime Procedures**

### **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 play leaders and treat them with the same respect as other adults in the school.

### **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. Pupil Monitors/Bishop Buddies/ Mini Leaders
7. Organised Lunchtime Activities and Clubs
8. Lunchtime Supervisor Training/ Guidance

#### **1. Regular Communication**

- Efficient communication between play leaders and teachers is assured through the use of the verbal exchange at handover and TABs (Think about Behaviour) which are fed back to the duty member of SLT.
- Incidents are recorded in play leaders notebooks and discussed with the duty member of SLT at the end of lunch time.
- The Senior Playleader oversees the work of others, ensures effective communication, acts as the main contact point with the Head Teacher/SLT and ensures the reporting of incidents to class teachers.
- The Senior Playleader in charge meets with the duty member of SLT daily to keep everyone fully informed of events and discuss any problems arising.
- The Head of School meets with all play leaders 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.

- At the end of lunch time the first whistle signals end of play with equipment. All children should help to clear away.
- 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 start.
- Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'. Children receive 'Trusted pupil status' cards from the Head, Deputy Head or LBP. This status entitles children to stay indoors if they wish to.



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

### Lunchtime Policy and Procedures

- 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 playground for a limited period, the child may stay in the Library with a friend.
- Careful consideration must be given to the choice of monitors. They should be trustworthy and coded 'green' for behaviour and attitude.

#### **Areas out of Bounds**

- All grassed areas in unsuitable weather
- Trim Trail in unsuitable weather
- 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
- Climbing on/jumping the benches
- Hanging/swinging on trees and perimeter fencing
- Bringing own play equipment from home
- Littering
- Running and playing in the Memorial Garden.

#### **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
- Look at the adult
- Keep quite and still
- Listen



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY Lunchtime Policy and Procedures

### 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 notebooks and TABs need to be taken out every lunchtime to record the application of these procedures and track the behaviour of individuals.

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

#### Rewards

##### 1) Whole School Reward System: 'Smileys'

As well as the rewards listed above the school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'.

**Once awarded, a Smiley can never be deducted** (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Smiley (recorded on class chart)
10 Smileys	Teacher commendation: (recorded on individual achievement card)
100 Smileys	Bronze Award
200 Smileys	Silver award
300 Smileys	Gold award

- All awards will be presented in whole school assemblies.
- Commendations and awards are recorded on each child's individual 'Good Behaviour Card'. The card may be taken home in order for parents and teachers to exchange comments on progress, but responsibility and care of the record rests with the child.

A 'smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. 'Smileys' will also be placed in given positions around school. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY Lunchtime Policy and Procedures

### 2) Team Points

Children throughout school are placed in 3 teams to encourage a sense of belonging and co-operation with others.

Rewards for good behaviour at in class, playtimes and lunchtimes include the awarding of team points.

Results are announced in 'Going for Green' celebration assembly, the winners at the end of each half term receive an extra playtime.

### 3) Attitude Awards

At the end of the week children can be nominated by the Lunch time staff for:

- Displaying good manners.
- Displaying a caring attitude towards others.

The Play leader supervisor will complete the certificates and put on the Head Teachers desk. These will be presented in the 'Going for Green' Celebration Assembly.

### 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 TABs, which could lead to cards.

#### 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, ***"I am giving you a TAB 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**

##### Step 3

- Send the child in for 5 minutes (by staffroom), alert play leader supervisor.
- 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"
- Send to Head or SLT member on duty.

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.

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.



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY Lunchtime Policy and Procedures

The play leader supervisor in charge is responsible for monitoring the notebooks and informing the Head or SLT of incidents daily.

### 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 abuse it should be reported to the Head of School immediately

If behaviour results in physical or verbal abuse towards a teacher/supervisor, an "Assault" form should be completed.

If physical intervention of any kind is required a "Major incident" record should be completed the same working day.

If behaviour in any way gives rise to suspected or potential child abuse (i.e. sexualised language, behaviour, assault etc) a Safeguarding Record (staffroom notice board) must be completed as soon as possible and handed to the Head Teacher or Deputy Head.

Other incidents deemed unacceptable behaviour should be recorded in the playleader 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 duty member of the SLT.**

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

The lunchtime staff consists of 5 Playleaders (including a Senior Playleader), 1 duty TA and a duty member of the SLT. A member of the SLT is on duty every day.

- The Playleaders are responsible for playing with the children and supervising their play. One Playleader will be responsible for First Aid. One Playleader will be located in the hall on a rota



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

### Lunchtime Policy and Procedures

basis and will be responsible for monitoring the children in the hall and dealing with any issues which arise.

- The Senior Playleader oversees the Playleader team
- The duty TA will assist with the monitoring and movement of the children- specifically ringing the bell, bringing children into school and getting them into the hall. When this is complete, they will assist the duty member of the SLT with the monitoring of children inside and outside the building.
- The duty member of the SLT will oversee all aspects of lunchtime and will deploy themselves flexibly to respond to any issues which arise. They will attend the end of lunchtime meeting.

If a play leader is absent the supervisor will inform the head and he will advise on alternative arrangements.

#### **Outside Play**

Time	Task	Staff
11.50	Setting up play equipment.	Playleaders, overseen by Senior Playleader.
12.00	Monitor Y2 children outside.	2 Playleaders
	Take Reception children to hall and monitor the line.	1 playleader
	Oversee the children in the hall (joins the other staff outside when the hall is clear.)	1 playleader
12.05	Take Y1 children to hall and monitor the line.	1 playleader
12.10	Take Y2 children to hall and monitor the line.	Duty TA
12.10	Lead play with children outside.	4 Playleaders
	Ring bell for each class and bring into school, monitor handwashing and bring children into the hall. Monitor the line and bring next class in when required. Check for any children who have not gone into lunch who may be on detention, in a club or TPS.	Duty TA
	Monitor all children around school.	Duty SLT
12.55	Whistle sounds for equipment to be collected in by the shed.	Senior Playleader
1.05	Children are told to come into school.	Senior Playleader followed by other staff.
	Children settled into each class by staff member.	6 duty staff
1.10	Tidy up equipment.	4 Playleaders
	Playleader in hall to assist with clearing hall furniture	1 Playleader
1.20	End of lunchtime feedback meeting.	Playleaders and duty SLT

#### **Wet Play**

Time	Task	Staff
11.50	Setting up trolleys.	Playleaders, overseen by Senior Playleader.
12.00	Monitor Y2 children in class.	1 Playleader
	Take Reception children to hall and monitor the line.	1 playleader
	Oversee the children in the hall (joins the class which has been doubled up when the hall is clear.)	1 playleader



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY

### Lunchtime Policy and Procedures

12.05	Take Y1 children to hall and monitor the line.	1 playleader
12.10	Take Y2 children to hall and monitor the line.	Duty TA
12.10	Lead play with children in class.	4 Playleaders and Duty TA
	Bring Children into line, monitor handwashing and bring children into the hall. Monitor the line and bring next class in when required. Check for any children who have not gone into lunch who may be on detention, in a club or TPS.	Duty SLT
	Monitor all children around school	Duty SLT
1.00	Playleaders and children tidy up the equipment.	4 Playleaders and Duty TA
	Children settled into each class by staff member	6 duty staff
1.10	Tidy up equipment trolleys.	4 Playleaders
	Playleader in hall to assist with clearing hall furniture	1 playleader
1.20	End of lunchtime feedback meeting.	Playleaders and duty SLT

### Dinner Hall Procedures

Classes including Day Care/Nursery are brought in on a rota. Early Years and Key Stage 1 from 12.00 and Key Stage 2 from 12.10pm. Monitors help younger children and are allowed to have an early lunch. Children who attend lunchtime clubs may need to go for their lunch early. Teachers are responsible for informing the Kitchen and dining hall staff.

- Lunchtime staff continuously circulate assisting children and watching behaviour.
- Children raise hands to gain attention; children shouting out will be reminded not to.
- Team points and 'Smileys' should be frequently awarded in the dining hall as well as on the playground.
- Lunchtime pupil monitors are volunteers and should receive regular thanks, praise and reward.

### 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. 'Trusted Pupil Status' still applies.

### 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.

- Both trim trails can be used by all children at lunch times unless the weather is judged to make it unsafe.
- The field is used in warmer and drier weather.
- The Memorial garden is a 'no play' area.



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY Lunchtime Policy and Procedures

### 6. Bishop Buddies, Mini Leaders and Monitors

Bishop Buddies across both Key Stages agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They report potential unrest and include isolates in activities. They are identified with a special red tunics and caps.

Mini Leaders across both Key Stages organise and lead activities for the children. They are identified with a special yellow tunic.

Y6 and Y5 children act as dining hall monitors for Infant children, serving drinks, clearing trays etc. but must never be left to supervise children alone.

### 7. Lunchtime Supervisor Training/ Guidance

#### General Advice

#### DO NOT SHOUT

- 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.
- 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.

#### Use agreed phrases/codes

- "This is your final warning, do you understand?" before resorting to sanctions.
- Use Listening/Line up codes.





## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY Lunchtime Policy and Procedures

- 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 duty member of the SLT should be sent for.

If a child should run out of school for whatever reason, staff should not overreact. The duty member of the SLT 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 duty member of the 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 boxes are stored in the First Aid Room for the treatment of minor injuries. All play leaders carry basic first aid equipment on them and there is a designated first aider on duty every day. Major injuries should be reported to the Head or Deputy 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. Teachers should also be informed verbally.

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 Site Supervisor the same working day, via the book in the Main Office.

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

With the exception of the Head of School and Assistant Head, teachers and teaching assistants are not required to perform lunchtime supervision duty (Unless specifically asked to do so by the Head). 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 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.
- Using circle-time, drama and PSHE to explore themes such as bullying, self –esteem and resisting peer pressure.
- Running lunchtime clubs.



## BISHOP LONSDALE CHURCH OF ENGLAND PRIMARY SCHOOL AND NURSERY Lunchtime Policy and Procedures

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