



**St. Mary's C.E. (A) Primary School**

**Greenfield**

## **Lunchtime Policy**

**Last Review 2022**

**Next review:** As appropriate in relation to any changes in legislation or policy.  
This policy will stand until the next review.

**'We enjoy learning and achieving  
in a Christian environment'**

**ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD**

**CURRENT LUNCHTIME POLICY AND PROCEDURES**

**Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive.**

Colossians 3:14

**Mission Statement**

"We enjoy learning and achieving in a Christian environment"

**Equality Statement**

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

**KCSIE**

This policy and procedure is subject to the statutory safeguarding and child protection guidance for schools in England, Keeping Children Safe in Education (KCSIE, DFE 2022) which outlines a child-centered and coordinated approach to safeguarding. Safeguarding and promoting the welfare of children is everyone's responsibility and every person who comes into contact with children in whatever capacity has a role to play. They should therefore consider, at all times, what is in the best interests of the child and take prompt action where necessary.

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit For This Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Record of lunchtime incidents involving First Aid, behaviour incidents	Name and brief details of injury and/or incident	Health and Safety Safeguarding Behaviour Monitoring	Lunchtime Supervisors Teachers Teaching Support Staff	Initially completed on paper  Behaviour incidents are recorded on Headteacher's computerized behaviour monitoring record  Paper version is shredded	Held on file throughout child's time at school

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level Of Data Compliance Requirements</b>
✓		

## **Aims**

- To encourage everyone in our school community to follow our SCARF Values so that lunchtimes are a constructive time for recreation, exercise and social interaction
- To create a safe and happy environment where individuals are supported and guided
- To create a culture of exceptionally good behaviour: for learning, for community, for life and that the same standards of behaviour to apply at lunchtime as during the rest of the school day.
- To help learners take control over their behaviour and be responsible for the consequences
- To appropriately, consistently and fairly implement reward and sanction systems
- To encourage school/parental partnership, to promote education and ensure that excellent behaviour is a minimum expectation

## **It is essential that the following documents are read, in conjunction with this policy, and contents noted:**

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Use of Force Policy

At Greenfield St. Mary's, we have high expectations for all learners, and we expect them to demonstrate our SCARF Values in everything they do:



Pupils are rewarded for following our values, and we give extra recognition for those who go 'Over and Above' our expectations

## **Expectations of Adults**

We believe that consistency in behaviour lies in the behaviour of adults, and not simply in the application of procedure. Adults should model our SCARF Values at all times, and consistency should ripple through every interaction with both adults and learners alike.

## **All Staff**

- Share a collective responsibility for all learners in school
- Model, refer to, and explicitly teach, our SCARF Values
- Reward learners for following our SCARF Values and for going 'Over and Above'
- Never ignore or walk past learners who are behaving inappropriately
- Speak calmly in all situations
- Listen to all points of view without prior judgment
- Apply procedures and policies consistently and without deviation
- Give 'take up time' when going through stepped consequences
- Publicly praise, but sanction as privately as possible

## **Strategies to Develop Constructive Lunchtimes:**

- regular communication
- clear school rules
- clear rewards and sanctions
- clear roles and routines
- designated play and quiet areas
- Playground Pals/Year 6 Buddies
- organised lunchtime activities and clubs
- lunchtime supervisor training/guidance

## **Regular Communication**

- Efficient communication between teaching staff and lunchtime supervisors is assured through the use of the Behaviour Recording Sheet which is scrutinized on a daily basis by the Headteacher.
- All staff on duty use the Behaviour Recording Sheet at playtime and lunchtime. This provides a written record of incidents and sanctions or learning opportunities implemented
- **Lunchtime Supervisors should familiarise themselves with the full range of needs of the children in their class. This includes vulnerable children (One Page Profiles) and/or children with medical needs that may be set out within a Care Plan. Confidentiality should be observed with regard to such matters.**
- A Senior Lunchtime Supervisor oversees the work of others, ensures effective communication and acts as the main contact point with the Deputy Headteacher, who has overall responsibility for lunchtime supervisors. Each midday will report any lunchtime incidents to class teachers of the class they are linked to
- The Senior Lunchtime Supervisor communicates with the Headteacher or Deputy Headteacher at least weekly to keep everyone fully informed of events and discuss any problems arising.
- The Deputy Headteacher meets with all lunchtime supervisors during each term, twice in the summer term to monitor the implementation of policy and procedures, ensure all children's needs are being met and discuss any areas of concern. The agenda for this meeting is agreed in advance between the Deputy Headteacher, Headteacher and Senior Lunchtime Supervisor.

## **Clear School Rules**

- School rules should be known and understood by all children and fairly and consistently applied by all staff.
- No child is permitted to remain in the school building during playtime or lunchtime without adult supervision.
- Children are supervised by a lunchtime supervisor as they make their way to the hall for lunch or to the playground depending on their lunchtime sitting.
- At 11.55am the lunchtime supervisor goes to the class for which they are responsible to pick up the children. The lunchtime supervisor then either escorts the children to the hall if they are on first sitting or escorts them to the playground if they are on second sitting. As children finish their lunch, they must ask permission from a lunchtime supervisor to leave the hall. If it is not possible for the lunchtime supervisor to escort their class to the hall/playground, the Senior Lunchtime Supervisor directs a member of the team to supervise the class.
- The lunchtime supervisor goes to the playground to wait for the children.
- In the case of extra-curricular lunchtime clubs, children involved must wait/play on the playground until the member of staff leading the activity is ready to collect them in person. Staff or other adults taking a lunchtime club must collect children from the playground at the appropriate time. Children waiting to start a club line up on the Year 6 or Year 5 spot until the club leader arrives.
- 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.
- In suitable weather conditions, the field may be used at lunchtimes. This is the decision of the Senior Lunchtime Supervisor and a sign will be placed on the door leading out to the playground at the bottom of the stairs. All staff follow the instructions on this sign.
- The decision for wet playtime is made by the Senior Lunchtime Supervisor. All staff follow the decision.

## **Activities Not Permitted**

- "play" or "fun" fighting/ wrestling
- "Bull Dog" or other games used as an excuse for excessive physical contact
- climbing on/jumping the retaining walls/benches
- hanging/swinging on trees and perimeter fencing
- consuming sweets, crisps or gum
- littering
- bringing own play equipment from home

## **Staff code of Conduct**

1. It is essential to remember that every member of our school community deserves to be treated with respect and dignity.
2. A caring and respectful approach to relationships with others is fundamental to the development of all our pupils, as they grow into responsible members of society.
3. Remember, you are the role model for those that you teach.

4. Be respectful to each other at all times, particularly in times of difficulty or conflict.
5. All staff are expected to set an example to pupils at all times. As such, staff are expected to use appropriate language, which does not include swearing or vulgarities, sarcasm or humiliating comments
6. Staff should not shout at pupils nor should they ridicule pupils in front of others. This also applies to behaviour towards adults.
7. No staff should share their personal mobile phone number or house or email address details with parents or children, with the exception of organised school trips for safeguarding reasons.
8. Staff should, at all times, be aware that their conduct is required to be of the highest moral standard and when supervising pupils they must accept their duties of 'Trust' and 'Care' to act in the best interest of the child and School.
9. Staff are required to declare any arrests or incidents that may affect their DBS.
10. They must also ensure all policies and practices of the school are followed appropriately and consistently and correct protocols undertaken when voicing concern.

In conclusion, all staff have a duty of care to ensure that pupils thrive in a safe and caring Christian community. The example set by staff in their behaviour, deportment and manner can distinctly affect an individual's learning and working conditions. Please be mindful of this at all times.

## **Recognition and Rewards**

At Greenfield St. Mary's, our first attention goes to good conduct. We understand that praise for good behaviour is far more effective than sanctions for negative behaviour when building a positive culture of behaviour, and we always look to praise those who are doing the right thing. This can be through every-day interactions such as thanking learners for their effort and attention, and personal or public praise, as appropriate.

### **Systems of Reward:**

#### Recognition Board

Learners who are seen setting a fantastic example by following our [SCARF](#) Values are written on their classroom Recognition Board

- Any adult in school can place a child on the Recognition Board
- Other learners can nominate those who they see following the [SCARF](#) Values

#### Team Points

Any learner placed on their class's Recognition Board will be awarded one Team Point for their Team (Alphin Pike, Dovestones, Indian's Head, Pots and Pans)

#### Over and Above

Any learner spotted going 'Over and Above' our expectations will receive an 'Over and Above' card to take home, and will receive five Team Points for their Team.

Every week the lunchtime supervisor chooses a child from their class to award them a certificate.

## Managing Behaviour

### Behaviour Routines and Procedures

1. Meet and greet
  - All learners are met by their midday each lunchtime where they will be greeted and given all appropriate instructions to start their lunchtime
2. Countdown from 5
  - To get attention of the class/large groups, staff will ask for attention, raise their hand and count down clearly from 5. Countdown should be slow, and should stop to praise those doing the right thing. This gives learners time to finish the sentence they are writing, write in their answer to a problem, or complete the last sentence of a conversation before they are silent
3. Smart Lining Up
  - Learners line up silently, facing the correct way, keeping their hands to themselves
4. Sensible Walking
  - We walk quietly in a line through school to show respect for other learners
5. Refer to our [SCARF](#) Values in all conversations about behaviour
6. Be calm and give 'take up time' when going through steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners

### Stepped Consequences

Engagement with learning is always our aim at Greenfield St. Mary's C.E. (A) Primary School. For the vast majority of our learners, a gentle reminder is all that is needed; however, there will inevitably be times when consequences for unacceptable behaviour must be used.

All adults in school have the ability to deal with behaviour incidents, and will follow the same stepped consequences to manage behaviour.

It is the aim that learners should be kept at Steps 1 and 2 for as long as possible using positive strategies and reminders. We aim to de-escalate behaviour before additional sanctions are required.

#### Pre-step interventions:

- General positive reminder and instructions to the class
- The "Teacher look"
- Teacher presence near required learner/s
- Gentle physical reminder, such as a hand on shoulder, where appropriate

	<b>Steps</b>	<b>Actions</b>
<b>1</b>	<b>Reminder</b>	<p>A gentle reminder of our <a href="#">SCARF</a> Values, related to the behaviour, delivered as privately as possible.</p> <p>Repeat reminders if reasonable adjustments are necessary. Take the initiative to de-escalate and decelerate, and to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
<b>2</b>	<b>Caution</b>	<p>A clear verbal caution delivered privately, wherever possible, giving positive instruction, and making the learner aware of their behaviour and the consequences if they continue.</p> <p>Offer a positive choice and use the phrase, 'Think carefully about your next step and make the right choice.'</p>
<b>3</b>	<b>Second Caution</b>	<p>Speak to the learner as privately as possible, and give them a final opportunity to engage. Remind them of their positive choices and refer to previous examples of good behaviour.</p> <ul style="list-style-type: none"><li>• I notice that you are... (having trouble getting started, distracting others, wandering around, etc.) right now.</li><li>• At St. Mary's we... (refer to relevant <a href="#">SCARF</a> Values)</li><li>• Because of that you need to... (Refer to positive action to support</li></ul>

		<p>behaviour)</p> <ul style="list-style-type: none"> <li>• I know you can do this because... (Refer to previous positive behaviour)</li> <li>• Please stay back with me for 2 minutes after the lesson</li> </ul> <p>Child to stay behind for at least two minutes after learning for a talk with the class teacher (break time, lunch time, Collective Worship time). This will never be removed or reduced. It may be longer than two minutes (up to five), if required.</p> <p><b>Recorded on CPOMS and reported to parents via a message.</b></p>
4	<b>Time Out</b>	<p>A short time out at the Time Out Table in the classroom, or on a bench, if outside.</p> <p>Time Out for repeat behaviours, or for more serious behaviours, will be taken in another classroom, away from peers.</p> <p>This will be a few minutes for the learner to calm down, breathe, look at the situation from a different perspective, compose themselves and re-engage.</p> <p>Serious incidents: all serious incidents will be result in immediate Time Out away from class of at least 15 minutes, and will be followed up by a Repair session. Where incidents are outside, the learner will be removed away from the playing area/game, either outside or inside, depending on the situation. If a serious incident occurs outside, the learner/s will not be allowed to re-join in until after a repair session has taken place to ensure all children are safe.</p> <p><b>Recorded on CPOMS and parents will be informed in a telephone call by class teacher.</b></p>
5	<b>Reflect and Repair</b>	<p>Restorative conversation following set format.</p> <p>This could be a quick chat or a more formal meeting, depending on situation. Reflect and Repair will normally be conducted by the class teacher, or other adult who dealt with the incident/s, but there may be some incidents where it is appropriate for the conversation to take place with the Key Stage Leader and/or Headteacher.</p> <p>3 – 5 questions (based on age) is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Which of our SCARF Values were not followed?</li> <li>• What were you thinking about at the time?</li> <li>• What have you thought since?</li> <li>• How did this make other people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put this right?</li> <li>• How can we do things differently in the future?</li> </ul> <p><b>This will be recorded on CPOMS and parents will be informed by class teacher or member of SLT, depending on situation.</b></p>

### Additional Consequences

In addition to the Stepped Consequences, there may be occasions where additional consequences are required to help put a situation right and to learn from the situation.

- Violent behaviour at break or lunch times will result in a one-day removal from the playground
  - This may be extended at the discretion of the Senior Leadership Team, depending on the nature of the incident
- Violent behaviour in the classroom may result in an extended period of time out, or, in some cases, an internal exclusion
- Pay-it-back

- Learners may be asked to complete jobs to make up for their behaviour where this is appropriate. For example, if school resources have been mistreated, learner/s may be asked to help tidy the classroom resources
- Unfinished work due to behaviour will be completed in a learner's own time: either at break, lunch or at home, to be returned the following day

If a learner requires Time Out and/or Reflect and Repair three times within a half-term, a member of the Senior Leadership Team will contact parents to discuss next steps, which may include the implementation of a Positive Relationship Plan to help support the learner to comply with behavioural expectations.

## Serious Incidents

All serious behaviour matters must be referred to the Headteacher, or another member of Senior Leadership Team, as soon as possible. Depending on the age of the children, and nature of the incident, these incidents will be dealt with at the discretion of the Senior Leadership Team in collaboration with relevant staff. Such incidents could include, but are not limited to:

- Fighting and physical aggression
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Spitting

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

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

If physical intervention of any kind is required then a "Record of Incident Requiring Physical Intervention" record should be completed as soon as possible. Please speak to the Headteacher or Deputy Headteacher about the location of these forms.

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 Designated Safeguarding Lead (Mrs Hall) informed the same working day.

Other incidents deemed unacceptable behaviour should be recorded on the Playground Behaviour Monitoring Report.

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 in the first instance from the Senior Lunchtime Supervisor. Further advice can then be sought from the Key Stage Leaders (Karen Blackburn or Ryan Selby) or the Headteacher if necessary.**

Persistent offenders - sanctions available:

1. separation from current activity to calm down
2. class teacher informed
3. referral to Mr Selby, Deputy Head Teacher or Mrs Blackburn, Mrs Hall if not in school
4. parents informed
5. detention/ lunchtime suspension
6. school suspension
7. school exclusion

## Restorative Practice



Greenfield St. Mary's uses Restorative Practice to promote good behaviour and to resolve unacceptable behaviour in a fair and consistent way. We believe in proactively working with learners to develop their self-discipline and self-esteem, so that they develop into thoughtful and caring members of our wider community.

Reflect and Repair sessions could be a quick, informal chat, or a formal meeting depending on the situation. However, they follow a set format which is designed to engage with the learner, to reintegrate them into their class positively and to find ways to repair the situation. Reflect and Repair sessions will usually take place as soon as possible after an incident or period of Time Out; however, we recognise that some situations may require a period of "cooling down" in order to speak openly and truthfully about the situation and what should be done to repair damage and move forward.

## Routines/ Roles

### Midday Staff

<b>Class 6</b> Mr Selby – Mon- Wed Miss Maloney – Thur- Fri	<b>Mr Hirst</b>	Midday Supervisor
<b>Class 5</b> Mrs Blackburn	<b>Mrs Shaw</b>	Senior Midday Supervisor
<b>Class 4</b> Mrs Wray – Mon-Wed Mrs O'Brien – Thur-Fri	<b>Mrs Smith</b>	Midday Supervisor
<b>Class 3</b> Miss Cuerden Mrs Meadham - Wed	<b>Miss Owen</b>	Midday Supervisor
<b>Class 2</b> Miss Evans Miss Maloney - Wed	<b>Mrs Hall</b>	Headteacher
<b>Class 1</b> Miss Phillips Mrs Meadham - Thurs	<b>Mrs Whitfield</b>	Midday Supervisor
<b>Class R</b> Miss Egan	<b>Mrs Kelly</b>	Midday Supervisor

### Daily Routine

- Year 6 Buddies help Reception children with lunch during the first half of the Autumn Term. Initially Year 6 Buddies collect the Reception children from their classroom and take them to the hall. Later they meet them in the hall. Year 6 Buddies help Reception children carry their tray and settle them. Wherever possible, the Year 6 Buddies walk through the playground (rather than through Class 1) when meeting the Reception children to take them to the hall.
- Key Stage 2 lunchtime: 12.00 noon - 1.00pm
- Reception and Key Stage 1 lunchtime: 12.00 noon - 1.15pm
- Children say the Grace in their classrooms before being dismissed for lunch
  - **For food families and friends, may we thank you Lord. Amen**
- At **11.55am** the lunchtime supervisor goes to the class for which they are responsible in order to collect the children.
- Teacher staff instruct children to wash hands and use the toilet before going to lunch. They ensure that the children are ready for lunch when the lunchtime supervisor arrives at **12.00pm**. This applies to all supervisors regardless of role or year group.
- Lunchtime supervisors should knock and wait before entering the classroom so as not to disturb the end of the lesson.
- The lunchtime supervisor either escorts their class to the hall if they are on first sitting or to the playground if they are on second sitting.
- As children finish their lunch, they must ask permission to leave the hall.
- If children require assistance in the hall, they raise their hand to attract attention
- If children need to use the toilet whilst in the hall, they use the Year 6 toilets in the Main Entrance after seeking permission from a lunchtime supervisor.
- At the end of lunchtime, the lunchtime supervisor stands at the head of the line with their class until a member of the teaching team collects the children from the playground at the appropriate time.

Any communication about issues occurring over the lunchtime or First Aid forms should take place at this time.

- Year 1–2 children should ask permission to use Class 2 toilets when outside. Year 3–6 children should ask permission to use Class 3 toilets when outside.
- A rota is in place to ensure there is sufficient adult support for children in the hall and on the playground. It is the responsibility of the Senior Lunchtime Supervisor to ensure that there is sufficient supervision across the playground at all times to safeguard the children. This includes areas close to the toilets and cloakrooms.
- At least one qualified First Aider is always on duty at lunchtime.

### **Dinner Hall Procedures**

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

- Apart from Reception, all children take their seats upon entering the hall.
- There should never be more than one table (8 children) sent to the serving counter, to avoid queuing.
- A rota ensures that each table takes turns at having first choice of lunch.
- Lunchtime supervisors continuously circulate, assisting children and monitoring behaviour.
- Children raise a hand to gain attention.
- Team points should be regularly awarded in the dining hall as well as on the playground.

### **Indoor Lunchtimes**

Each Midday Supervisor is to monitor the class for which they are responsible in the event of wet weather.

Children remain in their classes. Scrap paper is available for drawing and a variety of board games are held in each class. Children may use other equipment at the discretion of the class teacher. **The use of computers, particularly access to the internet, is NOT is not permitted during indoor lunchtimes.**

Children tidy up in classrooms five minutes before the bell rings. In Key Stage 1, the lunchtime supervisor seats the children on the carpet area and reads a story until a member of the teaching team returns. In Key Stage 2, the lunchtime supervisor seats the children at their desks where they read until a member of the teaching team returns.

Parents/Carers who come into school to eat lunch with their child(ren) as part of a birthday celebration may spend time on the playground but are not permitted to spend lunchtime in the classroom with their child(ren).

### **Designated Play Areas**

The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, to reduce boredom and to support positive behaviour. The following is a guide and may be subject to change, depending on weather conditions:

### **Playground Pals**

Playground Pals across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They strive to uphold and promote the SCARF principles and seek to involve isolated children in activities - including looking after any children sitting on the "friendship bench". Playground Pals are identified with caps.

### **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 at St Mary's has the right to be heard and the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.
- If necessary, separate children and say, "I am going to listen to...then I will listen to you. Wait there and calm down."

### **BE POSITIVE**

- Identify and highlight examples of positive behaviour in the hall, corridors and playground including helping others, walking sensibly, playing co-operatively etc. Praise the children and offer rewards.
- **Praise loudly reprimand quietly.**
- **Try to make at least five positive comments for every negative.**
- Choose to reward those behaving well rather than focussing on those who are not.
- Do not use sarcasm
- 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.")
- Please ensure that no language can be interpreted in an offensive manner.

### **PLAY WITH THE CHILDREN**

- Try to engage children in constructive play.
- When on duty, lunchtime supervisors 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 you give five, 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, the Deputy Head Teacher should be sent for. If unavailable, the most senior available staff member should be called.

If a child should run out of school for whatever reason, the Headteacher, Deputy Headteacher or most senior staff member on site 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 Headteacher or senior staff member will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses to return and/or leaves the site, parents should be informed immediately. If parents and emergency contacts are unavailable, the police should be informed directly.

### **Accident and Injury**

A First Aider is always be available at lunch times to deal with minor injuries.

Major injuries should be reported to the Headteacher or Deputy Headteacher as soon as possible.

All injuries must be entered in the "First Aid File". Children are given a note to inform parents of any injury and treatment received, this being particularly important if the accident involves a bump to the head.

All head bumps or facial injuries should be reported to parents. The lunchtime supervisor should immediately arrange for a telephone call to be made to parents. Please ensure that the class teacher is informed of any letters being sent home. Leaving the note in classrooms does not ensure that it has been seen - please hand it over personally.

Any major faults or severe hazards with equipment, plant or procedures should be reported to the Headteacher immediately. Minor faults or potential hazards should be reported to the Health and Safety Officer (Mrs Slater) the same working day.

### **The Role of the Class Teacher**

With the exception of the Headteacher, Deputy Headteacher and Key Stage 1 Leader, teachers are not required to perform lunchtime supervision duty unless short staffed and directed by the Headteacher. 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:

- Encouraging children to learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- Supporting lunchtime supervisors and treating them as fully included 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 and/or have particular needs.
- Using Circle Time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.
- Running lunchtime clubs.

**Next review:** 2023 or as appropriate in relation to any changes in legislation or policy. This policy will stand until the next review.

## Appendices

### 1. Classroom behaviour display



## Our SCARF Values



## Our Routines

### Countdown from 5

- We show we are respectful and ready to learn by being silent and listening by the end of the countdown

### Smart Lining Up

- We line up silently
- We face the correct way
- We keep our hands, feet and bodies to ourselves

### Sensible Walking

- We walk through school at all times
- We stay in a line
- We walk quietly so we do not disturb other classes

## Behaviour Steps

1	<b>Reminder</b>	You will be reminded of our SCARF Values and expectations.
2	<b>Caution</b>	You will be reminded of the consequences of your actions and asked to make the right choice.
3	<b>Second Caution</b>	You will have to speak to your teacher about our expectations for at least 2 minutes of your own time.
4	<b>Time Out</b>	You will be asked to cool down and reflect on your behaviour in your own, or another, classroom.
5	<b>Reflect and Repair</b>	You must talk about your behavior and its consequences with an adult, and decide how to put things right.

**Violent/aggressive behaviour and inappropriate language are not accepted in our school and will result in instant Time Out and further consequences.**

## 2. Behaviour recording sheet

# Behaviour Recording Sheet



Class: \_\_\_\_\_ Date: \_\_\_\_\_

Child:	Step:	Time:
Incident details		
Staff member: _____		
Child:	Step:	Time:
Incident details		
Staff member: _____		
Child:	Step:	Time:
Incident details		
Staff member: _____		
Child:	Step:	Time:
Incident details		
Staff member: _____		
Child:	Step:	Time:
Incident details		
Staff member: _____		

## 3. Behaviour Reflection Sheet

# Behaviour Reflection Sheet



What happened?

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Which of our **SCARF** values were not followed?

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How did you feel at the time, and how do you feel now?

Then	Now



Who else has been affected, and how?

Who?

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How?

What should we do to put things right?

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How can we do things differently in the future?

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**Date:**

**Child's Signature:**

**Adult's Signature:**