

Waterthorpe
Nursery Infant School



Lunchtime Policy
June 2017

Approved by:

Steering Committee

Date:

12/10/17

Next Review Date:

Autumn 2017

LUNCHTIME POLICY

Introduction:

Throughout the school self-discipline is encouraged together with respect for all individuals. Pupils are expected to behave in a reasonable and acceptable manner. There is an agreed behaviour policy, which is established throughout the school.

To ensure that the policy is upheld, the lunchtime supervisory staff play an important role at lunchtimes. It is essential that a positive and happy environment is created where children can thrive.

To ensure this goal is achieved, lunchtime supervisors have worked through a training programme, reviewed practice and compiled this policy document.

We believe the following is true:

- The best way to change a pupil's behaviour is to change the way we respond.
- Supporting changes in behaviour may involve us in developing new skills.
- Learning and playing is best when the climate is positive, safe and stimulating.
- An agreed plan of action for dealing positively with all behaviour is essential.
- Children need to know what behaviour is expected of them in all circumstances.
- The consequences of appropriate and inappropriate behaviours need to be understood by everybody.
- It is important to label behaviours and not children.
- Behaviour is always a management issue.

Successful behaviour is based on respect for self, others and community. In striving each day to fulfil this statement our team endeavour to build respect in all aspects of school life.

BEHAVIOUR MANAGEMENT:

The following have been agreed through training and policy review:

- Speaking quietly and calmly
- Use of touch when praising children
- Tell them what we like – 'line up without pushing'
- Meaning what we say, carrying out threats (names in book, detention)
- Distract before trouble starts
- Applying consequences fairly to all
- Catch children being good, notice them, give positive feedback (merit assembly)
- Catch 'naughty' children being good at least once per day
- Reporting good behaviour to teachers, head, parents, each other
- Never calling children bad, only their behaviour – being surprised 'such a good child would do a thing like that'
- Encouraging responsibility – helpful taking charge
- Apologising when we make mistakes, makes children feel important
- Hand on shoulder, smile, wink, while children wait for us to listen, assures them of our attention

- Avoiding confrontation with angry children, staying calm and quiet. Talking about the problem when they are calm

Promoting good behaviour:

We encourage and promote good behaviour through positive recognition – it changes behaviour.

The most important part of any behavioural framework is providing positive feedback to individuals about how they are doing. It tells people that their behaviour, their kindness, helpfulness, is recognised. It shows we are pleased with their efforts, that they are worthwhile people. It helps to change behaviour.

We will encourage and promote good behaviour by:

- Catching children being good – giving feedback on how they are behaving
- Noticing children, using their names, complimenting them
- Being warm and positive – smiles, winks, thumbs up
- Humour children, kidding them on, signals and games
- Treating children how we would want our own children treated
- Special stamps and stickers for lunchtimes
- Certificates in Merit assemblies
- Responsibilities – helping to clear trays. Badges for helpers,

Consequences:

During lunchtimes, Supervisors will be looking for children behaving well and they will be encouraging good behaviour in line with the **School Behaviour Policy**. They will be alerted to any children who are experiencing behavioural difficulties for any reason and advised on appropriate management.

If children 'choose' not to keep the lunchtime rules there will be a consequence.

Consequences are about fairness; about responding to situations we don't want or like in our school; protecting children. Noticing their pain and problems. It is important that children understand the planned course of action.

Strategies, which may be used, are:

- Holding a Lunchtime Supervisors (LTS) hand for 5 minutes
- Time out – away from the group for 5 minutes
- Time out of game for problems with football

Hierarchy of consequence:

- Reminder of the rule and explanation e.g. we go to the toilet in the base before we come in for dinner
- Re-direction e.g. go back and walk
- Warning – if you do not walk, you will have to hold my hand
- Time out – hold hand, stand by side, stand by the wall etc.
- Loss of activity e.g. no football
- Pupils may be asked to write a letter of apology if they have been rude

- Name in individual LTS's book – loss of Reward time. (If behaviour improves for the rest of the week this should also be recorded in the book)

Severe Clause:

If there is fighting or hurting send the children concerned straight in to see the Headteacher or sit outside her room. Their names will be put in LTS's book and they will miss Reward time.

Physical incidents will be reported to class teachers.

Management:

LTS's will plan and prepare appropriate activities for outdoor and indoor sessions to support children's play. They will regularly review their play organisation and update/amend. They are responsible for their planned area of play, ensuring that it is adequately resourced, safe and used appropriately. All LTS's are responsible for ensuring equipment and supplies are kept in a safe and secure state.

LTS's will record necessary incidents, monitoring patterns of behaviour and inform the Headteacher of any significant issues at weekly meetings.

Relevant information regarding new children or children with specific needs will be communicated to LTS's by a member of the Senior Management Team.

Continuing Professional Development:

Training for the one day 'First aid for children' certificate will be completed every three years.

First Aid at Waterthorpe:

All Lunchtime Supervisors have 'One day First Aid for children' certificates.

They will use First aid bags to deal with minor incidents in Waterthorpe playground. They will record these in their books and pass the books to the office at the end of lunchtime for transfer to the medical room book and provision of a bump note if necessary.

At lunchtimes a designated member of support staff will attend to children sent to the medical room will attend to children in the medical room when an accident necessitates this.

If assistance is needed at any time a child will be sent to the Headteacher or staffroom with a card saying 'Adult Help Needed'.

Wet lunchtime

- 3 bells will ring to signal if it is a wet lunchtime
- Different activities will be set up in Blue, yellow and Green Bases and children may choose which base to go to. Red Base will be used for Foundation Stage 2 children unless they wish to join the other children in school
- Children may not use the computer at lunchtime
- Children may not use scissors or glue at lunchtime

- Children will tidy up and be sat on their carpet playing a quiet game or having a story by 1p.m ready for the start of the afternoon session
- The bell will ring at the end of wet playtimes and teachers will return to their classrooms

VISITORS TO SCHOOL DURING LUNCHTIME

Any parents coming to collect children at lunchtime must go to the office. Lunchtime Supervisors will ask visitors in the yard who they are and what their business is. Parents/carers access the Nursery through the yard at dinnertimes and LTS's will be particularly vigilant regarding the closure of the gates and the safety of children playing near the gates.

LUNCHTIME FIRE DRILL

When the fire alarm goes off at lunchtime:

- The school clerk will collect the registers and will ring the bell in the playground to alert everyone outside to the fire-bell
- The Headteacher or, in her absence, the leadership team will check the reception area, medical room and toilets and collect registers and taken them outside
- Teachers/TA's who are present in school to go out of nearest exit and join classes in playground
- LTS to evacuate the building using the nearest exit, checking all toilets and quiet areas on way
- Children to line up in classes when they hear the bell outside or as they exit from the building
- Teachers join their class and take registers. Where teachers are not present Teaching Assistants attached to Year groups will take registers
- No one goes back into school until told to do so by the Headteacher/designate

This Policy works in accordance with the school's policies on:

- Anti-bullying
- Behaviour
- Physical restraint
- Equal opportunities
- Race Equality
- Child Protection

**Lunchtime Policy
June 2017**

To be reviewed : Autumn 2020

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Lunchtime	30/6/17

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

<p>What are the aims of the policy or project? To share clear behaviour strategies, rules, routines and consequences for not following these. To identify good practice for lunchtime supervision.</p>
<p>Who is the intended customer/service user of this project or policy? Lunchtime Supervisors</p>
<p>What are the desired outcomes from this project or policy? Clear procedures and practices for lunchtime supervision</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Behaviour, Anti-bullying, Restraints, race Equality, Child Protection, CPD</p>

<p>What are the racial, disability and gender equality implications of the policy or project? Practices employed at lunchtimes around issues of racism, equality of opportunity and disabled access to activities and resources</p>	
<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>No</p>

<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>No</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	<p>Review the policy to include more specific statements relating to:</p> <ul style="list-style-type: none"> • Any reference to the anti-racist Policy • Accessibility for disabled children • Equality of opportunity for boys and girls with positive action statement regarding inclusion in activities which may be seen as traditionally of more relevance to one gender group e.g. football

<p>Action to take :</p>			
<p>If you have indicated there is a negative impact, can it be justified? N/A</p>			
<p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p>			
<p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p>			
<p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</p>			

<p>Signed (Person completing the form):</p> <p style="text-align: center;"></p>	<p>Date: 30/6/17</p>
--	----------------------