

Stradbroke Primary Lunchtime

Supporting the achievement of all children



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
T. Mills	September 2021	Sept 2022	SLT

During the Covid-19 pandemic please refer to the Covid-19 addendum at the end of the policy for further information.

Learning for life

We believe that the fulfilment of a child's potential can only be achieved by the school and the family working together. At Stradbroke School we strive to provide an inclusive education, celebrating the diversity of our pupils and preparing them for lifelong learning and high achievement.

The school provides a quality environment that will allow pupils to:

- enjoy learning and develop enquiring minds
- develop basic skills for life including independence and collaboration
- develop decision making skills
- experience a wide range of activities both in and out of school
- achieve their own potential
- work together, be sociable and have respect for each other
- be aware of their responsibilities in the community

Our playtime and lunchtime policy has been developed by staff and pupils to help promote a caring ethos in the playground, in line with our behaviour and anti-bullying policy

Our aims are to:

- ✓ ensure that children are safe
- ✓ provide opportunities to develop social and emotional skills through play and interaction in a stimulating and caring environment
- ✓ have a consistent and effective rewards and sanctions system
- ✓ encourage and support pupils as lunch and playtime helpers



Guidelines for happy lunch and playtimes

We encourage children to:

- ✓ Speak politely and kindly to everyone. Use their best manners, they matter!
- ✓ Be a good friend, no hurting other people by what they say or do
- ✓ Listen to each other and the adults, do as they are asked. **It's important!**
- ✓ Tell an adult if they are hurt or upset, we are here to help and to keep them safe

Routines for end of playtimes/lunchtimes

On the Infant Yard - When the bell goes a member of staff will hold up their hand and wait for children to stand still. They will then shout a class at a time to line up before walking into school in a calm and sensible manner.

On the Junior Yard - When the bell goes, the children line up sensibly in their class lines and wait to be collected by their class teacher.

At lunchtime if it is bad weather 3 bells will be rung. If 3 bells are rung the children will go to their classrooms (see wet lunchtime system). If 1 bell is rung, the children will play outside as normal.

Every morning the caretaker will ensure the trim trail and outdoor gym are safe to use.

A rota for the outdoor gym and trim trail has been emailed to teachers and lunch time supervisor have also been given a copy to show which class is allowed to use the trim trail and gym each day. A member of lunch time staff will supervise their use.

In the dining room – Expectations of children

- Come in quietly, collect your lunch and sit down
- Use your 'indoor' voice to chat to your friends and staff
- Have a good conversation - not too loud!
- Use your best manners
- Raise your hand if you need anything – an adult will come as soon as they can
- Enjoy your lunch, eat nicely
- Leave your table tidy, clear away your tray, put litter in the bin then go straight out to play, have fun! If 3 bells have rung go straight to your classroom when you have finished eating.

Staying Safe

Guidance for staff – keeping children safe

Be aware of strangers, check all visitor badges, challenge anyone you don't know – alert the office if you are worried, use your red card
Be prompt into the yard and dining room
Supervise the whole area, don't stay in one spot
Have eyes in the back of your heads

Children with additional needs

If you are worried or concerned about individual children seek advice from Lauren Ambler (SENCO), Sue Shelley (Inclusion Manager) or Kathryn Cockayne (Learning Mentor)

Getting help in a dangerous or difficult situation

Stay calm. Use the 'Adult Help Needed' red card. Send it with a sensible and reliable child to the office and/or staffroom. Someone will come immediately. **This card is for emergency use only.** An emergency would be:

A serious accident that needs a first aider or ambulance

A serious fight where children are hurting each other

A stranger refusing to leave the premises

First aider is Karen Bloom

Problem solving

All staff try to help children sort out any problems in a fair way, encouraging them to take responsibility for their own behaviour. They will listen to all parties involved and encourage children to find a fair solution that both parties can agree to.

Playground Rules for children

- ✓ Listen to adults
- ✓ Share the space in the playground
- ✓ Be kind and considerate
- ✓ Play with your friends and let others join in your game
- ✓ Learn a new game and teach someone else
- ✓ Look after anyone who seems sad or lonely
- ✓ Sort out problems in a fair way
- ✓ Be careful when you are running, watch out for others
- ✓ Look after playtime equipment and give it back at the end of play
- ✓ Ask permission if you need to go inside
- ✓ If you are playing in a ball game zone keep to it. No one wants their game spoilt

Rules for using the outdoor space

- ✓ Children can use the grass where the trim trails are to eat their lunch when it is hot but they must not use the trim trail or outdoor gym unless it is their classes turn
- ✓ The children need to follow the signs for the trim trail and follow their classes rota
- ✓ The children may go on the grass if it is dry enough – they can sit/play on the grass but they must not play fight

Inside school:

- ✓ Walk sensibly
- ✓ Use an indoor voice
- ✓

If you are hurt or upset, tell an adult straight away

If you see a stranger tell an adult straight away

**Stop and listen to the adult, even if you are doing something exciting!
This is very important and will keep you safe.**

Positive Play

Daily activities in the playground

We have a selection of activities and resources to help children develop skills of friendship, co-operation, turn-taking, problem solving and that encourage them to have FUN!

Equipment is checked for damage, put out by a MDSA and equipment monitors. We have:

- skipping ropes
- stilts
- dressing up clothes
- bats and balls
- hoopla
- marbles
- hoops
- tape/CD player
- traditional games on cards
- outdoor gym and ActivAll reaction boards

We have the following zoned activity areas:

Quiet zone – for quiet reading and talking

Football zone

Cricket / rounders zone – in summer

Gazebos – for role play and quiet reading

We also have indoor lunchtime clubs. At the moment we have:

Library daily, Lego on Fridays and seasonal sports at different times of the year. Talk to Kath Cockayne about what is available.

Encouraging good behaviour and positive relationships

Guidance for staff:

Positive messages encourage children to behave well and help them develop the skills they need to be good citizens. We are role models for all the children in school. We encourage good behaviour and positive relationships by:

Being a good role model, using please and thank you, giving compliments, apologising when we make a mistake and avoiding sarcasm

Speaking calmly and assertively

Being a good listener and finding time to listen

Smiling, asking children how they are feeling today

Telling someone else how lovely children are

Finding out about them as people, what makes them happy or sad, events in their lives, pets, new babies etc.

Giving special jobs and responsibilities

Playing with them

Showing an interest in what they are learning in class

Praising them for 'being' not just for 'doing'

Catching them being good and telling them why we are pleased.

Showing approval (thumbs up, winks, pat on the back, little cards and notes, stickers, badges)

Giving positive (I am pleased) mini certificates.

MINI POSITIVE CERTIFICATES

These will be given out by lunchtime assistants, teachers on duty. The certificates will have statements linked to the learner's code promoting positive behaviour.

Children will put these certificates in their citizen box when they come into school after play or lunch. There will be a box for infants, and a box for Juniors. Each week one child's certificate will be drawn from each box. They will receive a prize at Friday's learner and citizen assembly.

Managing difficult behaviour

Guidance for staff

Remember stay calm!

Strategies you should use

Label the behaviour not the person

Use the agreed rules to set boundaries, say what you mean and mean what you say

Distract ('That looks like a good game over there')

Redirect ('Go back and walk')

Use your humour

Quiet word, hand holding for a short time

Withdraw your approval or attention

Speak assertively, use phrases such as 'I need you to...' and 'I want you to...'

Use the 'look' – make sure your body language and your words match

Be fair, stay calm, speak quietly, stick to the point, focus on the primary behaviour

Use a rule reminder

Avoid asking 'why' – try 'Tell me what happened'

Use 'I' messages to remind

'I feel hurt when ...'

'I am disappointed that ...'

'I was very surprised when ...'

'I need to understand why ...'

'I would like to know about your reasons for ...'

'I am uncomfortable about ...'

Be surprised / disappointed that such a nice girl would do something like that (but not sarcastically!)

Provide a way out (give a choice)

If children are not able to sort out their problems in a fair way, they continue to break the Bee rules, use aggressive or bullying behaviour, the following sanctions are used:

- ✓ Warning
- ✓ Withdrawal of privilege e.g. losing the ability to play a game for that lunchtime
- ✓ Time out
- ✓ Separation from friends
- ✓ Name in book, is given to the class teacher or phase leader if serious enough. The class teacher/phase leader can then decide if they need to involve the Deputy Head / learning mentor. They will speak to children involved.

A more serious conflict or confrontation

- Stay calm
- Try to look at the circumstances
- Move the pupil away from audiences

- Get other pupils to help you by taking red card into school if necessary
- Listen to what the pupil is saying, *however unreasonable it may seem*
- Expect the normal good manners
- Put the situation in perspective
- Send for other staff to help

Children as helpers

Responsibilities

Some children apply to do jobs during lunchtimes in the playground, dining room and inside during wet play. They receive training and wear bibs / aprons so they are easily identified. They are supported and encouraged by lunchtime staff. The Learning Mentor/ Inclusion leader have regular meetings to discuss playtime routines and issues with them.

The jobs include:

- ✓ Playground buddies
- ✓ Equipment monitors-taking it out/putting it away and checking it
- ✓ Play leaders – teaching games

At wet play times

- ✓ Look after equipment
- ✓ Tidy up the classroom
- ✓ Teach a new board game
- ✓ Read stories to younger children
- ✓ Support in the infant classrooms

In the dining room

- ✓ Wipe tables
- ✓ Help younger children with their food
- ✓ Keep younger children company

Help and support of class teachers is very important

- ✓ Apply the same rules and routines for both playtime and lunchtime
- ✓ Teach a playground game in PE lessons/SEAL time (one per week)
- ✓ Support selection, training and supervision of pupil helpers
- ✓ Support and reinforce praise and sanctions
- ✓ Mentions in assembly
- ✓ Invite MDSAs into class
- ✓ 'Wet play' equipment/activities displayed on class notice board
- ✓ Information on trips/activities etc. onto lunchtime supervisor's notice board in the dining room – middays need to know when staff want to keep pupils in – i.e. SATs revision, when pupils are on trips.
- ✓ Positive feedback to MDSA from children and teaching staff
- ✓ Handover process in place, focusing on positives
- ✓ **Be on time to bring children in from the yard / receive your children**

Support of senior leaders/Learning mentor

Regular meetings with lunchtime staff to celebrate good things and problem solve.
Support if needed in response to red card

Covid-19 Addendum

September 2021

During the current Covid-19 pandemic Stradbroke lunchtimes have had to be adjusted to ensure social distancing from other class bubbles is achievable.

Therefore lunchtime now spans 2 hours from 11.30-1.30

Year groups reception, years 1, 3 & 5 lunchtime is 11.30-12.30

Year groups IR, 2, 4, & 6 are 12.30-1.30.

Each class has their own TA as well as a lunchtime supervisor allocated and should only come into close contact with these particular individuals throughout their lunchtime.

Each year group has their own playground space that is not shared with other year groups or classes at the same time.

Children are led to and from class, playground and dining room to ensure they do not mix unintentionally with other year groups.

Time is allowed for cleaning down surfaces in the dining room between each year group's lunches.

Each class has a set of equipment to use in their playground that is not shared with others.

See most up to date Covid-19 risk assessment for more details.