

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 | Sept. 2022 | Sept. 2023 | 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.
- Tell an adult if they are hurt or upset, we are here to help and to keep them safe.
- Play and have fun!

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 and have fun! If 3 bells have rung, go straight to your classroom when you have finished eating.

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 supervisors 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.

Staying Safe

Guidance for staff - keeping children safe:

- Check all visitor badges, challenge anyone you don't know – alert the office if you are worried or members of SLT who will be on duty.
- Be prompt into the yard and dining room.
- Supervise the whole area, don't stay in one spot.

Children with additional needs

If you are worried or concerned about individual children seek advice from Lauren Ambler (SENCO), teachers and support staff from the IR or members of SLT who are on duty at lunch time.

Getting help in a dangerous or difficult situation

Stay calm. Send in a sensible and reliable child to the office and/or to the SLT staff on lunch duty. Someone will come immediately. **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

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
- 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
- If you are hurt or upset, tell an adult straight away
- If you see a stranger tell an adult straight away

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.

Inside school:

- Walk sensibly
- Use an indoor voice

ALWAYS: Stop when asked, listen and follow instructions of adults!
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
- balls
- hoops
- tape/CD player
- traditional games on cards
- outdoor gym and ActivAll reaction boards

We have the following zoned activity areas:

Quiet zone/Pergoda - for quiet reading and talking

SMOOGA - Football zone

Cricket / rounders zone - In summer

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

Library daily and seasonal sports at different times of the year with Coach.

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 yet assertively when needed.
- Being a good listener and finding time to listen.
- Smiling, asking children how they are feeling today
- 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, pat on the back, little cards and notes, stickers, badges)

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')
- Move pupils away from an audience
- 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
- Listen to what the pupil is saying, *however unreasonable it may seem*
- 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 child 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.

Children as helpers

Responsibilities:

Jobs include:

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

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
- 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 available
- 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.

Covid-19 Addendum

September 2022

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 11:30am - 1:30pm.

Year groups: Reception, Years 1, 3 & 5 lunchtime is 11:30am - 12:30pm.

Year groups: IR, 2, 4, & 6 lunchtime is 12:30pm – 1:30pm.

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.

Children will sanitise on the way out of class and on the way back into class after breaks and lunch.

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