



WYTON ON THE HILL PRIMARY SCHOOL Play and Lunchtime Policy and Procedures

1. Introduction

Opportunities for play and recreation are a vital part of children's development and learning. They give children the opportunity to develop their social relationships and to deepen their understanding of each other and themselves. At Wyton at the Hill, children are taught that they have a right to engage in play and recreational activities and that school is a place which protects and respects this right. Alongside this, children are encouraged to respect each other's rights to peaceful, happy and constructive playtimes.

2. Aims & Expectations

- At Wyton on the Hill Primary, we aim to ensure that play and lunchtimes are a constructive time for recreation, exercise and social interaction.
- We expect the same school rules and standards of behaviour to apply at lunch and play times as during the rest of the school day.
- We expect children to respond respectfully to the guidance and support of any adult on playtime duty.

3. Strategies to Develop Constructive Lunchtimes

3.1 High expectations of behaviour

The same codes apply during lunch and playtime as with the rest of the school day in order to ensure consistency and high expectations.

Our Code of Conduct

- Respect & take care of yourself
- Respect & take care of others
- Respect & 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/show me five
- Look at the adult
- Keep quiet and still
- Listen

3.2 Clear Lunch and Playtime Rules

Specific play and lunchtime rules are known and understood by all children and fairly and consistently applied by all staff.

3.2.1 The Safe Supervision Rule

No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision.

The only exceptions to this rule is those undertaking pupil jobs which involve a specific task not requiring supervision (e.g. Office / Register Assistants). Careful consideration must therefore be

given to the choice of Office / Register Assistants.

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.

Pupils may come in to use their designated toilet only when they have sought permission from an adult and received a 'toilet tag'.

3.2.2 The Safe, Rights Respecting Activity Rule

Unsafe activities, or those which do not promote our rights respecting ethos are not permitted, including:

- Fighting / wrestling
- "Play fighting / Rough Play"
- "Bull dog" or other games used as an excuse for overly physical contact
- Football with more than 10 players in total per game
- More than 2 games of football at any one time
- Climbing on/jumping the retaining walls/benches
- Hanging/swinging on trees and perimeter fencing
- Eating sweets, crisps or gum
- Littering
- Bringing own play equipment from home (this is to avoid unnecessary damage / loss)

3.2.3 The Safe Areas Rule

Some areas are out of bounds because they are unsafe:

- All grassed areas in unsuitable weather. In suitable weather conditions the field may be used at lunch and play times. This is the decision of staff on duty.
- Area outside the Key Stage 2 entrance and beyond, unless supervised by an adult.
- Toilets, without direct permission from an adult.

3.3 Respectful Conflict Resolution through Peer Mediation

Occasionally, disagreements can occur at play and lunchtimes. This may be for a variety of reasons.

Adults on duty should **always** refer pupils in disagreement to the Peer Mediation Team, **unless** one of the pupils has been injured, or a time-out is necessary (see section 3.4.2).

3.4 Play and Lunchtime Rewards and Sanctions

3.4.1 Child / action specific praise – this may also be logged on the lunchtime behaviour log.

3.4.2 'Top Table': Pupils who are noticed for particularly courteous or helpful behaviour in the dining hall or on the playground during a particular week are invited to sit at the table at the top of the hall with a friend on the following Monday. Invitations to 'top table' are announced and celebrated in the school's weekly Achievement Assembly.

3.4.3 Sanctions: Staff working with children at play and lunchtimes use the following stepped sanctions for children. They are also used during after-school clubs which are run by school staff.

Sanction	Staff on duty...
Reminder	<ul style="list-style-type: none"> • Quietly ask the child which rule they are breaking. • Carefully explain which rule if the child does not know. • Politely ask them to stop. • Ask them to move to another part of playground/space or ask them to play with someone else if this will help the child to keep the rules. <p>Duty staff record the reminder in the lunchtime behaviour log. Reminders are not given if a child is hurting or bullying another child. In such incidences, pupils will be escorted immediately to a member of the Senior Leadership Team.</p>
Time Out 1 (5 minutes in situ)	<p>If a child continues to break the rules following a reminder/warning they will have 5 minutes time out if there is time left within the playtime/lunchtime. If not, the time-out will be carried over to the next break. The child will spend 5 minutes time-out at side of play area near a member of staff.</p> <p>Duty staff record the time-out in the lunchtime behaviour log. Parents will be informed in writing at the end of the week.</p>

	Time Out 1s are not given if a child is hurting or bullying another child. In such incidences, pupils will be escorted immediately to a member of the Senior Leadership Team.
Time Out 2 (15+ minutes inside)	If a child argues at any point, refuses to take the time out or continues to break rules following a reminder/warning, they will be escorted in for the remainder of the break to reflect on their behaviour with a member of the Senior Leadership Team. If there is not time for this, the time-out will be carried over to the next break. Duty staff record the time-out in the lunchtime behaviour log. Parents will be informed in writing on the same day. This will also happen immediately , without following the stepped sanctions, if a child is physically aggressive or if they are bullying or discriminating against another child. This is recorded. Parents will be informed in writing on the same day.

3.5 Effective communication between the Lunch time Coordinator and Class Teachers

Efficient communication between lunch and play supervisors and teachers is assured through the use of the lunchtime behaviour log. This log helps to identify any behavioural trends or triggers so that targeted support can be provided for pupils at play and lunchtimes, if necessary.

- The Lunchtime Coordinator acts as the main contact point with the school Inclusion Manager and ensures the reporting of incidents to class teachers on a daily basis. She monitors the lunchtime behaviour log and ensures that behaviour is managed consistently and fairly.
- The Lunchtime Coordinator meets with the Head or Deputy at least weekly to keep everyone fully informed of events and discuss any problems arising.
- The Head meets with all lunchtime supervisors at least once per half term to discuss areas of concern and check the implementation of the policy and procedures.

3.6 Promoting active play and positive relationships

Where possible, lunchtime supervisors should promote active play and positive relationships by initiating and supporting playground games, using the Key Stage One and Two equipment kept in the PE shed.

4. Role of the teaching staff

Class teachers can improve lunchtime behaviour in the following ways:

- By helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE / games.
- By supporting lunchtime supervisors and treating them as full staff members.
- Keeping lunchtime supervisors informed of any children with problems or who are experiencing particular difficulties.
- Checking the Lunchtime Behaviour Log regularly and following up entries with the children concerned.
- Using circle-time, drama and PSHE to explore themes such as bullying, self –esteem and resisting peer pressure.
- Supervising pupils into the dining hall and handing over to lunch time staff.

Related documents: Behaviour & Discipline Policy, Anti-Bullying Policy, Physical Intervention Policy, Child Protection Policy

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