



## Esh Winning Lunchtime Policy

This policy sets out Esh Winning Primary school's commitment to ensuring all children enjoy lunchtime through quality play opportunities, healthy eating and a relaxed, calm environment. This policy should be read in conjunction with the school's Play Policy and OPAL Risk Assessments.

### **Organisation**

We organise the staff at lunchtime as follows:

#### **EYFS:**

Nursery (1:8) – number of adults is dependent on the needs of the children, which can require an additional member of staff to support.

Reception – Two members of lunchtime staff.

Lunchtime staff across the Early Years Unit support each other as the space is shared.

Once the Nursery children have finished their lunches, they are escorted back to the Nursery where the children play in the Nursery outdoor provision. The Reception children are escorted back to the Reception where the children play in the Reception outdoor provision. In the Summer Term, as part of their transition, the Reception children will play in the main school grounds. The Reception children will wear high-vis vests, so that they can be quickly identified.

#### **Key Stage 1:**

The Year 1 and 2 children are collected from their classrooms by lunchtime staff. The children are escorted around the outside of the building and the lunchtime staff oversee the children going into the dining hall. The children are supervised in the dining hall by lunchtime staff.

#### **Key Stage 2:**

One member of lunchtime staff in the hall.

One member of staff having a duty lunch, encouraging good manners, conversation and healthy eating. This member of staff will also support the member of lunchtime staff on duty in the hall.

### **Dining Hall**

In the dining room, please encourage:

- healthy eating and where necessary, assisting with cutting food, pouring water, opening packets etc.
- all pupils to eat their lunch and be aware of and report any pupils causing concern over their food consumption to the senior supervisor.
- good behaviour from the children, reporting any concerns to the senior supervisor, e.g. eating, good manners, clearing away, lining up etc.
- Lunchtime buddies to encourage children to clear and stack their trays and plates, open packaging and pouring water.

The Senior Supervisor will also ensure that there is at least one supervisor in the outdoor area before the children go out.

All other lunchtime supervisors are spread throughout the school field, trees and playground. Each lunchtime supervisor is assigned a zone on a weekly basis. This timetable is displayed on the lunchtime staff



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noticeboard. Any amendments to the zones will be discussed with the play leader and the senior supervisor. This information is then shared with the rest of the lunchtime team.

We provide the children with the opportunity to a wide variety of play, which is organised by our play leader. The play leader develops and improves the OPAL provision on a weekly basis and provides additional activities to encourage the children to play.

### **Remote Supervision**

We may not be able to see every child all the time, especially when the children are using the trees. It is expected that staff will move around throughout lunchtime, finding out what the children are doing and where the children are playing. All staff should be aware of the whole area of play around them. Staff can then check in on the children's play throughout lunchtime. Staff can also remind older children that they are the behaviour role models for the younger children.

### **Wet Playtimes**

Although some tasks will, obviously, remain as before any staff who would be outside will be allotted classrooms to supervise. The lunchtime board will display these allocations.

- Children must ask permission to leave the classroom to go to the toilet (individually only).
- Please encourage and remind children of good behaviour.
- The senior supervisor will be patrolling and will deal with any issues that may arise.
- Please wait with the children until school staff return at the end of the lunch period.
- The class teacher will provide suitable resources or activities for use during wet lunchtimes.

### **Behaviour Management**

The children should treat all staff with the same respect they would a teacher or a teaching assistant. They should do as you have asked. In order to create and promote a positive and respectful lunchtime provision, all lunchtime staff are reminded of the following:

- Smile at all children and be friendly when they approach you.
- Show an interest and listen to the children.
- Give praise frequently and use lunchtime stickers to reward good manners / good choices / helpful actions.
- Treat each pupil fairly and equally.
- Talk to the children in a normal voice and do not shout.
- Treat each pupil with respect.
- Encourage children to apologise and be considerate and caring.

If a child is unsafe, causing harm to others or is rude to a staff member it is critical that lunchtime staff know how to quickly de-escalate the incident. The following procedure is used to support lunchtime staff.

- Using a calm voice, ask the child to make the right choices about their behaviour.
- Remind the child about the school rules and offer other choice options. Either they will make the right choice, and start behaving appropriately, or they will make the wrong choice. If that happens, there will be a consequence. These choices are fair, reasonable and not threatening.
- Offer the child "Time Out" with the senior supervisor.
- If the behaviour persists, ask another member of staff to contact the deputy or head teacher and record the incident in your log book.
- Each lunchtime supervisor is linked to a class and they must inform the class teacher at the end of the lunchtime of any serious incidents.



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- Let the class teacher know any positive comments about children who are showing good or improving behaviour choices. Remember to award Lunchtime Awards each week.

### **Conflict Resolution**

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships

The Restorative Questions:

1. What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. What do you think and feel about that? What each person was thinking and feeling at the time, before and since.
3. Who has been affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.
4. What do you think needs to happen now?
5. What do you need to do now? next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved

### **Health and Safety**



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For Health and Safety purposes the following activities are **not** permitted:

- Children cannot roll down the hill in a pipe or tyre.
- Play fighting is **not** allowed.
- Children should not be picking up or carrying other children.

Any broken or damaged items of equipment must be removed immediately. Children may bring these to your attention. Any such items must be placed at the side of the container which is in the Tranquil Garden. These will then be removed and disposed of correctly.

Always be aware of any visitors to the site and report any concerns to the senior supervisor. Anyone staff do not recognise should be challenged and, if necessary, reported to the senior supervisor.

Always monitor entrances and exits to the school premises (ensure that children do not enter the school building without permission).

If the fire alarm sounds during the lunchtime period, children should exit from the dining hall door and be escorted to the meeting point, which is located on the field next to the mud kitchen. If the fire alarm sounds during a wet lunchtime, the children will exit out of the classroom doors and be escorted to the meeting point. The children will wait in their class lines until the registers are called and all children are safely accounted for. Adults will be checked off using the signing-in register.

### **First Aid**

All lunchtime staff carry a waist bag, which contains basic First Aid equipment. There is also additional First Aid equipment stored in the play pod. A number of the lunchtime staff are First Aid trained and they should be consulted with regards to more significant incidents. Any head bumps must be reported to parents via a phone call; this will be completed by the administration staff. If an incident involving a child (other than a head bump) requires a phone call home this must be discussed with the SLT prior to the call being made. All First Aid incidents should be recorded in the accident book and slips written for children to take home. The member of staff administering first aid will usually complete the slips.

### **Clothing**

During the colder and wet weather wellies or walking boots should be worn by staff and children when walking on the school field or in the woods. "Welly Days" are indicated by a card placed on the classroom door by the play leader. Children should also wear coats during cold weather. There are waterproofs available for the children to wear if they want to play in or around the mud kitchen area.

### **Safeguarding**

- Any racist, sexual or homophobic incidents must be reported to the class teacher.
- If a child tells you anything that gives you cause for concern or you see marks/injuries on a child's body, you must inform one of the Designated Safeguarding Leads immediately.
- Never tell a child that you can keep secrets.
- Never discuss anything about children in school with others. Any concerns that you have should be discussed sensitively with the class teacher.



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### **Review**

This policy will be closely monitored by the Head Teacher and Deputy Head Teacher.

This policy has been shared with the whole school community.

Last Reviewed: October 2022

Next Review: October 2025