

<b>Policy</b>	Behaviour Policy – Lunchtime Handbook
<b>Ratification date</b>	12 <sup>th</sup> February 2024
<b>Last reviewed on</b>	January 2024
<b>Next review date</b>	January 2025
<b>Signatories</b>	<p style="text-align: center;"><i>Emeray Davies</i></p> <p style="text-align: center;"><b>Acting Headteacher</b></p> <p style="text-align: center;"><i>amoffat</i></p> <p style="text-align: center;"><b>Chair of Governors</b></p>

## **Introduction**

This lunchtime handbook is an integral part of the Wheatfields Primary School Behaviour Policy.

It is available to all lunchtime staff, teaching staff, teaching assistants, admin staff, parents, governors and visitors to the school. It will form the basis of the induction of new lunchtime staff as well as clarifying the procedures for existing staff.

This handbook will be reviewed regularly by the lunchtime staff and leadership team. It will be displayed in every classroom and explained to the children.

Playtimes and lunchtimes should be an enjoyable and valuable experience for children where through play, they can discover, explore and develop the understanding of the environment around them whilst children can and should be able to play without being organised by adults, they need adults to provide a secure environment.

At Wheatfield we use a Therapeutic approach to behaviour. We firmly believe that teaching children internal discipline through modelling and restorative conversations is the best way to ensure pro-social behaviour and pro-social feelings.

*'You can't teach children to behave better by making them feel worse. When children feel better, they behave better'*

*Pam Leo*

## **Children have the right to**

- Feel safe
- Have the opportunity to reflect on choices they have made
- Have appropriate behaviour modelled
- Be treated fairly
- Be listened to and heard
- Have and show consideration for others

## **Health and Safety**

Lunchtime supervisors have a responsibility to ensure the health and safety of the children in their charge at all times.

- Children's feet should be kept on the ground at all times unless children are using the apparatus. This means no climbing on trees, hedges, benches, fences, walls
- Children should stay visible at all times especially when upset. This means no playing or hiding in hedges, in the toilets or in the classrooms
- Children should walk in school at all times
- Children's shoes should be kept on their feet at all times
- Children should report any broken glass, sharp objects or dead animals/birds to the lunchtime supervisors and not pick them up themselves
- Children may only use skipping ropes and other outside toys when it is dry
- Children should follow sun protocols during hot sunny weather
- Children must not play games that involve physical contact i.e. play fighting games
- Children must ask an adult before coming back into school eg to use the toilet.

## **Expectations of Behaviour**

- Children should show respect by listening to and follow instructions of Midday supervisors

- Politeness from all (this includes staff as well as children)
- Children should show respect for each other and the environment: picking up litter, eye contact.
- Children should always ask permission to go into use the toilets and use them sensibly
- If a child is upset, they should be aware of where they can go to speak to a trusted adult. They should not hide in toilets for safety reasons.

### **How we encourage good behaviour**

Everyone at Wheatfields Primary School agrees that the following are effective ways of modelling and encouraging pro-social behaviour;

- Adults should show an interest and listen to the children. We use a PACE approach with all pupils.
- All children should be treated fairly and equally. We do not label children or jump to conclusions
- Adults should give gentle reminders of the expectations
- Adults should stay calm. This will help you to remain in authority and be effective in supporting the children
- Give praise frequently – it's more effective than criticism. Pro-social behaviour should always receive more attention than anti-social behaviour
- Adults should recognise and reward good behaviour with Dojo points and verbal feedback *'thank you for listening to me, thank you for showing me respect, thank you for holding the door open'*
- Adults should encourage children to take responsibility for their own actions and choices
- Adults should encourage children be considerate and caring of other people's feelings
- Adults should help children out of awkward situations, with the aim of preventing poor choices being made by the children. This could be done by ways of a relaxed conversation, using a de-escalation script, offering them space
- Adults should be conscious of their body language: smiling, open body language. Pro social experiences create pro-social behaviour
- Adults should always model being polite and respectful towards children which in turn is reciprocated
- Adults should make conversation with pupils in informal situations: asking how their weekend was, commenting on a new haircut etc
- Adults should greet pupils, especially those with whom they have had difficulty with previously, in a positive, friendly manner
- Adults should always set high standards in all you do with pupils
- Adults should take any opportunity to rebuild relationships soon after restorative conversations have been had

### **How to prevent inappropriate behaviour**

At Wheatfields Primary School we believe it is more important to understand the reason behind why the child is displaying anti-social or dangerous behaviour than it is to assign blame and punishment. The therapeutic approach leads adult to identify how the child is feeling, what can be done to support the child and provide them with a restorative method to help them learn how they can self-regulate.

### **Playing *with* the children**

Children often find playing games with each other in a successful way a challenge –

very young children, for example, have no concept of sharing so this needs to be taught as turn-taking. It is our job to support children in understanding **how** to play with each other positively, and subsequently how to resolve issues when things go wrong. It is at these times where antisocial behaviours can be more prevalent, so playing alongside the children is key to preventing unwanted behaviours.

### **Keep an eye out for**

- Noise level – too loud, too quiet, excessive laughter
- Groupings – large groups or isolated child
- Facial expression – crying, looking worried, upset or angry, frowning
- Body language – hunched shoulders, physical contact, boisterous play
- Pupils visiting first aid continuously

### **As an adult you too can make it worse. The behaviour may be challenging to you but, it is vital you think about your:**

- Voice – avoid the 'loudness cycle', speak to the child with patience and empathy
- Gesture – pointing
- Body language – hunched shoulders, arms folded, extended neck, tense, standing over them
- Proximity – invasion of personal space
- Facial expression – looking cross

### **Avoid Conflict**

#### **Keep things calm by:**

- Making expectations clear
- Allowing them the opportunity to speak
- Using the WINE approach
- Avoid audience participation, remove yourself and the child to quieter area
- Give choices – this helps avoid more confrontation and supports de-escalation
- Remain in control of yourself, your tone and body language
- Use a calm voice: shouting is not helpful
- Explain how the child actions could make other, including yourself, feel
- Always follow up the incident, speak to class teacher or LSA to ensure they are aware
- Rebuild the relationship: the therapeutic approach puts repairing harm done above the need for blame and punishment
- Log the incident

### **Consequences**

The following protective consequences can be used to support the child in de-escalating and stopping inappropriate behaviour

- **Verbal warning- done in a calm manner with reminders of expectations**
- **Time out**– the child will spend 5 mins by the wall and then return to the lunchtime supervisor at the end. This should be done in a positive manner *'because you have chosen to hurt another child obviously you need some time out to calm down and reflect on your choice's'*
- Incidents, those involved and consequences are recorded in MDS book (each class has its own)
- Brief communication of the incident and the consequences given are shared with the class teacher at handover (just before 1pm).

## **Communication**

At Wheatfields Primary School everyone agrees that effective communication is important. Therefore a;

- copy of the lunchtime supervisors handbook available in first aid kits at front office
- lunchtime supervisors should ensure that they are in constant contact with Mrs Moffat and class teachers.
- Any incidents are reported back briefly to the teacher and how it was dealt with

## **Eating Lunch**

### **Eating in Classrooms children should:**

- stay sitting until they have finished their lunch
- talk quietly: lunchtime is a social time and children should be able to talk quietly with each other
- keep the food within their lunchboxes and not on the floor and be responsible for clearing up any mess that they make
- only touch their own food
- take any uneaten food home in their lunchbox
- walk out onto the playground
- Be respectful of the Midday Supervisors

### **Eating outside children should:**

- sit in the shade where possible whilst eating their lunch
- stay sitting until they have finished their lunch
- talk quietly
- keep the food within their lunchboxes and not on the floor
- only touch their own food
- take any rubbish home or compost any fruit and vegetable waste
- be responsible for ensuring no litter is on the playground
- Be respectful of the Midday Supervisors

### **Eating in the Hall and KS2 dining hall children should:**

- sit at allocated tables.
- Be respectful to the kitchen staff, using please and thank you's
- stay sitting, and not change seats, until they have finished their lunch
- talk quietly
- keep their food on their tray and not on the floor
- only touch their own food
- walk out onto the playground

## **Water Bottles**

Water bottles may be taken outside but are the children's responsibility.

## **What can we do at Playtimes? Wet Playtimes**

Each classroom has its own wet play activities which may include:

- games, drawing, cards, quizzes, reading.

**When the field is out of action**

When the field is out of action children can play on the playground and on the apparatus areas according to the instruction of the staff outside.

**Playing on the Field**

In the interest of health and safety children should not play games which involve physical contact.

Children may play

- Football, rounders or kwik cricket, skipping, duck, duck goose, what's the time Mr. Wolf, Grandmother's footsteps, hop scotch, snakes and ladders, stuck in the mud, statue tag

**Playing on the Playground**

In the interest of health and safety children should not play games which involve physical contact.

Equipment is available for the children to use and should be regularly checked to ensure it is safe for use.

On certain days of the week, on the KS2 playground, sports coaches offer various adult led games

Children may also choose to play

- Duck Duck Goose, What's the time Mr. Wolf, Grandmother's footsteps, Hop Scotch, Snakes and Ladders, Stuck in the mud, Statue tag

