



# Southfields Primary School

## Lunchtime and Play Policy

**Date agreed: March 2025**

**Review Date: March 2027**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

## 1. Rationale

At Southfields Primary School we want to provide a constructive time for children to participate in recreational activities, exercise and social interaction. This policy is to ensure that the same standards of behaviour in the classroom are transferred to the playground and all adults in school will have clear guidelines to follow about behaviour management.

## 2. Aims and Objectives

The school seeks to provide a safe, secure and happy environment for all pupils and will consistently and fairly seek to resolve incidents and repair relationships wherever possible. We will:

- Ensure regular communication between appropriate adults.
- Provide a clear set of rules for children to follow.
- Use rewards, praise and sanctions appropriately.
- Display the lunchtime routines and guidelines.
- Provide designated play and activity areas.
- Train Play Pals to support the younger children.
- Provide training and guidance for lunchtime supervisors (MDSs).

We aim for children to develop:

- Self-confidence and independence
- Self-control and self-motivation
- Sensitivity and consideration for others, including a sense of 'fair-play'
- A pride in themselves and in their school

And for children to take responsibility for:

- their actions towards other children and adults
- co-operating with school codes and rules
- showing respect and tolerance for race, religion, gender, other lifestyles and opinions
- some of their own learning and their learning environment

## 3. Supervision

The Senior Midday Supervisor oversees the work of the mealtime supervisors, sets the rota and acts as the main contact point at lunchtimes. The Senior MDS will meet regularly with the SLT to discuss any potential concerns. Lunchtime staff will meet regularly with the Head to ensure good levels of communication.

All accidents/incidents that involve physical injury should be logged by the member of staff managing the incident. Other incidents (e.g. unresolved verbal arguments, children refusing to eat, defiant behaviour) should be logged in the 'Lunchtime Diary' by the Senior MDS who will bring the diary to the attention of the Head.

No children are permitted to remain in the school building during playtimes and lunch breaks without adult supervision. In the case of lunchtime clubs, the children involved must wait outside until the adult leading the activity is ready to collect them in person. The only exception to this rule is monitors with a specific task not requiring supervision i.e. register monitors.

#### **Access to the Playground**

Reception, Year One and Year Two: lower playground

Year Three and Year Four: middle playground

Year Five and Year Six: upper playground

## **4. Unacceptable and Poor Behaviour**

It is important to be clear about the difference between bullying and children not getting on together. **In most cases bullying behaviour is deliberate, planned and persistent (see Behaviour Policy).**

Poor and unacceptable behaviour will include the following:

- Deliberate disobedience and/or defiance, refusal to follow school Rainbow Rules.
- Violence towards others that includes biting, spitting, hitting and kicking etc.
- Foul language and swearing, making unkind, racist or sexist remarks.
- Damaging and defacing property.
- Answering back, rudeness or aggression to adults and others.
- Stealing and truancy.
- Making up or joining gangs.

Possible signs that a child is being bullied might include:

- Sudden changes in behaviour (aggressive/tearful/clingy) and voiding eye contact
- Refusal to go out at playtime
- Inexplicable tummy-aches, feeling unwell, lack of appetite
- Increase in anxiety about going to school
- Uncharacteristic desire to be with an adult
- Unexplained injuries, bruises, marks
- Loss of or damaged personal property

## **5. Rewards and Sanctions**

**Rewards include (in no particular order):**

- Specific verbal praise and eye contact, e.g. smiling, winking, grinning
- House points and stickers, sticker charts, raffle tickets
- Clapping (applause) or shaking hands, soft high five.
- Telling another adult / Headteacher something positive (in child's hearing)
- Inviting another adult to watch a game

- Playing a game with a group of children
- Sharing happy feelings/jokes/laughing

### **Sanctions:**

A firm reprimand from a member of staff is expected to be sufficient and might include:

- Private Censure (a quiet word). A polite but firm request to stop the behaviour.
- Early intervention to avoid escalation (e.g. rule reminder: 'What is our rule about our hands and feet?')
- Label the act or the behaviour NOT the child (e.g. 'that was unkind behaviour...').
- Acknowledgment of feelings ('I can see you feel..... but I need you to....').
- Discuss and allow child to choose the consequence (modify if necessary!)
- Apologise for your mistakes.

Follow up any correction with positive encouragement a minute or two later. However, if this fails to correct the behaviour of a child give ONE warning only, then the following procedure is used:

- Time out/removal from the scene of an incident to sit at a picnic bench
- Sit in the library for an agreed length of time (NEVER left unsupervised).
- An apology offered to adult/child for inappropriate behaviour (or a drawing).
- Missing afternoon break or part of lunch the following day (with agreement) of SLT.

If the above sanctions do not lead to a modification of behaviour then the following will be considered in conjunction with the Senior Leadership Team:

- Discussion with parents
- Exclusion from the right to represent the school in sports or similar
- Removal of privilege (e.g. class trip, monitor job)
- In-school exclusion for a set period of time (e.g. an afternoon)
- Formal exclusion from school for a fixed period of time
- Permanent exclusion from school

\*NB: It is important that children learn that things have become very serious if the Headteacher is involved. ONLY the Headteacher can invoke the formal exclusion process.

## **6. Behaviour Management**

### **“Don't Feed the Monster!”**

#### **Do:**

- Stay CALM, short and to the point - ('I'm not going to argue with you' – then turn away)
- Address the behaviour (e.g. 'I don't like it when you behave in this way')
- Avoid excessive eye contact (standing sideways is less threatening)
- Adopt the principle of 'public praise, private censure'.

**Don't:**

- Over-service attention-seeking or power seeking behaviour (try and ignore/use time-out or calm down system)
- Use sarcasm, embarrassment, belittling or persistent criticism (or other over-bearing tactics)

**Give 'I' messages and acknowledgements:**

('I want you to...' 'I need you to...' 'I feel that...' 'I'm sure that...' 'I understand – but...')

**Acknowledge feelings:** I can see you were only.... But I need you to.... Maybe you were, but

**Demonstrate acceptance:** I like the way you.... I think you have.... How do you feel....?

**Show appreciation:** Thank you – that helped me... I enjoyed it when you.... I appreciate your...

**Recognise effort:** Well done, you are playing nicely – you tidied up quickly etc

**All Staff will:**

- Treat children fairly and equally, irrespective of gender, race or religion.
- Apply consistently the agreed standards of behaviour.
- Model appropriate and acceptable behaviour at all times.
- Be alert to signs of targeted poor behaviour, bullying and racial harassment; respond appropriately, report to the SLT and record without delay.
- Deal sensitively with children in distress; listen and respond appropriately.

## 7. Games and Play

The Senior MDS will decide if it is wet play and if the field can be used. At lunchtime children may:

Allowed	Not Allowed
Clapping games, hop scotch, imaginative play, role play	Chasing, grabbing, touching, hurting, play fighting, wrestling
Play with a tennis ball (throwing, catching, bouncing, hand tennis)	No more than three tennis balls on KS1. No more than five tennis balls on KS2.
Skipping	Skip in the designated area.
Use of climbing frame, boat and tyre park	Climbing trees, fences, picnic tables
Fresh or dried fruit at break time	Sweets, crisps, biscuits, chewing gum
Eating packed lunch at a picnic table in warm weather	Eating on the ground or grass bank, moving around while eating, leaving litter.

### **Playground Duty**

Adults on playground duty will consistently walk around the playground keeping ears and eyes open. If anyone suspects bullying is occurring, they will intervene immediately. If there are still concerns at the end of break the teacher (or Head) will be informed. Children must be collected promptly from the playground.

#### **All children must:**

- Follow the playtime code
- Stay in the appropriate playground unless given permission to be elsewhere.
- Ask an adult if they wish to re-enter the building.

#### **Lining up:**

- At the end of any break staff must be on the playground as the whistle is blown.
- On the first whistle all children must stand still.
- On the second whistle the children line up quietly in two short rows for each class.
- The children will lead back into school quietly and in an orderly fashion.

### **Wet Play**

All children return quietly to their designated classroom. Year Six will be asked to help with the younger children. During wet play, children may play with allocated board games, draw and colour on scrap paper, play pencil and paper games (noughts and crosses), play clapping and singing games (softly).

## **8. Safeguarding**

- All staff are aware of the need to safeguard children and of their responsibilities in identifying child protection concerns and reporting them as a matter of priority
- Children are more relaxed at playtime and often disclose information in this relaxed setting. Staff must remain vigilant at all times and report any disclosed information to the Designated Safeguarding Lead.