



Nook Lane Junior School Lunch Time Policy

Core values

- **We are friendly, caring and polite**
- **We are always ready to learn**
- **We are determined, we persevere and we are resilient**
- **We have a voice and we listen to others**
- **We respect difference and diversity**
- **We work together co-operatively**

Vision

It is a primary aim of our school that every member of the school community feels respected, and that each person is treated fairly. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is designed to support the way in which all members of the school can work together in a supportive and collaborative way. It aims to promote an environment where everyone feels happy, safe, secure and able to learn.

Our play 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 Peer Mediators**

Nook Lane's Lunchtime Code of Conduct

- **Wash your hands before you eat**
- **Wait until your table has been wiped before you eat**
- **Eat your lunch quietly**
- **Please put up your hand if you need help**
- **Be polite to everyone**
- **Clean up your mess or ask for help**
- **Empty any water into the sink**
- **Push your chair under the table before leaving the room**
- **Chairs borrowed from other classrooms should be returned**
- **When you have finished eating please put up your hand to be excused**

In the dining Room

- Come in quietly, collect your lunch and sit down with your friends
- Use your indoor voice to chat to your friends and staff
- Use your best manners, we really like that
- Raise your hand if you need anything, we will come as soon as we can
- Enjoy your lunch
- Have a good conversation – not too loud!
- Leave your table tidy, clear away your tray and put cutlery and leftover food in the bin

In the sandwich rooms

- Come in quietly and sit down with your friends
- Use your indoor voice to chat to your friends and staff
- Use your best manners, we really like that
- Raise your hand if you need anything, we will come as soon as we can
- Enjoy your lunch – eat nicely, you are in someone's classroom so try not to make a mess
- Have a good conversation – not too loud!
- Leave your table tidy, clear away your lunch and put rubbish in the bin

Indoor play and lunchtimes

- Stay in your classroom and ask if you need to leave the room
- Use the games and equipment that you have permission to use
- Tidy up when asked at the end of lunchtime

Staying Safe

In the playground:

- Be kind and considerate
- Play with your friends and let others join in your game
- Learn a new game and teach it to someone else
- Look after anyone who seems sad or lonely
- Be careful when you are running, look out for others
- No climbing trees or fences , this can be dangerous

- Only use the adventure playground when the staff are in the playground
- Ask permission if you need to go inside

Inside school:

- Walk sensibly
- Use an indoor voice
- Do not stay in a classroom by yourself. You need permission to stay inside with an adult

Keep safe:

- Stop and listen to the adult, even if you are doing something exciting! This is very important and it will keep you safe
- If you are hurt or upset, tell an adult straight away
- Go to a Peer Mediator if you need help with a problem

Supporting Positive Play:

- Teaching games to play outside - 'Game of the week'
- Peer Mediators
- Playground Games Book
- Develop quiet areas of the playground for reading, dance, drama and chatting
- Green cards to celebrate positive play and behaviour and following the school's core values

Encouraging good behaviour and positive relationships – guidance for lunch staff

Positive messages encourage children to behave well and help them develop the skills they need to be good citizens.

- Be a good role model, use please and thank you, give compliments, apologise when you make a mistake and avoid sarcasm
- Speak calmly and assertively
- Be a good listener, find time to listen
- Smile, ask how they are feeling today
- Tell someone else how lovely they are
- Find out about children's interests, what makes them happy and sad, pets, new babies etc
- Give special jobs and responsibilities
- Share resources with them
- Ask about what they are learning in class
- Praise them for 'being' not just for 'doing'
- Catch them being good and tell them why you are pleased
- Praise them. Praise them more. They are still learning.
- Use 'You' messages to encourage – You have achieved
- You are excellent at
- You know so much about,,
- You make me laugh when ..
- You were a good friend when ..
- Show approval – thumbs up, pat on back, green cards
- Nominate children for praise from their class teacher

Managing challenging behaviour

All actions should be consistent with school policy.

- Label the behaviour not the person
- Use the agreed rules to set boundaries, say what you mean and mean what you say
- Distract them – ‘That looks like a good game over there’
- Redirect – ‘Go back and walk’
- Use humour
- Quiet word
- Speak assertively – use phrases such as ‘ I need you to ..’ or ‘I want you to ..’
- Use ‘the look’ – make sure that your body language and your words match
- Be fair, stay calm, speak quietly and stick to the point, focus on the primary behaviour
- Use a core value reminder
- Use ‘I’ messages to remind – ‘I feel hurt when’ or ‘I am disappointed when’ or ‘I was very surprised when’, ‘I need to know about your reasons’, ‘I am uncomfortable about’
- Avoid the ‘why’ question – try ‘Tell me what happened’
- Be surprised/disappointed that they would do something negative
- Provide a way out – give a choice
- Use ‘When, then’
- Warning
- Withdraw a privilege
- Time out
- Separation from friends
- Red Box support after 2 warnings

A one off conflict or confrontation

- Stay calm
- Look at the circumstances
- Move the pupil away from an audience
- Get other pupils to help you
- Send for help
- Listen to what the pupil is saying, however unreasonable it may seem
- Expect the usual good manners
- Explain briefly your view
- Put the situation in perspective

Consider:

- Do these strategies work for ALL pupils?
- Do all staff feel comfortable with de-escalation techniques?
- Are children clear about rules, routines, rewards and sanctions?

How class teachers can help and support

- Apply the same rules and routines for playtimes and lunchtimes
- Teach playground games in PE
- Support and value Peer Mediation
- Celebration assembly used to support positive behaviours
- Speak about Lunchtime Supervisors with respect and gratitude
- Wet play/indoor play equipment/activities to be displayed so all are clear what is allowed

- Include Lunchtime Supervisors in assemblies to celebrate positive behaviour
- Positive feedback to Lunchtime Supervisors from children and staff about how they have helped

The role and responsibilities of the Lunchtime Supervisor

- Role model
- Referee and mediator
- Playground teacher
- Carer
- Advisor
- Cleaner
- Monitoring the safety and welfare of children
- Helping to build positive relationships
- Promoting independence and self help skills
- Supporting emotional well-being
- Solving problems
- Developing social and emotional skills
- Developing physical skills
- Encourage friendships
- Teach problem solving
- Promote healthy eating
- Develop confidence and self esteem
- Develop mediation skills
- Conflict resolution
- Teach good manners
- Develop play skills

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