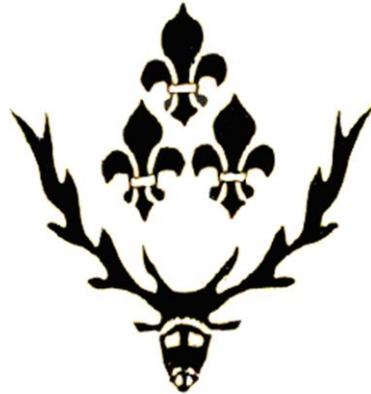


Giffards Primary School



Lunchtime Supervision Policy

Originally Agreed by Governors
December 2014

Last reviewed and updated
May 2018

Next Review Date
May 2019

POLICY FOR LUNCHTIME SUPERVISION

This policy should be read in conjunction with the following policies and documents;

- ◆ Health & Safety Policy
- ◆ Staff Handbook
- ◆ Positive Behaviour Policy
- ◆ Equal Opportunities Policy
- ◆ Child Protection Policy
- ◆ Guidance on Physical Contact
- ◆ School Security Policy

The school has responsibility for the provision of school meals and the supervision of the pupils at lunchtime. The school meals at Giffards Primary are prepared on the premises by Thurrock Catering Service, who have full responsibility for providing the meals.

The lunch break at Giffards Primary is from 12.00 to 1.00. All children eat in the school halls in KS1 and KS2.

The Head teacher is obliged to ensure there are satisfactory levels of supervision throughout the lunch break. To ensure effective supervision during lunchtime we employ additional midday assistants and utilise some of our learning support assistants. We consider these staff have a very important role within the school. The contribution they make to the management of the school and the care and welfare of the pupils is valued very highly. The Head teacher, supported by the inclusion manager, is responsible for the management, training and welfare of the supervisors in school.

The Role of the Midday Assistant

During lunch times the MDAs are responsible for the children under the daily line management of the inclusion manager; overseen by the Head teacher.

In accordance with their job descriptions, the MDAs are responsible for:

- ◆ supervising pupils and supporting social development on the school site
- ◆ dealing with minor incidents and accidents
- ◆ organising activities for the pupils during wet lunch breaks
- ◆ overseeing pupils' care and welfare during the lunch break, especially in the playground
- ◆ undertaking training as required.
- ◆ making sure all children observe the code of conduct
- ◆ dealing with children who break the rules, (in accordance with the School Behaviour Procedures.
- ◆ ensuring classrooms are cleared up after use if used for wet play and that only allocated equipment is used during this time.
- ◆ assisting children with their meals as necessary and teaching good manners for eating.
- ◆ liaising with class teachers/inclusion team.
- ◆ ensuring lunchtime ends with pupils ready to learn.

General organisation

Each member of the Midday Team has a specific role to play within the general organisation and is given a rota to follow. The tasks are timed and staff should keep to the schedule. Some of the lunch break duties are divided into two, with staff supervising children while they are eating their lunch and afterwards when they are in the playground .

Lunch time activities

Poor behaviour can stem from a lack of stimulating/enjoyable activities and poor self-esteem. Playground zones are used in both key stages to create enjoyable, varied and stimulating activities to appeal to a wide variety of children's interests as well as raising self-esteem, encouraging social interaction, cooperation and development of fine and gross motor skills through a range of physical activities. The playground zone rota must be adhered to by all staff during lunchtime.

Rewards

MDAs must praise the children as frequently as possible. It is important that rewards are used fairly and consistently. Children must be 'caught' being good. Children who ask for rewards will not be rewarded but reminded that MDAs will watch out for good behaviour. It is important children feel valued as individuals and as such all pupils should have opportunities to be rewarded. Be careful not to fall into the trap of having favourites! Children do notice this and this causes resentment.

Stickers are visual, immediate rewards. Lunch time stickers should be given out to children for keeping the lunch time rules. Leaf points may also be given. MDA's should aim to award 5 leaf points at least per day. Leaf points are awarded for keeping the Golden rules, such as showing good behaviour, good manners, sharing well and being helpful etc. MDAs should give out a paper 'leaf' which children pass to their teacher. The learning mentor will return them to each MDA once they have been recorded in class.

Good behaviour

MDAs are entitled to the same authority and we expect children to have the same respect for them as teaching staff. Our positive behaviour policy is expected to be adhered to during lunchtime. (see appendix 1; sanction system)

MDAs are reminded to refer to the guidelines below for approaches to behaviour management.

Guidelines for good relationships between children and MDAs

- **Treat all children fairly and equally** - It's easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay, only act on what you are sure you saw.
- **Be friendly and approachable** – Children need to see you as someone who is open and ready to listen to them. A cold or distant manner will stop them from approaching you.
- **Give Gentle reminders** – Children often simply forget some rules; for example, not running in the dining hall. A gentle reminder is all that is needed.

- **Stay calm** –stay calm at all times. This will help you to remain in authority and be effective. If you shout or boss the children about they may think you're losing control.
- **Smile** –smile at the children they will then see you as someone who is warm and friendly.
- **Chat** –chat to the children about their news, interests and activities.
- **Give praise** – praise is more effective than criticism, so praise frequently.
- **Give incentives** – give out leaf points. Be consistent and fair.
- **Be polite** – set a good example to the children by speaking politely to them.
- **Avoid confrontation** – Don't argue with a child that undermines your authority. Repeat your request calmly, and then use the sanction system.(appendix 1) If you have to deal with bad behaviour, take the child/ren to one side, away from others who might encourage them.
- **Help a child 'back out' of an awkward situation** – If a child is deliberately rude, ask them to repeat what they said. This allows the child to retract the statement or apologise. Accept any apology graciously and don't reprimand further. Don't leave the child with no way out. If the child feels cornered there is a danger of confrontation.
- **Don't shout – avoid shouting at all times.** Shouting at children can have a negative effect on their behaviour and make some children very defensive. It will make your job harder.
- **Learn from the class teacher/other staff** – Speak to, observe and learn from the class teacher and other support staff about how to deal with children's behaviour and to settle them for learning..
- **Don't use sarcasm.** – Don't belittle children by using sarcasm – this leads to resentment.
- **Don't use labels** – Don't give children negative labels such as naughty, rude or stupid. Tell the child their behaviour is unacceptable.
- **Watch out for loners** – Watch out for lonely or isolated pupils. Talk to them and try to involve them in games with other children.
- **Personal remarks** – Don't make a personal remark to a child. It is unprofessional and you will never establish a relationship with that child.
- **Keep focused** – Keep your attention on the children, keep chats amongst MDAs until the end of work

Treatment of Children

- ◆ Treat the children fairly and equally, no matter who they are, or what you know about their previous behaviour.
- ◆ Treat each child with respect. Do not make degrading comments about them or use unkind labels to describe them.
- ◆ Never strike a child. Do not threaten them physically or invade their space so that they feel intimidated.

Support for Midday Assistants

In order for Midday Assistants to fulfil their vital role at Giffards Primary, we believe it is crucial that they are valued, respected and well managed, and that their professional development needs catered for. The children should also be aware that MDAs have the same authority as the teachers and should be shown the same respect. MDA's have annual performance management and fortnightly continuing professional development meetings.

Further Information

Useful Documents and Resources

The Stationery Office	Health & Safety at Work Act 1974
The Stationery Office	The Management of Health & Safety at Work Regulations 1999
The Stationery Office	Health and Safety Law: What You Should Know (Pack of 25 leaflets October 99)
Folens Publishers	Primary Professional Development: Behaviour and Management Policy (FA6505)