



*As each has received a gift, use it to serve one another,  
as good stewards of God's varied grace  
1 Peter 4:10*

*Work together, learn together, grow  
together...*

## **Lunchtime Supervision Policy**

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

**Agreed: Spring 2020**

**Head Teacher:**

**Governor:**

**Review: Spring 2022**

**LUNCHTIME SUPERVISION POLICY**

**Date of Policy: Spring 2020**

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**Head Teacher: Mrs Laura Green**

**Chair of Governors: Mr Robert Culyer**

The Federation has responsibility for the provision of school meals and the supervision of the pupils at lunchtime. School meals are cooked on site at Morley CE VA Primary School and delivered to Tacolneston CE VA Primary School.

The Federation Leadership Team is obliged to ensure there are satisfactory levels of supervision throughout the lunch break. To assist with the supervision, the Federation has appointed a number of Mid-day Supervisors (MSAs). We believe MSAs have a very important role within the school and the contribution they make to the management of the school, and the care and welfare of the children, is valued very highly. Children who are happy and well cared for at lunch time start the afternoons refreshed and ready to learn. Eating together and playing together are social occasions which form part of our Christian community and ethos.

The Deputy Head Teacher is responsible for the management, training and welfare of the MSAs in Morley Primary School and our Senior Teacher has the responsibility at Tacolneston Primary School.

**Children have a right to:**

- Feel safe
- Be treated fairly
- Be listened to and heard
- Have consideration of others

**Expectations for children's behaviour:**

- Follow instructions
- Show good manners
- Take good care of everybody and everything

**How we as adults in our schools encourage good behaviour:**

- Adults show an interest and listen to children
- All children are treated fairly and equally
- Gentle reminders are given where needed
- Adults remain calm and in authority
- Praise is given frequently
- Good behaviour is recognised
- Children are encouraged to apologise and be considerate and caring of other people's feelings
- Adults anticipate situations where improper behaviour could occur

- Adults smile and appear happy
- Adults move regularly from place to place visiting all areas of the site for which they are responsible to check children are safe

### **How to prevent inappropriate behaviour – we look out for:**

- Noise level – too loud; too quiet; excessive laughter
- Groupings – large groups or isolated children
- Facial expressions – crying, looking worried, frowning, upset or angry,
- Body language – hunched shoulders; physical contact; boisterous play

### **As adults, we can make it worse. We think about:**

- The use of voice – avoid the loudness cycle
- Gesture and body language – pointing etc
- Proximity – invasion of personal space
- Facial expression – looking miserable and cross

### **The adults in our schools avoid conflict by:**

- Making rules and instructions clear
- Giving choices – helping to avoid more confrontation
- Remain in control
- Not shouting
- Always following-up an incident

### **Rewards:**

If children are well behaved or well-mannered, adults will acknowledge this. A word of praise is always effective. Staff can also give house points for children who are helpful or supportive of others.

### **Sanctions:**

When behaviour is unacceptable, these steps will be taken:

1. A verbal warning
2. A second verbal warning
3. Referral to Deputy Head Teacher and child to complete a Behaviour Reflection Sheet with a member of staff during the next playtime
4. Three Reflection Sheets in a half-term, which lead to a meeting with the child's parents and the Head teacher.

### **The main aspects of the MSA role are:**

- To supervise pupils on the school site as required by the Leadership Team
- To deal with minor incidents and accidents
- To help to organise activities for the pupils during breaks (both during good weather and 'wet breaks')
- To oversee pupils' care and welfare during the lunch break, in the playground and elsewhere on the school site
- To undertake training as required

### **General duties:**

- Supervising children eating their lunch: encouraging children to eat their food

- Managing the children's behaviour, including orderly queuing, where necessary
- Ensuring children do not run into the hall for their meal
- Monitoring the playground, cloakrooms and classrooms to make sure pupils are not in unsupervised areas
- Monitoring the use of the toilets to ensure they are being used appropriately
- Making sure all children respect themselves and each other, and dealing with any misdemeanours in accordance with the school's Behaviour Policy
- Administering first aid for minor accidents
- Ensuring classrooms and the dining room are cleared up after use
- Organising and assisting with games and other activities
- Supervising the use of the adventure playground equipment, if the weather is appropriate
- Ringing the bell at the end of lunch break and dismissing the children class by class
- Undertaking any reasonable duties assigned to them by the School Leadership Team to facilitate a calm and positive atmosphere within school.

### **Safeguarding:**

- Children should be allowed to visit the toilet upon request unless there is a valid reason to delay this
- Record all accidents in the Accident Book and provide an accident slip for the child to take home. Seek help if the accident is a cause for concern
- Read the Health and Safety Manual for advice.
- If a child confides in you that they have been abused, or you see what you consider to be non-accidental injuries, you must inform the child that you have a duty to report it to the Designated Safeguarding Leaders – all members of the Leadership Team: Laura Green, Kate Easter, Jo Diaper
- You should not discuss the concern with anyone else and **never tell a child you can keep secrets.**

### **Relationship to Children:**

- Children respond well to adults who smile a lot and are friendly.
- Watch the games the children are playing, but do not get too absorbed, as it might distract you from what is going on elsewhere.
- Encourage children not to spend all their time with you, as it can prevent them from mixing with other children and making friends.
- Encourage them to join in with other children.
- Avoid questions to pupils that could be interpreted as 'prying' into family matters.
- Make sure all children are treated fairly and equally, no matter who they are or what you know about their previous behaviour.
- Try to avoid invading a child's space so that they feel intimidated, as this can lead to confrontation

### **Confidentiality:**

Be aware that, as a member of staff, you will be expected to keep all matters relating to the school and the pupils within it confidential. Please pass on all lunchtime issues to appropriate staff – not directly to parents.

### **Support for MSAs:**

In order for MSAs to fulfil their vital role, we believe it is crucial that they are valued, respected and well managed, and that their professional development needs catered for. The children are taught that MSAs have the same authority as the teachers and should be shown the same respect. To enable MSAs to make a significant contribution to the school, the following procedures are in place:

- All MSAs are monitored by the Deputy Head and the Senior teacher, who are their Line Managers.
- Support is always available from the Leadership Team and classteacher(s), who determine the appropriate action after a serious misdemeanour. Help is also given if there is a serious accident.
- The Deputy Head Teacher and the senior teacher meet with the MSA team once every half term to discuss matters of concern and new initiatives.
- Training – such as from the Healthy Schools initiative, for First Aid, – will be provided as appropriate. Payment for time taken for training and meetings can be claimed at the usual hourly rate.

### **Important Documentation**

MSAs should have read the following policies and documents and be familiar with Lunchtime Procedures.

- Aspects of the Health and Safety Policy
- Lunchtime Supervision Policy and Appendix: Lunchtime Rules
- Behaviour Policy
- Equal Opportunities Policy
- Safeguarding Policy

A folder with the relevant documents is available for all MSAs as a reference tool. When first in post, MSAs will be supported by more experienced colleagues. They will be given a copy of this policy for their own personal use.

## LUNCHTIME RULES

### **Dining Hall:**

- Children should be encouraged to walk into the hall
- They sit on mixed-age tables and support the younger children with the organisation and eating of their meal
- Children remain sitting until they have finished their meal
- Children should not shout or become over-excited
- Children should be encouraged to make sure their space is tidy before leaving the table
- Children should ask to leave the table

### **Playground:**

- No climbing except on the adventure play equipment
- Children should stay visible at all times, so make sure you can see all the children in the area of the site that you are supervising
- Children should walk on the pathways between the playgrounds
- Children should only be using the apparatus or field when they are dry
- Children should not play games that involve physical contact
- Football can be played on the field in a clearly defined area and with adult supervision
- Children should never be in a classroom or the main school building unsupervised.

### **End of Lunchtime - Tacolneston:**

- At the end of lunchtime, the bell should be rung twice
- All children should stop playing and stand still and quiet on the first ring of the bell
- On the second ring of the bell, children walk to their lines and wait calmly and quietly for their class teacher to meet them

### **End of Lunchtime - Morley:**

- At the end of lunchtime, the bell should be rung twice
- All children should stop playing and stand still and quiet on the first ring of the bell
- On the second ring of the bell, Pine class line up by their back door and Oak class line up in the playground.
- KS2 should make their way to their classrooms but should not enter the room until they are told to do so by a member of the class staff team.

