



A School Partnership In Rural England

Motto : ‘ **We Aspire to Inspire**’

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Policy

Documentation History

Original KULB document reviewed and EHT approved for ASPIRE-wide use January 2020

Approval noted at Federation GB 14 January 2020

Reviewed and reapproved by EHT January 2022, noted by Federation GB 25 January 2022

Review – Bi-Annually

The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."

(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

"Unity and diversity in the body – one body, many members."

(Corinthians Ch 12 12-27)

HOPE RESPECT ENDURANCE TRUST

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God's love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!

GUIDELINES FOR MIDDAY SUPERVISION

CONTENTS

INTRODUCTION.....	4
ROLES AND RESPONSIBILITIES.....	4
CODE OF BEHAVIOUR.....	5
OUTSIDE DUTIES	5
EXAMPLE TIMETABLE	6
WET LUNCH BREAK ARRANGEMENTS.....	6
COOKED MEALS.....	7
PACKED LUNCHES	7
FIRST AID.....	7

INTRODUCTION

The role of Midday Supervisor is a difficult one, having the sympathetic ear of a friend, yet maintaining the distance necessary to retain the role of supervisor. This can best be achieved by developing genuine, consistent and caring relationships with all children and by working as part of the team within the school that works towards a common aim - the welfare of the children

You must look through the eyes of the children to see yourself.

- Do you leave your worries / bad mood outside the gate, or does it creep in with you and come through in the way you deal with people?
- Could you seem to have favourites or non-favourites?
- Are you seen to be fair and to treat all alike? Are you gentle, kind but firm?
- Are you ever aggressive?
- Are you genuinely interested in what the children tell you?
- Is it always clear when you are joking or making up stories?
- Are you able to be non-judgmental about their way of life, their families?

A difficult role indeed, but everyone working in this school needs to regularly assess their affect and influence on others, for that influence is great and should not be underestimated.

ROLES AND RESPONSIBILITIES

In order that there can be no misunderstandings about the role and responsibilities of Midday Supervisors, a role undertaken by teaching assistants and teachers, these guidelines have been developed and are more than merely suggestions. This is a clear statement of intent and as such is available to all connected with this school, including teaching staff, parents and governors.

There is a clear management structure to provide cohesion and consistency as well as to ensure that the guidelines are adhered to.

The structure is:

- Executive Headteacher/Head of School (and Senior Teacher in the absence of the Headteacher)

They have ultimate responsibility for the management of the school lunch break, including the deployment of staff, the organisation of the serving of school meals (i.e. the organisation of the dining area), the organisation relating to packed lunches, and all matters appertaining to the welfare of the children.

Midday Supervisors have equal status and are responsible to the Headteacher.

CODE OF BEHAVIOUR

1. In keeping with the school's policy on discipline, all adults are expected to set a good example by their courteous attitude towards each other, towards teaching and non-teaching staff, towards kitchen staff and towards children. It is not school policy to ridicule, intimidate or to be sarcastic to the children. Children are spoken to with polite firmness in quiet tones.

As a consequence, please expect politeness at all times.

2. By developing relationships of mutual respect with the children and in having a consistent approach to all children, minor breaches of the code of behaviour can be dealt with by individual Midday Supervisors. It is vital that all adults are seen to be 'fair'.
3. Always hear all sides of any dispute and listen to any explanations. It is easy to be drawn in to the end result of a squabble and to apportion blame innocently and with the best of intentions, but unreasonably. Children and adults are entitled to explanations of any sanctions and, if perceived by them to be "fair", usually acknowledge the consequences of those actions. If they don't you may have missed something. Children are not angels; neither are they villains!

If a cooling off period is deemed necessary a maximum of 5 minutes is acceptable. Younger children need to stand quietly with you for a couple of minutes. Quiet discussion of the issues can then follow (it gives you time to evaluate the situation calmly as well!).

The use of house points remains the province of the class teacher.

4. There may be occasions when there has been an agreed policy by the staff to meet the individual needs of a particular child. Midday Supervisors will be advised of this so that there can be a consistent school approach and all Supervisors are asked to adhere to these specific requests, as they will be based on professional judgements.
5. A record of incidents in the playground is kept, so that frequency of occurrences can be monitored and queries that arise when supervisors are not present can be addressed.
6. Supervisors should not be on their own with children or have physical contact.
7. Supervisors should familiarise themselves with the policies and procedures for behaviour and discipline, child abuse and health and safety.

OUTSIDE DUTIES

1. Vigilance is essential at all times - not only to prevent potential problems between children, but also as far as any adults on or near the premises are

concerned. Midday supervisors should patrol the areas under their control, keeping a close eye on the toilet areas.

2. Children are not allowed to:
 - a) Climb or damage trees
 - b) Play fight or rough play
 - c) Throw anything other than balls or other playtime equipment
3. If a teacher allows children to remain in school during the lunch hour s/he is personally responsible for the supervision of those children. The Supervisors will be informed of children concerned.

EXAMPLE TIMETABLE

Times may differ at individual schools, schools may offer one or two sittings, therefore, arrangements below are adapted accordingly

11.30 - 12.10 Setting up tables etc. by kitchen staff.

Please note that Midday Supervisors are not covered by insurance for the movement of tables/benches etc. and it does not form part of the job specification.

12.10 Children are dismissed from class by the teacher.

12.10- 12.40 Children within first sitting to be seated and supervised in the hall for their main meal. Children in second sitting to go out to play

12.40 – 1.10 Children within second sitting to be seated and supervised in the hall. Children in first sitting to go out to play.

1.10 The whistle is blown and children assembled in classes to be collected by teacher

WET LUNCH BREAK ARRANGEMENTS

- 1 The decision regarding whether it is a "wet lunchtime" and also whether children should be allowed on the grass will be made during the serving of lunch.
- 2 Remember that it is a lunchtime "break" for the children and they should not be expected to be regimented. At the same time running around the classroom is not acceptable behaviour and they will need to be quietly occupied. As always, the major consideration is that of safety. Children should ask permission if they wish to go to the toilet.
- 3 There will be certain activities that children are allowed to carry out. If you wish to avoid the wrath of the teacher do check which these are! Clearing up is very much part of the routine and the classroom should be

left as it was found. Nothing irritates teachers more than having to spend half an hour clearing up before they can start the planned afternoon activities.

COOKED MEALS

Cooked meals are served from 12.10 – 1.10. It is up to the Midday Supervisors to ensure the smooth and continuous flow of children to the serving area. Where food is not cooked on site, hot meals are served from 12.15 pm once food is delivered.

Children are learning greater independence and should only be helped to cut up their food for the first few weeks at school. Older children on the table should be encouraged to help.

Likewise children are quite capable of clearing away their own plates and cutlery and older children should be encouraged to help, but not to do it for them.

It is school policy that children mix with other than their immediate friends and age group, as part of their social education. Children are placed at particular tables by the Headteacher or Assistant Head with this in mind. Any problems related to this should be referred to the Headteacher.

Eating lunch should be a pleasurable experience and children should be encouraged but not made to eat their meals. If a child frequently leaves his/her meal please report this quietly to the HT. The latter will be responsible for alerting a parent if necessary.

PACKED LUNCHES

Please encourage the children to eat by such remarks, as "That does look good" "Mummy has gone to a lot of trouble to make that". No comments are to be made to the children regarding the type of food in their packed lunch or the "health" content. Sandwiches do not equate with packed lunches and should not be viewed as the 'norm'. If you have any concern regarding the type or health quality of the food these should be expressed quietly to the Headteacher after lunch and out of the hearing of children.

If a child does not wish to eat his/her lunch he/she must not be told that he/she has to do so, BUT the remains of that lunch must be placed in the packed lunch box to be taken home and not thrown away. Frequent lack of eating should also be mentioned to the Headteacher.

Children are not allowed to have glass containers.

FIRST AID

Any treatment must be noted in the first aid record book.

Please note that **only** the following may be used to treat injuries

1. cotton wool
2. plain water - NO antiseptic
3. sterile individually wrapped dressings:
 - a) melolin dressings with micropore tape
 - b) waterproof dressing (plaster) BEWARE allergies

NOTHING ELSE MUST BE USED AT ALL

ALL treatment must be administered using the sterile gloves provided, and soiled cotton wool and dressings must be placed in the glove and then in the special bins provided

Any spillage of blood or other bodily fluids must be cleaned using sterilising fluid.

- 1 Any head injuries or other than minor injuries must be reported to the Headteacher
- 2 More serious injuries should be brought to Nominated Person

Teeth – If any tooth is knocked out please do not clean the tooth but bring both child and tooth to the school office immediately.