



Berry Hill Primary School Breaktimes and Lunchtime Supervision Policy

Governor Committee Responsible:	Delegated to Headteacher	Staff Lead:	Michala Reid, Acting Headteacher
Ratified by	Amy Pugh, Headteacher	Ratification date	June 26
Next Review Date	July 28	To be read in conjunction with	• Keeping Children Safe in Education 2026 • Safeguarding and child protection policy • Health and safety policy • Behaviour policy and anti-bullying policy • Suspensions and permanent exclusions policy • First aid policy, accident reporting procedures and RIDDOR guidance • Supporting pupils with medical conditions policy, including allergy safety arrangements • Special educational needs and disabilities (SEND) policy and SEN information report • Equality information and objectives • Accessibility plan • Educational visits, risk assessment and emergency procedures • OPAL Play Policy

Rationale:

Breaktimes and lunchtimes provide important opportunities for children to develop social skills, solve problems, communicate effectively and enjoy active play. At Berry Hill Primary School, supervision is organised to maximise children's positive experiences while minimising opportunities for unsafe behaviour, conflict and bullying.

Aims:

At Berry Hill Primary School, we aim to:

- To ensure that breaktimes and lunchtimes are a constructive time for recreation, exercise and social interaction.
- To exercise the same school expectations for standards of behaviour as during the rest of the school day.
- To encourage children to respond positively to the guidance and requests of breaktime and lunchtime supervisors, treating them with the same respect as all adults in school.

This policy applies to all pupils, staff and adults involved in the supervision of breaktimes and lunchtimes at Berry Hill Primary School.

Strategies to Develop Positive Breaktimes and Lunchtimes

1. Regular communication
2. Consistent school rules and routines
3. Behaviour expectations, rewards and sanctions
4. Routines and roles
5. Staff training and expectations
6. Supervision
7. Accident, injury, first aid and reporting

Regular Communication

Efficient communication between breaktime and lunchtime supervisors, class teachers and senior leaders is maintained through CPOMS, MediTracker and direct handover at the end of breaktime and lunchtime. Safeguarding concerns, discriminatory incidents, significant behaviour incidents, injuries and patterns of unsafe play are recorded promptly on the appropriate system and reviewed by senior leaders and, where relevant, the Designated Safeguarding Lead. Parents and carers are contacted when necessary, including where there has been a significant injury, a head bump, a safeguarding concern or a serious behaviour incident. The OPAL Rota Supervisor meets weekly with the Headteacher or Deputy Headteacher to review staffing, ratios, zones, risk assessments and communication arrangements.

Consistent School Rules and Routines

School rules are known and understood by all children and are fairly and consistently enforced by all staff.

- All staff must be in their allocated duty area before children arrive. Teachers remain responsible for ensuring children leave classrooms safely and that any pupil staying inside is supervised.
- No children are permitted to remain in the school building during breaktimes and lunch breaks without adult supervision.
- In line with our behaviour policy, a child may be asked to complete or redo a piece of learning over part of breaktime. In such cases, the responsibility for supervision rests with the staff member who applied the sanction. This sanction should be part of break, not all of break, as we recognise that being active is important to all children.
- If a child is ill, or parents have requested that they are absent from the playground for a limited period, the child may stay inside in the area outside the lunch hall. The teacher responsible for that child will inform the member of staff on duty so they know the child is not outside.

In suitable weather conditions, the field or forest area may be used at breaktimes and lunchtimes following a dynamic risk assessment. At breaktime this decision is made by staff on duty; at lunchtime it is made by senior leaders or the OPAL Rota Supervisor in line with agreed risk controls.

The following activities are not permitted because they increase the risk of injury or conflict:

- Fighting or wrestling, including as “play” or “fun”.
- Rough play in any capacity.

- Pushing, slide tackling or wrestling when playing football or other group games.

Behaviour Expectations, Rewards and Sanctions

The same school expectations apply during breaktimes and lunchtimes in order to ensure consistency and high expectations.

Our 3Bs

- Be your best
- Be kind
- Be respectful

All staff know and apply breaktime and lunchtime procedures, rules, rewards and sanctions consistently, in line with the school behaviour policy. Positive behaviour is recognised through OPAL Dojo rewards and the weekly Golden Welly Award. Sanctions must be reasonable, proportionate, recorded where appropriate, and followed by support to help the pupil understand expectations and re-engage positively. Staff must consider the pupil's age, SEND, disability, medical needs, safeguarding context and any reasonable adjustments before applying a sanction.

Unacceptable behaviour would include:

- Fighting
- Bullying (physical and/or verbal)
- Racist, sexist, homophobic, transphobic, disablist or other discriminatory abuse
- Vandalism
- Theft
- Verbal/physical assault on pupils or adults

Incidents of this type must be managed in line with the school's behaviour, safeguarding and child protection, anti-bullying and equality policies. Any concern involving child-on-child abuse, sexual harassment or violence, discriminatory abuse, online abuse, threatening behaviour, a concern about an adult, or any indication that a pupil may be at risk of harm must be reported to the Designated Safeguarding Lead or a deputy DSL without delay and recorded on CPOMS.

Where appropriate, the child will be brought to a senior leader for a restorative conversation to discuss expectations, impact, repair and strategies for safer choices. This will be recorded on CPOMS and parents or carers informed by the class teacher or senior leader, unless the matter requires a safeguarding response or a formal suspension process. Any suspension or permanent exclusion must be authorised by the Headteacher and managed in line with current statutory guidance.

If physical intervention or reasonable force is required, it must be used only when necessary, reasonable and proportionate to prevent injury, serious disruption or damage, and must be recorded and reported in line with the school's behaviour, safeguarding and physical intervention procedures.

If there is any doubt as to how to respond to a particular incident, seek advice from the Headteacher or Deputy Headteacher.

Sanctions available:

- Referral to the Headteacher or Deputy Headteacher
- Removal from playground
- Class teacher informed

- Parents informed
- Loss of part of lunchtime or breaktime, ensuring that the pupil still has reasonable time to eat, use the toilet and take appropriate movement or sensory breaks
- Internal removal or supervised time away from the playground where this is reasonable, proportionate and recorded
- Suspension or permanent exclusion, only in line with current statutory guidance and the school's exclusions procedures

4. Routines and Roles

Lunchtime staff locations are specified for the KS1 playground, KS2 playground, field area and forest area. Termly rotas are written by the OPAL Rota Supervisor, in liaison with the Headteacher, and shared with all staff by email, with copies displayed on the staffroom noticeboard. Daily updates identify changes due to activities, absences, weather, pupil needs, medical arrangements or risk assessments. Staff must know which pupils have individual healthcare plans, allergy arrangements, personal emergency evacuation plans, behaviour support plans or other relevant support plans.

Indoor Breaktimes and Lunchtimes

In extreme weather, the headteacher will decide the safest course of action:

For example, in snow, children may not go outside at breaktime or lunchtime. In such cases, all classes should be purposefully occupied with table-top activities and games, and assigned staff will supervise each classroom.

For example, in extreme heat, shady or covered areas may be used, or children may remain inside.

5. Staff Training and Expectations

- All staff on breaktime and lunchtime duty should wear hi-vis jackets so they are clearly visible to children and colleagues.
- Use calm, quiet and respectful language when speaking with children, especially when addressing individuals or resolving conflict.
- Where appropriate, speak at the child's level, listen carefully and make sure each child has a fair opportunity to explain what happened.
- Actively notice and praise positive behaviour, such as helping others, walking safely, playing cooperatively and following routines; use Dojo rewards where appropriate.
- Avoid confrontation, but address unsafe or unkind behaviour promptly, calmly and consistently.
- Describe the behaviour, not the child, for example: "Running in the corridor is unsafe because someone could get hurt."
- Support children who need additional help by encouraging constructive play, modelling positive interactions and following any agreed support plans.
- While on duty, staff should remain visible, mobile and approachable within their allocated area. They should position themselves to maintain clear sightlines, avoid turning their backs to children where possible, and continue to scan the wider play space even when speaking with an individual child. Staff should not stand together in one place unless responding to an incident, as spread-out positioning improves supervision and helps children access an adult quickly.

6. Supervision

The law requires children in school to be appropriately supervised. There are no fixed statutory ratios for primary school playtimes, so staffing levels are determined through risk assessment, taking account of the number and age of pupils, site layout, zones open, weather, activity level, medical needs, SEND, behaviour needs, allergies, first aid cover and staff experience. During the school day there must be one or more adults present outdoors, and children must be able to identify and reach an adult quickly. The school recognises OPAL's three models of supervision: Direct, Remote and Ranging. Except where direct supervision is required for safety, such as for new Reception children while their skills and orientation are assessed, supervisors use ranging and remote supervision to support independence while maintaining an effective overview of the site and emerging risks.

Guidelines for supervision in our school

All staff carry a walkie-talkie during breaktimes and lunchtimes and use agreed communication protocols for first aid, safeguarding, behaviour support and emergency incidents.

If all lunchtime zones are open, there will be one teaching partner/OPAL supervisor per zone.

Minimum supervision levels are reviewed through risk assessment. As a guide, the school works from the following baseline:

- 1 Teaching Partner per 75 junior pupils
- 1 Teaching Partner per 30 infant pupils

In school, we have a maximum of 90 infant pupils and 120 junior pupils.

In instances where not all zones are open, the staff are re-distributed.

If a zone has low pupil numbers, it may be closed and the staff member redeployed to another area.

Breaktime Supervision Zones

1 - Infant North	3 – Junior East
2 – Infant South	4 – Junior West



Breaktime Supervision Zones (When all pupils are on the field)

1 – Forest No Zone	3 – Field East
2 – Forest Middle	4 – Field West



Lunchtime Supervision Zones

1 - Infant	3 – Field	5 - Forest Middle
2 – Junior	4 – First Aid and field	6 – Forest No Zone



7. Accident, Injury, First Aid and Reporting

First aid equipment is available in classrooms and other agreed locations for the treatment of minor injuries. A designated first aider is on duty at each breaktime and lunchtime, and staff know how to summon first aid support quickly. Staff must follow individual healthcare plans, allergy plans and medicine arrangements, including any emergency medication requirements.

More significant injuries, head injuries, suspected fractures, allergic reactions, asthma attacks, seizures, serious illness, safeguarding-related injuries or any incident requiring emergency services must be reported to the Headteacher or Deputy Headteacher as soon as possible. All injuries must be recorded on MediTracker, which informs parents or carers of the injury and treatment given. Parents or carers must be contacted directly for head injuries, significant injuries, deterioration in a child's condition or where staff judge that direct communication is needed.

Any major fault, severe hazard, dangerous occurrence, near miss or unsafe procedure must be reported to the Headteacher immediately and the affected area or equipment taken out of use where necessary. Minor faults or potential hazards should be reported to the School Business Manager the same working day. Incidents that meet RIDDOR reporting criteria must be reported in line with HSE requirements and the school's health and safety procedures.

This policy will be reviewed in line with the school's policy review cycle, or earlier if there are changes to statutory guidance, safeguarding expectations, site arrangements, staffing, risk assessments or school procedures.