

BEBINGTON HIGH SPORTS COLLEGE



MIDDAY SUPERVISION
POLICY
CODE OF PRACTICE

Agreed/Reviewed by Governors – see reverse

BEBINGTON HIGH SPORTS COLLEGE

MIDDAY SUPERVISORY STAFF **CODE OF PRACTICE**

At Bebington High Sports College we will provide a working environment that contributes towards employees achieving personal and career development.

At the very foundation of any successful School lies a set of principles and values. These values represent the underlying principles by which Bebington High Sports College conducts its education, and interacts with its employees.

To be successful, the values of the School must be communicated and consistently reinforced throughout all levels of the School structure.

As an employee of Bebington High Sports College you are expected to maintain a standard of personal conduct, which is conducive to the ethos of the School and the community.

Duties will be performed in the appropriate clothing (uniform will be provided by School) and is to be kept in a clean and tidy condition. Any damage to the uniform which renders it unfit for wear must be reported to Mrs Bale (PA to the Head Teacher) immediately.

The principal duties of the Midday Assistant are as indicated on the attached job description:

Midday staff shall patrol their designated area as instructed.

Midday staff shall not drink alcohol whilst on duty, report for duty in an intoxicated state or conduct themselves in a manner which would bring Bebington High Sports College into disrepute.

Midday staff should report any damage or loss in writing, to Mrs Bale.

Any damage to vehicles should be reported in writing to Mrs Bale.

All information in connection with your employment must be treated with the utmost confidentiality and must not be divulged to anyone outside the School.

NCFE INTERMEDIATE CERTIFICATE IN MIDDAY SUPERVISION CODE OF CONDUCT AND DRESS IS INCLUDED

This booklet will provide you with information to support your role as Midday Assistant. Please read carefully prior to the commencement of your duty.

Midday Assistants are offered the above qualification which has been accredited by QCA (Qualifications and Curriculum Authority) and is therefore part of the National Qualifications Framework. This qualification enables recognition of achievement and facilitates career progression. If you wish to pursue this certificate please contact Mrs Bale, PA to the Head Teacher.

Element 1.1 Explores the roles and responsibilities of the Midday Supervisor within the organisation.

Element 1.2 Understanding and implementing emergency organisational policies and procedures.

Element 1.3 Understanding the importance of teamwork.

Summary of Elements:

- (i) To supervise pupils during the lunchtime period in the dining room, hall and inside and outside the School building.
- (ii) To ensure pupils follow Discipline guidelines.
- (iii) Ensure that pupils queue at appropriate places and in an orderly fashion.
- (iv) Ensure that pupils follow the lunchtime rotas.
- (v) To be responsible for the well being of pupils:
 - a) if a child is ill (contact First Aid staff)
 - b) if a child is upset, listen sympathetically and provide support
 - c) to be aware of bullying/racism/intimidation and take appropriate action (refer to Norma MacLennan).
- (vi) Refer issues of concern to Senior members of staff and inform Office of intruders/trespassers.
- (vii) Ensure that the dining room is clear of litter and left clean and tidy.
- (viii) To be aware of fire drill/emergency procedures.
- (ix) To treat every child as an individual respecting culture and diversity.
- (x) Understanding the importance of teamwork and communication links
 - a) listening
 - b) understanding
 - c) responding
 - d) supporting
 - e) respecting
 - f) patience
 - g) communication
 - h) tolerance
- (xi) Report outlining procedures, methods and techniques in Emergency situations.

- (xii) Basic first aid procedures: (Refer to First Aid staff via the Office)
 - a) By law all accidents, major or minor must be recorded in workplaces with details of what happened, where, time, treatment administered, signature of person reporting accident/incident.

Element 2.1 Support Social Interaction

This unit develops the candidates understanding of children's social and emotional development, encouraging appropriate social interaction and the development of social relationships.

Factors affecting social development:

- a) Homelife
- b) Parenting
- c) Death
- d) Abuse
- e) Poverty
- f) Siblings
- g) Disabilities
- h) Bullying
- i) Location of family
- j) Racism
- k) Ability

Suggestions to encourage social interaction:

- a) Introduce children to each other
- b) Be proactive
- c) Stop disputes and endeavour to resolve difficult situations
- d) Communication skills
- e) Listen - stay calm
- f) Organise games
- g) Observe children
- h) Personality awareness
- i) Race/culture
- j) Encourage children to join extra curricular activities

Communicating with children:

- a) Listen - show that you are interested in what they are saying.
- b) Speaking - talk at an appropriate level, show respect, be supportive and friendly.
- c) Facial expressions - faces tend to show feelings and children will notice whether this matches what is being said.
- d) Tone of voice - do not shout, speak calmly.

Social Development:

- a) Promote understanding between children of differing backgrounds.
- b) Every family operates differently: it has its own rules, values, traditions and personalities.

- c) Children should be encouraged to take pride in their own family and traditions to help them grow in confidence and to feel positive about themselves.
- d) Helping children to be confident and secure is one way in which we can foster respect and tolerance.
- e) Ensure there are clear ground rules about respecting each other. Children need to learn not to make offensive comments or gestures. Any behaviour that is offensive has to be challenged and worked on.

Element 2.2 Bullying issues

Bullying is violence, physical or psychological conducted by an individual or a group and directed against a child or individual who is not able to defend themselves. **All bullying issues should be reported, verbally and in writing, to Senior staff or Year Managers, without delay.**

- a) Physical - fighting, taking belongings, extortion
- b) Psychological - rude gestures, threats, menacing looks
- c) Verbal - racist remarks, name calling, insults
- d) Indirect - excluding a child from a group of friends, spreading rumours.

Signs and Symptoms of Bullying:

- a) Cuts and bruises
- b) Refusing to attend school/truanting
- c) Feeling ill
- d) Withdrawn and nervous
- e) Not eating
- f) Losing possessions
- g) Crying
- h) Mood swings
- i) School work suffers/underachieving
- j) Becoming aggressive
- k) Self harm
- l) Lack of sleep
- m) Refusing to communicate

Victim:

Withdrawn - introverted - nervous - over anxious - aggressive behaviour - low self esteem - lack of confidence - underachievement - lack of trust.

Bully: consequences

Long term relationships affected - lack of empathy and sensitivity towards others -low academic standards - aggressive unacceptable behaviour - poor role model -delinquent - criminality.

Helping the victim:

- a) Encouragement
- b) Listen
- c) Reassurance
- d) Respond
- e) Refer
- f) Be sure of the facts
- g) Observe

Bullying Online http://www.bullying.co.uk/school/school_projects.htm has information for parents which covers legal issues, as well as providing the usual advice.

CHILD PROTECTION GUIDELINES - A SUMMARY

Any child protection concern should be referred without delay, in the first instance, to Miss N MacLennan and in the event of her unavailability, to another member of the senior leadership team. **If in doubt, seek advice. Do not ignore or leave a situation until the next day, even if you think it is not urgent.**

The Rights of Children

In 1959, the United Nations set out the basic rights of a child which include adequate nutrition, housing, medical care, free education, play, recreation and protection.

In the UK the Children Act (1989) came into effect in October 1991. It included recommendations on how children should be cared for and protected and laid down that children have certain rights and should be treated with respect. This resulted in a big change in emphasis over the role of parents - parents were to have responsibility for their children, rather than rights over them.

The Act says that the best interests of the child should be paramount and it gives rights to children to:

- a) Be protected
- b) Be listened to
- c) Be told their rights
- d) Be given the opportunity to talk about any worries they have
- e) Have a chance to have their voice heard in court cases which involve them
- f) Have their own solicitor
- g) Refuse assessment or medical examination (if they understand what this involves)
- h) Have their age, sex, race, culture, language and life experiences considered when decisions are made about them
- i) Have their wishes considered when decisions are made about them and be kept informed of such decisions

Supporting Children's Emotional Development

Emotional Development includes:

- a) The growth of children's feelings towards other people
- b) The development of self image and identity

Factors affecting emotional development:

Parents, friends, death, weight, appearance, abuse, siblings, poverty, lack of praise, personality, criticism, appearance, disability, culture.

Role of Adult - ways of promoting a child's self esteem:

- a) praising - reward system
- b) encouragement
- c) understanding and listening
- d) communication
- e) reassurance
- f) attention
- g) recognition
- h) show an interest
- i) value diversity eg different cultures
- j) be non-judgemental

Indications of Low Self Esteem Ref: Coopersmith ("Self Esteem A Classroom Affair" - 1982)

1. Fearful and timid
2. Bullying and bragging
3. Unable to make decisions
4. Expecting failure
5. Reluctant to express opinions
6. Lacking interest in personal appearance and behaviour
7. Unaware of the feelings of others
8. Unable to recognise and express their own feelings
9. Reluctant to join actively in a range of activities mixing boys and girls
10. Unable to accept praise

Ways to Improve a Child's Self Esteem

- a) Designing tasks which are valued and relatively easy to achieve.
- b) Enabling young people to take responsibility for others ie taking responsibility for others who are younger or weaker than themselves.
- c) Criticising the action and not the person.
- d) Setting limits and monitoring them (rules and routine give a sense of security, particularly to younger children).
- e) Helping young people feel they have some control over their lives.

Play Activities (if applicable) list of potential hazards within an outdoor setting

1. Broken glass
2. Ponds
3. Strangers/Trespassers
4. Open gates
5. Inappropriate behaviour

Play Activities list of potential hazards within an indoor setting

1. Electrics
2. Corners on tables
3. Slippy floors
4. Inappropriate behaviour
5. Running/choking

Observe the pupils, intervene in disputes in a positive manner, clean up spills, etc and report slippery floors immediately.

Apply Health and Safety procedures at all times and report any possible risks.

Behaviour to be discouraged:

Bullying
Abusive and offensive language or behaviour
Fighting
Stealing
Smoking
Drugs/alcohol
Rule breaking
Vandalism
Poor manners

Managing Challenging Behaviour

Key Points to Remember

- a) Importance of appropriate, diligent supervision at all times - particularly in potentially unsafe areas within the School environment.
- b) Be constantly observant particularly of vulnerable pupils.
- c) Try not to make instant judgements about what you have seen - try to gain an understanding of what has happened.
- d) Try not to make assumptions about what you have seen - give the benefit of the doubt.
- e) Be aware of the potential for you to be manipulated by pupils.
- f) Establish and maintain clear professional boundaries - they will be tested - you must be confident and competent.
- g) It is important to work consistently as a team.
- h) Be aware of your own body language and manner - good practice will calm a situation down.
- i) Even when situations test us to the limit - we must give a professional response rather than a personal reaction. **Report all inappropriate behaviour to a member of staff. The matter will then be referred to Year Managers for action.**

CHILD PROTECTION GUIDELINES - A SUMMARY

There is a detailed child protection policy available for consultation. The following, however, provides a quick point of reference for staff who may be faced with a child protection issue.

Named Child Protection Co-ordinator: Miss N MacLennan

Any child protection concern should be referred in the first instance to Miss MacLennan. In the event of her absence or unavailability, reference should be made to a member of the senior leadership team.

If a child makes a direct allegation concerning any form of abuse, you must refer the matter immediately to the Child Protection Co-ordinator who is legally bound to refer at once to Social Services and act upon their advice. Do not delay until the next day. Remember, you cannot give the pupil a guarantee of confidentiality.

Social Services always act on the same day if any allegation is made concerning physical or sexual abuse or if the Child is considered to be at immediate risk.

Referrals are made to the central referral agency in Birkenhead. Tel. 666 5262. A clerical officer takes note of all the details and passes the referral to the social services office nearest to the pupil's home address. In addition, the referral is faxed to CADT (fax no. 666 5263). The Referral and Initial Information Record and the Record of Allegation forms must be used for this purpose. A social worker from this office will make contact with the person making the referral, usually on the same day if it is deemed a priority case. A copy of the referral must also be posted to CADT PO Box 32, Birkenhead, CH41 5 WE, and to the General Inspector, PSHE and Pupil Response, Wirral Education Centre, Acre Lane, Bromborough (telephone no.346 6503). Out of hours referrals are referred to the Emergency Duty Team (telephone 652 4991). If none of the above can be contacted, the matter must be referred to the-police (telephone no.777 2683).

Unless there is reason to believe that informing parents/carers of the referral will put the child at further risk, it is school's duty to do so. If the parents/carers are not informed CADT should be made aware.

Referrals require the pupil's full name, address, date of birth, gender, names of parents)/carer(s), details of any known siblings or significant adults, name of doctor, SEN information, involvement of any other external agency or support if known. A factual account of the situation which has resulted in the referral being made is also required. -If any physical signs of abuse are evident, they must be described, giving precise location and details.

It is normal procedure to talk to the pupil about the process and to inform him/her that a referral is being made. He/ she is kept fully informed by me Child Protection Co-ordinator of what is happening after the referral is made.

Social workers may ask school to monitor a situation, or they may take immediate action which involves them visiting school to talk to the pupil and visiting the home to talk to parents)/carer(s). Following this, a decision may be made to hold a meeting to decide whether to place the pupil on the child protection register. This is always attended by the Child Protection Co-ordinator. If a pupil is placed on the register, a core group of all the relevant agencies is formed and an action

plan is devised. School's role is generally to monitor the pupil and to alert Social Services if there are any concerns. The core group meets once a month. Formal reviews of the child protection registration are held every three months.

Information about child protection is confidential and is given to staff strictly on a need to know basis. You may not be told that a child is on the register but you may be asked to monitor work, behaviour in the same way as for school's usual reporting system. .

Remember, if in doubt, seek advice. Do not ignore or leave a situation until the next day, even if you think it is not urgent.