



Supervision Arrangement Policy

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Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment. Safeguarding at Ghyll Royd School and in the Pre-School is everyone's responsibility and that everybody is able to make a referral to children's social care if needed.

Policy Statement

The purpose of this policy is to offer guidance to all staff about the appropriate supervision of all pupils during the school day. Ghyll Royd have specific obligations to ensure, as far as is practicable, a safe place of work is established for all members of staff and others that enter the school. Each member of staff is required to ensure that the supervision of all pupils throughout the school day is adequate to ensure their health, safety and welfare. Each member of staff has a duty of care to the pupils, which is based on the principle of in loco parentis. This can be thought of as the standard of care expected of prudent parents in the care of their children. In order for staff to carry out their duties effectively the Headteacher has certain responsibilities. These include:

- formulating the overall aims and objectives of the school and policies for their implementation;
- ensuring that teachers at the school receive information they need in order to carry out their professional duties effectively;
- ensuring the maintenance of good order and discipline at all times during the school day when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities whether on the school premises or elsewhere;
- making arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds.

Negligence

If a claim for negligence is brought against a member of staff it is important to be able to show that a structured supervision plan exists, is known and understood by all involved, and that adequate care was being exercised at the time of the incident. High standards of supervision must be maintained at all times.

Any injury to a pupil would not in itself be grounds for a successful action against a member of staff. It is necessary to show that there has been negligence by the school which has resulted in the injury sustained by the pupil. The employer is responsible for any negligent acts of their employees committed in the course of

their employment. However if anything happened to a pupil, the cause of which could be attributed to some lapse in the standard of appropriate care, the member of staff could incur some legal liability.

Supervision Before School

Pupils do not arrive simultaneously on the school premises. Time is made available within the agreed directed time for supervision of children before school. Our responsibility begins when the pupils arrive at school.

The school will inform all parents of the starting time of the school day and indicate that no arrangements are made for the supervision of their children earlier than 7.30 am on a school day.

Supervision of pupils before school begins will form part of the school's rota of supervision. Staff are on duty from 7.30 am. Nursery to Reception go to the Nursery to be supervised and pupils from Years 1-6 go to the computing suite or dining hall until 8.40am to be supervised.

Responsibility During the Day

Unexplained Absence:

The responsibility to ensure that a pupil attends school regularly is that of the parents and guardians. The school will seek to contact parents when children are absent from school without notification. This will be flagged up when the registers are taken by form teachers. Parents are asked to contact school, early in the morning, if their child is unable to attend school.

Leaving the school site:

Pupils should not be allowed off site during school hours unless there is clear evidence of a request (in writing, by email, in person or by telephone) from the parents or guardian. All pupils are required to sign out at reception prior to departure if leaving school during the day.

Errands:

Pupils should not be sent off site on a personal errand on behalf of a member of staff. This includes children collecting items from cars parked in the school car park.

Illness:

When children are taken ill during the school day the school will contact the parents or guardian whether at home or at work. Information about contacts is kept in the school office.

Emergency:

No class of pupils should be left unsupervised for any reason. In the case of an emergency please send a child to the school office or to the Deputy Head/ Headteacher.

Lesson Time:

Pupils must be supervised at all times. Children should not be left in classrooms without supervision. Pupils attending clubs and extra-curricular activities should not be left in school unattended. It is acceptable to use a teaching support assistant to supervise a class if a teacher needs to leave the classroom.

Undesirable People:

All visitors to the school are expected to sign in and out. Visitors are required to wear a visitor's badge. All staff should check strangers on the premises and report to the school office if there is a concern. Parents are not allowed to approach children from other families to sort out disputes or arguments. Staff should report any concerns to the school office.

Supervision during Break times

- There must be adequate supervision both indoors and outdoors throughout school break times.
- A duty rota for break time supervision will be displayed in the staff room.
- Duty teachers and other duty staff, if appropriate, will "patrol" around the play area.
- Part of the induction of new staff will include explanation of supervisory responsibilities.
- Duty teachers should begin supervision promptly.
- Staff should leave the staff room promptly to supervise the children back into class.
- There are clear routines to supervise children from break time back into class. Staff should work as a team to support one another in this process. We expect all pupils to enter school in the appropriate manner to ensure a positive start to the next lesson. Particular attention should be paid to supervising pupils in the locker room and other congested areas.
- Children should not be left in classrooms during break times unless a member of staff is present.
- Staff should support each other in maintaining adequate levels of supervision during wet break times.

Morning Break

The members of staff on duty must be in the play area from 10.40am to 10.55am and remain there until break ends. It is not possible to supervise a large number of children without vigilance and concentration and, to this end the members of staff on duty should not indulge in protracted conversation with other members of staff. A duty member of staff will ring the bell outside at the end of break and together with other duty members of staff will ensure that all pupils are moved on promptly to lessons. Other staff will also be used for duties at morning break and at other times. These other staff need to be aware of their responsibilities.

Lunchtime Supervision

- Supervision will consist of designated staff who are on lunchtime and teachers supervising on a rota in the Dining Hall.
- Where the behaviour of a pupil during the lunch break threatens the health and safety and welfare of others, the child may be suspended for lunchtimes.

Supervision after School

Teachers should be satisfied that all pupils have left the school site appropriately. Staff are on duty at the playground gate at the end of the school day. Any pupil left at school at the end of the school day is the responsibility of the parents. If they neglect to make provision for their safe return home, the form teacher should contact the parents and note the concerns. Parents should be given notice of pupils who will

be late home through participation in after school activities or revision lessons. Parents should be given adequate notice of any changes to arrangements such as cancellations of school clubs and fixtures. Every effort should be made to contact the parents during the day. If for any reason a parent cannot be contacted the child must remain at school until the agreed time of collection.

Supervision of Special Activities

Physical Education

Staff should familiarise themselves with the guidance given in 'Safe Practice in Physical Education and Sport'. The same general principles of care apply during Physical Education as to other school activities. It is very important that the teacher should consider factors, such as:

- safety of apparatus being used;
- condition of the floor;
- suitability of pupil's clothing;
- whether the exercises and activities are within the capability of the children ;
- whether the activity is being taught properly, in particular gymnastics;
- the weather conditions.

Please follow the procedures listed below:

- Staff should wear appropriate clothing.
- Pupils should not be allowed to wear watches.
- If valuables are handed in to a member of staff for safe keeping the school is accepting responsibility for them.
- Pupils should not be allowed in the hall before the start of a PE lesson without direct supervision.
- Pupils should not be handling PE equipment without direct supervision.
- Pupils should be trained to work quietly and to leave the hall in an orderly way.

Pupils not taking part in games or PE remain the responsibility of the teacher taking the lesson. In the event of an accident any action for damages would be unlikely to succeed if the teacher could show that he/she had employed reasonable care.

Art and Craft/ Science and Technology/Forest Schools and Bushcraft

Teachers should consider the organisation of the pupils involved in practical activities. Consideration should be given to the number of pupils who can be reasonably controlled and supervised when organising practical activities. Teachers should take all necessary precautions including:

- wearing masks and goggles
- training in the use of tools
- carrying glass objects
- carrying hot substances

Please follow the procedures listed below:

- Pupils should be supervised carefully when using sharp equipment such as scissors and craft knives.

- All craft knives should be accounted for at the end of the activity and stored in a safe place.
- Pupils should not have direct access to craft knives and sharp tools.
- Teachers should make sure that pupils know how to use tools correctly.
- Teachers should ensure that there is an appropriate level of supervision when using glue guns.
- Pupils should be supervised directly when handling glass objects.
- Where at all possible the use of glass containers should be avoided.

Being Alone with a Child

Of all circumstances this is the one which carries the greatest risk. In an environment such as ours, where the levels of trust are so high and taken as the normal course of events, there is a greater statistical opportunity for things to go wrong. These are some of the contexts where it is, at least, sensible to consider the associated risk:

- Running an extra class outside the curriculum, possibly in an isolated or quiet part of the building.
- Running a private discipline sanction under similar circumstances.
- Calling a pupil to an office for disciplinary or administrative reasons.
- Offering a lift home to a stranded pupil at the end of the day or after an extra-curricular activity.
- Visiting the toilets as part of a duty responsibility.

All of these are circumstances that many of us operate in daily and we are rarely concerned about them. Practically, a good degree of the risk can be reduced by having doors open in rooms, giving other colleagues and support staff an easy access to your working environment and informing others of your timing and plans for any given appointment. If anyone has concerns after taking account of the risk, then it is entirely correct to discuss the matter with the Deputy Head or Headteacher, as appropriate.

In addition, there are circumstances where individual pupils may give cause for concern, usually because they have problems of their own; they may have special physical and/or educational needs, be distressed or perhaps violent. Such situations are rare but not unknown. Staff can reasonably expect to be advised of any special arrangements in this respect. This means adults should:

- Avoid meetings with pupils in remote, secluded areas of school.
- Ensure there is visual access and/or an open door in one to one situations.
- Inform other staff of the meeting beforehand, assessing the need to have them present or close by.
- Avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy.
- Always report any situation where a pupil becomes distressed or angry to a colleague.
- Consider the needs and circumstances of the pupil/pupils involved.

Changing

Young people are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure

that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment. Staff, therefore, need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils.

This means that adults should:

- Avoid any physical contact when children are in a state of undress.
- Avoid any visually intrusive behaviour where there are changing rooms.
- Announce their intention of entering.
- Avoid remaining in the room unless pupil needs require it.

After School Clubs:

Staff should take particular care when supervising pupils in the less formal atmosphere of an after-school activity. During school activities that take place off the school site or out of school hours, a more relaxed discipline or informal dress and language code may be acceptable. Staff are required to keep an “after school” register in case of fire /emergency.

However, staff remain in a position of trust and need to ensure that their behaviour cannot be interpreted as seeking to establish an inappropriate relationship or friendship. Health and Safety arrangements require members of staff to keep colleagues/employers aware of their whereabouts, especially when involved in an out of school activity. Staff must be aware of and follow guidance. This means that adults should:

- Always have another child present in out of school activities, unless otherwise agreed with the deputy or Headteacher.
- Undertake risk assessments.
- Have parental consent to the activity.
- Ensure that their behaviour remains professional at all times.

The Early Years Foundation Stage

In the Early Years Foundation Stage the school will provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified, and the school will carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements. To meet this aim we ensure that all EYFS staff members are well qualified, that there is ongoing professional development and that statutory ratios are upheld at all times using the following ratios of adult to children .

Adult to children ratios for Level 2 and 3 qualified staff

Children aged two years: 1 adult: 4 children:

at least one member of staff holds a full and relevant level 3 qualification; and

at least half of all other staff hold a full and relevant level 2 qualification.

Children aged three to seven years: 1 adult: 8 children:

at least one member of staff holds a full and relevant level 3 qualification; and

at least half of all other staff hold a full and relevant level 2 qualification.

Qualified Teachers

The school follows the Early Years Foundation Stage Safeguarding and Welfare Requirements where a qualified teacher, Early Years professional or other relevant qualified person is working directly with children aged three and over:

Children aged three to four years there is at least one member of staff for every 13 children; and at least one other member of staff holds a full and relevant level 3 qualification.

Children aged four and over there is at least one member of staff for every 30 children.

The school only includes those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.

During the school day a minimum of two staff/adults are on duty at any one time.

In Nursery when children are resting or sleeping, the correct ratios apply and staff remain on the premises.

The Early Years Foundation Stage Leader deploys staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are within sight and hearing of staff.

Staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.

Staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.

The school assigns each child a Key Worker to help the child become familiar with the setting to ensure that each child has a named member of staff with whom to form a relationship. The Key Worker discusses with parents the child's well-being and development within the setting.

A secondary Key Worker who is already known to the child is able to step in when the child's Key Worker is absent.

The school operates an 'open door' policy to allow parents to discuss their child with their Key Worker at drop off and collection times.

The school holds 'parent's evenings' at regular intervals throughout the year to discuss a child's progress and offer support for their development at home. Staff are happy to discuss a child's development with parents at a mutually convenient time if necessary.

Staff meetings are held to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.