

Supervision of Pupils Policy

To Include Early Years Foundation Stage (EYFS)

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Aim of policy:

The aim of this Supervision of Pupils Policy is to ensure that all pupils at **Park School** are appropriately supervised at all times in order to safeguard their welfare, promote their wellbeing and provide a safe environment in which they can learn, develop and thrive. Effective supervision is a fundamental aspect of the School's duty of care and forms an integral part of safeguarding, health and safety, behaviour management and pastoral provision.

Park School recognises that pupils are most likely to flourish when they feel safe, supported and known by the adults who care for them. Consequently, supervision arrangements are designed not only to ensure physical safety but also to promote positive relationships, timely pastoral support and effective educational provision. The School seeks to balance appropriate oversight with opportunities for pupils to develop independence, responsibility and self-confidence as they mature.

Related Guidance and School Policies

This policy outlines the schools approach to the supervision of pupils but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Safeguarding and Child Protection Policy*
- *Early Years Framework*
- *Attendance Policy*
- *Crisis Management Policy*
- *Lockdown Policy*
- *Educational Visits & Offsite Activities Policy*
- *SEND Policy*
- *Missing Pupils & Non-collection Policy*
- *Risk Assessment Policy*
- *Transport Policy*
- *Visitors, Contractors & Site Security Policy*

Statutory & Regulatory Guidance:

- *Health and Safety at Work etc. Act 1974*
- *Management of Health and Safety at Work Regulations 1999*
- *The Education (Independent School Standards) Regulations 2014*
- *Keeping Children Safe in Education 2026*
- *Working Together to Safeguard Children 2026*
- *Health and Safety: Responsibilities and Duties for Schools — April 2022*
- *First Aid in Schools, Early Years and Further Education — February 2022*
- *Early Years Foundation Stage (EYFS) Statutory Framework — effective September 2026*
- *National Minimum Standards for Boarding Schools — May 2026 (the policy covers boarding provision but does not cite the NMS)*
- *Health and Safety on Educational Visits — DfE, November 2018 (the policy covers visits and residential)*

Scope

This policy applies to all pupils attending **Park School**, including those in the Early Years Foundation Stage. It applies throughout the school day, during extracurricular activities, educational visits, residential experiences and any other activity organised by the School.

The policy applies to all staff, volunteers and adults working on behalf of the School who may have responsibility for supervising pupils.

Principles of Supervision

The School maintains the principle that pupils should be appropriately supervised whenever they are on School premises or participating in School-organised activities. Supervision arrangements are determined according to pupils' age, maturity, individual needs, the nature of the activity being undertaken and any associated risks.

All members of staff share responsibility for the safety and welfare of pupils and are expected to exercise professional judgement to ensure that appropriate levels of supervision are maintained. Staff are expected to remain vigilant, responsive and proactive, recognising that effective supervision is not simply about physical presence but about actively safeguarding and supporting children and young people.

Arrival and Departure Arrangements

The School provides supervision arrangements before and after the formal school day to support families and ensure pupils remain safe whilst on site.

Pupils may arrive from 7:45am, at which point supervision is in place. Arrangements for early care vary according to age and phase of the School. Children in EYFS are handed directly to staff by parents, ensuring that a clear transfer of responsibility takes place. Children attending early care are supervised in designated areas where they may eat breakfast, read, socialise or undertake quiet activities prior to registration.

Formal registration begins at 8:30am, after which responsibility transfers to class teachers, tutors or form teachers. As pupils progress through the School, opportunities for age-appropriate independence increase.

At the end of the school day, supervision arrangements continue until pupils have either been collected or departed in accordance with approved arrangements. Registers are maintained for late stay provision, enrichment activities to ensure that all pupils can be accounted for at all times. Pupils are discharged only into the care of parents, carers or authorised adults in accordance with School procedures.

Leadership Oversight

Members of the Senior Leadership Team undertake daily duty responsibilities to provide visible leadership and oversight of supervision arrangements across the School. Through active presence throughout the day, leaders monitor supervision practices, support staff, respond to incidents and ensure that pupils remain safe during transitions, break times and other less structured parts of the day.

Senior leaders also oversee arrival and departure arrangements, monitor supervision within communal areas and ensure that appropriate staffing is in place throughout the School day.

Classroom Supervision

No classroom should be left unsupervised while pupils are present. Staff are responsible for ensuring that appropriate arrangements exist whenever it becomes necessary to leave a classroom or teaching area.

Access to pupils by adults who have not undergone the appropriate safeguarding checks is strictly controlled. Visitors, volunteers and contractors must follow School visitor procedures and may not have unsupervised access to pupils unless safeguarding requirements have been met and appropriate risk assessments completed.

Classrooms, specialist teaching spaces and learning environments operate within a framework that combines effective learning with robust safeguarding and supervision arrangements.

Break and Lunchtime Supervision

Break and lunchtime periods require particular attention as they are less structured than formal lessons and involve larger numbers of pupils moving across the site. The School therefore operates a comprehensive duty rota designed to provide effective supervision across designated areas.

Staff on duty monitor behaviour, wellbeing and safety and respond proactively to any concerns that arise. Supervision is intended not only to prevent accidents and inappropriate behaviour but also to identify and support pupils who may appear isolated, upset or vulnerable. Staff are expected to promote positive behaviour, encourage healthy social interaction and intervene at an early stage where concerns emerge.

Supervision arrangements are adapted to reflect the age, maturity and individual needs of pupils. Additional support may be provided for younger pupils and for those with SEND or particular vulnerabilities.

Early Years Supervision

The School ensures that children in the Early Years Foundation Stage are adequately supervised at all times. Children must usually be within sight and hearing of staff, and must always be within sight or hearing. Where a child is briefly out of sight — for example when using the toilet — a member of staff remains within hearing and checks on the child promptly. While eating, children must be within both sight and hearing of a member of staff, in recognition of the risk of choking. Where children sleep on site, they remain within both sight and hearing of staff, are checked frequently, and an adult is present in the same room for every sleep for any child aged under six months. Staff deployment is planned so that these requirements are met throughout the session, including during arrival and departure, outdoor play, off-site visits and staff breaks.

The School maintains statutory staffing ratios and ensures that these are met throughout the day, including during educational visits and off-site activities. Supervision arrangements are designed not only to ensure safety but also to support children's confidence, independence and learning through play.

The School remains committed to ensuring that children experience appropriate challenge and exploration within a carefully managed environment that balances opportunity with safety.

Intimate Care and Toileting

The School recognises that pupils may require assistance with toileting, changing or personal care from time to time. Such support is always provided in a manner that protects dignity, promotes independence and reflects safeguarding principles.

Where intimate care is required on a regular basis, an individual care plan will normally be developed in consultation with parents and relevant professionals. Particular consideration is given to pupils with SEND, disabilities or medical needs.

Wherever possible, assistance is provided by a member of staff of the same sex as the pupil, although the welfare, safety and immediate needs of the child will always remain the overriding consideration.

Games, Physical Education and Practical Activities

Certain activities require closer levels of supervision due to their nature or associated risks. Physical education, games, swimming, science practical work, design technology activities and outdoor education all operate within specific risk management arrangements.

Pupils are supervised while changing for sports and activities, and particular care is taken within changing facilities, swimming environments and specialist teaching spaces. Risk assessments and operational procedures identify the supervision arrangements necessary for specific activities and ensure that appropriate staffing, training and safety measures are in place.

Educational Visits and Off-Site Activities

Educational visits, residential experiences and off-site activities require enhanced supervision arrangements that take account of location, travel, age, needs and identified risks.

Detailed supervision arrangements are addressed within the Educational Visits Policy and are supported by appropriate risk assessments. Staff leading visits must ensure that pupils remain appropriately supervised throughout the activity and that systems exist for maintaining accountability and responding to emergencies.

Remote Learning and Online Supervision

Where remote learning is provided, staff remain responsible for maintaining appropriate standards of supervision and safeguarding. Live lessons and online activities are conducted through approved platforms and in accordance with the School's Remote Learning Policy and safeguarding procedures.

Staff are expected to monitor participation, maintain professional standards of communication and remain vigilant to safeguarding concerns arising through online interactions. Appropriate systems are in place to protect both pupils and staff during remote educational activities.

Supervision of Volunteers, Contractors and Visitors

The School operates strict procedures regarding adults who may come into contact with pupils. Volunteers, contractors and visitors must comply with safeguarding procedures and may not have unsupervised access to pupils unless appropriate safeguarding checks have been completed and any necessary risk assessments undertaken.

Visitors are required to sign in, wear identification and follow School guidance at all times. The protection and welfare of pupils remain paramount in determining access arrangements.

Pupils with SEND

The School recognises that some pupils require enhanced supervision to ensure their safety, wellbeing and successful participation in School life. Additional arrangements may be implemented for pupils with SEND, medical conditions or specific vulnerabilities.

Where necessary, supervision arrangements will be informed by:

- Education, Health and Care Plans.
- Individual healthcare plans.
- Behaviour support plans.
- Individual risk assessments.
- Advice from external professionals.

The School seeks to ensure that support promotes inclusion, independence and positive outcomes whilst maintaining appropriate levels of safety and care.

Unaccounted for Pupils

The School takes any situation in which a pupil cannot be accounted for extremely seriously. If concerns arise regarding the whereabouts of a pupil, staff will act immediately in accordance with the Missing Pupils Policy and associated safeguarding procedures.

Prompt action will be taken to locate the pupil, assess risk, notify relevant personnel and, where necessary, involve parents, carers or external agencies. The safety and welfare of the pupil remain the primary consideration throughout any response.

Safeguarding and Supervision

Effective supervision forms a cornerstone of safeguarding practice. Through active supervision, staff are able to identify concerns, support vulnerable pupils, prevent harm and respond quickly when difficulties arise.

The School expects all members of staff to remain vigilant to potential safeguarding concerns and to respond in accordance with safeguarding procedures. Supervision arrangements are continually

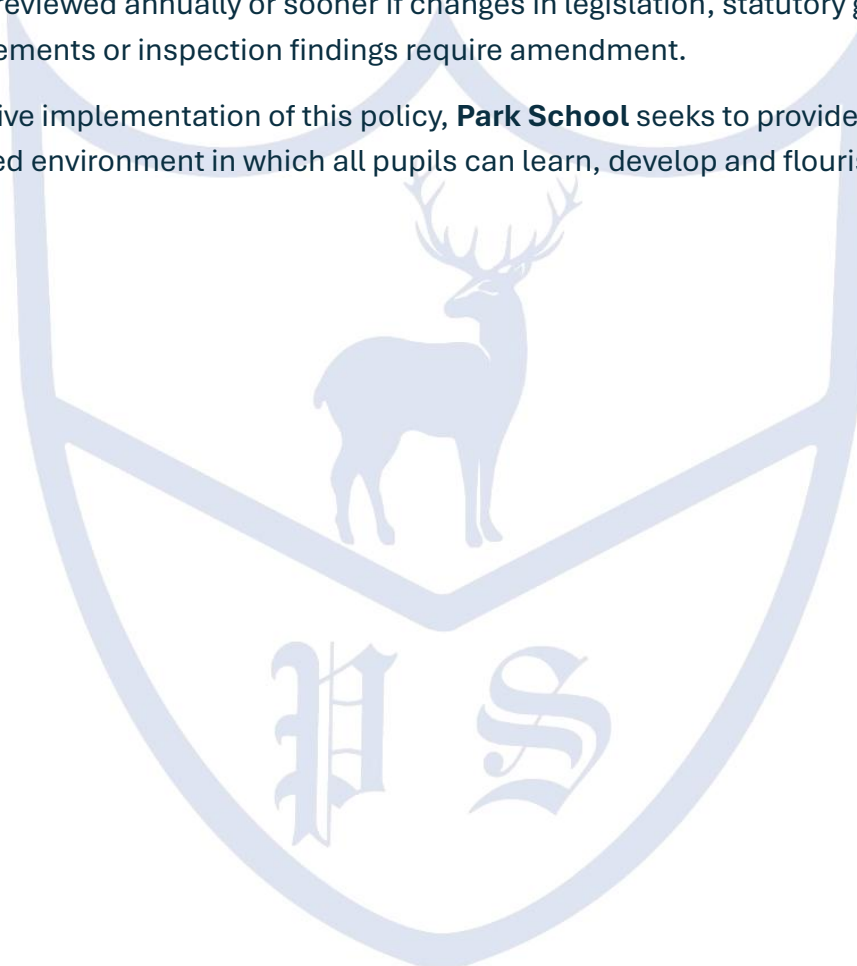
reviewed to ensure that they remain robust, effective and appropriate to the needs of the School community.

Monitoring and Review

Supervision arrangements are reviewed regularly through safeguarding monitoring, health and safety audits, duty observations, risk assessments and feedback from staff and pupils.

This policy will be reviewed annually or sooner if changes in legislation, statutory guidance, operational requirements or inspection findings require amendment.

Through the effective implementation of this policy, **Park School** seeks to provide a safe, supportive and well-supervised environment in which all pupils can learn, develop and flourish with confidence.



PARK SCHOOL