

## Supervision

### Background

- Pupils at The Peterborough School are properly supervised at all times through the appropriate deployment of school staff.
- Each class throughout the school has a Form teacher who registers their form twice a day, at the beginning of morning and afternoon school. Subject teachers are allocated to each subsequent timetabled period. In the event of staff absence, classes in the Senior School may be sent to the LRC, which is always supervised, or are covered in their classroom by another member of staff. In the Preparatory School, or sometimes, numbers allowing, in the Senior School, classes may be doubled up to provide supervision arrangements. The teacher in charge of cover organises cover each day as necessary, after consultation with the Deputy Headmaster. Cover arrangements are mentioned each day in the daily staff briefing in both Preparatory and Senior Schools. Occasionally a small number of pupils may work under remote supervision with the authorisation of the Deputy Headmaster. Pupils who for one reason or another have a slightly different timetable than others, e.g. doing one fewer option at GCSE than most, may be assigned to work in a designated place – usually the LRC – and sometimes under remote supervision. Where this is a permanent situation the pupil's timetable in PASS will be manually overwritten to accurately reflect the situation.
- Staff rotas exist for the supervision of non-classroom time before and during the School day. All members of staff do a set number of supervisory duties each week. In this way there is appropriate supervision of all outside social areas, the dining hall and classrooms during the designated school day. Sixth Form students do duties at lunchtimes and TA's also have designated supervision duties at lunchtimes. After School supervision is provided in the Preparatory School by the provision of After Care, which takes place in a designated room, and in the Senior School by the provision of Homework Supervision, which takes place in the Computing suite. Sixth Form pupils may work in one of two designated areas - the Sixth Form Common Room or the Study Room - until 6pm under remote supervision, having registered first with the Homework supervisor.
- Extra-Curricular clubs often take place after school and appropriate supervision is provided and registers taken of pupils involved in these clubs.
- Educational visits are often organised during the school day and beyond. Non-residential visits are those that do not require an overnight stay but there are also a number of residential trips that require an overnight stay away from School. Supervisory arrangements for educational visits are proposed by the member of staff running the visit and authorised and overseen by the Deputy Headmaster. Usually these arrangements revolve around the provision of a suitable staff-pupil ratio and a consideration of other staffing arrangements such as non-School residential staff at the site to be visited. Supervisory arrangements are part of the risk assessment procedure undertaken by the visit leader and the Deputy Headmaster prior to the visit.

The following notes intend to provide guidance to School staff regarding School visits:

- **Pupils** who are **involved in the planning and organisation of a visit will be better prepared and will be less at risk**. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly **understand what is expected of them** and what the **visit will entail**. Pupils must understand what **standard of behaviour is expected** of them and **why rules** must be followed. They should appreciate that **poor discipline** can be a **major cause of accidents**. Pupils should also be told about any **potential dangers** and how they should **act to ensure their own safety and that of others**.

### Staff-Pupil Ratios

It is important to have a level of supervision based on appropriate staff-pupil ratios, bearing in mind the following considerations:

- The relevant DfE outline guidance on supervision ratios
- The gender, age and ability of the pupils with SEN and/or medical needs;
- the nature of activities;
- the experience of adults in off-site supervision;
- the duration and nature of the journey;
- the type of accommodation;
- the competencies of staff, in general and with regard to specific activities;
- any specific requirements of the organisation/location to be visited;
- the competencies and behaviour of pupils;
- First aid cover.

2. Staffing ratios for educational visits will vary depending on the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be:

1 adult for every 6 pupils in school years 1 to 3 (under 5s reception classes should have a higher ratio);

1 adult for every 10-15 pupils in school years 4 to 6;

1 adult for every 15-20 pupils in school year 7 onwards.

The above are examples only. Group leaders will assess the risks and consider an appropriate safe supervision level for their particular group. There will be a minimum of one teacher in charge.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When educational visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Some non-residential visits with mixed groups will need a teacher from each gender.

### Parents/Volunteers

Where there is more than one teacher/supervisor a group leader will be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be identified, usually the person with the most experience in leading such visits.

Where a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.

## Vetting Suitability

**1. The group leader needs to be clear about procedures for vetting volunteers** who wish to be supervisors or drivers, in particular for residential visits. **The suitability of potential supervisors should be assessed by the group leader** and the Headmaster (or the nominee; the Deputy Headmaster) at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help supervise the visit. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.

**2.** The Education (Teachers) (Amendment) Regulations 1998, which came into force on 1 August 1998, made changes to the law with the aim of preventing people who are barred by the Secretary of State from being directly employed by a school from getting round the ban by either:

- working as a volunteer; or
- working in a business that is contracted to provide services to schools, further education institutions, or pupils attending them.

This amendment means that **List 99 checks** should be carried out on volunteers and staff employed by contractors who will have **regular contact** with children and young people attending the school or college either on or off the premises.

**4.** For the protection of both adults and pupils, **all adult supervisors** should ensure that they are **not alone with a pupil wherever possible**.

## Supervisors' Responsibilities

All adult supervisors, including teachers and parent/volunteer helpers, **must understand their roles and responsibilities** at all times. It may be helpful to put this in writing. In practice this means prior sight of the risk assessment for the visit in question. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

## Competences if Leading an Adventure Activity

If the school is leading an adventure activity, such as canoeing, the Headmaster (or the nominee; the Deputy Headmaster) must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

## Head Counts

Whatever the length and nature of the visit, **regular head counting** of pupils should take place, **particularly before leaving any venue. All supervisors** should carry a **list of all pupils and adults** involved in the visit **at all times. Pupils**, particularly in **school years 1 to 3**, should be **easily identifiable**, especially if the visit is to a densely populated area. **Brightly coloured caps, T shirts** or a **school uniform** can help identify group members more easily. **Pupils should not wear name badges.** But some schools find it useful to provide pupils with **badges** displaying the **name of the school and its emergency contact number.** The group leader should establish **rendezvous points** and **tell pupils what to do if they become separated** from the group.

## Remote Supervision

The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised. The **group leader** should establish during the planning stage of the visit whether the pupils are **competent in remote supervision** and should **ensure parents have agreed** this part of the visit. **The group leader remains responsible for pupils even when not in direct contact with them.** Parents should be told, before the visit, whether any form of remote supervision will take place.

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