



**First Thought
Independent School**

FIRST THOUGHT CARE SERVICES

FTIS Pupil Supervision Policy

2026-2027

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1. Purpose of this Policy

1.1 The purpose of this policy is:

- a. To ensure that pupils are appropriately supervised during school activities
- b. To consider supervision on arrival and departure from the school
- d. To ensure that pupils are properly supervised through appropriate deployment of school staff.

1.2 Supervisory duties during the daytime and evenings are split as equally as possible amongst the staff. Individual circumstances may be taken into account when sharing out the duties.

1.3 Part time staff will negotiate duty ratios with the Head of School. All staff will be given details of this policy on induction and when any significant changes occur.

1.4 All duties outside of academic time are organised by the Assistant Head (Pastoral). All queries should be directed to them.

1.5 The Assistant Head (Pastoral) will be responsible for the implementation of this policy.

1.6 Teachers who are unable to carry out their academic duties due to illness, educational visits etc. need to submit a request for cover form to the Assistant Head (Quality of Education).

1.7 Normal school hours are 9:00 – 3:00pm. Pupils are not allowed on site without supervision. Where pupils are on site outside normal school hours (for example, for Breakfast Club or an after-school activity), at least one member of the teaching staff will be present in accordance with the published rota, alongside the required number of support staff to ensure appropriate supervision.

1.8 A rota of teaching staff will supervise pupils during breaks and lunchtimes and any after school clubs.

1.9 The P.E teacher and support staff will supervise pupils for home and away sports events and matches.

2. Legal Obligations

2.1 The Governors and the Head of School have specific obligations to ensure, as far as is practicable, a safe place of work is established for all employees and others that enter the school. The Proprietor is required to ensure that the supervision of pupils throughout the school day is adequate to ensure their health, safety and welfare.

2.2 Staff have a duty of care to the children, 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.

2.3 In order for teachers to carry out their duties effectively the Head of School has certain responsibilities. These include:

- a. Formulating the overall aims and objectives of the school and policies for their implementation.
- b. Ensuring that teachers at the school receive information they need in order to carry out their professional duties effectively.
- c. Ensuring the maintenance of good order and discipline at all times during the school day (including midday breaks) 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.
- d. Making arrangements for the security and effective supervision of the school buildings and their contents and of the school grounds.

3. Negligence

3.1 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.

3.2 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 Proprietor is responsible for any negligent acts of their employees committed in the course of their employment.

3.3 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.

4. Registration

4.1 A register is taken of pupils at the start of the morning and afternoon sessions. Parents are responsible for notifying the school if their child is absent for any reason. The school will contact the parent if a child fails to arrive at school without an explanation. The Attendance policy has more details of procedures for promoting attendance and managing absence.

5. Supervision During Lesson Times

5.1 Above all other considerations the safety of pupils must be an overriding concern.

5.2 Children should be under supervision at all times during the school day. Staffing ratios will be determined by individual pupil needs, cohort profile, activity type and risk assessment. The baseline ratio for classroom teaching will usually be no higher than 1: 4 for our pupils with SLD, autism and complex needs unless specific circumstances (e.g., intricate medical/behavioural needs) require adjustment.

5.3 From time to time, it may be appropriate for pupils to exercise some personal responsibility for example, using the library independently, delivering a message elsewhere in the school, or carrying out a supervised survey or investigation. Staff must always ensure that any such activities are risk-assessed and appropriate to each pupil's level of understanding and need. Each member of staff remains responsible for the safety and wellbeing of the pupils in their care at all times and must be aware of their whereabouts.

5.4 Teachers should not leave a class unsupervised. If, in an emergency, a teacher needs to leave the classroom for any length of time, they should ensure that another member of staff remains in the classroom, summoning another member of staff if there are specific ratio requirements in that pupil group immediately.

5.5 When a member of staff is supervising in a remote location, they will always have a school mobile phone.

6. Supervision Outside of Lesson Times / Break Duty Requirements

6.1 Members of staff who are on duty must ensure that they take the responsibilities seriously and that the health and safety of the pupils is paramount at all times.

6.2 When on patrol or break duties staff should:

- a. be on time for their duty.
- b. be vigilant at all times ensuring sensible behaviour both inside and outside.
- c. patrol actively and not stay in any one place for too long.
- d. ensure that pupils move back to their classrooms as soon as the bell rings to signal the end of break.
- e. In main school reports any incidents of misbehaviour etc. to the appropriate staff immediately and record it if required.
- f. be aware of pupils who need particular monitoring.

6.5 All staff should be familiar with rules, responsibilities and procedures as stated in the policies that form the staff handbook.

7. Inclement Weather

7.1 The safety of the children and staff is paramount.

7.2 Pupils are encouraged to spend time outdoors during break times, as fresh air and physical activity are beneficial to wellbeing. However, staff should use their professional judgement and knowledge of each pupil's needs. Some pupils may prefer or require a quieter indoor environment at certain times due to sensory sensitivities, anxiety, or other individual factors. In such cases, supervised indoor alternatives may be provided. Pupils will remain appropriately supervised at all times, whether indoors or outdoors.

7.3 Common sense will be needed to assess whether children are adequately dressed for the weather conditions as this will affect any decision as to whether it is appropriate for children to be outside.

7.4 Extreme wind and severe frost/ice are examples of weather conditions when it is likely to be inappropriate for children to be outside at breaktime.

7.5 During P. E sessions staff will need to take a similar approach in assessing the children's safety.

7.6 The potential for a Lightning strike is possibly the hardest weather condition to judge. Staff should not feel embarrassed to conclude an outdoor activity if they judge there is an imminent possibility of lightning. Current guidelines suggest If the "Flash-To-Bang" delay (length of time in seconds between a lightning flash and its subsequent thunder) is 30 seconds the lightning is five miles away. If the time is 30 seconds or less between seeing the flash to hearing the bang, you are too close and need to find shelter.

7.7 Children should not use the showers during a thunderstorm due to the slight possibility of the copper pipes conducting the lightning to earth.

8. Bounds

8.1 Pupils will not have unsupervised access in designated areas which will include:

- a. swimming pools
- b. Gymnastic / athletic & climbing activities
- c. Sensory room

- d. Blue room
- e. Cinema room
- f. Kitchen
- h. Grounds

9. Travelling to and from School

9.1 Parents are responsible for ensuring that their children travel safely to and from school.

9.2 Pupils are not supervised by a member of staff when travelling on local authority transport, but are expected to behave responsibly. Complaints of unsatisfactory behaviour will be investigated.

10. Off-site Activities

10.1 The school recognises the educational and social value of off-site activities and visits in supporting pupils' development, independence, and engagement with the wider community.

10.2. All off-site activities must be planned and supervised in accordance with the school's Educational Visits procedures and relevant risk assessments.

10.3. Staffing levels for off-site activities will always be determined by the **nature of the activity, the environment, the pupils' individual needs, and the findings of the risk assessment**. Ratios will be adjusted to ensure that all pupils can participate safely and meaningfully.

Type of Off-Site Activity	Indicative Minimum Ratio (staff: pupils)	Key Considerations
Local community walks, short visits within walking distance	1: 2 to 1: 3	Based on pupils' mobility, behaviour, and familiarity with the environment. Additional adults may be required for road crossings, wheelchairs, or personal care.
Day visits using transport (e.g. educational trips, leisure or enrichment activities)	1: 2 or lower	Each vehicle must include a driver and at least one escort. Ratios depend on pupils' medical, sensory, and behavioural needs, as well as travel distance and venue complexity.
High-risk or unfamiliar environments (e.g. near water, animals, large crowds)	1: 1 to 1: 2	Individual risk assessments may require one-to-one supervision. Where specialist instructors are involved, their supervision is in addition to—not instead of—school staff supervision.

10.4. Before any visit:

- a. A **risk assessment** will be completed and authorised by the Head of Education (or designated senior leader).
- b. All staff will be briefed on supervision arrangements, emergency procedures, medical and communication needs, and roles.
- c. Parental consent will be obtained where required.
- d. The **lead teacher** remains responsible for ensuring effective supervision throughout the visit, including during travel, breaks, and transitions between activities.

10.5. Where a pupil requires **one-to-one or constant supervision** due to medical, behavioural, or sensory needs, this must be clearly recorded in the risk assessment and planned into staffing arrangements.

10.6. All off-site activities must reflect the school's commitment to inclusive practice, ensuring that pupils with SLD, autism, or complex needs can take part safely and positively, supported by staff who know them well.

11. Medical Support

11.1 The Appointed Person for First Aid is on duty in the main building to administer first aid and deal with accidents and emergencies, including illness. They are contactable by phone through the school office.

11.2 A number of staff are trained first aiders and are available to give emergency first aid treatment

Annex A - Timings of the School Day.

09:00–09:10 — Arrival & Settling

- Soft start, individual greetings, sensory regulation, visual timetable review.

09:10–09:25 — Morning Meeting / Registration

- Communication routines, Zones check-in, day overview.

09:25–10:10 — Session 1 (45 mins)

- Core learning (Literacy/Communication/Numeracy).

10:10–10:25 — Morning Break (15 mins)

- Playground or indoor sensory play; movement break.

10:25–11:10 — Session 2 (45 mins)

- Core or semi-formal learning (phonics, literacy, functional maths, PSD).

11:10–11:55 — Session 3 (45 mins)

- Creative, thematic, or life skills learning (e.g., cooking, science, art).

11:55–12:40 — Lunch (45 mins)

- Eating support, communication time, outdoor play, calming transition.

12:40–13:00 — Regulation / Tutor Time (20 mins)

- Sensory diets, reading, mindfulness, key worker time.

13:00–13:45 — Session 4 (45 mins)

- PE, computing, music, outdoor learning, life skills.

13:45–14:30 — Session 5 (45 mins)

- PSHE, social skills, RE, AQA-style activities, individual targets.

14:30–15:00 — Review, Calm & Home Prep (30 mins)

- Celebrations, reflection, communication books, personalised transition routines.

Regulatory Framework

- Education (Independent School Standards) Regulations 2014
- Education and Inspections Act 2006
- Education Act 2002
- Children Act 2004
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Keeping Children Safe in Education (KCSIE) 2025
- Working Together to Safeguard Children 2023
- Data Protection Act 2018 / UK GDPR

