PUPIL SUPERVISION PROCEDURE

Reviewed Jan 25
Next review date Jan 27

Version Control

Version	Date	Author	Rationale
1	01/12/19		Original
	3/2/22		Original
	23/1/2023		Detailed changes
	23.1.25	LG	Update and review

INTRODUCTION

We believe that a well-trained staff team supports children best. At our school all members of staff model all the positive behaviours we want from children all the time: -

- Good manners
- Using each other's names
- Eye contact when we speak
- Holding doors open and saying "After you"
- Walking on corridors – keeping to the left with 'tidy hands'
- Constantly tidying and looking after things
- Making a conscious effort with everything; singing in assembly, writing neatly and correctly all the time, enjoying things that happen in school – talking about these things to the children
- We celebrate when children get this right and encourage when they don't.
- The above are small parts that contribute to building a positive and happy community where children will excel in all areas

CLOAKROOMS

A member of staff will be waiting in the cloakroom before children are allowed through. The first two children will hold the doors open for the others to pass. Two more will hold open the doors into the shared area.

Adults stand in the cloakrooms so that there is a presence throughout the space. They should be focused on greeting or saying goodbye to the children.

They remind children to turn their voices off, move carefully and take turns. They make positive comments to the children that are meeting expectations.

As children move out of the cloakroom, a member of support is ready, standing on the landing area to make sure the doors are held open, and the children can walk through carefully.

Once children are ready to move through to the shared area, a teacher will tell the other adults that they are going through now. They will supervise until the other teachers can get through to allow entry into the classrooms.

An adult must be in the cloakroom until the last child has gone to class.

MOVING TO AND FROM THE HALL

Staff prepare themselves before the children begin to move to assembly or dinner time. They station themselves along the route to make sure the children walk, have *tidy hands* and are not talking. Reminders to tuck shirts in and straighten clothing should be made.

Children should keep to the left on stairs and corridors. Staff stand on the right to make this happen.

Doors are held open by the first children to allow the others to pass. Teachers *thread* their lines of children so that they can observe all the children in their class.

Classes line up in straight rows before the teacher allows them to sit down.

TOILETS
Children are encouraged to use the bathroom as they go out to play.

Children are reminded as they come in from playtimes to use the bathroom again.

Using the bathroom during lessons is not normalised but children should not be prevented from going. Children need to be accompanied if they need to leave the shared area during lesson times, unless staff are confident that children can do so independently.

LUNCHTIMES

Washing hands is very important before lunch and time must be given over to it. EY need to be getting ready in plenty of time and need to find ways of getting hands and faces clean.

Supervision to and from the dining room is the same as for assembly. Children should not be kept waiting before or after lunch; they need to be taken outside as quickly as possible.

DURING THE SCHOOL DAY

It is not routine to allow children to move around school during lesson times. All resources which children may require should be in the shared areas and this is as far as they go without supervision. Staff may allow children to undertake errands, but this should be kept to a minimum.

No child is left unaccompanied anywhere in school.

If a child/group of children are found unaccompanied the member of staff must return them to their class teacher or appropriate supervising adult. Such incidences must be reported to the Designated Safeguarding Lead as soon as possible.

Nurture
The nurture classroom is geographically isolated from other teaching areas being on the ground floor of the school. It is therefore best practise that there are 2 members of staff within the provision although this is not always manageable.

Wherever practical all staff must avoid situations where they are in a one-to-one situation with a child in an isolated area of the school