Supervision of Pupils Policy

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Contributors	Rob Arrowsmith		
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Note	This policy must not be amended without prior approval of the Education Director		

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1. Supporting Documents

- Behaviour Policy (EDU.POL.027)
- Positive Handling and Physical Intervention Policy (EDU.POL.020)
- Safeguarding Children in Education Policy (EDE.POL.002)
- Children Missing Education Policy (EDU.POL.036)
- Attendance Policy (EDU.POL.005)
- Educational Visits Policy (EDU.POL.028)
- Health and Safety Policy (EDU.POL.038) and Risk Assessment Policy

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At Sunny Hill School, we have a duty of care to keep every pupil safe and accounted for throughout the school day and on every activity we run. Good supervision is how we meet that duty. It keeps pupils safe, keeps the school calm and orderly, and means we can deal with an emergency quickly without leaving other pupils unsupervised.

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Many of our pupils have Complex needs, and some may try to leave a room or the site when they are dysregulated. For that reason this policy sets out not only how we supervise pupils, but exactly what we do when a pupil cannot be found on site or on a visit, and what we do when a pupil is not collected. We plan for these situations so that staff can act fast and calmly when they happen.

3. Aim & Scope

This policy applies to all staff, governors, pupils, parents and carers, and visitors at Sunny Hill School. It covers three connected things:

- how we supervise pupils across the school day and on off-site activities
- what we do when a pupil is missing on site or on a visit
- what we do when a pupil is collected late or not collected at all

It aims to keep every pupil safe and accounted for, to match supervision to each pupil's needs and risks, and to give staff a clear, fast response when a pupil cannot be found or is not collected.

4. Abbreviations and Definitions

Supervision. Staff being deployed so that pupils are kept safe, the school is orderly, and any emergency can be dealt with promptly.

Missing child on site. A pupil who cannot be located within the school site or building when they are expected to be present.

Missing child off site. A pupil who cannot be located while on an educational visit or activity away from school.

Late or non-collection. A pupil who is not collected at the agreed time at the end of the day or activity.

Absconding. A pupil deliberately leaving a supervised area, the building or the site without permission.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles. Supervision is matched to need. We set staffing and supervision in proportion to the age, needs and risks of our pupils, and we review it. Every child is accounted for. We know who is on site, who is on each activity, and where pupils are expected to be. We act fast and stay calm. When a pupil cannot be found or is not collected, staff follow a clear, practised procedure. It is a safeguarding matter. A missing or uncollected pupil is a welfare concern, and we treat it as one. We are relational. We supervise through positive relationships and de-escalation, not through control alone. We document and learn. We record incidents, review them, and adjust supervision and individual plans.

5.2 Supervision and Response in Practice

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Supervision across the school day

At Sunny Hill School, we deploy staff so that pupils are supervised at all times they are in our care, including arrival, lessons, movement between lessons, breaks, lunch, unstructured time and the end of the day. Staffing levels for supervision are sufficient to keep pupils safe, keep the school orderly, and deal with an emergency while still supervising everyone else. Staff supervising pupils have suitable training or experience. Supervision levels are set in our risk assessments and recorded in the annex to this policy.

Site security and reducing the risk of a pupil leaving

We take a proactive approach to ensuring the safety and security of all pupils and reducing the risk of a pupil leaving the site unsupervised. This includes maintaining secure boundaries and gates, robust procedures for signing pupils, visitors and professionals in and out, and appropriate staff supervision at access and exit points throughout the school day.

Due to the complex learning, communication, physical and sensory needs of many pupils, supervision arrangements are carefully planned and adapted to individual needs. Where a pupil is known to be at risk of leaving a supervised area, becoming distressed, or attempting to leave the site, an individual risk assessment and support plan is put in place. These arrangements are shared with relevant staff, implemented consistently, and reviewed regularly.

The school maintains a live supervision risk assessment that reflects the needs, behaviours and vulnerabilities of the current pupil cohort and is reviewed whenever there is a significant change in pupil needs, numbers or circumstances. Site-specific arrangements are detailed in the annex.

Off-site activities and educational visits

On any off-site activity, we plan supervision in advance through a risk assessment, set appropriate staffing ratios, take a register and contact details, and carry out headcounts at every transition. Staff know in advance what to do if a pupil cannot be found. This section is read with our Educational Visits Policy (EDU.POL.028).

When a pupil is missing on site or on a visit

The moment a pupil cannot be found where they are expected to be, staff raise the alarm and the response begins. We do not wait to see if the pupil reappears. The designated person co-ordinates a prompt and thorough search, decides when to contact parents and the police, and makes sure the situation is handled as a safeguarding concern. Where a pupil has left the site, we treat their safety as the priority. The step-by-step response is at Appendix B, and every incident is recorded on CPOMS and reviewed afterwards. Where a pupil leaves and does not return, we

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also consider our duties on children missing education and follow the Safeguarding Policy (EDE.POL.002).

When a pupil is collected late or not collected

We supervise any pupil who is not collected on time and we never leave a pupil unsupervised or send them away from the site. Staff begin contacting parents, carers and the emergency contacts straight away and keep the pupil calm and occupied. If we cannot reach anyone after a reasonable time, we escalate, and we contact the local authority children's social care team or the police where we are concerned for the pupil's welfare. The step-by-step response, including timings, is at Appendix C. Where the school has early years provision, the same procedure applies with the early years emergency-contact requirements.

Pupils who leave a room or refuse to stay in an area

Given the needs of our pupils, a pupil may leave a classroom, activity area or designated space when they are distressed, dysregulated or seeking to communicate an unmet need. Staff respond first through positive relationships, understanding, and de-escalation strategies, in line with our Behaviour and Positive Handling Policies, while maintaining appropriate supervision and ensuring the pupil's safety wherever possible.

Where a pupil shows a pattern of leaving supervised areas or attempting to move away from staff support, an individual assessment and plan will be developed in collaboration with all relevant stakeholders, including parents/carers, school staff and, where appropriate, other professionals. The purpose of this process is to build a holistic understanding of the pupil's experiences, communication, motivations and unmet needs, and to identify proactive strategies that reduce distress and support the pupil's safety, wellbeing and engagement. These plans will be reviewed regularly and updated in response to the pupil's changing needs.

If a pupil cannot be located or their whereabouts cannot be confirmed, staff will immediately follow the missing child response outlined in Appendix B..

5.3 Recording, Monitoring and Reporting

Every missing-child and non-collection incident is recorded on CPOMS, with the timeline, actions and outcome. Leadership reviews incidents and supervision data, reports to the Proprietor and Governors, and adjusts supervision levels and individual plans so that Sunny Hill School learns from each incident.

5.4 Equality and Inclusion

At Sunny Hill School, this policy is applied fairly and in line with the Equality Act 2010. We adapt supervision and individual plans to meet the needs of pupils with special educational needs and disabilities and other vulnerable pupils, so that they

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are kept safe without being disadvantaged. Any concern that this policy disadvantages a pupil should be raised with the headteacher.

6. Responsibilities

6.1 Pupils

stay with their group and with the staff supervising them, and tell a member of staff if they need to leave an area.

6.2 Staff

- supervise pupils actively and account for pupils at every transition
- know the pupils with an individual risk of absconding and follow their plans
- raise the alarm immediately when a pupil cannot be found

6.3 Leadership

Leadership at Sunny Hill School sets supervision levels, makes sure staff are trained and deployed properly, leads the response when a pupil is missing or not collected, and makes sure each incident is recorded and reviewed.

6.4 Governance

The Proprietor and Governors at Sunny Hill School make sure supervision arrangements are safe and effective and that this policy is followed, and they review incident data.

6.5 Parents and carers

keep the school up to date with current contact details and at least two emergency contacts, and collect their child on time or tell the school of any change

6.6 Named leads

The designated safeguarding lead at Sunny Hill School is Jessica Hocknull. The person who co-ordinates the response to a missing or uncollected pupil at Sunny Hill School is Jessica Hocknull

7. Training Requirements

All staff are trained on supervision expectations, site security and signing in and out, and on the missing-child and non-collection procedures, as part of induction and regular updates. Staff who work with pupils who have a known risk of absconding are trained on those pupils' individual plans, and the response to a missing or uncollected pupil is practised so that staff can act quickly at Sunny Hill School.

8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals.

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Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

9. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, in particular Standard 14 (proper supervision through appropriate deployment of staff) and Standard 16 (risk assessment), read with the Independent School Standards guidance (April 2026)
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999
- Keeping Children Safe in Education (DfE, 2025, and 2026 from 1 September 2026)
- Health and Safety on Educational Visits (DfE and HSE)
- The Early Years Foundation Stage Statutory Framework (DfE, 2025), where the school has early years provision
- The School Attendance (Pupil Registration) (England) Regulations 2024, which support knowing who is on site

10. Version Control

This document can also be found in the following locations and should be amended in the following (ie. Circle, Nourish, Radar):

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Sunny Hill School is the headteacher.

11. Appendices

School Context Appendix A

Sunny Hill School is an independent specialist school for pupils aged 5-18 years with a range of complex and overlapping needs, including:

- Autism
- Severe Learning Difficulties (SLD)
- Moderate Learning Difficulties (MLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Speech, Language and Communication Needs (SLCN)
- Social, Emotional and Mental Health (SEMH) needs

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- Complex medical, physical and sensory needs

Many pupils require enhanced supervision due to communication needs, limited awareness of danger, sensory differences, emotional regulation needs, mobility requirements, or a known risk of absconding.

The school adopts a proactive and preventative approach to supervision, ensuring support is personalised to each pupil's individual needs and risks.

2. Named Leads

Role	Named Person
Head Teacher	Jessica Hocknull
Designated Safeguarding Lead (DSL)	Jessica Hocknull
Deputy DSL	Rebekkah Weaver
Educational Visits Coordinator (EVC)	Jessica Hocknull
Health and Safety Lead	Jessica Hocknull
Attendance Lead	Jessica Hocknull

3. Supervision Arrangements

Sunny Hill School operates supervision arrangements based on:

- Individual risk assessments
- EHCP needs and outcomes
- Medical requirements
- Communication profiles
- Behaviour support plans
- Positive handling plans
- Educational visit risk assessments

Supervision levels may include:

Universal Supervision

Applied to all pupils through:

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- Staff presence in classrooms and learning areas
- Supervision during break and lunchtime
- Supervision during transitions around the school
- Arrival and departure procedures
- Visitor and site security arrangements

Enhanced Supervision

Additional support may include:

- Small group supervision
- Increased staff presence
- Individual support during transitions
- Supervised sensory or regulation breaks
- Additional monitoring during unstructured times

Individual Supervision

Where required through risk assessment:

- 1:1 supervision where appropriate
- Enhanced staffing ratios
- Designated safe spaces
- Individualised arrival and departure arrangements
- Community access plans
- Educational visit support arrangements

4. Communication for Understanding Safety

As a specialist provision, Sunny Hill School recognises that pupils may communicate their understanding of safety in different ways.

The school uses a Total Communication Approach to support pupils to understand:

- Personal safety
- Site boundaries
- Stranger awareness
- Road safety

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- Fire safety procedures
- Educational visits expectations
- Safe use of equipment
- Keeping safe online
- Safe relationships

Communication methods may include:

- Makaton
- Objects of reference
- Visual prompts
- Social stories
- Symbol-supported information
- Photographs
- Communication books
- AAC devices
- Intensive Interaction
- Visual timetables
- Now-and-next boards
- Individual communication systems

Safety messages are adapted to meet each pupil's cognitive, sensory, communication and developmental needs.

Where required, pupils may have individualised safety plans to support understanding of specific risks.

5. Site Security Arrangements

Sunny Hill School maintains secure arrangements including:

- Secure perimeter fencing and gates
- Controlled visitor access
- Electronic signing in and out procedures
- Staff supervision of entry and exit points
- Visitor identification procedures
- Daily site checks

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- Risk assessments for vulnerable pupils
- Fob accessed doors

Any identified security concerns are reported immediately to senior leaders.

6. Pupils at Risk of Absconding

Where a pupil is identified as being at risk of leaving a supervised area or the school site:

- An individual risk assessment will be completed.
- A supervision plan will be implemented.
- Parents and carers will be involved in planning.
- Staff will be made aware of agreed strategies.
- The plan will be reviewed regularly.
- Appropriate de-escalation and communication strategies will be used.

These arrangements are recorded within individual pupil support plans and behaviour documentation where appropriate.

7. Missing Child Procedures

All staff receive training on the procedures outlined in Appendix B: Missing Child Response Procedure.

Key principles include:

- Immediate reporting.
- Immediate search of known areas.
- Rapid communication with senior leaders.
- Escalation to parents/carers.
- Contacting emergency services where required.
- Recording all actions on CPOMS.
- Post-incident review and lessons learned.

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8. Educational Visits

For all educational visits:

- Risk assessments are completed.
- Staffing ratios are determined according to pupil needs.
- Registers and emergency contact information are carried.
- Headcounts are completed at key transition points.
- Communication systems are agreed before departure.
- Specific arrangements are made for pupils with communication difficulties, medical needs or absconding risks.

Educational visits are planned in accordance with the school's Educational Visits Policy.

9. Arrival and Collection Procedures

Staff supervise pupils from arrival until handover to authorised adults.

Sunny Hill School ensures:

- Clear drop-off and collection arrangements.
- Registers completed promptly.
- Authorised collection lists maintained.
- Communication with families regarding changes to collection arrangements.
- Procedures for late collection and non-collection are followed consistently.

Monitoring may include:

- Learning walks
- Safeguarding audits
- Behaviour analysis
- Risk assessment reviews
- CPOMS monitoring
- Educational visit evaluations
- Parent and pupil feedback

10. Staff Training

Staff receive training relating to:

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- Safeguarding
- Missing child procedures
- Positive handling
- Behaviour support
- Site security
- Educational visits
- Health and safety
- Risk assessment
- Total communication approaches
- Understanding and supporting pupils who present with absconding behaviours

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11.1 Appendix : School-Specific Annex

At **Sunny Hill School**, the following local arrangements apply:

- **Supervision Levels and Staffing Ratios:** Staffing ratios are determined according to individual pupil needs, risk assessments, EHCP requirements and activity type. Many pupils require enhanced supervision, including **1:1 support where appropriate**, to ensure their safety, wellbeing and engagement.
- **Site Boundaries, Gates and Signing In/Out Procedures:**
    - The school site is fully enclosed and secured by perimeter fencing and locked gates.
    - Visitors must report to reception, sign in on arrival and wear a visitor badge at all times.
    - Visitors must sign out before leaving the site.
    - Pupils may only leave the site when accompanied by authorised staff or an approved adult.
    - All entrances and exits are monitored throughout the school day.
    - Gates remain secured during the day and access is controlled by staff.
    - The front door is locked at all times
    - All main doors are fobbed for entering and exiting.
- **Missing Child Coordinator:** Jessica Hocknull, Headteacher.
- **Missing Child Procedure:**
    - Any concern regarding a missing pupil must be reported immediately to the Missing Child Coordinator or the most senior member of staff available.
    - A coordinated search of the site and grounds will begin immediately.
    - Parents/carers and external agencies, including the police, will be contacted where appropriate.
    - All incidents will be recorded and reviewed to identify any lessons learned and additional preventative measures.

As a specialist SEND setting, all arrangements take account of pupils' communication, sensory, medical, behavioural and safeguarding needs, with individual risk assessments informing supervision and safety planning.

Appendix B: Missing Child Response Procedure

Covering:

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- Immediate response
- Search procedures
- Escalation times
- Parent contact
- Police contact
- CPOMS recording
- Post-incident review
- Communication considerations for non-verbal pupils

Appendix C: Late and Non-Collection Procedure

Including:

- Immediate parental contact
- Emergency contacts
- Timescales for escalation
- Children's Social Care involvement
- CPOMS recording
- Handover procedures

Appendix D: Site Security, Boundaries and Signing In/Out Procedures

- Secure perimeter fencing around the school site.
- Fob-controlled access to internal and external doors.
- Visitors sign in electronically on arrival and receive identification badges.
- Pupils are signed in and out through Arbor and daily registers.
- Staff monitor entrance and exit points throughout the school day.
- Daily site security checks are completed.

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11.2 Local police and local authority children's social care contacts: Local Police and Children's Social Care Contacts

Local police and local authority children's social care contacts: Local Police and Children's Social Care Contacts West Midlands Police (Non-Emergency): 101

Sunny Hill School, the following local safeguarding contacts apply:

Local Police Contact: 0121 626 8010 Emergency Services: 999 Dudley Children's Social Care / Children's Front Door: 0300 555 0050 (Option 3), Monday to Friday, 9:00am to 5:00pm. [dudley.gov.uk], [dudley.gov.uk]

Dudley Emergency Duty Team (Out of Hours): 0300 555 8574. [dudley.gov.uk], [dudley.gov.uk] NSPCC Helpline: 0800 800 5000. [dudley.gov.uk],

All safeguarding concerns relating to a child should be reported immediately to the school's Designated Safeguarding Lead (DSL).

Where there is a risk of immediate harm, staff should contact Children's Social Care and/or the Police without delay and inform the DSL as soon as possible. [dudley.gov.uk], [dudley.gov.uk]

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Appendix B: Missing Child Quick-Reference

Use these steps the moment a pupil cannot be found on site or on a visit. Do not wait to see if the pupil reappears. Record the timeline on CPOMS.

1. Straight away, alert the designated person and tell nearby staff which pupil is missing and where they were last seen.

2. Begin an immediate search of the area where the pupil was last seen, then the wider building and grounds. Check known places the pupil goes.

3. The designated person accounts for all other pupils, keeps them supervised, and assigns staff to search agreed zones, including exits and the site boundary.

4. Check the signing in and out records, registers and CCTV where available to confirm whether the pupil has left the site.

5. If the pupil is found, check they are safe, offer support, and return to normal supervision. If the pupil has left the site or cannot be found quickly, move to step 6.

6. The designated person contacts the pupil's parents or carers and the police without delay where the pupil has left the site or is at risk. Share a description, the time and place last seen, and any known risks.

7. Keep searching and stay in contact with the police and parents until the pupil is found and safe.

8. Once resolved, record the full timeline and actions on CPOMS, inform the designated safeguarding lead, and hold a review to learn from the incident and update the pupil's plan and supervision.

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11.3 Appendix C: Late and Non-Collection Quick-Reference

Use these steps when a pupil is not collected at the agreed time. Never leave a pupil unsupervised and never send a pupil away from the site. Record the timeline on CPOMS.

1. Keep the pupil supervised, calm and occupied with a member of staff. Communicate appropriately Use a distraction or motivating experience.

2. Begin contacting the parents or carers straight away, using every number held.

3. If you cannot reach the parents or carers, contact the emergency contacts held for the pupil.

4. Keep trying all contacts and keep a written record of every attempt and the time.

5. If no one can be reached after a reasonable time, the designated person decides on escalation and contacts the local authority children's social care team, and the police where there is concern for the pupil's welfare or no safe alternative.

6. Follow any advice from children's social care or the police about the pupil's care until the situation is resolved.

7. Record the full timeline and outcome on CPOMS, inform the designated safeguarding lead, and follow up with the family about collection arrangements. Where the school has early years provision, apply the early years emergency-contact requirements throughout.

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