Supervision of Pupils Policy

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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 The Acres, 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 social, emotional and mental health needs, and some may try to leave a room or the site when they are distressed. 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 The Acres. 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.

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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

Supervision across the school day

At The Acres, 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 manage our site to reduce the risk of a pupil leaving without permission. This includes secure boundaries and gates, a clear system for signing pupils and visitors in and out, and supervision at the points where pupils could leave. Where a pupil has a known risk of absconding, we put an individual risk assessment and plan in place, share it with the staff who work with them, and review it. Site-specific arrangements are set out in the annex.

Schools maintain a live supervision risk assessment that is reviewed whenever the cohort profile changes significantly.

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 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

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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 is detailed in 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 room or refuse to stay in an area when they are distressed. Staff respond first with relationship and de-escalation, in line with our behaviour and positive handling policies, and keep the pupil in sight wherever possible. If a pupil cannot be kept in sight and cannot be found, staff move straight to the missing-child response at Appendix B. Pupils with a known pattern of this have an individual plan.

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 The Acres learns from each incident.

5.4 Equality and Inclusion

At The Acres, 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 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

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Leadership at The Acres 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 The Acres 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 The Acres is Jessica Howkins. The person who co-ordinates the response to a missing or uncollected pupil at The Acres is Jessica Howkins (DSL) or any member of SLT.

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 The Acres.

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. 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).

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- 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 Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at The Acres is the headteacher.

11. Appendices

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11.1 Appendix A: School-Specific Annex

Leadership and Oversight

The designated lead responsible for pupil supervision arrangements is:

- **Jessica Howkins** – Designated Safeguarding Lead (DSL)
- In the absence of the DSL, any member of the Senior Leadership Team may coordinate supervision responses and missing pupil procedures.

Leadership regularly reviews supervision arrangements to ensure they remain appropriate to the changing needs and risk profile of pupils attending**.**

Daily Supervision Arrangements

Pupils are supervised throughout:

- Arrival to school.
- Tutor time.
- Lessons.
- Breaktimes.
- Lunchtimes.
- Movement between lessons.
- Vocational sessions.
- Outdoor learning activities.
- Departure from school.

The Acres operates a supervision model which reflects the needs of a specialist SEMH provision and is designed to maintain both safety and positive relationships.

Staffing Ratios

The standard staffing model across the school is:

- One tutor and one raising achievement assistant (RA) per class.

Additional supervision is provided where required through:

- Individual risk assessments.
- EHCP requirements.
- Behaviour Support Plans.
- Safeguarding plans.
- Medical needs assessments.

Where a pupil is funded for 1:1 support, this provision is implemented for the agreed elements of the timetable.

Site Security Arrangements

To minimise the risk of unauthorised access or absconding, The Acres operates the following security procedures:

- Access-controlled entry systems.
- Keypad-protected site entrances.
- Visitor sign-in procedures.
- Staff monitoring of arrivals and departures.
- Supervision of external areas during social times.

All visitors must:

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- Report to Reception.
- Sign in on arrival.
- Wear visitor identification where appropriate.
- Sign out before leaving the site.

Registers and Accountability

The Acres maintains accurate records of pupils on site through:

- Daily class registers.
- Visitor signing-in records.
- Signing-out procedures for pupils leaving site.
- Off-site visit registers and headcounts.

Alisha Beckwith, Attendance Champion, maintains oversight of pupil attendance and on-site records to ensure all pupils can be accounted for throughout the school day.

Pupils at Risk of Absconding

Some pupils may present an increased risk of leaving supervised areas when distressed.

For these pupils the school may implement:

- Individual risk assessments.
- Absconding risk management plans.
- Enhanced supervision arrangements.
- Transition support between lessons.
- Increased communication with families.
- Targeted pastoral interventions.
- Additional staffing support.

These arrangements are reviewed regularly and following any incident.

Breaktime and Lunchtime Supervision

During unstructured times:

- Staff are deployed across designated supervision zones.
- Outdoor areas are monitored continuously.
- Pupils accessing alternative provision or regulation spaces remain supervised.
- Communication systems are available to summon support if required.
- Leaders remain available to respond to incidents or concerns.

Particular focus is given to vulnerable pupils and areas where previous incidents have occurred.

Educational Visits and Community Activities

For off-site activities:

- Staffing ratios are determined through risk assessment.
- Registers are completed before departure and return.
- Headcounts occur at all transition points.
- Emergency contact details accompany staff.
- Individual pupil risks are considered within visit planning.

Additional staffing may be deployed where pupils present higher levels of risk or require enhanced supervision.

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Missing Pupil Procedures

The designated Missing Child Coordinator is:

Jessica Howkins (DSL)

Should a pupil be unaccounted for:

- Staff immediately implement the Missing Child Procedure.
- Searches begin without delay.
- Site exits and boundaries are checked.
- Parents/carers are informed where appropriate.
- Police are contacted where risk or absence warrants escalation.
- All actions are recorded on CPOMS.

Missing pupil incidents are reviewed by leaders to identify lessons learned and any required amendments to risk assessments or supervision arrangements.

Key External Contacts

Police

- Emergency: 999
- Non-emergency: 101

North Lincolnshire Children's Services

- 01724 296500

Monitoring and Quality Assurance

Supervision arrangements are monitored through:

- Daily operational oversight.
- Behaviour and safeguarding reviews.
- Attendance monitoring.
- CPOMS incident analysis.
- Risk assessment reviews.
- Learning walks and leadership observations.
- Health and Safety monitoring activities.

Leaders review supervision effectiveness regularly to ensure pupils remain safe, supported and appropriately supervised throughout the school day.

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11.2 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.

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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