

Supervision of Pupils

BETHANY SCHOOL
 CURTISDEN GREEN
 GOUDHURST
 KENT

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Introduction

This policy has regard to the latest version of *Keeping Children Safe in Education* (KCSIE 2024) with Part 1 issued to all members of staff and the whole document made available on Microsoft Teams. Furthermore, this policy has regard to the School's Safeguarding and Child Protection Policy.

The supervision of pupils falls into six main categories, the duties of the members of staff around school, the relationship guidelines between pupils and staff, between boarding pupils and boarding staff as well as the supervision of pupils in lessons, the management of pupils' behaviour on school trips and the procedures that should be followed when pupils are observed as missing.

There should always be a member of staff readily available and in overall charge whenever senior pupils have supervisory responsibilities for younger pupils.

1. Duties

A list of staff required for Weekly Duty days is issued prior to the start of each year. All staff are likely to be called upon. A 'team' of several staff will be nominated for each day and it is then the members of that team's responsibility to apportion the various aspects of the day's duty requirements to suit themselves. A member of the SMT is assigned to oversee that the duties are being carried out and to offer support and guidance as and when required. At times it will be necessary for members of the SMT to carry out specific duties themselves.

The following points should be noted especially:

1.1 Before school

Formal supervision of pupils starts from 8:20am for day pupils. Boarding staff will ensure that boarding pupils are supervised in house until this time. All pupils register with their tutor at 8:30am, either in a tutor base, chapel or assembly as per the relevant rota. Any day pupils arriving at school before 8:20am are subject to all school rules and policies from the time of arrival.

1.2 Break times

One member of the Duty Team has been allocated to the Dining Room (Tuck Shop) during the morning and afternoon breaks. Supervision here should ensure that any pupils present are behaving properly, including forming an orderly queue where this is necessary because

of numbers. Any misbehaviour or bullying that can occur during these times will only be minimised by pupils realising that Duty Staff are around.

At morning and afternoon breaks and during lunchtimes members of the Duty Team are allocated to 'patrol' specific areas of the school to keep an eye on the conduct of the pupils and, by their presence, help to deter any behaviour that might be considered unacceptable. This 'patrolling' involves frequent visits to classroom blocks, toilets and day rooms. Pupils may be allowed inside classroom buildings for specific activities, but although standing around talking quietly or sitting using laptops may be permitted, chasing around the building, eating/drinking, dropping litter etc. are to be strongly discouraged.

1.3 Lunchtime

At lunch time two members of the Duty Team (dividing the time between them) are responsible, with the help of the School Prefect Team, for supervising the Dining Hall. The most difficult part of this is the queuing and the member of staff takes responsibility for this. Accordingly, staff should not eat their meal whilst on duty. Staff should make sure that those pupils claiming an 'Early Lunch' present a valid pass and that all other pupils are keeping strictly to published times and are not trying to get in early.

1.4 After school

At the end of the School day one member of the Duty Team, together with the duty SMT for that day, supervises the buses taking day pupils home. It is essential that staff are there punctually to ensure good behaviour and to see that buses are not allowed to leave before 1710 hrs. Duty staff should support drivers to check that all pupils are accounted for. They should also check that pupils have seat belts secured before buses leave. House duty staff monitor the attendance and behaviour of pupils who board during tea.

On very rare occasions an emergency may arise where the Wellness Centre needs a pupil to be taken to the Hospital. Out of hours Housekeepers will not be available to do this and it may be necessary for one of the duty team to escort the pupil if another member of the teaching on site staff has not been found. The member of SMT on duty must be informed and will assist in make the arrangements for suitable supervision and the communication with the pupil's home.

There should be the opportunity for flexibility in that, within the 'team' for any given day it is possible to come to an agreement to 'swap' areas of responsibility. Where this is done, though, we ask that the change be notified in advance to the duty coordinator and also the

member of SMT 'in charge' of that day so that he/she is fully aware of exactly who is responsible for doing each aspect of the duties for that day.

If one or more members of the 'team' are absent from school, it should be the responsibility of the coordinator of the duty team in the first instance, and failing that the remainder of the 'team', to organize cover and to let the member of SMT know what arrangements have been made.

2. Relationships between Staff and Pupils

At Bethany, excellent pastoral care is at the centre of the education that we provide.

There is a very thin dividing line between appropriate care, support and friendship and intimacy: between suitable relationships and unsuitable relationships. Whilst it would be wrong, for fear of accusation of abuse, to prevent a member of staff from giving appropriate support to a pupil, there are potential pitfalls, especially for members of staff who are new to pastoral care in a residential setting. Every pupil will have different needs, expectations and reactions to support. We need to develop warm and supportive relationships whilst at the same time erring on the side of caution. It is never easy to give hard and fast guidelines, but it is hoped that the following will give a framework. The golden rule is to be caring but cautious and to consider how a relationship may appear to others, be they pupils, staff or parents.

- Avoid spending too much time with one particular individual or group.
- Holiday contacts which are not part of official school trips, and which take place in the absence of parents, should be avoided.
- Great care should be taken if a pupil is to be transported on their own, in the private car of a member of staff, and this course of action should only be undertaken as a last resort, with authorisation having been given by the duty SMT or because there is an emergency where no other options are available. Pupils should sit in the back of the car where this is necessary.
- Lengthy or frequent meetings with an individual behind closed doors should be avoided.
- There will obviously be occasions when a pupil will seek or need one to one support from a member of staff. When a pupil is facing distress, there is no reason why a comforting arm should not be put around them – as a parent would do. At

other times a warm handshake or a pat on the shoulder may be very appropriate too.

- Restraint. There may be occasions when a pupil is involved in some undesirable activity, or when you become angry with them. Whilst it is acceptable for you to intervene to restrain a pupil, if they are placing themselves or others in danger and they have not responded to a verbal instruction from you, it is essential that you do not make physical contact when merely angry or frustrated. Even a clip on the lapel or a push on the shoulder could be construed as assault. There is a *Reasonable Force Policy* which should be referred to for further guidance.
- Language. As in other matters, it is vital that staff set the highest possible standards to pupils. Whilst an understanding of adolescent language is helpful, there is no need for a member of staff to use it to 'fit in' or be accepted by pupils. It is particularly important for staff to refrain from swearing and from putting others down, be they pupils or colleagues, or from showing disloyalty to the school policies. In the same way, whenever any member of staff is in school or in the wider community they should be aware that they represent the School and that their words, actions and behaviour reflect upon the School. It is acceptable for a member of staff to be firm, when necessary, as any concerned parent would be, but staff should refrain from shouting at a pupil or group of pupils, except '*in extremis*'.
- Needless to say, physical relationships between a member of staff and a pupil are totally unacceptable and would almost certainly be illegal acts under national law. Pupils who are over 16 are still protected following an amendment to the Education Act 2000.

3. Supervision of Boarding Pupils outside of school hours

The relationships between House staff and pupils are a particularly important component, especially for boarders. House staff are '*in loco parentis*' and therefore expected by the parents and pupils to fulfil, as far as is possible, the many roles of parents, whilst at the same time working with the pupils' actual parents.

4. Specific House Duties

House staff on boarding house duty are expected to ensure that:

- Pupils wake up and go to breakfast and when necessary register them and as appropriate guide them to chapel, headmaster's assembly or tutor time.
- There should be a member of staff present in the House during lunch time and after school.
- They begin evening duty at the end of school.
- They support monitors taking prep – particularly early in the term when they are new to the role. A member of boarding staff is always readily available whenever senior boarding pupils have supervisory responsibilities and actively monitor prep themselves.
- They are seen about in the House after prep and have an awareness of the whereabouts of any boarders who have signed out on site.
- They are a visible presence, ready to chat, play pool etc.
- They ensure that bedtime routines are followed and ensure all boarders have returned to the boarding house on time.
- They check that all pupils are in bed, that the lights are off after lights out, that all exits are locked and that the House is secure.
- Ensure that a member of staff is available in the building to be contacted through the night.

5. Appropriate relationships between House staff & boarding pupils

These are similar to those outlined above for pupils during the school day with the following additions;

- Discipline becomes more difficult when friendship links are too closely established with pupils. A certain distance enables a more balanced view to be taken of wrong doing if/when it has to be dealt with. House staff should be approachable but professional.
- Great care should be taken when transporting pupils in your car – transporting one individual, particularly one of the opposite sex, should be avoided if at all possible. When absolutely necessary, pupils should travel in the back of the car.

- Equally, individual outings should also be avoided – groups, with the knowledge and/or presence of a senior/other colleague, are much ‘safer’. If required to do so ensure appropriate staff know this is happening (e.g. Medical Centre if transporting a boarder to the doctor/dentist).
- Similarly, ‘arranged’ holiday contacts can easily be mis-interpreted and are also best avoided.
- In unexpected meetings with pupils (or parents) on holiday, in restaurants, pubs etc., do exercise professional judgement and discretion.
- Care should be taken on where, when and how you meet with pupils. Bedrooms are very much the pupils’ own space – always knock and wait before entering. If you are working in an opposite sex House consider ‘announcing’ yourself as you slowly open the door – it can prevent embarrassing situations. Meetings with pupils should take place within the boarding house and not within the private accommodation of boarding staff.
- It is worth spending time with each room of boarders during an evening but consider how and when you do it, where you sit/stand and how long you remain.
- Private discussions can pose even more problems. Location is important – door ajar policy to be recommended – them bringing a friend can help – keeping your own notes/day book for such circumstances is sensible – let colleagues know – earlier in the evening rather than later makes good sense – same sex meeting is preferable.
- Be careful with ‘body contact’ – now sadly, and too frequently, mis-interpreted by observers rather than recipients. Handshakes and a ‘supportive/comforting hand on the shoulder continue to be acceptable. Some of the younger pupils, in particular, still need a hug from time to time – if it is in ‘public’ and they approach you – then that is OK. However, a warm manner can be equally comforting to pupils in distress as any contact and is very much valued.
- Restraint also requires great care. If a situation is occurring or you walk into a situation where there is the risk of a pupil being hurt, try to diffuse it before it generates into a ‘fight’; humour often helps. If it does happen, try to get rid of the ‘onlookers’ first and then deal with the ‘combatants’ – send for reinforcements if necessary. You may use ‘reasonable’ force to deal with the situation. Write notes not only in the House daybook but also in your own personal log. Please refer to the *Reasonable Force Policy*.

6. Supervision of Pupils in Lessons

Teachers support the aims and focus of Bethany School in setting and implementing high and consistent standards. This is achieved through the following-

- There is a high expectation of pupils in relation to behaviour and discipline achieved through well focused teaching.
- Positive relationships based on mutual respect are fostered through joint endeavour and ownership of the lesson.
- Good teaching generates enthusiasm for the subject, stimulates curiosity and maintains pupil motivation.
- The authority of the teacher is established and accepted by pupils.
- Pupil behaviour is carefully monitored and action is taken to pre-empt misbehaviour and avoid confrontation.
- Pupils exhibit self-discipline.
- Bethany School support systems are used appropriately and consistently.

Remember:

- If in doubt, seek guidance and advice from a senior member of staff at the earliest opportunity.

In all dealings and conduct, both within School and outside, all members of staff are expected to maintain high standards and to reflect the Christian principles and values upon which the School community is founded as well as having the utmost respect for local laws and customs.

7. School Trips

All off-site visits must have a nominated member of staff in charge (Group Leader) who is responsible to the Headmaster for the management of the visit and behaviour of the pupils. School rules must be followed, especially those regarding appearance, behaviour, smoking and drinking. It is incumbent upon all staff and pupils involved in the visit to uphold high standards and to set a good example to others. Depending on the nature of the visit, the normal school rules on pupils' mobile phones can be relaxed. Staff must carry a mobile

phone while on any school trip and trip mobiles are made available. Please refer to Bethany School's *Educational Visits Policy* for further information.

8. Missing Pupils

Children Missing from Education

Children in England may leave education at the age of 16 but until the age of 18 children are expected to either start an apprenticeship or work as a volunteer while in part-time education. Children going missing from education is a potential indicator for abuse or neglect. Pupils at Bethany are required to attend school during term time. Absences are required to be marked on the register and tutors will be aware of the reasons for any absence which will be marked as an authorised absence. Staff should be watchful for patterns of absence or long term absence and if they are concerned should raise these concerns with the Designated Safeguarding Lead.

If a pupil leaves the school and is deleted from the admissions register for the following reasons then the DSL should inform Kent County Council:

- They have been taken out of school by their parents and are being educated outside of the school system eg elective home education.
- They have ceased to attend school and no longer live within reasonable distance of the school at which they registered.
- They have been certified as medically unfit to attend school before ceasing to be of compulsory school age, and neither they or their parents has indicated the intention to continue to attend Bethany after ceasing to be of compulsory school age.
- They are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- They have been permanently excluded.

The DSL must be informed of any pupil who fails to attend school regularly or has been absent from the school without permission for a continuous period of 10 school days or more and report this to the relevant Local Authority Department using the reporting framework.

Details of the school response to a pupil going missing from school during attendance at the school can be found below:

If the school suspects that a pupil is missing it will follow procedures to identify the whereabouts of the pupil as laid out below. If a pupil is not successfully found through the procedures this would become a child protection issue. If a pupil is missing school regularly

or school absence is noted with other concerning behaviours then a referral should be made to the appropriate agency or agencies.

○ **Checking Routines & Missing Student Procedures**

Checking Routines

- Checking pupils on their return at the end of the school day and at prep time
The Housemaster/mistress or Assistant Housemaster/mistress must make certain that they have checked that the pupils have returned to the House at the end of the school day/or after supper (depending on age groups and supper timings) and that they have checked with the prep monitor that all pupils are present during prep.

Checking pupils at night

- The Housemaster/mistress or Assistant Housemaster/mistress must make certain that they have checked and personally seen all pupils at night time/lights out in their bed.

Checking pupils on return from other boarding houses/specialist areas of school

- The 'signing in and out' book should be checked at the time pupils are due to have returned. Within 15 minutes for the younger pupils and between 30 and 45 minutes for the older pupils, all pupils need to have been seen by the member of staff in charge. Never rely on another pupil telling you that they have seen someone whom you have not seen personally.

Checking pupils on return from weekends, holidays and periods of absence from school

- After a weekend, holiday or period of absence from school the Housemaster/mistress or Assistant Housemaster/mistress should check personally that pupils are back at the times agreed. If they have not returned as agreed please begin investigating within 45 minutes.

Checking pupils on return from off-site visits – shopping, matches, theatre etc

- After day time/early evening visits/matches organised by a member of staff, using coaches, mini-buses or cars, pupils should have checked into their Houses within 15 minutes of their arrival back at school – 30 minutes if they have gone straight into supper.
- After late evening visits (e.g. theatre visits) an accompanying member of staff should escort the pupils into their Houses. House staff will probably wish to 'wait up' to check younger pupils but possibly not for older pupils if they have been escorted into the House by another member of staff.
- For visits organised by the pupils themselves using for example, taxis or private cars, pupils should use the 'signing in and out' book and be seen on their return, during 'daylight hours', by a member of House staff within 30 to 45 minutes. For late

evening returns the pupil(s) should still use the 'signing in and out' book but should also check in directly on their return with their Housemaster/mistress or Assistant Housemaster/mistress.

In all of the above scenarios members of staff and pupils alike should be actively encouraged to keep in contact with House staff by mobile phone to advise them of unforeseen delays etc.

Missing Boarding Pupil Procedures

- Boarding houses carry out regular registrations in order to be sure that boarders are present in School and ensure their well-being. All boarders are accounted for at their bedtimes, after which they are expected to remain in the boarding house. Boarding houses will have a staff presence throughout the night, with occasional and random checks to ensure boarders are present, are well and are asleep.
- If a boarder is found to be missing following their bedtime the procedures laid out below should be followed.
- In the event of a boarder leaving the boarding house during the night and House staff being made aware, House staff should immediately contact the member of SMT on duty to report a missing pupil. The procedure laid out below will then be followed.
- Registration is carried out in boarding houses either prior to breakfast or in breakfast for all except Orchard/Acorns. If a boarder fails to register boarding houses will ensure they are present on site. If this is not the case the procedures below will be followed. For Orchard/Acorns registration is carried out by tutors at 8.30 am.

Missing pupils – evening / weekend daily routine

- The duty member of House staff should instigate the following procedures and keep a record of events in the House duty log. A copy of these notes may then need to be passed on to SMT.
- Firstly ascertain that the pupil is not in the boarding house or its environs
- Check whether other pupils know of the missing pupil's whereabouts
- Try to contact the pupil via their mobile phone
- Phone the other boarding houses for them to check their visitor's 'signing in and out' book and to conduct a search of their areas
- Check the specialist areas of the school, i.e. Music School, Chapel, that can be legitimately visited
- Check the Medical Centre

- Check other buildings and areas of the school and grounds
- Enlist the help of other House colleagues/GAP assistants/Prefects/House monitors as appropriate to help search.
- Contact a relevant member of the SMT using their weekly 'on-site' proforma
- If after 30 to 45 minutes the pupil still cannot be accounted for then SMT will confer and then contact parents or guardians and police as appropriate.
- SMT should keep a record of events and actions using the Initial Safeguarding Incident / Concern Form and also add the initial notes from the House day book.

If it is rumoured that a parent has collected their youngster without letting House staff know, and you believe it is a possibility, then do phone them.

Missing pupils – after weekends, holidays, periods of absence

- If after the 30 to 45 minutes the pupil still cannot be accounted for then please ensure that you contact the parents/guardians/hosts to find out what has happened.

Parents/guardians/hosts should be actively encouraged to contact House staff to advise them of unforeseen delays etc.

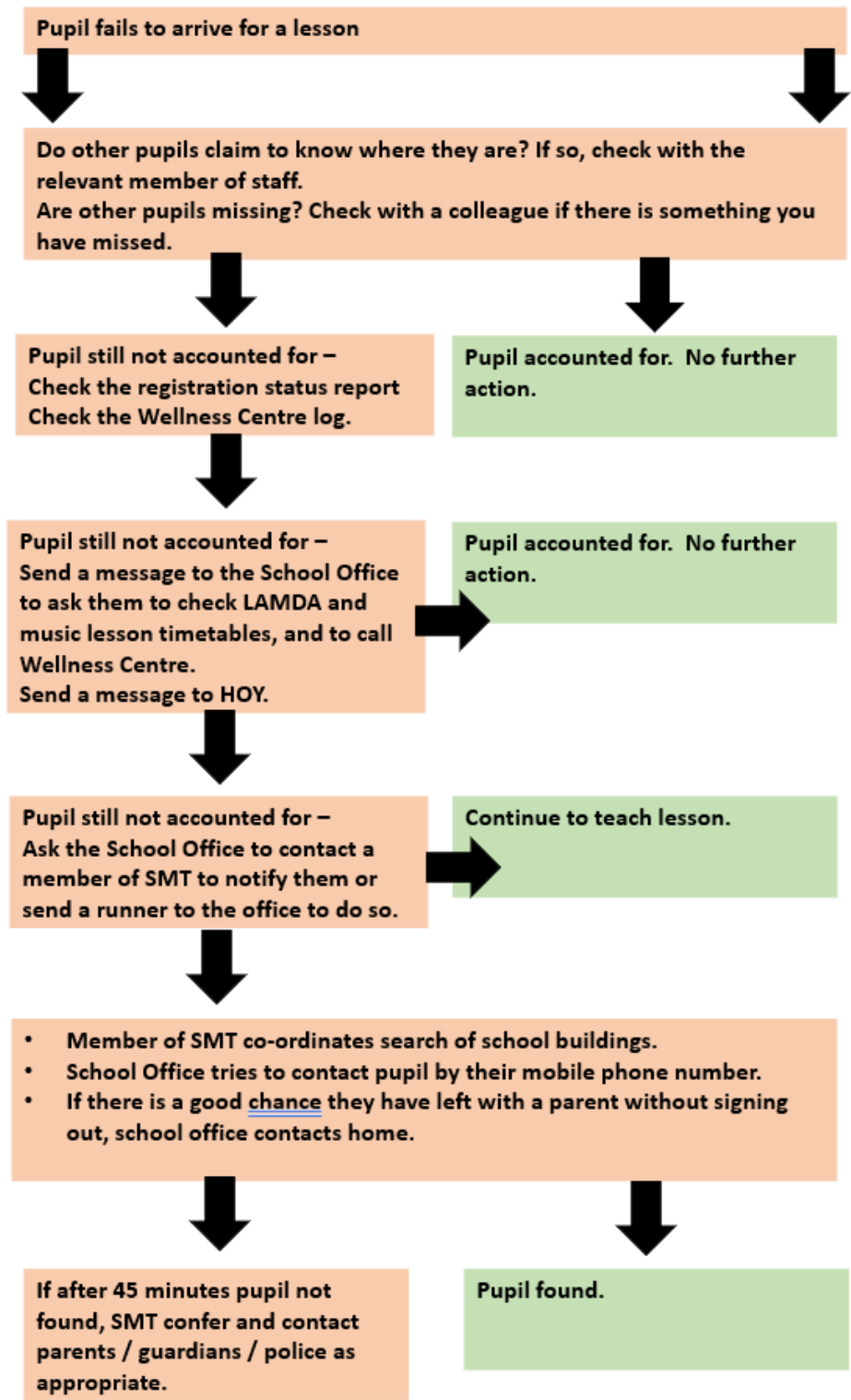
- If you have been unable to contact parents/guardians/hosts after the 45 minutes continue trying whilst instigating the procedures above.

Contact numbers

- A list of pupil mobile phone numbers should be compiled, checked and updated on a regular basis by House staff and the records kept on file in the House Office.
- Parents/guardians contact numbers should also be checked and updated on a regular basis - *parents/guardians should be actively encouraged to advise House staff of these changes*
- Host family contact numbers should also be checked – *regular host families should be actively encouraged to advise House staff of any changes.*
- Pupils/parents/guardians/hosts should have the appropriate contact numbers for the House to hand/programmed into their phones.

Missing Pupil Procedures - During the School Day

MISSING PUPIL PROCEDURE



Contact numbers

A list of pupil mobile phone numbers should be compiled, checked, and updated by Tutors and stored on iSAMS on a confidential basis at the start of the academic year and updated if details change.