

Supervision Policy

Effective from: September 2025

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Introduction

This policy applies to the whole school including the EYFS. Reference should be made to the school's Behaviour Management Policy and the Staff Code of Conduct Policy.

Legal Framework

This policy is based on the following legislation and guidance:

- Statutory Framework for the Early Years Foundation Stage (EYFS, 2024)
- Health and Safety at Work Act 1974
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2023
- Ofsted Education Inspection Framework

Aims

We recognise our duty of care towards all pupils at The Avenue Pre-Preparatory School and Nursery. Through effective deployment of staff and clear supervision procedures we aim to ensure:

- pupils are safe at all times while on site.
- The school is effective in its procedures and organisation.
- emergencies are dealt with promptly while maintaining adequate staff supervision of all pupils.
- all staff have appropriate training in supervising pupils effectively, including those taking part in off-site activities
- To reduce the risk of accidents, incidents, or safeguarding concerns.

Staff: Child Ratios

It is imperative our staffing arrangements meet the needs of all children and ensure their safety. We always ensure staff supervision is, as a minimum, in line with the regulatory staff child ratios at all times, appropriate to age and activity. To this end the staffing in EYFS is carefully planned with appropriately and well qualified staff in all class-based sessions and free flow activities, both inside and in outdoor areas throughout the day for all age groups.

Our staff ratios:

- 2 year olds: 1 qualified member of staff : 5 children
- 3 year olds: 1 : 13 is a Level 6 qualified practitioner (e.g., EYTS, EYPS, or QTS) is present otherwise the ratio remains 1 : 8
- Reception: 1:30 per school teacher, with exceptions such as SEND.
- Year 1 & 2: 1: 30 5 - 7 years old

Types of Supervision

1. Active Supervision

- Staff are always able to see, hear, and respond to children.
- Staff position themselves strategically to monitor all children in the room or play area.
- Frequent headcounts and visual checks are performed, especially during transitions.

2. Proximity Supervision

- Staff remain close to children who need additional support or where risks are greater (e.g. climbing frame, water play).

3. Remote Supervision

- For older or more independent children, staff remain aware of children's location and check in frequently, using risk assessments to determine suitable boundaries.

Pupils' Arrival and Departure

Pupils, including those in EYFS, arrive at school from 8.30am. Pupils are not allowed on site without supervision. At least one member of staff is always present on duty in order to supervise pupils whenever they are in the school outside normal school hours (due to delayed collection or additional school activities). All members of the teaching staff are expected to take their share of break and lunchtime supervisory duties, as well as late duties as per staff rota.

Arrangements for staff supervision are made to ensure pupils are adequately supervised during school activities that take place outside the normal school day, for example, after school clubs.

Break and Lunchtime

All areas designated for play across the school are well supervised by staff and detailed in the staff duty rota. There is always a member of staff with Paediatric First Aid, in both EYFS and KS1. For EYFS the

staffing of playtimes is prioritised to ensure the safety of all children. EYFS children do not have break times with KS1 children to make sure they are safe to play and explore with similar sized children.

Registration and Dismissal

We take an electronic register of pupils at the start of the morning and afternoon sessions which is also highlighted in our pick up/collection sheets. Parents are responsible for notifying the school if their child is absent for any reason. The school will always contact the parent if a child fails to arrive at school without an explanation. At the end of the school day or after school activity all pupils are dismissed by their class teacher, teaching assistant or supervising adult and handed over to their parent/guardian. Parents are asked to inform the office or class teacher of any alternative collection arrangements for their child. The school will contact the parent for clarification or permission for alternative collection arrangements if this has not been communicated.

In Nursery a child is only released at the end of his/her session into the care of a parent or other individual whose name has been identified to us in advance and a password system may be put in place with the parent and teacher.

Please refer to the 'Attendance Policy' for further details.

Supervisors and Managers

The Head and Principal have overall responsibility for the implementation of this policy. Supervisors and managers play a critical role in its day-to-day execution.

Supervisors and managers (e.g. Nursery Manager, Early Years Leader, Key Stage Coordinators) are responsible for the day-to-day leadership of supervision practices across their phase or department. Their responsibilities include:

Staff Deployment and Ratio Compliance

- Ensure appropriate staff-to-child ratios are maintained in all areas and throughout the day.
- Adjust staffing levels as needed based on child numbers, risk assessments, and individual needs.
- Oversee daily registers, rotas, and staff break schedules to prevent lapses in supervision.

Training and Professional Development

- Ensure all staff are trained in effective supervision practices, safeguarding, and health and safety.
- Identify and address training needs through observations, performance management, and supervision meetings.

- Support staff in understanding how supervision links to safeguarding, child protection, and behaviour management.

Monitoring and Observations

- Conduct regular walk-throughs, spot-checks, and formal observations to assess the quality of supervision.
- Review and update risk assessments for indoor and outdoor environments.
- Monitor that children are supervised during all transitions, including arrival, dismissal, toileting, outdoor play, mealtimes, and trips.
- Supervisors and managers report directly to the **Head/Principal** on supervision standards. The Head/Principal reviews practice through **termly audits, incident logs, and staff feedback**.
- Adjustments are made in response to **staffing changes, inspections, or serious incidents**.

Incident Management

- Respond to and investigate any incidents, accidents, or concerns related to supervision.
- Work with the DSL to assess whether any safeguarding risks have arisen.
- Reflect on incidents and implement improvements to supervision or deployment.

Support for New and Less Experienced Staff

- Ensure students, apprentices, volunteers, and new staff are never left unsupervised with children.
- Provide mentoring and shadowing opportunities to develop staff understanding of safe supervision practices.
- Ensure new staff are aware of boundaries, safeguarding protocols, and communication procedures.

Staff Responsibilities

All practitioners are responsible for:

- Actively supervising children at all times.

- Being alert, mobile, and engaged with children across all areas.
- Reporting any supervision concerns to their line manager or DSL immediately.
- Ensuring their own conduct supports a culture of safeguarding and vigilance.

Supervision in Practice

Monitoring and Evaluation

- Supervisors and managers report directly to the Head/Principal on supervision standards.
- The Head/Principal reviews practice through termly audits, incident logs, and staff feedback.
- Adjustments are made in response to staffing changes, inspections, or serious incidents.

The Head of KS1 has Qualified Teacher Status (QTS) and/or Early Years Professional Status. Leaders hold a full and relevant qualification, and at least half of all other EYFS staff hold a full and relevant Level 3 qualification or higher.

Medical Support

All teaching staff including EYFS staff, are Paediatric First Aid (PFA) trained and qualified as First Aiders and able to administer emergency first aid.

We always ensure that a qualified Paediatric First Aider (PFA) is on site and readily available whilst our Nursery, Reception and KS1 children are in school. First aid boxes are in all potentially high-risk areas. (The First Aid Coordinator regularly checks and replenishes the first aid boxes as required). Medical “grab bags” are taken on all outdoor activities. Please refer to the First Aid Policy for further guidance. The School defibrillator is stored in the Hall and is easily accessible. It is checked and tested once a week.

Supervision whilst travelling to and from School

Parents are responsible for ensuring that their children travel safely to and from school. Parents are expected to observe speed limits/restrictions locally and supervise their child/children when using pedestrian routes at drop off and pick up times.

Supervision during Educational Visits

Please refer to the school’s Educational Visits Policy for arrangements of supervision for pupils during educational visits and trips out of school.

Unsupervised Access by children

Pupils do not have unsupervised access to the school or playground areas of the school.

New Staff Induction

All new members of staff receive an induction into the school's expectations of the appropriate levels of pupil supervision and are informed of their individual staffing ratio level.

Staff Handbook

As part of the induction process, new staff are made aware of additional policies relating to the supervision of pupils including: Educational Visits Policy, Child Protection Policy, Missing Child Policy and Procedures for when a child is not collected on time, Admissions Policy and the Attendance Policy.

Appendix 1.

This needs to change to September 2025 - highlighting the new guidelines.

Perhaps delete the below and add the new.

[Extract from: Statutory framework for the early years foundation stage September 2023](#)

Staff: child ratios – all providers (including childminders)

3.36

- For children aged three and over in independent schools (including in nursery classes in free schools and academies), where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor⁴⁰, or another suitably qualified overseas trained teacher, is working directly with the children:
- for classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children
- for all other classes there must be at least one member of staff for every 13 children
- at least one other member of staff must hold an approved level 3 qualification

3.37

- For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:
- there must be at least one member of staff for every eight children
- at least one member of staff must hold an approved level 3 qualification
- at least half of all other staff must hold an approved level 2 qualification

3.39

Reception classes in maintained schools and academies are subject to infant class size legislation.⁴⁶ The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes to 30 pupils per school teacher⁴⁷ (subject to permitted exceptions) while an ordinary teaching session is conducted. 'School teachers' do not include teaching assistants, higher level teaching assistants or other support staff. Consequently, in an ordinary teaching session, a school must employ sufficient school teachers to enable it to teach its infant classes in groups of no more than 30 per school teacher.

⁴⁰ An instructor is a person at the school who provides education which consists of instruction in any art or skill, or in any subject or group of subjects, in circumstances where: (a) special qualifications or experience or both are required for such instruction; and (b) the person or body of persons responsible for the management of the school is satisfied as to the qualifications or experience (or both) of the person providing education.

Appendix 3

Children aged three years and over in independent schools where one of the following is working directly with the children:

- a person with qualified teacher status (QTS)
- a person with Early Years Professional Status
- a person with another suitable , full and relevant level 6 qualification
- an instructor (a person at the school who provides education that consists of instruction in any subject or group of subject in which special qualifications or experience are required and the school leadership/governance are satisfied with the qualification.
- a qualified overseas trained teacher then the following applies:
 - ❖ if the class has the majority of children who will reach the age of 5 or older within the school year, the ratio is 1 to 30 children.
 - ❖ for all other classes there must be a minimum of one staff member for every 13 children.
 - ❖ At least one other staff member must hold a full and relevant level 3 qualification

Where there is no person with QualifiedTeacher Status, Early Years Professional Status or another suitable level 6 qualification, no instructor and no suitably qualified overseas trained teacher working directly with the children

- there must be a minimum of one staff member for every 8 children
- a minimum of one staff member must hold a full and relevant level 3 qualification
- at least half of all other staff (working directly with the children) must hold a full and relevant level 2.

<https://www.gov.uk/guidance/early-years-qualifications-finder>

Appendix 4

Staff in event of unplanned staff absence in EYFS:

In the event of sudden staff absence in any of the class years, the school will implement its emergency staff replacement procedures, taking into account any lack of formal qualification of the substitute teacher.

As permitted in the Statutory Framework for the EYFS, unqualified but experienced members of staff may be considered to be Instructors and perform the duties of the teacher as a temporary measure when necessary.

It is not the intention of the School to use Instructors on a permanent basis but only in emergencies.

The Avenue Staffing 2025 / 2026**Staff with QTS or Equivalent Level 6**

Mary	Fysh	QTS
Sarah	Tapp	QTS
Katie	Fischer	QTS
Sophie	Cleminson-Reeves	QTS
Anca	Covaci	QTS
Jemma	Strachan	QTS
Victoria	McDonald	QTS

Staff with Level 3 or above and/or appropriate experience**Nominated Instructor status**

Martina	Furness	Level 4	Instructor
Rebecca	Perrett	Level 5	Instructor
Zoe	Adams	Level 3	Instructor
Irene	Pestana	Level 3	Instructor
Komal	Ramchandani	Graduate with experience	Instructor
Ravina	Ratnayake	Graduate with experience	Instructor
Violet	Bevan	Graduate with experience	Instructor
Honey	Denne	Graduate with experience	Instructor