



CAMBRIDGE
ENGLISH SCHOOL
مدرسة كيمبردج الإنجليزية

'Students achieving their full potential as active thinkers
and self-motivated, life-long learners within a supportive environment'

Supervision Policy

Reviewed by:	December 2025
To be reviewed:	December 2026

Contents

Rationale.....	2
Alignment with the BSO framework and related guidance	2
Aims.....	2
Roles and Responsibilities	3
Procedures.....	5
Arrival, Dismissal and Bus Supervision.....	5
Pupil Breaktime Expectations	9
Current Duty Rota's:.....	10

Rationale

This policy sets out Cambridge English School Mangaf;s expectations and procedures for the active supervision of pupils during all non-lesson times, including arrival, breaks, lunches, transitions between lessons, and departure, as well as during the use of outdoor and indoor play areas. It applies to all staff, supply staff, volunteers and contractors working on site.

Alignment with the BSO framework and related guidance

This policy is aligned with:

- The Department for Education (DfE) **Standards for British Schools Overseas (BSO)**
- particularly Part 3 (Welfare, health and safety of pupils)
- Part 4 (Suitability of staff, supply staff and proprietors)
- Part 5 (Premises and accommodation) – and with
- Inspectorate handbooks (e.g. ISI BSO Inspection Framework).

The policy reflects:

- UK best practice referenced in Keeping Children Safe in Education (KCSIE)
- COBIS safeguarding guidance
- takes account of the United Nations Convention on the Rights of the Child (UNCRC) Article 31 (children's right to play).

Aims

- Safeguard pupils and promote their welfare during all unstructured times through visible, proactive and age-appropriate supervision.
- Prevent and reduce accidents and incidents through effective zoning, staffing, and dynamic risk assessment.
- Ensure timely and appropriate first aid and emergency response, including clear communication and escalation routes.
- Set consistent expectations for pupil behaviour and conduct, reinforcing the Behaviour and Anti-Bullying Policies.
- Ensure the suitability, training and accountability of all adults undertaking supervision duties.
- Monitor, evaluate and continuously improve supervision arrangements using incident data and stakeholder feedback.

Roles and Responsibilities

4.1 Proprietor/Board and Principal

- Ensure compliance with BSO standards and approve this policy.
Provide sufficient resources (staffing, training, equipment) to implement safe supervision.
- Monitor implementation through reports, audits and inspection outcomes.

4.2 Designated Safeguarding Lead (DSL) and Deputies

- Ensure supervision procedures dovetail with safeguarding, child protection and safer recruitment.
- Provide regular training/briefings on supervision expectations and reporting concerns.
- Oversee recording and follow-up of safeguarding concerns arising during unstructured times.

4.3 Senior Leadership Team (SLT) / Pastoral Leads

- Publish duty rotas, zone maps and duty packs; ensure cover for absence.
Brief duty staff termly on risk assessments, hot spots and seasonal adjustments (e.g. heat, dust storms).
- Conduct spot checks and review incident/near-miss data to inform improvements.

4.4 All staff, supply staff and volunteers

- Arrive promptly, fully equipped, and actively supervise in assigned zones.
Remain mobile, scan, engage positively, and intervene early to prevent unsafe behaviour.
- Do not use personal mobile phones while on duty except for emergencies.
- Report hazards immediately and record incidents before the end of the day.

4.5 Security/Support staff (including bus and facilities teams)

- Support safe circulation and perimeter security; challenge unauthorised visitors.
- Assist with arrival/departure flows and bus loading/unloading as per procedures.
- Escalate concerns via agreed communication channels.

5. Supervision definitions

- Active supervision: continuous, intentional observation, circulation and positive engagement in designated zones, with no blind spots and with rapid response to emerging risks.
- General supervision: adults positioned to maintain line-of-sight across areas used by pupils, with capacity to move between sub-zones as required.
- Remote supervision: limited use in clearly risk-assessed contexts (e.g., senior pupils in study areas) with immediate access to staff support; not used for EYFS/primary play areas.

6. Staffing levels and zoning

- Minimum staffing for each area and time period is set out in the termly duty rota and the risk assessment for that area. As a guide, no play area is supervised by fewer than two adults.
- EYFS play requires the class teacher and at least one other adult present at all times.
- Primary play requires at least 4 adults present at all times
- Secondary rooftop/play areas must have clearly defined zones with at least two adults plus a floating supervisor to monitor high-risk zones.

Zone maps (Appendix A) show staff positions, high-risk hot spots, first-aid points, evacuation routes and radio channels.

7. Duty equipment and communication

- Duty packs include:
- Hi-vis vest/lanyard
- Whistle and/or two-way radio (with channel list)
- First-aid grab bag and ice packs (where applicable)
- Incident/behavior report cards or mobile reporting app access

Procedures

8.1 Before duty

- Review your zone map and equipment; remove obvious hazards.
- Position yourself to remove blind spots; agree handover points with adjacent staff.
- Check gates/doors are secured as per security plan.

8.2 During duty

- Circulate continuously; scan, count and listen.
- Proactively facilitate safe play and inclusion; redirect unsafe behaviours early.
- Control access to off-limits areas; ensure toilets and corridors are monitored.
- Respond to first-aid needs and call the clinic/first aider via radio; do not move a casualty with possible neck/spinal injury.

8.3 End of duty and transitions

- Use the agreed stop signal; ensure orderly lining up and handover to teachers.
- Complete a headcount; report any missing pupil immediately as per Missing Child procedure.
- Leave areas tidy; return equipment; record incidents before lessons resume.

Arrival, Dismissal and Bus Supervision

Arrival:

- SLT are present from 06:45 to welcome families and supervise entry points.
- From 07:00 all rostered staff supervise designated areas (EYFS classrooms, Primary quad, Secondary quad).
- At 07:15 pupils proceed to lines/assembly.

Dismissal:

- EYFS are dismissed from 12:30 from classrooms
- Bus pupils escorted at 12:15.
- From 14:05 Early Years (late) and Primary bus students meet in the Dining Room Ground Floor
- From 14.10pm Secondary bus student's dismissal from class to allocated bus
- Late duty runs from 2.30pm until 15:00 then pupils are taken to reception and parents contacted.

Bus duty:

- Head of Stores check registers,
- Seatbelts and correct routing; no bus departs without full complement confirmed.

- Bus interiors are checked at end of route by attendants to ensure no pupil or belongings remain.

10. EYFS supervision (where applicable)

- Minimum two adults present in EYFS play areas at all times; toileting supported by an additional adult when possible.
- Daily visual checks of toys/equipment; damaged resources removed. Snack times are supervised with hygiene reinforced; handwashing/use of sanitiser before eating.
- Outdoor play is balanced between self-initiated and adult-facilitated activities.

11. Secondary supervision

- Breaks occur as timetabled; rooftop/allocated areas are zoned with posted staff.
- An indoor room is opened in extreme weather.
- Sports equipment issued/returned under staff oversight.

12. Risk assessment and environmental conditions

- Formal risk assessments cover each play/assembly area, arrival/departure points and rooftop spaces, including heat exposure, air quality (dust storms), slip/trip hazards, and equipment use.
- Dynamic risk assessment is expected during duty (e.g., adjusting play areas due to heat). Inclement/extreme weather procedures may move pupils to indoor supervised areas.

13. Behaviour, anti-bullying and safeguarding

- Duty staff consistently reinforce playground rules and the school Behaviour and Anti-Bullying policies.
- Any safeguarding concern is reported immediately to the DSL using the school's safeguarding reporting system.
- Peer-on-peer concerns, online issues emerging in school, and low-level concerns about adults are handled in line with safeguarding policies.

14. Visitors during playtimes

- All visitors must wear visible identification.
- Staff challenge unknown adults and alert SLT/security; duty staff do not leave pupils unattended.
- Collection of pupils follows ID verification and parent permission checks.

15. Recording, reporting and review

- Accidents, near misses and behaviour incidents are logged the same day and reviewed weekly by SLT/Clinic.

- Trends and hot spots are analysed termly to inform supervision plans and training.
- This policy and related risk assessments are reviewed annually or after serious incidents/inspection feedback.

16. Training and induction

- All staff receive annual training on supervision expectations, safeguarding updates, first aid response, and local environmental risks.
- New staff are inducted before undertaking duty.
- Refresher briefings occur after holidays and when changes are made.

17. Related policies and documents

- Safeguarding Policy
- Safer Recruitment Policy
- Health and Safety Policy
- First Aid Policy
- Behaviour and Anti-Bullying Policies
- Missing Child Procedure
- Educational Visits Policy

An accident is an unplanned event that results in harm to a pupil, staff member, or visitor. This can include:

- Physical injury (e.g., cuts, bruises, sprains, fractures)
- Medical episodes that occur during supervised time
- Damage to equipment or environment that could have harmed someone
- Any incident requiring first aid or medical attention
- An accident must always be recorded, even if the injury seems minor, because patterns help improve safety procedures.

What is a Near Miss?

A near miss is an event where no one was injured, but an injury could have happened if circumstances were slightly different.

Examples:

- A child slips on spilled water but doesn't fall
- A ball narrowly misses hitting a student's face
- A loose screw on playground equipment discovered before it fails
- Running in a corridor that almost leads to a collision

Near misses are extremely important because they highlight hidden risks before someone gets hurt. Recording them helps schools adjust supervision, equipment maintenance, or zoning proactively.

Pupil Breaktime Expectations

- DO NOT drop litter
- Keep hands and feet to ourselves
- Do be gentle; don't hurt anybody
- Do be kind and helpful; don't hurt other's feelings
- Do be honest; don't cover up the truth
- Do look after property; don't waste or damage anything
- Do play cooperatively; don't spoil people's fun
- Do play safely; don't fight

Current Duty Rota's:

All rotas are displayed in the quad.

1. SLT Rota (morning and late duty)
2. Primary Breaktime Duty Rota (1st break and second break) KS1 and KS2
3. Primary and Secondary Late Duty Rota
4. Secondary Corridor Duty Rota
5. Secondary Detention Duty Rota
6. Ramadan Late Duty Rota (displayed during Ramadan)
7. Entrance and Exit Duty Rota