



## SUPERVISION OF YOUNG PERSONS POLICY

<b>Version:</b>	V3 (Revised by Adele Williams, Jason Steele 2020)		
<b>Last updated:</b>	Oct 2021		
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<b>Signed</b>		<b>Date</b>	01/10/2021
<b>Lead</b>	Tracey Daniel		

This policy will be reviewed at the time stipulated or when there is a change in circumstances, a significant incidents where a post incident investigation decided the policy required up-dating, or in work practices or the introduction of new legislation requires us to do so. It will be uploaded to our policy storage systems for the purpose of sharing information with staff and outside organisations.

## **Ethos**

Raise Education and Wellbeing School have a caring and committed team of highly qualified, trained, and experienced emotionally available adults to provide a safe and nurturing environment for children, young people, and staff to feel safe, be safe, and develop and thrive as British citizens. Our school is committed to the principles, policies, and practices outlined in all Children and Young people's legislation and always ensure that we understand, keep fully updated, and implement best practices and procedures according to 'Keeping Children Safe in Education' (Department for Education [DfE] 2019/20). Raise Education & Well-being School implement policies, procedures, and practices that promote, provide, and enable effective safeguarding that prevents, protects, and promotes the social, emotional, and physical well-being of children, young people and staff. Raise Education and Well-being School is committed to supporting the delivery of effective early help and early intervention by using the Multi-Agency Levels of Need and Response Framework and working in partnership with parents/carers, and collaboration with statutory agencies and organisations.

Children and young people experience a broad range curriculum that includes psychosocial education, social emotional literacy, and health and well-being support to promote their welfare and enable them to acquire the skills, knowledge and values to be able to be safe and promote and enhance their personal, social, physical, emotional development, and support and enhance well-being. Our Curriculum and personal development support prepare young people for adult life, with particular regards to developing their knowledge and skills for independent living, citizenship, personal and professional relationships, and family life. Our teaching, care, and support promote young people's well-being and enable them to participate and contribute as British citizens to the wider aspects of keeping people and communities' safe and contributing to a healthy, cohesive, and prosperous society.

## **Context**

We care about children, young people, parents/carers, and our community. Our paramount consideration is to keep children, young people, families/carers, and the public safe. We want to ensure that we can teach, support, and prepare children and young people for the opportunities, responsibilities and experiences of life in British society.

We provide experienced and skillful caring adults to develop meaningful relationships with our children and young people to safeguard them and promote their wellbeing. So that we can keep them safe, and promote their health, happiness, and overall successful outcomes. As well as provide them with formal, informal, and non-formal education that supports, teaches, and enables them to develop knowledge, skill, and confidence to be able to keep themselves, and others safe.

We ensure that children and young people are properly supervised, supported and taught by the appropriate deployment of school/college staff.

## **Aim**

The Aim of this policy is to provide Young People and Parents information and staff guidance about the appropriate supervision of all young people throughout the day to maintain a safe, supportive and friendly environment. At the same time we wish to provide young people with education, support, and the opportunity to explore and develop the knowledge and skills required, have the confidence, self-esteem, to be able to independently keep themselves and others safe. Young people and staff will work together through these three simple themes to be able to provide the appropriate levels of supervision and support and whenever appropriate be able to experience life throughout school and college in more independent ways.

- Being safe,
- Being respectful,
- Being ready
- Keep learning
- Make progress

## **Staff**

Raise the Youth has specific obligations to ensure Raise is a safe and healthy environment for all employees, young people and visitors. We fulfil this obligation and commitment by the implementation of our statutory policies including Safeguarding, Health and Safety, Behaviour policy, Risk assessment policy, alongside this policy specific to the safe professional supervision of children and young people. These policies all enhance our approach to ensuring good supervision of our young people.

A professional judgement is always required and based upon the children, and young peoples' age, ability/capacity (aptitude), characteristics, needs, as well as the emotional state of the young people, and the activities in which they are engaged in or activities that have been planned for them.

All staff have a duty of care to the children and young people. Which is based on the principle that they are 'in loco parentis', this can be thought of as the standard of care expected of prudent parents in the care of their children. However, we adopt the way to supervision, support, teach, and parent as per Raise policy, procedures, and practice which

uses the law, evidence based best practices. For staff to carry out their duties effectively they have certain responsibilities, which include ensuring that:

- They are aware of the Raise Education and Wellbeing school policies, aims and objectives of the school and suggest improvements where appropriate
- To ensure all structured and unstructured times are planned to promote safety, engagement, and progress. In our mantra –Keep it safe, small, simple, success (KISSSS)
- They obtain the information necessary in order to carry out their professional duties effectively. Including good understand of the young people’s needs via the Education, Health and Care Plan (EHCP), Risk assessment, engagement plans, and behaviour plans
- Maintain outstanding levels of care, control, order and discipline at all times when pupils are present on the school premises or involved in educational visits

*\*Young people should not have supervisory responsibilities there must always be a member of staff readily available and in overall charge of all environments and activities.*

### **Supervision before entering Raise and community facilities**

#### **Morning Transportation**

The TEAM service takes place during 7:30am – 10am in the morning and 2:30pm -4:20pm in the afternoon dependent on age, characteristics, needs, abilities, and centred around the individual plan for young people. When the Team Service staff pick up the young people from the prearranged location. If the young person is being transported within a group transport plan. The ‘support staff’ member sits in the back of the minibus and ensures that the young people comply with the Raise the Youth transportation guidelines and are **Safe, respectful, and ready**. If the young person is on a 1-2-1 transport plan they are supported and supervised by their designated TEAM service worker.

On arrival to the Raise building the Team Service staff escort the young people directly to the school building ensuring they follow the health and safety rules including signing in, screening and search procedures, and handing in any prohibited items or young people’s property that we are required to keep safe until they return home. E.g. mobile phones. Once these procedures have been fully completed. The TEAM service staff member (s) can then safely handover the duty of care to the wider school staff.

#### **1:1 Transportation in a car**

The 1:1 transportation of a young person is recognised as an ideal time to establish positive relationships with them. The instance that a single young person is to travel with a single member of staff a real-time ‘dynamic risk assessment’ should be carried out before the young person is offered the transportation that is based on; -

- The Risk Assessment which will highlight any issues regarding lone travelling. i.e. history of violence and disruptive travelling, gender if previous accusations against staff are known
- The current emotional state of the young person.
- If the young person is ill due to general sickness or substance misuse

Appropriate staff ratio should be increased if there is potential for an incident to arise. Full notes and justifications should be loaded onto Behaviour Watch and their risk assessments up-dated if necessary.

### **Young people who make their own way to school**

Our responsibility begins when these young people arrive at school. Any young person arriving before registration and R U Ok check in sessions must be supervised by school/college staff.

### **Responsibility during the day**

#### **Unexplained Absences**

The responsibility to ensure that a pupil attends school regularly is that of their parents/guardians, school/college, and the Local Authority. If pupils are absent without notification, Raise the Youth will telephone home as early as possible on their first day of absence to ascertain the reason for absence. The procedures of the attendance policy will then be fully followed by Raise staff.

#### **Ratios in school**

Ratios should be proportionate to the ages, characteristics, needs, risks, and numbers of the young people attending. Please also see the young persons Risk Assessment for number of staff required to provide supervision and support.

It may be that some young people have specific written needs of 1:1 and these staff should not be considered when working out ratios.

Directors and senior managers will be called in to assist if ratios cannot be met that day due to unforeseeable significant numbers of sickness, other staff absences, and or any other unforeseeable issues.

#### **Supervision in classrooms**

Teachers, Tutors and Support staff take responsibility for the young people registered in their session. It is their responsibility to uphold the high expectations of care, supervision, order, support and discipline within classrooms according to our behaviour policy. Teachers, Tutors and Support staff should never leave a class unattended during a lesson. In the case of an emergency, staff should use the radios provided to request support staff to assist or phone through to the reception desk to seek assistance.

It is important every effort is made to keep the Young people in the classroom engaged and supported socially, emotionally and with any difficulty in learning.

If support in the classroom by the classroom teacher and support staff fails to enable the young person to settle down to learn and participate safely and happier in the lesson. And that this causes any or further disruption to the learning of others. The support staff can encourage and support the young person to have some time out in a safe place such as nurture room or another available classroom to receive the support of the emotional available skilled adult. All efforts need to be made wherever possible to encourage and support the young person to be able to settle down back to learning using the experience and skills of the support worker. As well as help cues, and other resources to aid regulation and support for learning.

Young people reluctant and struggling, and/or refusing to attend class will be supported and monitored by their designated support/Teaching Assistant (TA), and/or the pastoral team if the support and TA staff are required to remain in the classroom.

Young people need to be adequately supervised when completing work with any form of equipment that may potentially cause them, or others harm in terms of accidental and non-accidental injuries. Such as scissors, tools, and/or apparatus for science and construction type activities. All such types of activity must be risk assessed and all planning of such lessons must consider the young person's ages, characteristics, and needs including their individual risk assessments before any such activity takes place.

If all attempts to engage the young person are unsuccessful. The senior pastoral team and or Op manager will take reasonable steps to work with the YP, their key workers, parents and Significant others to address the issues that are preventing the young person from engaging in the learning and support on offer.

### **1:1 Classroom Supervision**

Often our young people are assessed as requiring 1:2:1 and are able to settle down to learn 'best' on a 1:1 basis in a quiet classroom on their own. This provides them with the space, security, and lack of distraction from peers and too many adults. During these plans of provision the learning and discussions are of great benefit to their wellbeing. They feel safe, regulated, and confident to try to learn, be able to make mistakes, and request help for both social, emotional, and learning purposes. These guidelines will promote safe practices and reduce the potential for safeguarding issues;

- If possible, let someone know you are having the meeting/lessons
- Keep the door open when the young person is with you
- If there is a need for a private discussion, then make sure the young person has clear access to door to leave the room at any time
- If the door is to be locked to ensure privacy, then ask the young person if they know how to unlock the door if needed
- No doors at Raise are locked without a way and means of staff and young people not being able to freely leave whenever they choose and like to do so.
- We do not have isolation rooms
- We do not have seclusion rooms

### **Leaving the School/college Site**

Children are not allowed off site during school hours unless; -

- It is part of an official educational visit
- There is clear written evidence from the parents/guardian that the young person needs to leave site for a legitimate reason. A telephone call is also acceptable
- Parents or guardians arrive to collect them for a legitimate reason
- A third-party organisation has prearranged an off-site wellbeing session
- The young person is of college age (no risks or vulnerabilities are identified in the risk assessment) and wishes to leave the college site to have their agreed break times and or visit the local shops and amenities.

### **Errands**

Young people are not allowed off site on a personal errand on behalf of a member of staff. This includes children collecting items from staff cars etc.

### **Illness**

When children are taken ill during the school day, they are taken to the medical room and supervised by a member of the pastoral team. If necessary, the school will contact the parents whether at home or at work in order that they can be collected or seek other forms of medical attention. Further details are given in our First Aid Policy.

## **Visitors**

All visitors to the school are expected to sign in and out. Visitors are required to wear a visitor's badge. All staff should check strangers on the premises and report to the Behaviour and Safety Team if there is a concern. All staff must be vigilant to visitors and people parked or around close proximity to the school/college site.

Visitors to site with the aim of conducting a 1:1 meeting with the young people should be made aware that they are responsible for the young person/s attending the meeting. The duty of care must be handed back at reception on completion.

## **Supervision during Breaks and lunchtimes**

Detailed duty rotas should be on display as to when and where staff should be on duty, and what the expectations are. Staff should support each other in maintaining adequate levels of supervision during break or lunchtimes. Staff are to see supervision at break time as being engaging and supportive rather than policing. At Raise we offer structured times during all breaks to engage young people in games, sessions, and conversations that promote personal, social, emotional, health, economic, and citizenship education. As well as promoting the spiritual, moral, social, and cultural development of young people. All structured times need to be planned and have a focus upon the young person's needs contained within their EHCP, engagement plans, Smart targets, provision map, and learning goals.

All support staff should arrive promptly for the start of any duty.

Any member of staff not on the break rota for that time should still enforce the code of conduct, values, support young people's personal development and attitude, and intervene in negative actions/incidents that may arise, and assist if duty staff need it.

## **Supervision after school**

All young people who travel independently should leave the building at the designated end of school time unless part of an afterschool activity. In that case the staff member leading the session should take responsibility for the young person.

## **Drop-offs**

At the end of the school/college day a reasonable ratio of senior managers, managers, and school/college staff should be available, visible and supportive to say goodbye, offer appropriate, justified and directed praise, remind young people to keep safe, be respectful, and ready tomorrow morning to give it their best to make progress in their lives.

Young people who use the Raise the Youth transportation are escorted to the vehicle by members of staff.

It is the responsibility of all available staff to ensure this process is done in a safe and timely manner. All safety checks to vehicles – tyres, seat belts, etc. are completed. And all young people are asked if not done so already to use their safety seat belts.

The staff agree with the young people who is going to share being the music DJ and any potential conflicts or disagreements are prevented by good negotiation, and agreements between peers and staff.

All young people are only to be transported to the agreed home/care address.

Any changes to the agreed drop off register should be reported to reception for clarification. I.e. drop off point or vehicle/staff change (due to any incidents or risk management emergency changes).

Parents and guardians should be given notice of young people who will be late home through participation in after school activities or traffic issues. They should be given adequate notice of any changes to arrangements such as cancellations of school clubs and fixtures. Every effort should be made to contact the parents and or their emergency point of contact during the day. If for any reason a parent/emergency cannot be contacted the child must remain at school until the agreed time of collection.

When pupils return from fixtures or visits; or at the end of evening activities when no other staff are available, the staff responsible for the activity will ensure that adequate supervision is in place to get the young people home safely.

### **Supervision of Specific Activities**

The same general principles apply in any Raise the Youth activities, but further care and consideration needs to be in place for the following specific activities:

#### **Physical Education**

The outside facilities used to deliver our Physical Education have adequately trained staff to offer specialist guidance and support when needed and suitably maintained building and equipment. Raise will take the overall responsibility for behaviour and engagement.

Areas that could affect supervision ratios; -

- Safety of apparatus used
- Condition of the floor
- Suitability of clothing for staff and young people
- Watches or jewellery are removed
- Whether the exercises and activities are within the capability of the young person
- Whether the activity is being taught properly
- The emotional state of the young person at the time of exercise

The lead person at the session is responsible for the young person's behaviour whilst they are changing and preparing for the session. This member of staff should make their presence known on a periodic basis and then remain outside the room. The pupils should not feel that they are unsupervised, but care should be taken not to remain in the rooms for long periods, so that the privacy of the pupils is maintained.

#### **Science and Design Technology**

Teachers, Tutors and Support staff should consider the organisation of the young persons' involved in practical activities. Consideration should be given to the number of children who can be reasonably cared for, controlled, and supervised when organising practical activities. Teachers, Tutors and Support staff should take necessary precautions and provide appropriate PPE including, where appropriate:

- Wearing masks/goggles
- Training in the use of equipment/tools for staff and pupils
- Very high levels of supervision when pupils are carrying glass objects, carrying hot substances, using sharp implements, or using glue
- All equipment should be accounted for at the end of the activity and stored in a safe place

#### **Educational Visits**

Educational trips should be organised in line with the Educational Visits Policy. Behaviour policy, safeguarding policy, Risk assessment policy, and this policy. When young people are taken from school on organised visits the same duty of care arising from being 'in loco parentis' whether the visit is undertaken voluntarily and out of normal school hours. It covers



the whole visit and should include arrangements for the collection of the young persons at the end of the visit

### **Young people absconding**

If a young person(s) abscond from staff care and supervision. Staff whenever possible and able will attempt to follow the young person (s) on foot and vehicle, and exhaust all attempts to continue to fulfil their duty of care and supervision. However, if young people continue to try to run away from staff and not follow the simple rules of being safe, respectful, and ready to learn and make progress in their lives. Staff will follow the procedure related to young people absconding and if a period of 20 minutes lapses. Parents and relevant professionals will be called to alert them that the young people have not done the right things, are not keeping themselves safe, and that they have chosen to abscond from our care, education and support. The exclusion policy will then be considered by the inclusion panel. If deemed necessary the police may be called if the risk and vulnerability plan informs us that this is required.