THE
KING'S SCHOOL
CANTERBURY
JUNIOR KING'S

Supervision Policy

(Please refer to the Pre-prep Procedural statement for further information on EYFS and Key Stage 1)

Responsible Person: Deputy Head Pastoral
Latest Review Completed: October 2026
Next Review: October 2027

Legal requirements:

,This policy should be read alongside Keeping Children Safe in Education 2026, the current National Minimum Standards for Boarding Schools, the Early Years Foundation Stage statutory framework where applicable, the Equality Act 2010, the Children and Families Act 2014, the school's safeguarding and child protection policy, missing-child procedure, first-aid policy, educational visits policy, risk assessments and staff code of conduct. Nothing in this policy replaces the specific duties contained in those documents.

The Governing Body and the Head must ensure, so far as is reasonably practicable, that pupils are adequately supervised while they are in the school's care so as to protect their health, safety and welfare. Supervision arrangements must be based on ongoing risk assessment and adjusted according to pupil numbers, age, individual needs, including SEND and medical needs, weather conditions, site use, staffing availability and the nature of the activities being undertaken. Responsibility for supervision and safeguarding rests with the school until it is transferred to a parent, carer or authorised adult through the school's agreed collection or signing-out procedures.

STAFF DUTIES (SUPERVISION OF CHILDREN)

Supervision arrangements must not place a disabled pupil or a pupil with SEND at a substantial disadvantage. Individual risk assessments, care plans and reasonable adjustments must be considered when duties, permitted areas, activities and levels of supervision are planned. Relevant information must be shared with staff who need it to supervise the pupil safely.

Form Tutor Duties

The form tutor is the child's first line of support, somebody who will listen and offer advice. The form tutor should take an interest in every aspect of the child's life.

Form tutors should:

- Encourage the child's effort in every sphere: academic, artistic, musical, sporting, practical, behavioural, social, and emotional.
- Think positively about each child. Make each pupil aware of his/her good points and strengths. Talk about the good things even if you find it temptingly easier to talk about the bad.
- Establish a warm, caring atmosphere in which each child is valued and listened to.
- Avoid comparing one child with a sibling or imposing expectations on a younger pupil based on his/her elder sibling's achievements.
- Draw in the isolated shy child - the use of group activities will often provide opportunities for that child to succeed.
- Allow freedom for children to express themselves openly, to talk about feelings with consideration for others.
- Encourage children to support each other and be willing to help others in difficulty. Encourage a willingness to ask other staff and children for help (an effective antidote to bullying).
- Provide an attractive, lively classroom with a welcoming atmosphere, including changing displays of children's work.
- Welcome parents' enquiries and involvement. Work with them, keeping the Head and relevant members of SMT/Heads of Section/Heads of Year/Section Leaders informed. Do not be defensive in the event of parental complaints. (See *Complaints Policy*).
- Comment constructively on pupil performance in assessments and reports. Remember that a form tutor's report should not focus solely on academic matters but rather make good reference to a child's whole school life and character. Watch for pupils who are struggling, overstretched, under stress etc. Consult the Head of Learning Support about any children causing concern.

- Remember that the training you give regarding values is hugely important. You have a key responsibility over each child's future development. You can either enhance or damage his or her self-esteem.
- Use registration time, life skills sessions and other form tutor sessions as important opportunities for engaging actively in pastoral care and introducing or re-informing aspects of social, personal, and moral education. They should not be merely used as 'catch-up-on-work' sessions. It is expected that all form tutors should be in their form rooms by 8.10am at the latest.
- Carry out other administrative duties: displaying of timetable and rota of classroom duties, careful placement of desks, checking of reports.
- Review relevant iSAMS and CPOMS information in accordance with the responsibilities of the role, the school's safeguarding procedures and applicable access permissions, and act promptly on information requiring follow-up.
- Work closely with Heads of Section/Heads of Year/Section Leaders over pastoral/discipline issues.

Daytime Duties

There are several different duties to be carried out during the daytime. Staff on duty must remain vigilant, actively patrol their allocated areas where appropriate and position themselves to maintain effective coverage. They must ensure that pupils remain within the permitted areas. The following areas are out of bounds unless access has been authorised by the Head or an appropriate member of staff:

- any place beyond the limits of the school boundary
- the River Field and riverbanks
- the kitchen areas
- the Barn and grass area behind it and in front of it (except if playing tennis during the summer term)
- the Pre-Prep playground (for Prep School pupils)
- the roofs of school buildings
- drives and car parks
- staff accommodation, except for any clearly identified public or shared-use space whose supervised use is specifically authorised and managed under the school's relevant procedures

Breakfast Duty - The duty Houseparents, Tutors, Assistant Tutors and Matrons all attend breakfast when they are on duty. They have a collective responsibility for ensuring that children eat a sufficient breakfast, and that behaviour is well-mannered and orderly.

Morning Break Duty - Morning break is an outdoor break unless the weather is inclement. Children may use the library for quiet reading but may not remain in corridors or classrooms without permission. Duty staff must reach their allocated areas promptly, actively patrol them and maintain clear oversight of all pupils. Five minutes before the end of break, an outdoor hand bell should be rung. In inclement weather, pupils remain in their form rooms and duty staff must circulate continuously. Year 8 prefects or monitors may support routines in classrooms, but they must not be counted as part of the required adult supervision or be given sole responsibility for younger pupils.

Lunch Tray/Queue Duty – There is a member of staff on duty in the dining room at lunchtime that monitors the dining room and ensures that pupils select a balanced diet. In addition to this duty, a member of staff is also on duty to monitor the lunch queue when pupils in Years 7 and 8 come into lunch.

After Lunch Break Duty - This break duty is very similar to the morning break duty. As with the morning duty, an outdoor bell is rung five minutes before the end to signify 'going-in' time. The use of the library is to be encouraged only for quiet reading.

Afternoon Break - The Prefects and Monitors help supervise snack in the Dining Room, alongside a member of staff. Children collect snack from the Dining Room, and eat it outside; snack should not be eaten in classrooms. In the event of inclement weather, the Dining Room can be used for pupils to eat snack.

Pre-Prep breaktimes – There are three members of staff on morning, lunch and afternoon playtime in the Pre-Prep playground. This number is re-assessed regularly in relation to fluctuating numbers in Early Years. One member of staff has responsibility for sweeping the playground at the end of each playtime. There is a fourth member of staff on first aid duty for each of the three playtimes.

Evening Duties

Evening supervision arrangements begin at 4.15pm with the school-supervised prep and activity programme. Boarding staff assume responsibility for boarders in accordance with the published duty rota and complete a clear handover before the boarding prep session begins at 5.20pm.

Prep

School-supervised prep takes place from 4.15pm-6.00pm in A8, alongside the evening activity programme that runs from 4.15-5.15pm (4.15-5.00pm for pupils in Junior House). Pupils are encouraged to work quietly and to ask the members of staff on duty if they need assistance in completing their prep. Boarders who are involved in a late evening activity may also attend this prep, if appropriate. Children should collect all their equipment and books before prep starts and are encouraged to remain focused during prep.

All boarders complete a prep session between 5.20pm and 5.55pm; this is supervised by the boarding staff team. The Year 7 and 8 boarders complete a second supervised prep session after tea, between 6.35pm and 7.05pm.

Tea Supervision

At tea, children are encouraged to eat a balanced meal at a controlled pace. Any day children staying for tea must wait until all boarders have been served before getting their meal. Any day children leaving school after this time will need to inform a member of boarding staff.

Once all the children at a table have finished their meal (and staff have given out any notices), they may be dismissed. As with other meals, the children remove their own trays. Please be particularly vigilant at all meal times to ensure that table manners are of a high standard. Once tea has finished the children go to prep (Years 7&8) or have free time (Years 4-6)

Post Prep

After prep has been completed, the boarders have some free time when they can relax and unwind. They are allowed outside (when the weather is good and the evenings are light) or in the Sports Hall. Children must be supervised in these areas. The members of staff on duty should maintain a wandering vigil, ensuring that all children are looked after and are aware of an adult presence.

Bedtimes

Times are published in the boarding areas for the different year groups.

Weekend Duties

Weekend duties are similar in nature to evening duties; they require the duty staff to be constantly aware of what the children are doing. The weekend programme is published by the Head of Boarding/ Houseparent, who will provide a tick-off list showing which children are 'in' at any specific time during the weekend. Duty staff are required to complete a register at various points during the weekend. The register must be returned to the House staff at the end of each day.

Saturday Duty

Saturday evening duty begins at 3.30pm and operates in the same way as an ordinary evening duty, except that there is no prep. Children change into home clothes and may visit the Tuck Shop. Year 8 pupils may visit the local Co-op only where this is permitted by the school's current arrangements, supported by an appropriate risk assessment and parental consent, and subject to the agreed signing-out, group, route, time-limit and return-check procedures. Once tea has finished, the children have free time.

Sunday Duty

Sunday duty normally runs from 12 Noon – 6.00pm, but timings will be confirmed dependent on the weekend activity and academic staff will be notified accordingly. There is a service every Sunday, usually in the morning but occasionally in the evening (specific details are outlined below). On Sundays, some children are taken out (by prior arrangement) by parents or friends. Before they go, they must sign out with the duty member of staff. Tea generally takes place at 6.00pm, after which staff carry out a normal evening duty. There is no prep, however.

Sunday Services and Times of Reflection

The school holds a service or time of reflection every Sunday. Informal services are held in the Music School, Barn, or Dining Room; formal services take place in St Nicholas Church. The children are generally allowed to wear smart casual clothing, although school uniform is normally worn by any pupils attending the Remembrance Service.

The children are accompanied at all times of worship by members of the boarding staff. The highest standards of behaviour are expected.