

## New Horizon Education – Supervision of Learners Policy

**School Name:** New Horizon Education

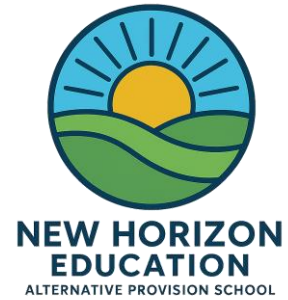
**Setting Type:** Primary Alternative Provision (SEMH & Trauma-Informed)

**Reviewed:** 19.10.25

**Next Review:** 19.10.26

**Approved by:** Victoria Hallam and Governing Body

**Applies to:** All staff, volunteers, and contractors



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### 1. Policy Purpose

The purpose of this policy is to ensure that all learners at **New Horizon Education** are **supervised safely, effectively, and compassionately** throughout the school day, during transitions, and on school activities.

Our supervision framework:

- Prioritises the **safety, wellbeing, and engagement of learners**.
- Integrates **trauma-informed and SEMH-sensitive approaches**.
- Establishes clear **roles, responsibilities, and procedures** for staff supervision.
- Supports **consistent, relational, and restorative practice** across the setting.

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### 2. Policy Aims

This policy aims to:

1. Ensure learners are **monitored and supported at all times** in line with statutory requirements.
  2. Reduce the risk of **harm, injury, or neglect**.
  3. Promote **positive relationships and trust** between staff and learners.
  4. Facilitate **safe transitions and movement around the school**.
  5. Embed **trauma-informed supervision practices** that recognise behaviour as communication.
  6. Provide guidance for **staff responsibilities and accountability** during supervision.
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### 3. Scope

This policy applies to:

- All learners attending **New Horizon Education**.
  - All staff, volunteers, supply staff, and contractors who may supervise learners.
  - All school-based activities, including lessons, breaks, transitions, off-site visits, and therapeutic interventions.
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### 4. Legal and Statutory Framework

This policy is informed by:

- **Children Act 1989 & 2004**
  - **Education Act 2002**
  - **Keeping Children Safe in Education (2025)**
  - **Working Together to Safeguard Children (2023)**
  - **Health and Safety at Work Act (1974)**
  - Nottingham City Council inclusion and safeguarding guidance
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### 5. Principles of Supervision

At New Horizon Education, supervision is guided by the following principles:

1. **Safety First:** Learners must always be supervised to minimise risk.
  2. **Trauma-Informed Approach:** Staff recognise that behaviour is communication and respond with patience, empathy, and relational strategies.
  3. **Consistency and Predictability:** Staff routines, interactions, and transitions are predictable and structured.
  4. **Positive Relationships:** Supervision is relational, not solely observational.
  5. **Proactive and Preventative:** Staff anticipate needs and intervene early to prevent incidents.
  6. **Accountability:** All staff understand their responsibilities during supervision periods.
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## 6. Responsibilities of Staff

### a) Teaching Staff

- Supervise learners in classrooms, during transitions, and at designated break/lunch times.
- Plan lessons considering SEMH needs, sensory breaks, and regulation strategies.
- Use trauma-informed strategies to maintain engagement and prevent escalation.

### b) Support Staff / Teaching Assistants

- Support individual learners and small groups during lessons, interventions, and transitions.
- Maintain awareness of potential triggers and de-escalation strategies.
- Assist with physical or emotional support where needed, in line with **Positive Handling Policy**.

### c) Leadership Team

- Ensure adequate **staff-to-learner ratios** across all activities.
- Monitor supervision practices and review risk assessments.
- Provide guidance and training on trauma-informed supervision.

### d) All Staff

- Remain alert and vigilant to learners' needs at all times.
- Report safeguarding concerns or incidents immediately to the **Designated Safeguarding Lead (DSL)**.
- Maintain professional boundaries while providing supportive supervision.

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## 7. Supervision Arrangements

### a) Classroom Supervision

- Class teachers are responsible for all learners in their classroom.
- Teaching assistants and support staff provide additional support, particularly for learners with SEMH needs.
- All learners should have **clear routines** for arrival, departure, and movement around the classroom.

### **b) Break and Lunchtime Supervision**

- Staff rota ensures **all pupils are supervised** during outdoor and indoor breaks.
- Staff actively monitor behaviour, social interactions, and emotional wellbeing.
- Structured games, reflection spaces, and sensory areas are available to support regulation.

### **c) Transitions**

- Staff accompany learners during transitions between classrooms, outdoor spaces, or off-site visits.
- Use **visual cues, consistent routines, and relational check-ins** to minimise stress and confusion.

### **d) Off-Site Visits / Trips**

- Risk assessments must be conducted prior to all off-site activities.
- Staff-to-learner ratios must meet or exceed statutory guidance.
- Learners with SEMH or trauma needs may require **individualised supervision plans**.

### **e) Therapeutic and Intervention Supervision**

- Interventions (e.g., speech and language, OT, counselling) should have **clear supervision arrangements**.
- Staff should monitor learners' responses and support safe re-integration into classroom activities.

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## **8. Staff Ratios and Deployment**

- Staffing ratios are guided by the **pupil profile, risk assessment, and activity type**.
  - Leadership ensures **sufficient staff** for high-risk periods (e.g., outdoor play, off-site trips, transitions).
  - Additional staff support is provided for learners with high SEMH needs or complex trauma histories.
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## 9. Risk Assessment

- Risk assessments must be conducted for all high-risk activities, transitions, or learners with challenging behaviour.
  - Plans must include:
    - Staffing requirements
    - Emergency procedures
    - Behaviour support strategies
    - Communication plans with DSL and leadership
  - Risk assessments are **reviewed termly** or after any significant incident.
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## 10. Recording and Reporting

- Staff must **record incidents of concern**, emotional dysregulation, or behaviour that risks safety.
  - Records should be factual, objective, and submitted via the school's **safeguarding or behaviour reporting system**.
  - Reports inform **support plans, supervision adjustments, and CPD needs**.
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## 11. Training and Induction

All staff receive training on:

- Safeguarding and child protection
- Trauma-informed practice and SEMH awareness
- Positive handling and de-escalation techniques
- Behaviour management strategies in AP contexts
- Supervision responsibilities and school policies

Training is refreshed **annually** or sooner if guidance changes.

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## 12. Monitoring and Evaluation

The school will monitor the effectiveness of supervision through:

- Learning walk observations
- Incident and behaviour reports
- Staff and pupil feedback
- External audits or inspections

Adjustments to supervision practices are made in response to data, risk assessments, and pupil needs.

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### **13. Related Policies**

- Safeguarding & Child Protection Policy
  - Positive Handling and Physical Intervention Policy
  - Behaviour and Relationships Policy
  - SEND Policy
  - Health & Safety Policy
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### **14. Breaches of Policy**

Failure to comply with this policy may lead to:

- Informal or formal discussions with line manager
  - Additional training or supervision
  - Formal disciplinary procedures if pupil safety is compromised
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### **15. Review**

This policy will be reviewed **annually** or sooner if statutory guidance or school practice changes.

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