



BANDONBRIDGE N.S.

Supervision Policy

Safe, consistent and child-centred supervision

Ratified by Board of Management	3 June 2021
Current review	September 2026
Next review	September 2030 or earlier if required

1. Introduction and Scope

This policy updates the school's Supervision Policy originally formulated in June 2021. It applies to all pupils and relevant school personnel during the school day, at break times, during arrival and dismissal arrangements, and on school-related activities. It should be read alongside the school's Child Safeguarding Statement and Risk Assessment, Safety Statement, Code of Behaviour, Bí Cineálta Policy, First Aid procedures, Attendance Policy and policies governing tours, visitors, volunteers and work experience.

2. Rationale and Duty of Care

The school recognises its duty to take all reasonable precautions for the safety and welfare of pupils. Rules 121(4) and 124(1) of the Rules for National Schools, as reflected in Primary Circular 18/03, place obligations on teachers to take reasonable precautions for pupil safety and to participate in supervision while pupils are on school premises, during school time and on school activities.

The Board of Management and staff seek to discharge this duty of care through clear supervision arrangements, appropriate risk assessment, effective communication, proportionate responses to pupils' needs, and regular review of practice.

3. Statutory and Departmental Framework

This policy is informed by the following legislation and national guidance, as amended or replaced:

- Education Act 1998 and Education (Welfare) Act 2000.
- Safety, Health and Welfare at Work Act 2005 and the school's statutory Safety Statement and risk assessments.
- Children First Act 2015 and Children First: National Guidance for the Protection and Welfare of Children 2017, including the 2025 Addendum.
- Child Protection Procedures for Schools 2025 and Circular 0041/2025. Schools must adopt the 2025 procedures no later than their final Board meeting before 31 December 2026.
- Primary Circular 18/03: Supervision for Mid-Morning and Lunchtime Breaks, including the continuing duty-of-care obligations arising from Rules 121(4) and 124(1) of the Rules for National Schools.
- Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools and Circular 0055/2024, in effect from the 2025/26 school year.
- Occupiers' Liability Act 1995, insofar as it relates to the school's responsibilities for persons on the premises.
- Relevant Department of Education and Youth circulars, employment provisions, health and safety guidance, and child safeguarding requirements in force from time to time.

4. Relationship to the Characteristic Ethos of the School

Bandonbridge N.S. is committed to the care, dignity and wellbeing of every child and to providing a safe, respectful and secure environment in which pupils can learn, play and participate fully in school life. Effective supervision supports this commitment and promotes kindness, inclusion, positive relationships and responsible behaviour.

5. Aims

- To provide a clear and workable framework for the supervision of pupils.
- To promote pupil safety and wellbeing, as far as is reasonably practicable.
- To ensure appropriate supervision during breaks, transitions, arrival, dismissal and school-related activities.

- To observe and respond appropriately to behaviour, bullying concerns, accidents, illness and safeguarding concerns.
- To clarify the respective supervision roles of teachers, SNAs and other adults.
- To ensure that supervision arrangements are reviewed in light of pupil need, staffing, the school environment and identified risks.

6. General Principles of Supervision

- Supervision is active, attentive and proportionate to the age, needs, location and activity of pupils.
- At all times during the school day, pupils will be under the supervision of a teacher or other arrangement authorised by the Principal in accordance with school procedures.
- Teachers should not leave a class unsupervised unless unavoidable. Where a teacher must leave, suitable cover must be arranged.
- SNAs support the care and inclusion of assigned pupils and may assist with supervision in accordance with their role; they do not replace the teacher's overall responsibility for a class or yard area.
- Pupils are never placed in sole charge of other pupils.
- Visiting coaches, tutors, volunteers, work-experience students and other external adults do not replace the class teacher's supervisory responsibility unless a lawful and formally authorised arrangement provides otherwise.
- Supervision arrangements will have regard to pupils with additional care, medical, mobility, sensory, behavioural or communication needs and to the school's relevant risk assessments.

7. Daily Supervision Procedures

7.1 Supervision Rota

All teachers are assigned supervision duties. The Principal and Deputy Principal prepare and circulate a supervision rota. SNAs assist in accordance with the care needs of designated pupils and the organisation of the school. The rota is reviewed as necessary to reflect staffing, pupil needs and identified risks.

7.2 Arrival Before School

Teachers assume formal duty of care from 8:45 a.m. Parents/guardians are informed that the school does not accept responsibility for pupils dropped off before that time. Where school buses arrive earlier, the Principal/Deputy Principal or another designated teacher supervises those pupils from the arrival of the first school bus until the official admission time. This practical arrangement does not alter the school's stated opening time.

7.3 Mid-Morning and Lunch Breaks

- The school yard/play areas are supervised throughout regular breaks in accordance with the rota.
- Yard rules and safe-play expectations are taught, reviewed and communicated to pupils regularly.
- Where a parent/guardian or staff member raises a specific concern about a pupil, relevant supervising staff are informed on a need-to-know basis so that appropriate support can be provided.
- At the end of break, the agreed bell procedure is followed: pupils freeze on the first signal and proceed in an orderly manner to the line-up area on the second signal.
- Teachers on duty remain responsible until pupils have been safely handed back to the class teacher or the agreed transition is complete.
- Where a rostered teacher is absent or unavailable, the Principal/Deputy Principal ensures that alternative supervision is arranged. Informal swaps must be clearly agreed in advance so that there is no gap in supervision.

7.4 Wet Breaks

On wet days pupils remain indoors and are supervised under the school's agreed wet-day rota and classroom procedures. Movement between rooms is minimised and safe, calm indoor activities are encouraged.

7.5 Dismissal and Uncollected Pupils

At dismissal, SNAs escort children travelling home on school transport to their respective buses. Subsequently, class teachers escort the rest of their pupils to the designated waiting/collection area and supervise the orderly departure of pupils from the school premises. The Principal/Deputy Principal and/or a designated teacher supervises pupils who are not collected promptly. The school continues to exercise reasonable care until the child is handed to an authorised adult or another agreed arrangement is made. No school supervision is provided outside the school gate.

8. Accidents, Illness and First Aid

- Pupils with injuries or complaints arising during break should report to the supervising teacher rather than going directly to the staff room.
- First-aid supplies are maintained at designated locations and suitable supplies are brought to playground areas where required.
- Accidents and injuries are recorded in accordance with the school's accident/incident recording procedures.
- Parents/guardians are contacted where an injury or illness may require medical attention. Head injuries are always reported to parents/guardians.
- Emergency services are contacted where necessary. Staff act in the best interests of the child pending the arrival of a parent/guardian or medical assistance.

9. Behaviour, Bullying and Child Safeguarding

Supervision provides an important opportunity to promote positive behaviour and to identify concerns. Incidents are addressed in accordance with the Code of Behaviour and the school's Bí Cineálta Policy. Any child protection or safeguarding concern arising during supervision must be dealt with in accordance with the school's Child Safeguarding Statement and the Child Protection Procedures for Schools in force at the time. Information is shared only with those who need it for the safety, care and protection of pupils.

10. Special Educational and Care Needs

Supervision will be adapted where reasonably necessary for pupils with identified additional needs. Relevant teachers and SNAs will be briefed on agreed supports, care plans, medical needs, sensory or mobility considerations, behaviour support strategies and emergency arrangements. Any additional supervision identified through a risk assessment will be incorporated into school procedures.

11. Withdrawal for Support Teaching / EAL

Pupils withdrawn from the mainstream classroom for Special Education Teaching and/or EAL support are collected from and returned to the classroom, or transition according to another clearly agreed school procedure appropriate to their age and needs. Responsibility for supervision transfers clearly between the relevant teachers.

12. Visitors, Volunteers and External Providers

When a visiting teacher, sports coach, choir leader, artist, author, volunteer or other external provider leads an activity, the class teacher remains with the class and retains responsibility for supervision unless a different

arrangement has been formally approved by the school and complies with safeguarding and employment requirements. External adults must follow the school's visitor/volunteer procedures and relevant child safeguarding requirements.

13. Teacher Meetings and Temporary Absence from Class

Where a teacher is required to leave the classroom to meet a parent/guardian or professional, suitable supervision must be arranged before the teacher leaves. Parents/guardians are encouraged to make appointments so that meetings can be planned without disrupting pupil supervision.

14. Off-Site Activities and School Tours

For tours, sporting events, local visits and other off-site activities, the school will determine an appropriate level of adult supervision through activity-specific risk assessment. The previous policy's general guide of one adult to 15 pupils may inform planning, but it is not treated as a fixed statutory ratio. The required level will depend on pupils' ages and needs, the nature and location of the activity, transport arrangements, venue risks and any medical or additional care requirements.

- A named teacher will have overall responsibility for each pupil group.
- Staff will be particularly vigilant in relation to road safety, transport, water or height hazards, unfamiliar environments and public spaces.
- Relevant medical information, emergency contacts, first-aid arrangements and pupil-specific supports will be available to supervising staff.
- Head counts and/or registers will be used at appropriate transition points.
- Any external provider's own supervision arrangements supplement, rather than automatically replace, the school's duty of care.

15. Early Collection, Late Arrival and Attendance Records

Parents/guardians should notify the school where a pupil will arrive late or leave early. Pupils leaving during the school day must be released in accordance with the school's authorised collection procedures. Late arrivals, early departures and absences are recorded on the school's attendance system. All pupils arriving late, must enter through the reception area so the school secretary or the principal can mark them in. Parents/guardians use Aladdin Connect to record absences and provide reasons, in line with school procedures.

16. Health and Safety / Risk Assessment

The school's Safety Statement and risk assessments identify hazards associated with the building, yard, play areas and school activities. Supervising staff are briefed on relevant controls. Hazards, near misses or emerging risks identified during supervision should be reported promptly to the Principal so that appropriate action can be taken.

17. Records and Confidentiality

Supervision-related records, including accident/incident reports, relevant behaviour records and safeguarding records, are maintained securely and in accordance with applicable school procedures, data protection requirements and statutory record-keeping obligations. Child protection records are managed strictly under the Child Protection Procedures for Schools.

18. Roles and Responsibilities

Role	Key responsibilities
Board of Management	Ratifies and reviews the policy; ensures appropriate governance, safeguarding and health-and-safety arrangements.
Principal / Deputy Principal	Organise supervision rotas; respond to staffing gaps and risks; communicate procedures; oversee review and implementation.
Teachers	Provide active supervision; follow the rota and agreed procedures; respond to incidents; record and report concerns appropriately.
SNAs	Support designated pupils and assist with safe participation and observation/reporting in accordance with their role and pupil care needs.
Parents/Guardians	Observe arrival/collection times; communicate relevant concerns or changes; follow collection and attendance procedures.
Pupils	Follow school and yard rules; respond to staff instructions; report accidents, unsafe behaviour, bullying or concerns to an adult.

19. Success Criteria

- A safe, orderly and child-friendly school environment.
- Clear, consistently implemented supervision arrangements.
- Safe and well-organised off-site activities.
- Prompt and appropriate responses to accidents, behaviour, bullying and safeguarding concerns.
- Regular communication and review of yard rules and supervision arrangements.
- Adjustments made where procedures are found to be impractical or where new risks or pupil needs emerge.

20. Monitoring, Review and Ratification

The Principal will monitor the operation of this policy in consultation with staff. The supervision rota and practical arrangements will be reviewed at least annually and sooner where there is a significant change in staffing, premises, pupil need, legislation, Department guidance or risk. The policy will be formally reviewed by the Board of Management at least annually or as required.

Appendix A - Key Reference Documents

- Department of Education and Youth, Primary Circular 18/03 - Supervision for Mid-Morning and Lunchtime Breaks.
- Department of Education and Youth, Child Protection Procedures for Schools 2025; Circular 0041/2025.
- Children First Act 2015; Children First: National Guidance for the Protection and Welfare of Children 2017 and 2025 Addendum.
- Department of Education and Youth, Bí Cineálta Procedures to Prevent and Address Bullying Behaviour for Primary and Post-Primary Schools; Circular 0055/2024.
- Safety, Health and Welfare at Work Act 2005.
- Education Act 1998; Education (Welfare) Act 2000.
- Occupiers' Liability Act 1995.

Note: This policy is intended as a school governance document and should be kept under review against current Department of Education and Youth circulars and statutory guidance.