

The Student Supervision Policy

POLICY FOR	The Student Supervision Policy
PERSON RESPONSIBLE	Pastoral Team / MSO /Assistant Principal – Pastoral
REVIEW DATES	September 2026
REVIEWED BY	SLT
APPROVED DATE	September 2026
APPROVED BY	ELT
DATE OF NEXT REVIEW	September 2027
RELATED POLICIES	Rewards and Sanctions Policy, GEMS Safeguarding Policy, GEMS Health & Safety Policy, GEMS Guidance for Safer Working Practice, TWS Safeguarding Procedures, Wellbeing Policy




Executive Principal / CEO

& Brand Ambassador for GEMS Westminster Schools

1. PURPOSE

The purpose of this policy is to establish a **consistent, proactive, and risk-based approach to student supervision** across The Westminster School, Dubai (TWS).

Effective supervision is a critical control for:

- safeguarding and child protection;
- student wellbeing;
- prevention of accidents and injuries;
- prevention of bullying and child-on-child abuse;
- safe movement around the school;
- effective behaviour management;
- attendance and punctuality;
- site security;
- emergency preparedness and response;
- protection of vulnerable students; and
- maintaining a safe, respectful and inclusive learning environment.

The policy establishes clear expectations for **leaders, teachers, support staff, pastoral staff, operations staff and all adults working on the school site.**

2. POLICY STATEMENT

TWS is committed to ensuring that students are appropriately supervised throughout the school day and during all school-related activities.

No student should knowingly be left without appropriate supervision in circumstances where supervision is required.

Supervision will be:

Visible – Active – Proactive – Consistent – Age-appropriate – Risk-based – Safeguarding-focused.

Supervision is not simply the physical presence of an adult. Staff are expected to remain alert, maintain appropriate visibility, anticipate risks, engage with students and intervene where necessary.

3. CORE PRINCIPLE

“EVERY STUDENT, EVERY PLACE, EVERY TIME – SAFE, SUPERVISED AND SUPPORTED.”

Student supervision is a **whole-school responsibility.**

It is not solely the responsibility of:

- the Pastoral Team;
- the Safeguarding Team;
- the member of staff assigned to a duty; or
- the Operations Team.

Every member of staff has a professional responsibility to act when they observe a situation that could compromise student safety, safeguarding or wellbeing.

See it → Intervene → Make Safe → Report/Escalate → Record where required

A staff member should not walk past an unsafe situation on the assumption that “it is not my duty area.”

4. OBJECTIVES

The policy aims to:

1. Provide clear and consistent supervision expectations across TWS.
2. Reduce preventable accidents, injuries and safeguarding risks.
3. Ensure appropriate supervision during all key points of the school day.
4. Establish clear accountability for leaders and staff.
5. Ensure supervision is proportionate to age, developmental stage and identified risk.
6. Provide enhanced supervision where required for vulnerable students.
7. Ensure appropriate supervision during transitions and movement around the school.
8. Ensure safe arrival, dismissal and transportation arrangements.
9. Establish clear procedures for supervision gaps and staff absence.
10. Ensure safeguarding and health and safety concerns are promptly escalated.
11. Use incidents, behaviour, safeguarding and health and safety data to identify supervision hotspots and improve practice.
12. Provide evidence of systematic monitoring and continuous improvement.

5. SCOPE

This policy applies to supervision during:

- arrival;
- lessons;
- registration;
- corridors and transitions;
- assemblies;
- break;
- lunch;
- playground activities;
- washroom areas;
- PE and sports;
- swimming;
- enrichment and extracurricular activities;
- educational visits;
- bus arrival;
- bus boarding;
- bus departure;

- dismissal;
- late collection;
- late arrivals;
- early collection;
- emergency situations; and
- any other activity where students are under the care or responsibility of the school.

6. SUPERVISION PRINCIPLES

All supervision arrangements must reflect the following principles:

6.1 Active supervision

Staff must actively monitor students rather than simply being physically present.

6.2 Visibility

Staff should position themselves strategically to maintain maximum visibility of the designated area.

6.3 Movement

Staff should move around the supervision area where appropriate rather than remaining in one location.

6.4 Awareness

Staff must remain alert to:

- student behaviour;
- changes in student mood or presentation;
- conflict;
- bullying;
- isolation;
- unsafe play;
- inappropriate interactions;
- students leaving designated areas;
- potential safeguarding concerns;
- hazards and unsafe conditions.

6.5 Accessibility

Students should be able to identify and approach supervising adults easily.

6.6 Prevention

Supervision should be proactive and preventative rather than reactive.

6.7 Appropriate intervention

Staff must intervene promptly where there is a risk to student safety or wellbeing.

6.8 Professional boundaries

All staff must maintain appropriate professional boundaries and follow GEMS safer working practices.

7. RISK-BASED SUPERVISION

Supervision arrangements will be determined through consideration of:

- student age and developmental stage;
- location;
- activity;
- time of day;
- student numbers;
- historical incidents;
- safeguarding concerns;
- behaviour patterns;
- environmental hazards;
- heat and weather conditions;
- accessibility requirements;
- students with additional or specific needs;
- known vulnerable students;
- transport arrangements;
- emergency arrangements; and
- previous incidents or near misses.

Supervision levels must be reviewed where there is evidence of an emerging risk.

8. SUPERVISION AREAS

TWS will maintain supervision arrangements for the following areas:

8.1 Arrival Supervision

Staff will be deployed to designated arrival points before students enter the school.

Staff will:

- actively monitor arriving students;
- identify students who may require support;



- monitor gates and access points;
- respond to incidents promptly;
- ensure students move safely to designated areas.

8.2 Students Arriving by Bus

Supervision will ensure:

- safe bus arrival;
- controlled student movement;
- safe transition from buses to school areas;
- appropriate monitoring of student behaviour;
- prompt escalation of transport-related concerns.

8.3 Students Arriving by Own Transport

Staff will monitor:

- designated drop-off areas;
- safe movement from vehicles;
- pedestrian routes;
- traffic-related risks;
- student entry into the school.

8.4 Early Arrival

Students should not be dropped off at school before the designated arrival and supervision time. The school does not provide supervision for students who arrive before the normal supervision period.

Parents/guardians are therefore responsible for ensuring that students remain under their supervision until the designated school supervision period begins and the student is safely handed over to a member of school staff.

If a student is identified as having been dropped off before the designated time, the parent/guardian will be contacted and will be expected to remain responsible for the student until the child is formally received by school staff and enters the supervised school environment.

Parents/guardians are requested to strictly adhere to the designated arrival times to ensure the safety and safeguarding of all students.

No student should be left unsupervised during an authorised early-arrival period.

8.5 Classroom Supervision

Teachers are responsible for appropriate supervision during lessons.

Teachers must:

- remain attentive to students;
- maintain appropriate classroom visibility;
- monitor student interactions;
- respond to safeguarding or behaviour concerns;
- ensure students are not left unsupervised;
- follow procedures for temporary absence from the classroom.

8.6 Corridor and Transition Supervision

During transitions:

- staff should be visible at key points;
- students must move safely and orderly;
- students should walk in line where required;
- students must keep to the appropriate side of corridors;
- unsafe movement must be challenged immediately;
- concerns must not be left for the Pastoral Team to address later.

8.7 Break and Lunch Supervision

Staff must actively supervise designated areas and monitor:

- student interactions;
- play;
- conflict;
- bullying;
- unsafe behaviour;
- students entering restricted areas;
- students requiring pastoral support.

8.8 Washroom Supervision

Supervision must respect student privacy while ensuring safeguarding and health and safety requirements are met.

Staff should:

- monitor access appropriately;
- remain alert to concerns;
- respond to reports of bullying or inappropriate behaviour;
- never compromise student dignity or privacy;
- escalate safeguarding concerns appropriately.

8.9 Playground Supervision

Staff must monitor:



- active play;
- high-risk activities;
- physical conflict;
- unsafe use of equipment;
- students who become isolated;
- injuries;
- boundary areas.

8.10 Heat Safety Supervision

During periods of high temperature or heat-related risk:

- staff must follow the school's heat-safety arrangements and risk assessments;
- students must have access to appropriate hydration and suitable areas;
- outdoor activities must be modified, relocated or suspended where required;
- staff must remain alert to signs of heat-related distress;
- students must be referred for medical attention where required.

8.11 Bus Boarding Supervision

Staff will supervise students while they:

- queue;
- board;
- move safely around the boarding area;
- follow transport expectations.

8.12 Bus Departure Supervision

Staff will ensure:

- students board safely;
- students are accounted for according to established procedures;
- unsafe behaviour is addressed;
- buses depart safely from designated areas.

8.13 Dismissal Supervision

Staff will monitor:

- student movement;
- collection arrangements;
- transport areas;
- gates and designated waiting areas;
- students awaiting collection.

8.14 Late Collection

Students remaining after normal dismissal must be moved to the designated supervised area and monitored until collected or appropriately handed over.

8.15 Late Arrivals

Late-arriving students must enter through the designated procedure and be appropriately supervised while transitioning to their class or activity.

8.16 Early Student Collection

Students leaving during the school day must follow the approved collection and sign-out procedure.

Students must not leave the school site without appropriate authorisation.

8.17 Emergency Supervision

During emergencies, staff must:

- follow the school's emergency response procedures;
- maintain supervision of students;
- remain with their allocated group where safe to do so;
- account for students;
- report missing or unaccounted students immediately;
- follow instructions from the Emergency Response Team and SLT.

8.18 Educational Visits and Extended Activities

All off-site and extended activities must have appropriate supervision and risk-management arrangements.

MSO / Staff Incharge - To ensure risk assessment is completed well before the trip and relevant staff to be updated.

The level and nature of supervision must be appropriate to:

- the age of students;
- location;
- activity;
- identified risks;
- student needs;
- safeguarding considerations.

9. ROLES AND RESPONSIBILITIES

9.1 Principal

The Principal has overall accountability for ensuring that effective student supervision arrangements are established and implemented.

The Principal will:

- ensure this policy is implemented;
- ensure adequate staffing and resources;
- ensure safeguarding and health and safety requirements are integrated;
- ensure appropriate risk assessments are completed;
- monitor compliance through SLT;
- ensure significant concerns are escalated appropriately;
- ensure appropriate action following serious incidents.

9.2 Senior Leadership Team

SLT will:

- provide strategic oversight;
- ensure supervision is embedded into whole-school operations;
- review significant supervision incidents;
- monitor trends and risks;
- ensure appropriate resources and staffing;
- challenge inconsistent practice;
- ensure cross-functional collaboration between Academic, Pastoral, Safeguarding and Operations teams.

9.3 Assistant Principal

The Assistant Principal will:

- lead the strategic development of whole-school supervision;
- ensure alignment with safeguarding and wellbeing priorities;
- identify supervision hotspots;
- monitor safeguarding and pastoral trends;
- coordinate with Academic and Operations teams;
- ensure vulnerable students are considered in supervision arrangements;
- review supervision-related safeguarding incidents;
- monitor compliance through audits and observations;
- provide guidance to staff;
- ensure concerns are appropriately escalated.

9.4 Designated Safeguarding Lead / DDSLs

The DSL/DDSLs will:



- advise on safeguarding implications of supervision;
- identify students requiring enhanced supervision;
- review safeguarding patterns linked to locations, activities or times;
- support staff in responding to safeguarding concerns;
- ensure safeguarding concerns are appropriately recorded and escalated;
- use Guard for safeguarding recording in accordance with GEMS requirements;
- contribute to supervision risk assessments where safeguarding concerns are identified.

9.5 Academic

Leaders will:

- ensure effective supervision within learning environments;
- ensure teachers understand their supervision responsibilities;
- monitor supervision during transitions;
- identify recurring supervision concerns;
- ensure staff absence does not create supervision gaps;
- work with Pastoral and Operations teams to address concerns;
- ensure educational activities have appropriate supervision;
- reinforce safe corridor and movement expectations.

9.6 Teachers

Teachers are responsible for effective supervision of students under their care.

Teachers will:

- actively supervise students;
- maintain appropriate visibility;
- monitor behaviour and interactions;
- challenge unsafe behaviour;
- respond to safeguarding concerns;
- ensure students are not left unattended;
- follow duty and transition arrangements;
- report hazards and incidents;
- record safeguarding concerns where required;
- ensure appropriate handover between activities.

Teachers are expected to intervene if they observe a concern outside their allocated duty area.

9.7 Pastoral Team / Heads of Section

The Pastoral Team will:

- monitor student wellbeing and behaviour;
- support students requiring additional supervision;
- analyse incident patterns;



- identify supervision hotspots;
- coordinate interventions;
- support staff with student-specific supervision strategies;
- liaise with safeguarding and academic teams;
- ensure appropriate follow-up after incidents.

9.8 Operations Team

The Operations Team is responsible for ensuring that the physical environment and operational systems support safe student supervision.

The Operations Team will:

- maintain a safe and secure school environment;
- support arrival and dismissal arrangements;
- coordinate operational supervision requirements;
- monitor access points and site security;
- address environmental hazards;
- maintain safe pedestrian routes;
- support bus movement and transport arrangements;
- support heat-safety arrangements;
- ensure visitors and contractors follow site procedures;
- respond to reported hazards and near misses;
- coordinate appropriate operational response during emergencies;
- communicate significant environmental risks to relevant leaders.

Operations does not replace the supervision responsibility of teaching or pastoral staff.

9.9 Inclusion / SEND Team

The Inclusion Team will:

- identify students whose needs require enhanced supervision;
- advise staff on appropriate supervision strategies;
- ensure relevant individual risk assessments or support plans are considered;
- liaise with Pastoral, Safeguarding and Academic teams;
- review supervision arrangements where student needs change.

9.10 First Aid / Medical Team

The Medical Team will:

- respond to student injuries and health concerns;
- advise on health-related supervision requirements;
- contribute to risk assessments where appropriate;
- communicate relevant medical considerations to authorised staff;
- support emergency response procedures.

9.11 Transport Team / Bus Supervisors

Transport staff and bus supervisors will:

- follow approved student transport procedures;
- actively supervise students during boarding and travel-related processes;
- monitor student safety;
- report concerns;
- follow emergency procedures;
- escalate safeguarding or behavioural concerns appropriately.

9.12 All Staff

Every member of staff has a responsibility to safeguard students.

All staff must:

- remain vigilant;
- actively supervise students when responsible for them;
- intervene when they see unsafe behaviour;
- report safeguarding concerns;
- report hazards and incidents;
- maintain professional boundaries;
- follow school procedures;
- never assume that another person will deal with a concern.

10. “SEE IT – OWN IT – ACT ON IT” EXPECTATION

TWS adopts the following whole-school expectation:

1. SEE IT Notice the concern	2. OWN IT Accept responsibility	3. ACT ON IT Intervene and make safe	4. ESCALATE IT Inform the right team	5. RECORD IT Log where required
Staff reminder: If you see a concern, do not walk past it. Student safety is everyone’s responsibility.				

Examples include:

- student fighting;
- bullying;
- unsafe play;
- a student in an unauthorised area;
- a student appearing distressed;
- a safeguarding disclosure;
- a student attempting to leave school;
- a damaged facility;
- a wet/slippery floor;
- an unsafe corridor;

- an injury;
- a supervision gap.

11. VULNERABLE STUDENTS

Supervision arrangements must take account of students who may require additional support.

This may include students with:

- SEND;
- communication difficulties;
- medical needs;
- emotional or behavioural needs;
- identified safeguarding concerns;
- mobility or accessibility requirements;
- previous incidents or vulnerabilities;
- other identified individual needs.

Where enhanced supervision is required, this must be communicated to relevant staff on a need-to-know basis and incorporated into appropriate risk-management arrangements.

12. PROFESSIONAL CONDUCT

All staff must:

- maintain appropriate professional boundaries;
- remain professional and approachable;
- avoid inappropriate physical contact;
- respect student privacy and dignity;
- avoid being alone with students unnecessarily;
- follow GEMS Guidance for Safer Working Practice;
- use professional communication;
- avoid distractions while supervising;
- not use personal mobile phones during active supervision except where required for an authorised work or emergency purpose.

13. VISITORS AND CONTRACTORS

Visitors and contractors must follow TWS site-security, safeguarding and health and safety requirements.

Where required, visitors and contractors must:

- sign in;
- display appropriate identification;
- remain within authorised areas;
- be appropriately supervised;
- follow school instructions.

Contractors should, where practicable, undertake work outside normal student operating hours where the activity presents a risk to students.

14. STAFF ABSENCE AND DUTY COVER

A staff member who is unable to undertake an allocated supervision duty must:

1. Notify the relevant line manager or designated duty coordinator.
2. Ensure appropriate cover is arranged.
3. Not leave students without appropriate supervision.
4. Ensure the replacement staff member understands the duty location and expectations.

Leaders are responsible for ensuring that known staff absence does not create supervision gaps.

15. SUPERVISION HANDOVER

Where supervision responsibility transfers from one adult to another, the handover must be clear.

The departing member of staff must not leave until the incoming staff member has assumed responsibility, unless an emergency procedure requires otherwise.

Particular attention must be given to:

- dismissal;
- transport;
- transitions;
- clubs and enrichment;
- medical situations;
- vulnerable students;
- emergency situations.

16. SAFEGUARDING REPORTING

Any safeguarding concern identified during supervision must be acted upon promptly.

Staff must:

- listen appropriately;
- avoid investigating;
- avoid making promises of confidentiality;
- report the concern to the DSL/DDSL;
- record the concern on **Guard without undue delay**, in accordance with GEMS safeguarding procedures.

GEMS identifies Guard as the platform for recording, escalating, reviewing and evaluating safeguarding concerns.

If there is an immediate risk to a student's safety, staff must take immediate protective action and seek assistance from the appropriate emergency/safeguarding personnel.

17. HEALTH AND SAFETY REPORTING

Staff must promptly report:

- accidents;
- injuries;
- hazards;
- near misses;
- unsafe equipment;
- environmental risks;
- damaged facilities;
- unsafe movement routes;
- supervision gaps that create a health and safety risk.

The Operations / Health and Safety Team will investigate and implement appropriate corrective action.

18. SUPERVISION HOTSPOTS

TWS will maintain a **Supervision Hotspot Register** identifying areas where enhanced monitoring may be required.

Potential hotspots may include:

- staircases;
- corridors;
- washroom approaches;
- playground boundaries;
- secluded areas;
- bus areas;
- gates;
- dining areas;
- transition points;
- areas identified through incident data.

The register will be reviewed using:

- safeguarding data;
- behaviour data;
- accident/incident data;
- near-miss reports;
- staff observations;
- student voice;
- parental feedback;
- duty observations.

19. DUTY ROTA MANAGEMENT

The school will maintain an appropriate duty rota identifying:



- duty location;
- date;
- time;
- responsible staff member;
- replacement/cover arrangements;
- escalation contact where required.

Duty rotas should be published sufficiently in advance to allow staff to plan.

Leaders must monitor attendance and consistency of duty completion.

20. MONITORING AND QUALITY ASSURANCE

Supervision will be monitored through:

Daily

- duty completion;
- incident reporting;
- immediate response to concerns.

Weekly

- duty rota review;
- supervision gaps;
- repeated behaviour/safety concerns;
- hotspot observations.

Monthly

- safeguarding and behaviour trend analysis;
- health and safety incidents;
- supervision compliance;
- vulnerable student review where required.

Termly

- whole-school supervision audit;
- hotspot review;
- staff feedback;
- student voice;
- analysis of incident locations/times;
- evaluation of effectiveness;
- actions for improvement.

21. SUPERVISION AUDIT

Leaders may conduct unannounced supervision observations using the following criteria:

Indicator	Expected Practice
Staff presence	Staff are present at allocated location

Indicator	Expected Practice
Active supervision	Staff actively monitor students
Visibility	Staff positioned strategically
Engagement	Staff interact appropriately with students
Movement	Staff scan/move where appropriate
Behaviour	Unsafe behaviour is challenged
Safeguarding	Concerns are identified promptly
Environment	Hazards are identified/reported
Student movement	Students follow safe movement expectations
Handover	Responsibility is transferred appropriately

22. INCIDENT REVIEW AND CONTINUOUS IMPROVEMENT

Following a significant incident, leaders will consider:

1. What happened?
2. Where did it happen?
3. When did it happen?
4. Who was supervising?
5. Was the supervision arrangement appropriate?
6. Were staff positioned appropriately?
7. Were risks known?
8. Was there a supervision gap?
9. Were safeguarding procedures followed?
10. Were health and safety procedures followed?
11. What preventative action is required?
12. Does the risk assessment need updating?
13. Does staff training need strengthening?

The purpose of review is to identify **system improvements**, not simply individual fault.

23. TRAINING

All staff will receive appropriate information and training regarding:

- student supervision expectations;
- safeguarding;
- child protection;
- professional boundaries;
- behaviour management;
- emergency procedures;
- health and safety;
- student movement;
- vulnerable student needs;
- reporting and escalation procedures.

New staff must receive relevant supervision and safeguarding expectations as part of induction.

24. STUDENT VOICE AND AGENCY

Students should be encouraged to understand:

- how to move safely around school;
- where they can seek help;
- how to report concerns;
- how to identify unsafe situations;
- how to support respectful relationships;
- how to speak up when they feel unsafe.

Student feedback may be used to identify supervision concerns and improve the school environment.

This supports the wider KHDA expectation that student wellbeing is embedded through a collaborative and systematic whole-school approach.

25. ACCOUNTABILITY FRAMEWORK

Level	Accountability
Principal	Overall school accountability
SLT	Strategic oversight and assurance
Assistant Principal – Pastoral/Safeguarding	Whole-school supervision, safeguarding and wellbeing oversight
DSL/DDSL	Safeguarding risk and escalation
Academic Leaders	Classroom, transition and academic activity supervision
Pastoral Leaders	Student welfare, behaviour and targeted supervision
Operations Leaders	Site safety, access, transport and environmental risks
Inclusion Team	Individual student supervision needs
Teachers	Active supervision of students in their care
Support Staff	Active supervision within assigned responsibilities
All Staff	See it, intervene, escalate and report
Students	Follow safety expectations and seek help when needed

26. ESCALATION ROUTE

Immediate danger

Intervene → Make safe → Contact appropriate emergency/support personnel → Inform SLT/DSL/Operations as appropriate

Safeguarding concern- Guard Platform

Intervene/protect → DSL/DDSL → Guard recording → Further action as directed

Behaviour concern

Intervene → Teacher/Pastoral Team → Behaviour procedure → Record/escalate as required

Health & Safety concern

Make safe if possible → Operations/H&S → Incident/near-miss reporting → Corrective action

Repeated supervision concern

Staff → Line Manager/Relevant Leader → Pastoral/Operations/Academic review → SLT action

27. REQUIRED DOCUMENTATION

TWS will maintain, as appropriate:

1. Student Supervision Policy.
2. Supervision Duty Rota.
3. Supervision Risk Matrix.
4. Supervision Hotspot Register.
5. Staff Duty Checklist.
6. Student-specific supervision/risk assessments where required.
7. Arrival and dismissal procedures.
8. Bus supervision procedures.
9. Emergency supervision procedures.
10. Heat-safety arrangements.
11. Incident and near-miss records.
12. Supervision audit records.
13. Staff training records.
14. Action plans arising from supervision reviews.

28. KEY PERFORMANCE INDICATORS

The effectiveness of supervision will be evaluated through:

- reduction in supervision-related incidents;
- reduction in accidents and near misses;
- reduction in repeated hotspot incidents;
- duty compliance;
- timely incident reporting;

- safeguarding recording compliance;
- staff training completion;
- student perception of safety;
- parent feedback;
- audit outcomes;
- timely completion of corrective actions.

29. POLICY REVIEW

This policy will be reviewed annually and sooner where required following:

- significant safeguarding incidents;
- serious health and safety incidents;
- changes to GEMS relevant policies;
- changes to KHDA requirements;
- changes to school operations;
- changes to student needs;
- identified weaknesses through audit;
- changes in risk profile.

The policy must remain aligned with the latest approved GEMS policies and TWS procedures.

30. TWS SUPERVISION STANDARD

EVERY STUDENT. EVERY PLACE. EVERY TIME.

SAFE

We actively reduce risks to students.

SUPERVISED

We ensure students are appropriately monitored.

SUPPORTED

We notice concerns, respond promptly and ensure students know where to seek help.

EVERYONE'S RESPONSIBILITY

If you see a concern, **do not walk past it.**

SEE IT → OWN IT → ACT ON IT → ESCALATE IT → RECORD IT