



The William Henry Smith Specialist College

Guidelines to ensure children do not have responsibility for other children in school

Policy Details

Status:	In-house
Frequency of review:	2 yearly
Lead member of staff:	Damien Talbot
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Next Review Date:	Spring 2025
Policy Number:	CC2

1.0 Introduction

“Children are not given responsibility over other children in the school, nor given responsibilities to compensate for any lack of staff in school. Children who are given responsibility for specific tasks in school are sufficiently supervised by staff to ensure that they fulfil their roles appropriately, without abuse of the role (e.g. to bully others)”.

The outcome of meeting this Standard will be to assist in ensuring that,

“Children receive the care and services they need from competent staff “.

All children within the school environment must be adequately supervised at all times by staff, regardless of age or ability (see National Minimum Standards, Ofsted 2022). However, there may be certain situations or circumstances when supervision levels are adapted to suit the needs of the individual and allow for development of skills and/or independence. Whenever this occurs it should be thoroughly planned and agreed by all parties. In addition, any and every means of monitoring or checking should be utilised to ensure the Health and Safety of those involved is not jeopardised. Where appropriate, risk assessment should also be carried out.

These guidelines should ensure that children are safe and that they enjoy and achieve.

Some typical examples of ‘planned’ responsibility tasks and reduced supervision are given below: -

- a) Going on an out of school development ‘pass’
Staff should assist in planning and organising the pass to an appropriate venue and sort out transport.
- b) ‘Showing the ropes’ to a new child
Occasionally, appropriate children may be asked to act as a positive role model to a new child in their House or Class. Staff should monitor this closely.
- c) Talking through problems
Children who have a particularly good relationship may sometimes act as a ‘sympathetic ear’ to each other and help out in problem situations. Children often respond well to peers when in crisis but staff should monitor this closely to avoid children getting too involved in issues.
- d) Being a ‘Tour Guide’
Certain children feel very proud of their school and love to ‘show it off’. They often make good ambassadors and give honest opinions to visitors. Obviously, vigilance is needed in respect of who the visitors are. There will always be two children and they will follow a set route, with the facility to check in with staff at several intervals.
- e) Paired-Reading
Some children are excellent at reading and enjoy and have the patience to assist their peers to improve their ability. Lesser ability children sometimes feel less embarrassed reading to a friend and it can be a mutual confidence boost. Using other children as role models may be good practice, however this arrangement should always be risk-assessed. The above list is neither exhaustive nor definitive. Staff should always consider all angles and issues and speak to a senior member of staff before making a decision affecting their supervisory role.

In terms of every day practice: -

- Never encourage a child to chase or retrieve another child who has absented.
- Never allow a child to restrain or physically intervene with another child.
- Never leave a child alone with another child in crisis.

Staff should always remember that they are ultimately responsible for the children in their care, even if they have agreed a period of reduced supervision. Children cannot and should not be expected to take responsibility for other children whether on or off the premises.