

THE HAVEN

Operated by the Autistic Girls Network charity — 1196655 (England and Wales), SC054837 (Scotland)

Online Learner Supervision Policy

How learners are supervised in an online specialist provision

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Owner	Designated Safeguarding Lead
Approved by	Proprietor + Governing Body

1. Purpose

This policy sets out how The Haven supervises learners across the course of their education with us. It is a deliberately different document from a building-based school's student supervision policy. In an online provision, supervision is not about physical presence in a corridor or playground — it is about the visible and structured presence of competent, caring adults in every part of a learner's online and learning experience.

2. What we mean by supervision

Supervision at The Haven means:

- That every session a learner attends is led by an appropriately trained adult known to the learner and to The Haven.
- That every interaction between a learner and an educator, mentor, peer or system is governed by The Haven's safeguarding and online safety frameworks.
- That patterns of attendance, engagement and wellbeing are actively monitored across each week and term.
- That concerns are noticed, escalated and responded to in real time, not at the end of term.
- That learners always know who their trusted adults are, and how to reach them.

3. Principles

- Supervision is a safeguarding function, not a behaviour-management function.
- Supervision is relational. It is about knowing each learner, not just observing them.
- Supervision is proportionate to risk and to individual need.

- Supervision does not require constant surveillance. We trust learners and provide structure within which they can grow.
- Supervision adjusts to the learner. The same level of structure is not right for everyone.

4. Supervision in live sessions

4.1 Adult presence

Every live session has at least one Haven educator present and active. Larger sessions or sessions involving particular safeguarding considerations may have additional staff present. The educator is responsible for:

- Welcoming each learner and noting attendance.
- Maintaining the agreed structure of the session.
- Monitoring chat, microphone use and shared spaces.
- Noticing learners who appear absent, distressed, or struggling.
- Responding to safeguarding concerns immediately, with routing to the DSL.
- Closing the session safely, with a clear end point for every learner.

4.2 Session structure

- Sessions have a clear start time, agreed pattern, and clear close.
- Joining and leaving are managed by the educator.
- Cameras and microphones are optional; engagement is monitored through whatever means the learner is using.
- Chat is moderated; private messaging between learners during sessions is disabled by default.
- Recording of sessions is governed by the Declaration: Photos, Videos and Lesson Recordings policy and the Quality Assurance Policy.

4.3 Where a learner appears in difficulty during a session

Where an educator notices that a learner appears distressed, withdrawn, or in difficulty, the response is calm and offered, not imposed. Options include:

- A direct, private check-in via chat.
- Suggesting the learner step away and return when ready.
- Continuing the session while keeping a watchful eye and noting concern.
- Where the concern is significant, contacting the mentor or the DSL during or immediately after the session.
- Where the concern indicates immediate risk, following the Safeguarding and Child Protection Policy.

5. 1:1 and mentoring sessions

1:1 mentoring is a core part of The Haven's offer and carries specific supervision considerations.

5.1 Authorisation and structure

- Every 1:1 mentor is appropriately recruited, DBS-checked, inducted and supervised.

- 1:1 mentoring sessions are scheduled, recorded as attended, and held in approved Haven platforms only.
- Sessions are recorded where the Quality Assurance Policy or safeguarding considerations indicate; recordings are governed by access restrictions.
- Mentors do not contact learners outside Haven channels (see Mobile Phone Policy — Staff).

5.2 Reflective supervision of mentors

Mentors themselves receive reflective supervision. This supervision is the mechanism by which The Haven oversees the quality and safety of 1:1 work. Concerns identified in supervision are routed appropriately, including to the DSL where relevant.

6. Use of shared digital spaces

Where learners share digital spaces (chat areas, shared documents, project areas):

- These spaces are configured to be safe by default.
- Active staff moderation is in place during scheduled use.
- Out-of-hours posting is either disabled or routed to a moderator queue, depending on the space.
- Records are retained in line with the Data Retention Policy.
- Misuse is addressed under the Online Safety Policy, the Behaviour Incident Reporting Procedure, and where appropriate, the Safeguarding and Child Protection Policy.

7. Across-the-week supervision

Beyond live sessions, The Haven maintains continuous supervisory awareness of every learner through:

7.1 Daily and weekly attendance monitoring

- Attendance is recorded for every scheduled session.
- Patterns of non-attendance are flagged to the mentor and the Head.
- Persistent absence triggers the Children Missing from Education Policy and Attendance Policy.
- Family communication is established quickly when a learner becomes harder to engage.

7.2 Engagement and wellbeing review

- Mentors hold a weekly view of each of their mentees.
- Educators contribute observations after sessions.
- Wellbeing concerns are escalated to the DSL.
- Family reviews are scheduled at agreed intervals.

7.3 Safeguarding chronology

- A safeguarding chronology is held for every learner where one or more concerns has been recorded.
- Chronologies are reviewed by the DSL on a defined cycle.
- Patterns invisible to a single educator are visible to the DSL through the chronology.

8. In-person Haven activities

Where The Haven holds in-person activities, supervision arrangements are set out in the event-specific risk assessment under the Off-Site Visits Policy. Adult-to-learner ratios, lone working considerations, and arrival/departure arrangements are determined on a per-event basis.

9. Working with families

Families are partners in supervision, particularly for the periods between Haven sessions when the learner is at home. The Family Attendance Agreement sets out the shared expectations, including:

- That a responsible adult is broadly aware of the learner's session schedule.
- That families inform The Haven of significant changes in the learner's circumstances or wellbeing.
- That families and Haven staff communicate through agreed channels.
- That concerns raised by either side are acted on promptly.

10. Supervision and consent

Some elements of supervision involve processing personal data: attendance records, mentor notes, lesson recordings, behaviour observations. These are governed by the Data Protection Policy and the Privacy Notice for Students and Parents/Carers. Consent and lawful basis for processing are explained at admission.

11. Supervision where a learner is Looked After

Where a learner is Looked After, supervision arrangements are coordinated with the placing Local Authority and Virtual School. The young person's social worker, Virtual School Head, and carer(s) are part of the supervisory partnership. The Privacy Notice for Children Looked After applies.

12. Supervision where a learner has an EHCP

Where a learner has an EHCP, supervision is shaped by the provision specified in the plan. The named EHCP outcomes are reviewed regularly, and reasonable adjustments are part of routine supervisory practice. The SEND Policy applies.

13. Roles and responsibilities

- Head: Owns this policy; oversees overall supervisory arrangements.
- DSL: Leads safeguarding supervisory function; reviews chronologies; convenes responses to concerns.
- Educators: Supervise their sessions; notice and report concerns.
- Mentors: Hold the whole-learner view; act as the trusted adult.
- Operations: Maintain attendance and engagement systems.
- Families: Partners in supervision between sessions.

14. Related documents

- Safeguarding and Child Protection Policy
- Online Safety Policy

- Attendance Policy
- Children Missing from Education Policy
- Family Attendance Agreement
- Quality Assurance Policy
- Relational Behaviour and Regulation Policy
- Behaviour Incident Reporting Procedure
- Mobile Phone Policy — Staff
- Mobile Phone Policy — Learners
- Declaration: Photos, Videos and Lesson Recordings
- SEND Policy
- Privacy Notices
- Data Retention Policy
- Off-Site Visits Policy

15. Review

This policy is reviewed annually by the Head and DSL and approved by the Board of Governors.

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