

D-22 Supervision

National Quality Standards (NQS)

2.2	Each child is protected.
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
4.1.1	The organisation of educators across the service supports children's learning and development.
4.2.2	Professional standards guide practice, interactions and relationships.
5.1	Respectful and equitable relationships are maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	The dignity and rights of every child are maintained.
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Education and Care Services National Regulations

Reg. 82	Tobacco, drug and alcohol-free environment
Reg. 83	Staff members and family day care educators not to be affected by alcohol or drugs
Reg. 84	Awareness of child protection law
Reg. 101	Conduct of risk assessment for excursion
Reg. 103	Premises, furniture and equipment to be safe, clean and in good repair
Reg. 115	Premises designed to facilitate supervision
Reg. 120	Educators who are under 18 to be supervised
Reg. 122	Educators must be working directly with children to be included in ratios
Reg. 123	Educator to child ratios—centre-based services
Reg. 155	Interactions with children
Reg. 166	Children not to be alone with visitors
Reg. 168	Education and care service must have policies and procedures
Reg. 181	Confidentiality of records kept by approved provider

My Time, Our Place

1.1	Children feel safe, secure and supported
1.2	Children develop their autonomy, inter-dependence, resilience and sense of agency
1.4	Children learn to interact in relation to others with care, empathy and respect

Policy Statement

We believe that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children.

Related Policies

- Absent and Missing Children Policy
- Acceptance and Refusal of Authorisations Policy
- Arrivals and Departures Policy
- Guiding Positive Behaviours Policy
- Child Protection Policy
- Communication Policy
- Daily Routines Policy
- Indoor & Outdoor Environment Policy
- Interactions with Children Policy
- Management of Incident, Injury and Trauma Policy
- Relief Staff Policy
- Staff Child Ratios Policy
- Staff Orientation and Induction Policy
- Staff Professionalism and Code of Conduct Policy
- Volunteers / Students / Visitors Policy
- Work Health and Safety Policy

Procedure

Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations
- Ensuring that children are supervised at all times
- Considering the design and arrangement of children's environments to support active supervision
- Using supervision skills to reduce or prevent injury or incident to children and adults
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected
- Supporting educators and their supervision strategies
- Providing consistent supervision strategies when there are staffing changes
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased

Planning for supervision

In accordance with the *Education and Care Services National Law and Regulations*, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times. This ratio will reduce to 1 educator for every 8 children when on an excursion outside of the service premises.

Educators will ensure:

- No educator under the age of 18 years old is left alone with children
- No educator is left alone with a child. To support child protection protocols, there must be a minimum of 1 educator to 2 children, or 2 educators to 1 child

To ensure there are a sufficient number of educators to meet ratios each session, the Director will ensure a roster is completed and made available for educators to review. When creating a roster, the Director will take the number of expected children enrolled into consideration.

As well as a shift roster, the service will also assign educators to an area for the duration of the session. Educators will rotate their assigned areas each shift so that they are familiar with the supervision requirements in each area and to build relationships with all of the children as they move around the service. Each area will have different duties required of the educators supervising them.

The Director will take into account the number of children who may access that area, the activities and experiences that may be taking place, possible risk factors, hazards and visibility. Educators in each area will have a mobile phone with them to ensure they can maintain communication with educators in all other areas, e.g. when an area is closed, when programmed activity is about to start, in case of emergency etc.

The service will regularly discuss supervision practices at meetings and explore each educators' definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

When planning for excursions, a risk assessment will be undertaken, and a supervision plan developed. Educators will ensure that children are supervised at all times whilst outside of the service grounds and that any activities and play children engage in during these times is appropriate to the environment they are in and free from potential hazards, where possible.

Minimising Risk

Daily hazard identification checklists will be completed at the beginning of each session. This will identify any hazards or risks in each area and allow for educators to take steps to minimise or eliminate any risks prior to the arrival of children. An area risk assessment is completed for each area used by the service and educators will familiarise themselves with these so they can sufficiently manage and effectively supervise each area.

The service will work closely with the school to manage any risks that may arise. During school terms, the service relies on the school to notify the Director or Responsible Person of any potential hazards or risks which may arise in commonly used areas other than the service building, such as the library, additional classrooms and bathrooms.

Educators will ensure that children are aware of unsupervised areas and understand not to access them. The Director will ensure that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

Active Supervision

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Strategies for active supervision:

- Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- Using clear and simple rules and boundaries that are developed with and known to all children.
- Consistency applied by educators and enforcing strategies for when children do have to move out of play areas, e.g. children approaching educators, educators accompanying children, buddy systems for toilet access etc.
- Checking the environment for hazards and risks prior to children accessing it and also during supervision.
- Ensuring the setting up of the environment supports active supervision practices.
- Educators positioning themselves in strategic positions where they can see and hear children.
- Educators scanning constantly with both sight and hearing for any hazards or issues which may pose a risk to children's health, well-being or safety.
- Circulating the play areas where children are situated.
- Teaching children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
- Supporting children to determine safe and unsafe practices.
- Encouraging children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

Partnerships with children

Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators which then allows them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.

As the ages of children in our service range greatly, educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, the level and type of supervision may vary.

Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play.

Educators supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.

Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

Sources

- Childcare Centre Desktop – Supervision Policy
- Early Childhood Australia (ECA) Code of Ethics
- Education and Care Services National Regulations 2011
- Framework for School Age Care in Australia – My Time, Our Place
- National Quality Standard – Australian Children's Education and Care Quality Authority
- Network of Community Activities – Supervision Sample Policy
- United Nations Convention on the Rights of the Child – www.unicef.org.au

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Version Control			
Version	Changes Made	Initiated By	Director Sign-off
v.2.202305	- Minor wording changes	Staff	
v.2.202206	- Updated Related Policies	Staff	
v.1.202105	- Minor wording changes	Staff	
v.1.202005	- No changes made		
v.1.201906	- Separate policy created	Regulation requirement	