

### Policy Introduction and Purpose

Supervision is an integral part of the whole care and education experience. Effective supervision allows Educators to actively engage in play and learning opportunities that are meaningful to children and support their wellbeing, development, and learning.

Educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides Educators with the opportunity to support and build on children's play experiences.

### Active Supervision is:

- **Engage** - Educators need to assess and respond to children's supervision needs in conjunction with actively engaging with children to promote quality learning opportunities.
- **Scanning** - Scanning or regularly looking around the area to observe all children in the environment ensures that all children are actively supervised
- **Listening** - Listening carefully to children and noting any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.
- **Anticipate** - Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to children
- **Positioning** – The Supervision Plan is created and reviewed at least every 6 months to ensure Educators are supported in knowing where to position themselves for full supervision throughout the program to maximise active supervision

### Our policy in action

#### We will:

- The premises and facilities are always designed and maintained to facilitate supervision of children while maintaining the rights and dignity of all children.
- Ensure Regulatory Authorities are notified of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event.
- Ensure that parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the Incident, Injury, Trauma and Illness Record.
- Ensure minimum Educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements.
- The program maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for.

### Staff/Child Ratios in – Early Childhood Programs

The staff: child ratios as outlined in the National Standards will be met at all times.

- 0 -2 years 1 staff member to a maximum of 4 children
- 2 – 3 years 1 staff member to a maximum of 5 children
- 3 -5 years 1 staff member to a maximum of 10 children

### Staff/Child Ratios in – Out of School Ours Care Programs

The staff: child ratios as outlined in the National Standards will be met at all times.

- There will be a maximum of 15 children to 1 staff member
- There will be a maximum of 8 children to 1 staff member for excursions
- There will be a maximum of 5 children to 1 staff member for swimming

### Qualified Staff Required in Early Childhood Programs

Regulations also determine the number of qualified staff required. Weldon early childhood programs observe these requirements in the staffing of programs.

### Nominated Supervisor responsibilities:

- conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of the bathroom and nappy change facilities. The supervision plan and strategies will be displayed for families in all rooms and the outdoor area.
- develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support Educators to position themselves effectively to allow them to observe the maximum area possible
- ensure that all Educators are aware of where all children are at all times and monitor their environment closely
- ensure Educators can respond to any situation immediately, particular when a child is distressed or in a hazardous situation.
- arrange staff to ensure adequate supervision at all times when children are being cared for and educated in the program and on excursions.
- ensure Educators communicate if they need to move away from children, (e.g., collecting additional resources or attending to an individual child's needs) so that other educators are aware
- ensure they are positioned in the environment where they have an optimum view of children and avoid distracting from supervision, such as speaking to other Educators and/ or families for long periods, taking personal phone calls, checking mobile phones or administrative tasks.
- ensure that display of artwork or other notices does not infringe visibility or supervision
- ensure that a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Inform and induct new and support educators in program-specific supervision arrangements, outlining their supervision responsibilities
- ensure that hazardous equipment and chemicals are inaccessible to children

### Educator responsibilities:

- have a sound understanding of their duty of care and responsibilities in ensuring children are safe at all times
- implement vigilant supervision strategies for high-risk areas such as bathrooms, risky play etc
- alert others if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom).

## Supervision Policy



- adheres to a supervision plan and strategies for both the indoor and outdoor environment, assisting others to position themselves to effectively supervise children. The supervision plan will include the floor plan and include the location of activities, bathroom, and nappy change facilities
- arrange the education and care environment to maximise the ability of Educators to supervise all areas accessible to children. Emphasis will be on gates, the fence line and doors during arrival and departure times.
- Be aware of correct ratios adhering to the National Regulations
- actively engage with children to support their learning whilst actively supervising and observing children
- ensure that no child is left alone while eating or at nappy change and toileting times
- adequately supervise children during rest time following the Sleep and Rest Policy and relevant legislative requirements
- ensure that hazardous equipment and chemicals are inaccessible to children
- implement correct supervision strategies and not perform other duties while responsible for the supervision of children
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice.
- plan for a mixture of activities to allow for appropriate supervision of groups of children.

### Links to other policies

- Incident, Injury, Trauma and Illness
- Creating a Child Safe Environment
- Work Health and Safety
- Arrival and Departure
- Guiding /Support children's Behaviour
- Child protection
- Staffing arrangements
- Education program
- Excursions
- Transition and Transportation

### Sources

- Australian Children's Education & Care Quality Authority. (2014).
- Australian Children's Education & Care Quality Authority. Children's Health and Safety. An analysis of Quality Area 2 of the National Quality Standard. Occasional Paper 2. (2016).
- Early Childhood Australia Code of Ethics. (2016).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Standard. (2017). (2020)
- Revised National Quality Standard. (2018).

See below two pages of the appendix

## Supervision Guidelines and Procedure

Effective supervision is integral to creating environments that are safe and responsive to children’s needs and interests. Identifying potential risks and hazards allows educators to determine the level of supervision required for different situations and environments, whilst promoting children’s agency, exploration and development.

Working in conjunction with the **Supervision Policy**, and the program specific Supervision **Plans** this procedure provides guidelines for educators to follow to provide effective supervision while supporting children’s wellbeing, development and learning.

<b>SUPERVISION GUIDELINES</b>
<p><b>Planned positioning</b> Educators position themselves according to the supervision plan, and in order to be able to scan or regularly look around the area to observe children in the environment. Educators ensure close proximity to children who may require additional support.</p>
<p><b>Practicing awareness</b> Requires knowledge of individual children- knowing each child’s range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps Educators to monitor and enhance skills that promote children’s agency.</p>
<p><b>Being alert to the surrounding environment</b> Involves Educators regularly glancing around the outdoor and indoor area and listening carefully to volume and tone of children’s voices. Children who are not in an Educator’s direct vision are still able to be supervised and responded to immediately if required.</p>
<p><b>Using redirection</b> Children can be redirected to other areas or activities when they are unable to problem solve on their own or undesirable behaviour is imminent or likely to occur. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.</p>
<p><b>Provide close supervision</b> In areas that may pose a potential risk to children’s health and safety. Educators are required to evaluate the situation and determine if intervention is required depending on the age and ability of each child. Sometimes, a child needs reassurance to explore and take appropriate risks with the support of an adult. Educators must be aware of ‘blind spots’ within different environments.</p>
<p><b>Consideration of all children</b> Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that different levels of supervision are relevant and responsive to each child’s developmental needs.</p>

<p><b>Consistent supervision strategies</b> Support a positive, inclusive approach to children's ability to make responsible and appropriate decisions about their behaviour, interactions with others and their learning.</p>
<p><b>Actively supervising hygiene practices</b> Supervising and modelling appropriate practices such as hand washing, use of hand sanitiser, cough and sneeze etiquette assists in ensuring the health and safety of children and staff.</p>
<p><b>Observation and engagement</b> Being responsive to children's supervision needs and engaging in opportunities to promote independence and learning.</p>
<p><b>Communication and collaboration</b> Ensuring all staff are aware of the needs of individual children and the supervision they may require in any given situation or environment. Communicating when changes in supervision occur due to a range of variations- collecting resources, visiting the bathroom, attending to an individual child's needs.</p>
<p><b>Health and Safety</b> Ensuring effective supervision of children due to illness or injury. Children must be closely supervised and kept safe, comfortable until their parents/guardian is able to collect them from the service.</p>
<p><b>Clear supervision plans</b> Ensuring all staff (including relief staff) understand supervision plans and procedures to ensure the safety of all children</p>
<p><b>Self-reflection</b> Consider your own supervision practices (observation skills to anticipate times when children may need closer supervision)</p>