

SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. *“At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.”*

(Victoria Department of Education and Training, 2010, p.1). Effective supervision allows educators to actively engage in play and learning opportunities that are meaningful to children and support their wellbeing, development and learning.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
132	Requirement for early childhood teacher- centre based services 25-59 children
133	Requirement for early childhood teacher- centre based services 60-80 children
134	Requirement for early childhood teacher- centre based services- more than 80 children
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based
CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority

PURPOSE

Educators have a duty of care to ensure children are supervised at all times, maintaining safe and secure environments whilst adhering to Education and Care Services National Law and National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

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.

SCOPE

This policy applies to Management and Educators of the Service.

IMPLEMENTATION

Management will ensure:

- that the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children
- 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.
- 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*.
- educators under eighteen years of age may work at a centre-based Service only if they are adequately supervised by an educator over the age of 18 at all times and are not left alone
- legislative requirements regarding minimum educator qualification requirements, including how many educators are to be early childhood teachers, are recognised, adhered to according to are usually exceeded at Highland Grove
- the Service 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 at the Service.

Management and/or the Nominated Supervisor will:

- ensure that all educators are aware of where all children are at all times and monitor their environment closely
- ensure educators are able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation

- develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the Service and on excursions
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- ensure educators are aware that if they need to move away from children, another educator is to replace them. (e.g., collecting additional resources or attending to an individual child's needs)
- 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 bathroom and nappy change facilities. The supervision plan will be displayed in the outdoor area.
- develop, maintain and regularly review a supervision plan, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- ensure educators avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks
- ensure educators are positioned to allow them to observe the maximum area possible
- ensure that voluntary workers, students and trainees only carry out nappy changes and assist children with toileting accidents under the supervision of an educator, until the time that this has been reviewed and approved by a room leader of the director.
- ensure educators move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators
- adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols
- 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.

Educators will:

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment at all times
- communicate and collaborate with others to ensure the effective supervision of children within the Service
- alert other colleagues 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)
- adhere to an outdoor supervision plan, assisting colleagues to position themselves in order to effectively supervise children's play.
- implement vigilant supervision strategies for hygiene requirements including:
 - regular handwashing

- toileting
 - cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- regularly evaluate the efficiency of the supervision plan and make changes as required
- ensure any educator under the age of 18 years old is never left alone with children
- **ensure that at least one other educator is within sight when working with children and when supporting children with toileting/hygiene routines**
- 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.
- communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- maintain correct ratios adhering to the Education and Care Services National Regulations throughout the education and care environment
- providing flexible rostering of supervision depending on the age of children and needs of individual children
- promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- actively engage with children to support their learning whilst actively supervising and observing children
- ensure that all children are in sight or hearing of educators at all times
- ensure that no child is left alone while eating or at nappy change and toileting times
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- ensure that hazardous equipment and chemicals are inaccessible to children
- Ensure that doors with high handles, such as storerooms and staffrooms are not propped open.
- Ensure that outdoor sheds are locked when staff are not accessing for set up or to collect equipment.
- 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.

Consideration will be given to the design and arrangement of children’s environments to support active supervision by:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased (e.g., carpentry, water activities, climbing)
- guiding educators to make decisions about when children’s play needs to be interrupted and redirected
- supporting educators with specific strategies for supervision such as positioning, peripheral vision and monitoring children’s arrival and departure from the service
- providing consistent supervision strategies when the Service requires relief educators.

Source

Australian Children’s Education & Care Quality Authority. (2014).

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Revised National Quality Standard. (2018).

Tansey, S. (2005). Supervision in children’s services [Putting Children First, the Newsletter of the National Childcare Accreditation Council], Issue 15, p. 8-11.

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<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>

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