

SUPERVISION POLICY

AIM

To ensure all children are protected from harms and hazards that may arise in their daily routines (food, sleep, play, transitions between spaces) and interactions with others. Educators have a duty of care to ensure children are supervised at all times, maintaining a safe and secure environment adhering to National Regulations.

IMPLEMENTATION

Leadership will:

- Ensure all staff on-site are familiar with this policy and that Team Leaders are implementing the policy in their spaces.
- Ensure premises, facilities and resources are designed and maintained to allow supervision of children at all times while maintaining the rights and dignity of all children.
- Inform regulatory authorities (Education Standards Board and Department for Education) any time there is a serious incident including those related to breach of supervision plans or lapse in supervision.
- Provide professional development to staff that focuses on proactively supporting challenging behaviours and risk minimization strategies for all children.
- Recognise and uphold minimum educator qualification requirements as legislated.
- Ensure continuity of care by ensuring primary caregiving roles are full time whenever industrially possible and allocating relief shifts to educators who are familiar with children wherever possible.
- Roster for adequate supervision at all times when children are being care for and educated at the Centre including during outings and excursions.
- Oversee rostering to maintaining required educator-to-child ratios, based on the ages and number of children being educated and cared for at the Centre.
- Aim to roster to the Centre's preferred above required educator to child ratios.

Age group	Legal ratio	Centre ratio
Birth to 24 months	1:4	1:3
24 to 36 months	1:5	1:5
36 months to Preschool age (4 years)	1:10	1:8
Preschool age (4 years to 6 years)	1:11	1:8

Team Leaders will:

- Ensure all educators are aware of all children and where they are in the environment
- Ensure educators avoid activities or actions that will distract them from supervision while on the floor (i.e. lengthy conversations with other educators, complex phone calls with families, checking personal phone, completing administrative/non contact tasks). If these tasks need to be completed, educators should be directed off the floor and another educator nominated to take over their supervision role.
- Ensure educators communicate with each other and the team leader if they need to move away from children or out of the space/into another room.
- Position educators in their Playspaces at key times and according to the room supervision plan at other points in the daily routine to allow them to watch the maximum area possible.
- Ensure educators are regularly scanning the room while in their Playspaces or supervision plan positions.
- Complete a risk assessment or oversee educator completing a risk assessment prior to all excursions outside the Centre as per the Department for Education procedure (**see 'Excursions and Outings policy'**). The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the outing/excursion.

Educators will:

- Be aware of this policy and their role in the room's supervision plan and related procedures around supervision routines (sleep plans, outdoor play, nappy change, toileting, food service).
- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Be aware of where their Playspace is during key times of day and what their role is in the room's supervision plan.

- Communicate with other staff when they are moving from their designated spot in the supervision plan to ensure other staff are covering as needed.
- Direct relief staff to Playspaces and supervision points as outlined in the room's supervision plan.
- Inform new and relief educators about supervision arrangements, outlining their responsibilities.
- Ensure new and relief educators work in indoor and outdoor environments with experienced core educators.
- Arrange the education and care environment to maximize the ability of educators to supervise all areas accessible to children. Yard and room checks will focus on ensuring there is a clear view of the gates, fence line and doors.
- Use supervision skills to recognize areas of risk and take steps to remove hazards or any measures to reduce the potential for injury or incident to children and adults.
- Make informed decisions about when children's play needs to be interrupted and redirected.
- Provide consistent supervision strategies when the Centre requires relief educators including discussion with team leader and whole room team about modifying routines or activities to maintain supervision.
- Provide direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognise when the ratio of educators to children may need to be increased.
- Maintain correct ratios adhering to the National Education Regulations and site ratios, including ensuring there is enough staff coverage to maintain supervision roles within room's supervision plan and in core routine procedures (i.e. nappy change, toileting, sleep times, meal times).
- Ensure all children are in sight and hearing at all times.
- Follow policy and procedure around supervising children during meal times with emphasis on procedure for serving children with allergies.
- Supervise children during rest time in accordance with the Safe Sleeping policy.
- Be aware of which children have individual support plans in place and require additional supervision for positive behavior guidance.
- Ensure that hazardous equipment and chemicals are stored safely and inaccessible to children.
- Ensure that experiences that present known hazards (water play, any experiences with a current risk assessment or where it would be reasonable to create a risk assessment) have adequate supervision.
- Scan the environment regularly while interacting with individual children or small groups.
- Complete a sweep of the space they are leaving when moving from the outdoor environment to the indoor environment or vice versa as well as when leaving store rooms, sheds, laundry or any other enclosed space that an educator may move in and out of during the course of their care and education duties.
- When visiting a different space in the site (moving to the group room, parent café, visiting a different childcare room) or going for an outing, write a list of children who are going. This list must be copied and taken by the educator moving with the children and another copy left with the room so the remaining staff know where each child is. This supports the moving educator to have the right number when performing head count and the educators in the room to know who is not present in the room.
- Perform a head count when moving to different rooms in the Centre or moving to an outing. Head counts should be completed before leaving each room and when arriving in each new space.
- Notify families as soon as practicable but within 24 hours if their child is involved in a serious incident at the Centre. Details of the incident/injury must be recorded on the Incident, Injury, Trauma and Illness Record and passed to Leadership for reporting to regulatory authorities.

EVALUATION: *This policy is seen to be working effectively when adequate supervision is in place during all parts of the day where children are present in the education and care environment.*

National Quality Standards: 2.2.1. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Implemented: 27th September 2021

Reviewed: -

Next Review: September 2022