

Policy Statement

This policy acts to ensure that:

- All educators and Coordinators are aware of the importance of supervision in Out of School Hours Care and Family Day Care to reduce the risk of harm to the children

Explanation

Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Adequate supervision is the consistent and present engagement with children.

The meaning of working directly with children is defined by the Education and Care Services National Regulations as,

“A person is working directly with children at a given time if at that time the person— (a) is physically present with the children; and (b) is directly engaged in providing education and care to the children.”

Supervision can prevent and reduce accidents through early detection of potential harms and hazards and an awareness of the children, and their activities. We prioritise regular assessment of supervision practices in order to increase educators' awareness of their duty of care and to continuously improve supervision procedures.

Definitions

Active Supervision

To provide effective supervision educators need to be conscious of the physical environment and attuned to the needs of individual children

Arrange the Environment

Arrange the environment so that open sight lines are created to make supervision easy

Position Educators

Plan where educators are placed so that they can see and hear all of the children, move around to gain the best view possible of children

Scan and Account

Continually scan the environment so educators know where everyone is and what they are doing

Listen

Actively listening enables educators to immediately identify signs of potential danger and opportunities for learning

Policy Created
February 2016

Policy Last Updated
September 2024

Policy Review Date
August 2026

Anticipate Children's Behaviour

Use knowledge of each child to predict what they might do, knowing what to expect means educators are better able to protect children from the risk of harm

Engage and Extend

Use knowledge about each child to plan experiences that engage their curiosity and wonder

Goals

- At each of our Services we maintain a safe and secure environment where children are free to explore and learn more about their world
- The Approved Provider, Nominated Supervisor and educators are familiar with regulatory requirements and standards regarding supervision
- The education and care service encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within each education and care environment
- Country Children's Early Learning is committed to complying with the Education and Care Services National Regulations to ensure:
 - Adult /child ratios are maintained at all times
 - Children are supervised at all times
 - Consideration is given to the design and arrangement of children's environments to support active supervision
 - Supervision is used to reduce or prevent injury to children and adults
 - The need for increased supervision when children are involved in high risk activities e.g. an excursion near a significant water hazard is acknowledged and understood

Strategies

The Approved Provider will:

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children
- Ensure that all educators employed by the Service understand their roles and responsibilities in regards to the supervision of children
- Ensure that the age and supervision requirements for educators are maintained at all times
- Any educators who are under eighteen years of age may work at centre-based services, provided they do not work alone and are adequately supervised at all times by an educator who is over eighteen years of age

- Ensure that Family Day Care Educators solely provide education and care to children enrolled in the Service
- Children are not left alone with persons who do not have authority to provide education and care for the Service
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premises
- Ensure that policies and procedures address supervision clearly
- Ensure that the National Regulations specification are met in regard to the number of educators required to educate and care for children and the qualifications of these educators

The Nominated Supervisor For Centre Based Services will:

- Carefully plan 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 that all educators employed by the Service understand their roles and responsibilities in regards to the supervision of children
- Ensure that all educators understand that when a Coordinator or CCEL Management visit the service that supervision responsibility remains with the educators who are rostered on and signed in on the WDWK Record
- Conduct and review risk assessments and make professional judgment to determine approaches to supervision. Consideration will be given to the environment, the children, and the context of activities the children participate in
- Develop and review Supervision Plans for each Service to provide guidance for the placement of educators for adequate supervision of children
- Develop, monitor and review systems for each Service that enable the supervision of children's movements between the indoor and outdoor areas
- Give directions to Responsible Persons and educators at each Service in regards to movement and positioning for supervision at each session
- Make clear their role when visiting Services is to provide support and monitoring to the Responsible Person and educators. Nominated Supervisors are not to be counted in the staff to child ratio unless it has been clearly communicated, documented on the roster and they have signed in as Working Directly with Children
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion

The Responsible Persons For Centre Based Services will:

- Review daily rosters to ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service, including during regular outings and excursions
- Be aware of risk assessments and make professional judgment to determine approaches to supervision. Consideration will be given to the environment, the children, and the context of activities the children participate in during each session
- Be aware of changes in the Service environment during sessions of care and make adjustments to instructions to educators and supervision as required
- Follow the Supervision Plans for each Service to provide guidance for the placement of educators for adequate supervision of children
- Openly communicate and collaborate with team members to ensure children are supervised effectively
- Ensure that when Service Coordinators or CCEL Management are visiting the service, that supervision of the children remains with the educators who are rostered on and signed in on the WDWC Record
- Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children
- Follow, monitor and contribute to the review systems for each Service that enable the supervision of children's movements between the indoor and outdoor areas
- Give directions to educators at each Service in regards to movement and positioning for supervision at each session
- Sign each child in and out of care when guardians are not present and sight each child as they are marked present or marked when authorised to leave the Service
- As children arrive at or leave the service check in Kidsoft that guardians have correctly signed their child/ren in or out of care, sign in or out any children that the guardians have not signed in or out
- Remind guardians of their responsibility to sign children in on arrival and out upon departure
- Conduct roll marking every hour of each session to ensure regular face to name checking for each child
- Contribute to risk assessments carried out before an authorisation is sought for an excursion
- Where services have toilet and bathroom facilities outside of the room being used for OSHC, ensure that children are escorted to the facilities to ensure supervision is maintained
- Review in conjunction with the children indoor and outdoor supervision plans that outline the best placement of staff when supervising these areas

Educators at Centre Based Services will:

- Understand what “Active Supervision” means
- Openly communicate and collaborate with team members to ensure children are supervised effectively
- Ensure that supervision responsibility stays with them, even when Service Coordinators or CCEL Management visit the service
- Document a flexible supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children’s play. Take 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 bathrooms
- Promote children’s agency and participation in genuine decision making
- Ensure that supervision arrangements support observation and active engagement with children to support their learning
- Educators must supervise children at all times, having regard to their ages and physical and intellectual development and to the activities in which they are engaged
- Listen carefully to children and note any changes of tone or volume in their voice, noting these changes can assist in supervising children who may not be in direct vision
- Evaluate situations to determine the potential risks and benefits for children’s health, safety and wellbeing. 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
- Follow the Services Supervision Plan and seek guidance from the Responsible Person if further guidance is required
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children with particular focus on gates, the fence line, and doors during arrival and departure times
- Be aware of the importance of communicating with each other about their location within the environment, as well as individual children who may need closer monitoring
- Use the Service Walkie Talkie’s to communicate across large spaces
- Ensure that correct child to educator ratios are maintained throughout the education and care environment
- All children will be in sight or hearing of educators at all times, no child will be left alone while eating or at toileting times
- Supervise children during rest periods, children will be positioned and supervised according to the Sleep & Rest Time policy

- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful, educators will encourage children's independence while respecting individual's growing need for autonomy and privacy
- Scan the environment while interacting with individuals or small groups., educators will position themselves to maximise their view of the environment and the children's play
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children
- Educators must not pass the responsibility of the supervision of any child to any person other than a parent of the child or a person authorised by a parent to have the care of the child
- Ensure interactions with children are respectful and meaningful, and challenge each child's skills and awareness of the world
- Plan children's activities to ensure that monitoring and supervision can be maintained with consistent strategies to minimise potential dangers to children

The Nominated Supervisor For Family Day Care will:

- Conduct an Annual Risk Assessment on each Family Day Care Home or Venue and review the Home Usage Agreement
- Ensure that all Family Day Care Educators registered by the Service understand their roles and responsibilities in regards to the supervision of children
- Conduct risk assessments and make professional judgment to determine approaches to supervision. Consideration will be given to the environment, the children, and the context of activities the children participate in
- Give feedback and support to educators in regards to movement and positioning for supervision in the home or venue during regular visits
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion

Family Day Care Educators will:

- Follow their Home Usage Agreement at all times
- Educators must supervise children at all times, including while they are asleep, having regard to their ages and physical and intellectual development and to the activities in which they are engaged
- Educators must not perform other duties or work whilst Family Day Care Children are in their care
- Educators must not pass the responsibility of the supervision of the child to any person other than a parent of the child or a person authorised by a parent to have the care of the child
- Educators must notify Country Children's Early Learning Pty Ltd prior to making any physical changes to their home or venue environment that may affect supervision
- Supervision management strategies need to be outlined for all excursions on the Regular Outing and Excursion Risk Assessment and approved by Country Children's Early Learning Pty Ltd
- Educators need to consider adequate supervision practices when required engaged in conversations with families or if required to use the telephone

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Coordinators accessing current relevant information
- Approved Provider, Coordinators and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

LINKS TO:

- **Education & Care Services National Law**
Sections 165, 167, 169, 174
- **Education & Care Services National Regulations**
101(2)(f), 115, 120, 123, 168(2)(h), 176
- **National Quality Standards/Elements:**
2.1, 2.2.1
- **Child Safe Standards**
1, 2, 3, 4, 5, 6,7, 8, 9,10

SOURCES

- Education and Care Services National Regulations - December 2021
- Education and care Services National Law - January 2022
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations - October 2017
- Guide to the National Quality Standard - January 2020
- Implementing the Child Safe Standards: A Guide for Early Education and Outside School Hours Care Services, NSW Department of Education, 2021
- A Guide to the Child Safe Standards, NSW Office of the Children's Guardian, 2020
- ACECQA – FDC Approved Provider compliance responsibilities – October 2017
- Be You
- My Time Our Place: Framework for School Age Care in Australia
- ECA Code of Ethics
- United Nations Convention on the Rights of the Child
- Active Supervision: Ensuring Safety and Promoting Learning ACEQCA Factsheet
- The Children's Hospital at Westmead
- Kidsafe (NSW), Home Safety Factsheet

LINKS TO OTHER POLICIES:

- Acceptance & Refusal of Authorisations
- Assessment & Reassessment of Residences & Venues
- Child Protection
- Child-Safe Environment
- Communication
- Curriculum
- Delivery & Collection of Children
- Enrolment & Orientation
- Inclusion & Diversity
- Interactions with Children
- Monitoring, Support & Supervision
- Philosophy
- Registration & Assessment of Educators
- Registration & Engagement of Educator Assistants
- Regular Outings & Excursions
- Safe Transportation of Children
- Socialisation and Positive Behaviour Guidance
- Sole Educator
- Staff Code of Conduct