

Supervision

QA2 Health & Safety

Policy Statement

We aim to protect the health, safety and well-being of enrolled children attending our service by ensuring the environment is maintained in a suitable manner and children are adequately always supervised.

Educator to child ratios will be maintained in accordance with the *Education and Care Services National Regulations 2012*, whenever the service is caring for enrolled children. Additional educators will be rostered when a need for additional supervision is identified.

Active supervision strategies will be employed to ensure all children's health, safety and wellbeing is maintained at all times during the hours-of-service operation. Supervision strategies will depend upon the age of the children and the activities in which they are involved in. However adequate supervision means that they will be always within sight or sound of an educator.

Rationale

Each child is a precious and sacred gift from God who has the right to participate in our program in a safe manner. Supervision procedures optimise the safety and well-being of our enrolled children and safeguard educators as they execute their duty of care to children and families.

Quality Area 5 of the National Quality Standard highlights the importance of *relationships with children* so supervision at our service does not *just* involve keeping children physically safe but also involves warm, responsive interaction between educators and children.

Under section 165 of the *Education and Care Services National Law (WA) Act 2012* it is an offence to inadequately supervise children.

Procedures

Considerations for Supervision

Our levels and types of supervision will be adapted according to:

- group size;
- the roster,
- the experience of educators and their knowledge of the children in their care;
- individual characteristics, developmental level, and age of the children;
- the types of activities occurring and the children's previous experience of the activity;
- potential hazards within the environment;

- the time of day

Supervision Plans

Supervision plans are displayed in each environment and provide a clear guide to educators on how they are to best supervise children in each environment. Supervision plans are designed specific to each area, e.g., indoor, outdoor, and provide a visual expectation on where educators should be placing themselves to ensure effective supervision of all children. It's important to note that it is not the expectation that educators stay placed in one spot, but rather consider their placement so that they are flexible in engaging with children and meeting their needs, whilst having an extensive range of supervision and can note the whereabouts of all children in their care.

Active Supervision

Active supervision is essential for creating an environment that is safe and responsive to children's individual and group needs. Good supervision will assist in reducing any potential accidents or incidents and allows staff to interact meaningfully with the children. Our active supervision strategies will enhance children's learning and development by supporting play experiences as required, assisting in the development of positive relationships, and informing ongoing assessment and future planning.

Teamwork & Communication

Effective supervision involves the collaboration and open and ongoing communication amongst all educators rostered on to care for children. This includes communication prior to the session commencing, throughout the session and after the session has concluded. Educators should discuss and determine how they will be playing their role in following the supervision plan, to ensure all 'blind spots' are covered. Roles and responsibilities should be clearly understood. As children move between environments or are collected from the service, educators will communicate with each other using walkie-talkies.

Duty of Care

Educators, including relief staff, will be fully inducted in their duty of care responsibilities to children and understand how this duty relates to the supervision of children.

When educators are on duty they are responsible for the supervision of the children in their care. This requires that each child is within sight and/or always hearing of an educator.

In accordance to the *Education and care Services National Regulations 2012* no educators under 18 years of age will be left supervising children without the presence of another staff member (over 18 years of age).

Strategies for Policy Implementation

Staffing

The Nominated Supervisor will ensure rosters are created to ensure the service maintains, at a minimum, the educator to child ratios and qualifications defined in the *Education and Care Services National Regulations 2012* at all times the service is caring for enrolled children.

Despite minimum staffing requirements outlined in the *Education and Care Services National Regulations 2012*, the Nominated Supervisor will ensure that a minimum of two educators are rostered on duty at all times children are in attendance at the service or on an excursion from the service.

Each educator included as part of educator ratios will work directly with enrolled children for the times they are rostered. When a rostered educator is required to perform duties away from children that educator will be replaced by another suitably qualified educator to ensure ratios are met and adequate supervision is provided.

Additional educators or volunteers will be utilised when educators planning activities identify a need for additional supervision such as for challenging activities or excursions.


Physical Environment

The physical environment will be arranged to support the active supervision of children (See also *Establishing a Protective Environment Policy*). Educators will follow the visual supervision plan to ensure they know the risk areas and where to be situated to minimise it.

Daily Supervision Strategies

Educators will embed the following strategies to facilitate the adequate supervision of children:

- Always face children and position themselves in the physical environment to allow for maximum observation of the area they are responsible for supervising;
- Be aware of how many children are in their care, who they are and their care requirements including allergies etc.
- Conduct and record regular head counts – every 30 minutes
- When entering or leaving ANY area (indoor/outdoor) or doing free flow, do a roll call of ALL of the children to ensure that everyone is accounted for.
- Ensure that you provide activities that children can easily be engaged in and require minimal supervision.
- Keeping an eye on large groups of children by scanning and regularly looking around the area;
- Be aware of potential hazards so that you prevent accident form occurring. Ie, running, slipping, overstimulation.
- Being alert to sounds that may indicate a problem or need for intervention or assistance;
- Anticipating what may happen next when watching children's play, and being prepared to intervene when there is a potential danger;

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- Being near children to supervise high risk activities such as woodwork or cooking and be aware of the risk assessment prepared for these activities.
 - Identifying planned activities that require additional educators or volunteers to support safe delivery;
 - Regularly inspecting the environment to check for hazards;
 - Be vigilant during children's departure from the service and being aware of the people authorised to collect the child.
 - Educators on duty will not undertake cleaning or administrative duties except where this involves undertaking minor incidental duties such as marking the role for a care session or carrying out minor cleaning duties arising directly from the care of an enrolled child.
 - Experienced educators who are familiar with the children, the services facilities and procedures will be rostered to open and close the service. They will complete the opening and closing checklist together.
 - When educators are finishing their shift, they will ensure colleagues who are closing the service are aware of which children are still in care and of any information to be shared with the person collecting the child.
 - The Nominated Supervisor and educators will regularly evaluate supervisory practices for effectiveness as part of their critical reflection meetings and at the audits.
 - Staff will not leave the Centre prior to 6pm even if all the children have left, to ensure that all children are accounted for.

References

Australian Children's Education and Care Quality Authority (2012), *Education and Care Services National Law (WA) Act 2012*, ACECQA, NSW

Australian Children's Education and Care Quality Authority (2012), *Education and Care Services National Regulations (WA) 2012*, ACECQA, NSW.

Australian Children's Education and Care Quality Authority (2017), *The Guide to the National Quality Framework*. February 2018, ACECQA, NSW.

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