



Policy and Procedure

Document Name:	Supervision of Children
Review Dates:	24/02/2022; November 2025
Review Cycle:	3 years
Approved By:	CELIC Director
Approval Date:	31/05/2019; 19/11/2021; 30/11/2022

SUPERVISION OF CHILDREN

1. POLICY STATEMENT AND/OR PURPOSE

Catholic Early Learning and Care is committed to complying with the educator/child ratios in accordance with the current legislation and ensuring children are adequately always supervised. Services will consider the design and arrangements of children’s environments to support adequate supervision. Educators will use supervision skills to reduce or prevent injury or accident to children and adults. Consistent supervision strategies will be provided when service requires relief staff or at the introduction of new staff. While acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.

2. APPLICATION

This procedure applies to all Catholic Early Learning and Care services in the Diocese of Cairns.

3. PROCEDURE

Nominated Supervisor/Responsible Person Responsibilities

- Ensuring Educational programs are based on developmental needs, interests, experiences of each child.
- Considering individual differences of each child, supervision and safety of children.
- Ensuring children are adequately supervised and not subject to inappropriate discipline.
- Protected from harm and hazards.
- Organising excursion approvals and maintaining current risk assessments.
- Ensuring children do not leave the premises except in accordance with the National Regulations (e.g. with a Parent/Guardian, on authorised excursion or for emergency medical treatment)
- Support the application of first aid and medication.
- Ensuring staff ratios and qualifications are maintained and appropriate training is available.
- Ensuring that Child Protection training is available and up to date for all staff.
- Ensuring Parents/Carers of a child may enter premises at any time, except where entry would pose a risk to the safety of the child and staff, or where there is a court order denying access.
- Maintaining adequate health and hygiene practices and the safe handling, preparing and storing of food to minimise risks to children.
- Ensuring Ratios of Educators to children are maintained in accordance with the Education and Care Services National Regulations 2011 and relevant risk assessments.

- Providing all staff including casual educators with information and training on adequate supervision.
- Educators under 18 years of age must be supervised at all times.

Management Responsibilities:

Under the Australian National Quality Framework, Early Learning and Care Services are required to meet legislative requirements in staffing and the supervision of children.

- Ensure all children are protected while enrolled at the service and receive quality education and care.
- Maintain the maintenance of premises and equipment.
- Employ Educators with relevant qualifications, including current Blue Cards.
- Provide appropriate and accountable record management.
- Comply with current legislation as the Approved Provider.
- 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 premise.

Educator Responsibilities

- Educators' responsibilities are to ensure adequate supervision and adherence to the Code of Conduct to see harm does not occur whilst children are in care.
- Positioning yourself to be actively engaged in supervision of children in the environment. Ensuring that children are always within sight and sound of educators. Wherever possible do not have your back to children.
- Scanning and head counting children regularly and being aware of changes to play.
- Anticipating risks and hazards.
- Engaging and redirecting children if behaviour or environment becomes unsafe.
- Completing daily risk assessments of environments prior to children's use.
- Balancing experiences to ensure risk is minimised and there are sufficient Educators to attend to children's needs.
- Ensuring routines and programs consider what method of supervision is suitable for high-risk experience, those being commenced by a child for the first time, new enrolments, mixed aged groups.
- Setting up a range of experiences and choices for quiet and active play that limit congestion, long waiting periods. Adjusting the program to accommodate unexpected factors.
- Identifying high risk children who require extra supervision.
- Encouraging children's autonomy in setting up games and that everyone understands the rules and expectations.
- Interactive quality supervision is essential to ensure children are safe and engaged with educators and other children and to promote learning during play and transition times.
- Interactive supervision assists in reducing behaviour issues.
- Educators working as a team, sharing the responsibility.

Duty of Care

- To be responsible for the wellbeing of children in our care
- To show due care and attention to minimise the possibility of harm
- To meet National Quality Standards, Regulations and National Law

- To adequately supervise and engage with children at all times

Active Supervision of children

Active supervision means that an educator can respond immediately, including when a child is distressed or in a hazardous situation. Supervision is constantly observing and relating to individual children and groups of children contributing to their safety and wellbeing. Supervision involves more than preventing or responding to potential or actual harm and hazards. It requires the educator to be actively involved with children and have knowledge of what each child is doing at any given time of the day. Educators will become familiar with the ages, personalities, behaviours and characteristics of the children in their care.

Planning for Supervision

Educators should refer to their Centre's Supervision Maps, as displayed. Active supervision requires teamwork and constant communication among all educators. All areas available to children in all service types must be supervised. All Educators must be alert to and aware of what is going on around them. Educators must be alert to the potential for accidents, injuries and other harmful incidents throughout the whole service, not just within their own immediate area.

4. BREACHES OF THIS POLICY

Appropriate disciplinary action will be taken against a person who is found to have breached the requirements contained within this document. Action taken will depend on the nature and circumstance of each breach and could include: an official warning and note on the individual's personnel file; a formal written and/or verbal apology; counselling; demotion; transfer; or suspension or dismissal for very serious matters.

5. ENQUIRIES

Catholic Early Learning and Care Director - admin@cclc.catholic.org.au

6. SEE ALSO

Legislation

- Education and Care Services National Regulations 2011 - Regulation 168 2 (h)
- Education and Care Services National Law Act 2010

APPENDIX - STRATEGIES

7. APPROVAL



Alison Forster
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Catholic Early Learning and Care
Date: 30/11/2022

Appendix

STRATEGIES FOR ACTIVE SUPERVISION

Positioning:

- Do I have my back to any of the group?
- Are new or high-risk experiences being introduced and where will I stand/sit during these experiences
- Is there a student/volunteer to be considered?
- Are there areas that are out of sight?

Scanning:

Effective scanning assumes that educator:

- Can see the entire supervision area.
- Know what they are looking for.
- Know how to respond to a child in difficulty

Different Scanning techniques:

- Head counting-try to count the number of children in each area on each scan. When the number changes, find out why.
- Mental filing – on successive sweeps, build children's profiles that take note of ability, skill, activity or other relevant factors. Track changes in child behaviour or activity on each scan.
- Tracking – notify other educators as children move from one supervision area to another, monitor children leaving the group temporarily (e.g. toileting)

Listening:

- Educators need to be aware of children and the noises they make e.g. crying, choking, offensive or aggressive language, silence.

Setting up Environment:

- Consider supervision positioning during equipment set up.
- Knowledge of children allows educators to anticipate and provide a safer and more meaningful education experience.
- The Nominated Supervisor needs to consider educator familiarity and skill range to provide the most effective supervisory arrangements.

Transitioning Groups of Children:

- When are children transitioned throughout the day?
- What types of transitioning strategies do educators implement? How do these strategies complement the active supervision of children?
- Are there potential risks when transitioning children? How can the service develop risk management strategies to eliminate or reduce the potential risks? For example, transitioning children from the parked car or bus to the service's entrance.

Services should consider the following reflective questions:

- How can play and learning experiences assist educators to adequately supervise children and minimise the risk of harm and injury?

Limit Settings:

- The services can state how children are actively involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the reasons for limits and acknowledge the consequences when limits are not adhered to. This supports supervision because it allows educators to give reasons to children to explain why supervision is important.
- Educators should assess each play scenario in accordance with the child's development and adapt supervision strategies to meet the individual needs. For example, younger children require more active supervision throughout the care period than older children.
- Services should be aware that older children require time, privacy and the space to be independent. Educators should develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit settings.

SUPERVISION STRATEGIES

Eating:

- Educators will model and promote safe, healthy and hygienic eating habits by talking to children about safe food practices e.g. sitting while eating
- Educators will supervise and advocate children in safe eating practices during all mealtimes.

Injury and Incident:

- When an accident occurs, Educators will implement and follow first aid guidelines.
- In caring for the injured child, Educators will ensure continued supervision practices are carried out to monitor the safety of all children.
- If necessary, an educator will travel with the child by ambulance. If educator to child ratios are insufficient, the Nominated supervisor will immediately attempt to source an extra educator or call their Operations Manager

Rosters and Practices:

- Educators roster will ensure that educator to child ratios are maintained in accordance with Education and Care Services National Regulations 2011 and relevant risk assessments
- Roster will indicate that at all times of operation there is an educator qualified in first aid.
- Educators on shift changes, leaving for tea breaks, and at commencement and finish of shift, will work with each other to receive a brief hand over. Informing other educators of potential supervision concerns will assist the changeover.

Educators will inform each other when they need to leave an area they are supervising.