



## Supervision Policy

**Policy Number:** 32  
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### Rationale and Policy Considerations

The service understands it has a duty of care to ensure that children are provided with a safe, secure education and care environment that is effectively supervised. Educators have a duty of care to ensure that all areas accessible to children are safe, free from hazards, and adequately supervised by sufficient numbers of educators. The type of supervision required is dependent on the type of activities that children are participating in, the specific environment and its possible hazards, and the age, needs and propensities of the individual children.

It is a requirement under the Education and Care Services National Law (WA) Act 2012 that all children being educated and cared for by the service are adequately supervised at all times that the children are in the care of that service, and that children must be protected from harm and hazards.

### Legislation and Government Requirements

- Education and Care Services National Law (WA) Act 2012.
- Education and Care Services National Regulations 2012.

### Needs

#### Children's

To be able to learn and grow in an environment that ensures potential risks are recognised and appropriate supervision provided to allow children to explore and push the boundaries of their abilities.

#### Families'

To feel confident that their child is in a safe secure environment and adequately supervised by qualified educators at all times.

#### Educators

Sufficient educator to child ratios to ensure adequate supervision at all times; special plans for beginning and end of day and lunch time periods when educator levels may be reduced; well designed play space that maximises supervision; understanding of duty of care responsibilities towards children; training in supervision skills.

#### Management

To feel confident that supervision of children is maintained by all educators/staff at all times; all educators/staff undertake their duty of care responsibilities to children diligently and consistently.

### Scope

This policy is written for children, families, staff and visitors of Lifestreamers Childcare

### Policy Statement

The service will ensure educator supervision of children is appropriate to the activities children are engaged in; the characteristics and developmental level of the children; the setting in which the activities are taking place; the potential risks to children's safety; and the experience, knowledge and skill level of educators.

Educators will engage in active supervision of children by actively watching and monitoring the learning and leisure environment, observing children's play and anticipating potential dangers.

The service's supervision policy is committed to:

- complying with the Education and Care Services National Regulations educator/child ratios;
- ensuring that children are supervised at all times;
- considering the design and arrangement of children's environments to support active supervision;
- using supervision skills to reduce or prevent injury or incident to children and adults;



- guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- providing consistent supervision strategies when the service requires relief educators; and
- acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children need to be increased.

### Policy Principles

- Educators are fully inducted in their duty of care responsibilities to children and understand how this duty impacts on the supervision of children.
- When educators are on duty they are responsible for the direct supervision of children. This requires that each child will be within sight and/or hearing of an educator at all times. Educators will arrange play areas to ensure children can be effectively supervised, and will communicate effectively with each other about the supervision of children i.e. inform each other before leaving the room.
- Educators will adopt the following strategies to ensure children's adequate supervision:
  - be in close proximity to children to supervise activities that involve some risk i.e. wood work activities; cooking; playing on high play equipment etc;
  - always face the children and position themselves to allow maximum observation of the area in which children are playing;
  - keeping an eye on large groups of children by scanning and regularly looking around the area;
  - 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 where there is a potential danger;
  - planning activities and arranging the environment to ensure there are sufficient educators to attend to children's needs;
  - regularly inspecting the environment to check for hazards or potential dangers;
  - being vigilant during children's departure from the service and being aware of the people who have authority to collect the child.
  - Educators will be alert to and aware of potential hazards and risk of injury to children and will use their knowledge of each child to ensure children are adequately supervised at all times.
- Levels of supervision will be adapted in relation to:
  - size of group;
  - number of educators supervising;
  - experience of educators and their personal knowledge of the children;
  - individual characteristics, developmental level, and age range of the group of children;
  - types of activities taking place;
  - children's previous experience of the activity;
  - size of, and potential hazards within the play area;
  - transitions from one activity to another i.e. are children hyped up; excited; tired; just awakening from sleep etc.
- Educators will foster children's independence and competence by supporting children to undertake some activities that involve risk taking. However, educators will always intervene to prevent harm, whenever this is necessary.
- The service will identify circumstances in which increases to the adult ratios above regulatory requirements are needed to improve children's safety. This can include during excursions, when children are playing near large volumes of water (swimming pools or fishponds), or when children are unwell.
- Educators are aware that at times older children require privacy and the space to be independent. Educators will develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit setting.
- Educator/staffing arrangements will allow flexibility within daily routines and supervision of individuals or small groups of children during meal times, sleep or rest times etc.



- The service will roster experienced educators that are familiar with the service's facilities, building and procedures, and know most of the children and families, to open and close the service.
- When educators are leaving for the day they will ensure their colleagues who are closing the service know which children are still in care, any information to be shared with families, or any changes to the person authorised to collect the child that day.
- Educators regularly evaluate supervisory practices, and especially after accidents or incidents, excursions, or the introduction of new activities

### **Staffing Plan**

- The service will establish a Staffing Plan to ensure appropriate levels of supervision are maintained at all times and in accordance with the Education and Care Services National Regulations. This plan will include:
  - Name of the nominated supervisor;
  - Names of those certified supervisors that have agreed to take the role of acting nominated supervisor when the nominated supervisor is not on duty;
  - Relief educator list and procedures for updating this list;
  - List of educators holding a current approved first aid qualification;
  - List of educators that have undertaken anaphylaxis management training;
  - List of educators that have undertaken emergency asthma management training;
  - Absent or indisposed educator procedures
  - Early morning procedures if rostered educators are absent
  - Procedures when educator is required to leave at short notice
  - Procedures for ensuring maintenance of records and updates to educator's clearances and qualifications;
  - Procedure for ensuring educator/staff time sheets are maintained and retained;
  - List of educators for each age grouping within the service;
  - Educator meal and rest break arrangements;
  - Supervision for special activities i.e. excursions; transport; water play; trampolines; play equipment etc.;
  - Supervision of children who are ill, injured, displaying unacceptable behaviour etc.;
  - Induction procedures for new educators/staff.

### **Nominated Supervisor**

- The approved provider will appoint the most appropriately experienced and qualified certified supervisor as nominated supervisor, and will ensure this person has adequate resources and support to achieve their responsibilities for the day to day supervision and control of the service.
- The approved provider will also seek the consent of a number of appropriately experienced and qualified certified supervisors to be available to act in place of the nominated supervisor when the nominated supervisor is not on duty.
- The nominated supervisor will ensure that appropriate educator to child ratios are maintained for each age grouping of children in accordance with the Education and Care Services National Regulations.

### **Absent/indisposed educators**

- The following procedures are in place to cover staff absences
  - If a staff member fails to show up for work:
    - Contact the staff member to confirm if they are delayed or not coming.
    - Contact the Nominated Supervisor to find out if the staff member needs to be replaced.
    - Follow the directions of the Nominated Supervisor, which may include ringing relief staff or contacting existing staff to swap shifts.
    - If Nominated Supervisor or Approved Provider is unavailable, organise relief staff to fill in the required shift.



- At all times ensure the children are being supervised appropriately.
- If a staff member calls in sick;
  - Contact the Nominated Supervisor and follow directions given.
  - If Nominated Supervisor or Approved Provider is unavailable, contact relief staff to fill in shift.
- If a staff member becomes ill or needs to leave for an emergency;
  - Rearrange staff and children to cover the immediate needs.
  - If the Nominated Supervisor or extra staff are not available to come onto the floor, contact relief staff to arrange for the shift to be covered.

#### **Lunch Breaks and Emergencies**

- Between the hours of 11.30am and 2.30pm, the centre operates on reduced numbers while the staff have their lunch breaks. At all times there will be 60% of the required staff on duty.
- During this time, if there is an emergency, the following procedures should be followed:
  - Sick children
    - If a child becomes sick during this time, staff should phone the parents and ask them to come and collect the child immediately as per the health and hygiene policy.
    - The child should be placed in a quiet area of the room to rest until the parent arrives and should not be taken into the office unless the coordinator is available.
    - When the parent arrives, normal sign out procedures should be followed.
  - Injured children
    - If a child has an accident and is injured during the lunch period, staff holding a current first aid certificate should assess the injury to determine if the child needs a doctor.
    - If necessary, call an ambulance and then call the parents notifying them of where the child is being taken.
    - Contact a staff member who is on lunch and ask them to return immediately to the centre.
    - One staff member to travel with the child in the ambulance.
    - Follow normal reporting procedures as per accident policy.
  - Fire or other emergency
    - In the case of a fire or other emergency which requires evacuation, all staff and adults on the premises are required to assist.
    - Follow normal procedures for alerting staff and children.
    - Older children are to hold onto rope and move outdoors with a carer. It is important not to alarm children too much as they may be coming out of a deep sleep.
    - The fire bags are located near the emergency exit and in the office and should be picked up as we walk out the door.
    - The Nominated Supervisor or senior staff member should collect the emergency contact list and a mobile phone before leaving the premises if it is safe to do so. The contact lists are located in the sign-in files and in the office.
    - Move children to the assembly area and follow normal procedure.

#### **Relief Educators**

- A Relief Educator/Staff List will be maintained by the nominated supervisor. The Relief Educator/Staff List will identify each person's qualifications, relevant clearances with expiry dates, dates of previous work at the service and room/age grouping in which they worked. Each person on the Relief List will be contacted regularly to confirm their continuing availability.
- The service will regularly advertise for new relief educators, to ensure the most experienced and qualified persons are available.
- New relief educators will be oriented to the service and invited to spend some time at the service to confirm their suitability. Whenever possible new relief educators will be placed with regular educators and closely supervised.
- The orientation process is;



- Tour of the centre
- Discussion of roles and responsibilities
- Presentation of relevant qualifications, WWC, First Aid etc.
- Reading of the following policies
  - Emergency and Evacuation
  - Visitors, Casual Staff and Students
  - Philosophy
  - Code of Conduct
  - Guiding and Supporting Children's Behaviour
  - Supervision
- Experienced educators will support and oversee relief educators to ensure the maintenance of continuity in the service's practices and standards.

#### **Related Documents**

- **Education and Care Services National Law Act 2010(Vic)** - Section 3(2)(a) and (3)(a); 162; 165; 167; 169; 170; 171
- **Education and Care Services National Regulations:** 84; - 99; 115; 116; 119; 120; 123; 124; 136;; 150-155;
- **National Quality Standard for Early Childhood Education and Care and School Age Care (Nov 2010)** - Element 2.3.1; Element 2.3.2; Element 4.1.1;; Element 5.2.2; Element 7.1.2; Element 7.3.5
- **Early Years Learning Framework for Australia** - Practice: Holistic approaches; Responsiveness to children; Intentional teaching; Learning environments - Outcomes: 2, 3, 4
- **Framework for School Age Care in Australia** - Practice: Holistic approaches; Collaboration with children; Intentionality; Environments - Outcomes: 2, 3, 4
- Absent or indisposed educator procedures
- Early morning procedures if rostered educators are absent
- Educator meal and rest break procedures
- Procedures when educator is required to leave at short notice
- Procedures for ensuring maintenance of records and updates to educator's clearances and qualifications
- Procedure for ensuring educator/staff time sheets are maintained and retained
- Procedure for supervision of children who are ill or injured
- Procedure for supervision of children displaying unacceptable behaviour
- Procedure for supervising children on climbing equipment
- Procedure for supervision of children participating in special activities or excursions

#### **Links to other policies**

- Children's Comfort, Rest and Relaxation
- Confidentiality and Privacy
- Delivery and Collection of Children
- Educational Programs
- Enrolment and Orientation
- Establishing a Protective Environment
- Excursions and Transport
- Guiding Children's Behaviour
- Illness
- Interactions with Children
- Maintenance of a Safe Environment
- Medications and Medical Conditions
- Partnerships and Communication with Families



**Sources**

www.pscalliance.org.au

**Further Sources**

**Cross, C. & Morton, S. - Working to achieve a safe environment - Learning Guide - PSCWA Factsheets -** Retrieved 2 June 2011, from [http://www.pscwa.org.au/getdoc/02f1ca90-bca8-464c-a65d-46663a4f434c/Workingtoachievasafeenvironment\\_000.aspx](http://www.pscwa.org.au/getdoc/02f1ca90-bca8-464c-a65d-46663a4f434c/Workingtoachievasafeenvironment_000.aspx)

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**Morton, S. - Duty of Care Risk Register - PSCWA Factsheets -** Retrieved 2 June 2011, from <http://www.pscwa.org.au/getdoc/71f5d325-7771-48fd-bf75-d42616d268b9/DutyofCareRiskRegister.aspx>

**DEEWR Child Care Service Handbook 2011 - 2012;**

*Section 6.5 - What are my services responsibilities to parents?*

*Section 6.6 - What are my responsibilities to children?* - Retrieved 9 May 2012, from [www.deewr.gov.au](http://www.deewr.gov.au)

**Early Childhood Australia (ECA) (2005) The Code of Ethics -** Retrieved 16 May 2011, from [http://www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html)

**Tansey, S - Supervision in children's services -** extract from *Putting Children First*, the Newsletter of the National Childcare Accreditation Council - Issue 15, September 2005

**UNICEF (n.d.). Fact sheet: A summary of the rights under the Convention on the Rights of the Child.** Retrieved 16 March 2011, from [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

**Document History**

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