

Supervision

Policy Statement

We aim to provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Proactive and planned supervision by trained staff is critical for children's safety and protection from the harm or hazards that may arise in their play and daily routines. A high level of cooperation and communication between staff, building positive relationships with children, families, and Educators will support effective supervision.

Children of different ages and abilities will need different levels of supervision. Young children will require closer supervision, where for older children it is important to balance the need for close supervision with respect for their age and developing independence (*Quality Area 2 | Active Supervision: Ensuring safety and promoting learning – July 2020 ACECQA*).

Policy Considerations

- Children's and Young Persons (Care and Protection) Act 1998
- United Nations Convention on the Rights of the Child
- National Quality Standards/Elements: 2.2.1 (At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.)
- National Quality Standards/Elements: 5.1 (Relationships between educators and children), 5.2 (Relationships between children)
- National Quality Standards/Elements: 3 (Physical Environment)
- Behaviour Management Policy
- Risk Mitigation Plan - Children's Behaviour Management

Procedure

- The physical environment of the service should be arranged in a way that facilitates supervision across all areas of the service while accommodating children's needs for restful and active play.
- Positive behaviour that supports supervision will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- Children are to be given opportunities that balance their need for close supervision with respect for their age and developing independence.
- A minimum educator to child ratio of 1:11 will be maintained across the Service.
- Educators should be advised of Service boundaries and active supervision requirements during their induction and enforce these boundaries.
- Supervision requirements are regularly reviewed. Educator positioning is dynamic and adjusted according to the daily needs of the Service.
- Handheld radios are used to assist educators to communicate supervision needs across large areas.
- Risk assessments are completed for daily hazards and excursions

To assist in maintaining a positive, safe and caring environment:

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Reviewed by:	Natasha Finnigan	Approved by:	Scott Finnigan

EDUCATORS SHOULD:

- Be familiar with the Service environment and arrange resources and activities in the environment to maximise opportunities to observe and assist children during care.
- Consider and communicate with other Educators on how children may use the care environment, including ways they could misuse the environment.
- Move throughout the care environment to position themselves in a way that supports active supervision (e.g. with a clear view of risky activities like playground equipment, facing the main group of children) and continue to change position as needed.
- Communicate with other Educators to adjust positions and move with children to maintain active supervision across all areas.
- Try to anticipate behaviour to engage and redirect children that may put themselves or others at risk.
- Develop Behaviour Support Plans for children that demonstrate significant or ongoing unsafe behaviour
- Work with children with unsafe behaviours to find a strategy that works for them.
- Communicate and follow-up any concerns with parents, service management and the school as appropriate regarding behaviour that may impact the safety of those at the service.
- Conduct regular roll calls or headcounts

CHILDREN SHOULD:

- Know and fulfil their responsibilities including service rules and directions for using and moving through the Service and other environments visited by the Service.
- Develop self-discipline skills to make decisions that support Educators in their safe participation during care.

CONSISTENT UNACCEPTABLE BEHAVIOUR & EXCLUSION FOR UNACCEPTABLE BEHAVIOUR

See *Behaviour Management Policy*

Document Version Control

Version Date	Changes
15/06/2022	Initial Version

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