

SUPERVISION POLICY Regulation 122, 123, 126. Version 1.12

Supervision is an integral part of the whole care and education experience. At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.

Educators have a duty of care to ensure children are supervised at all times, maintaining a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children’s environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and take all necessary steps to prevent or minimise injury. Effective supervision of children also provides Educators with the opportunity to support and build on children’s play experiences.

Management will ensure

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified of any serious incident at the time that the person becomes aware of the incident or within 24 hours of the incident.
- Minimum Educator qualification requirements are recognised and adhered to according to legislative requirements.
- The Centre maintains the required Educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Centre.

AGE GROUP	EDUCATOR TO CHILD RATIO
For children from Birth to 24 months of age	1:4
For children aged 24 months and less than 36 months of age	1:5
For children aged 36 months of age to eligible year of preschool	1:10
For Excursions beyond the gates of the Centre	1:6
For children in eligible year of Preschool	1:11

Management and / or Nominated Supervisor will:

- Ensure that all Educators are aware of all children and their environment.
- Ensure Educators avoid activities or actions that will distract them from supervision, such as speaking to other Educators for long periods of time, taking personal phone calls, using mobile phones or administrative/ non contact tasks.
- Ensure Educators are aware if they need to move away from the children, another Educator is to replace them.
- Instruct Educators to position themselves to watch the maximum area possible.
- Ensure Educators **move around the environment** to ensure the best view of the area and to avoid standing with their back to the children or talking with other Educators.
- Develop and maintain rosters that ensure continuity of care and adequate supervision when children are being cared for and educated in the Centre and on excursions.
- Ensure that a Risk Assessment is completed with children prior to introducing new equipment and all excursions beyond the Centre. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified if their child is unwell and needs to go home or is involved in a serious incident at the Centre. Details of the incident are to be recorded on the Incident, Injury, Trauma, and Illness Record. An Educator will follow up with the parent within 24 hours of the incident regarding the child’s health status.
- Ensure that if the incident or event presents imminent or severe risk to the health, safety, and/or wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority is notified within 24 hours.

Educators will:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Implement correct supervision strategies and ***not perform other duties while responsible for the supervision of children***. When sweeping paths or rocks, hanging out or bringing in the washing, wiping down tables etc. a child or children should be engaged with an Educator thereby involving them in a learning experience.
- Support less experienced Educators by redirecting them as needed, to effectively supervise children's play. Relievers who are unfamiliar with our Centre, including labour hire staff should be instructed to 'shadow' a permanent Educator or be directed to work indoors. Labour hire staff should be re-directed to complete 'lower level' tasks e.g. dishwashing or laundry, rather than be outside.
- Inform new and relief Educators about supervision arrangements, outlining their supervision responsibilities and re-direct them as needed.
- Arrange the education and care environment to maximise the ability of Educators to supervise all areas accessible to children. Emphasis will be on gates, the fence line and doors during arrival and departure times.
- Ensure that careful thought and planning goes in to the set up of the learning environment to ensure adequate supervision of children.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Do ongoing risk assessments about who / where the support of an Educator is most needed.
- Ensure that all children are in sight or hearing of Educators.
- Ensure that every child is supervised whilst eating and drinking.
- Supervise children during rest time in accordance with the Safe Sleeping and Resting Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Scan the environment while interacting with individuals or small groups.
- Continuously scan the play spaces to observe all the children in the vicinity.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Supervise children closely at water play experiences.
- Ensure that when bells ring and group times are beginning, all children have come inside.
- Educators will not carry babies / children around when outside due to the risk of tripping.
- Ensure that children are supervised when washing their hands.

Consideration will be given to the design and arrangement of children's environments to support active supervision by:

- Using supervision skills to recognise areas of risk therefore reducing the potential for 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 Centre requires relief Educators.
- Providing direct and constant monitoring to children undertaking activities that involve some risk and recognising when the ratio of Educators to children may need to be increased.

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TO BE REVIEWED: January 2024

SOURCE: Australian Children's Education & Care Quality Authority (2014)
Early Childhood Australia Code of Ethics (2016)
Guide to the Education and Care Services National Law and the Education and Care Service National Regulations (2017)
Guide to the National Quality Standard (2017)
Revised National Quality Standard (2018)