

# Supervision of Children

## **POLICY STATEMENT:**

**SHARE** believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times.

Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children.

Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children.

Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- 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;
- Supporting educators and their supervision strategies;
- Providing consistent supervision strategies when there are staffing changes; and
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.

(National Quality Standard 2.2, Element 2.2.1)

## **Law and Penalties:**

### **Education and Care Services National Law Act 2010**

#### **165 Offence to Inadequately supervise children**

- (1) The approved provider of an education and care Service must ensure that all children being educated and cared for by the Service are adequately supervised at all times that children are in the care of the service.

Penalty:

\$10,000, in the case of an individual.

\$50,000, in any other case.

- (2) A nominated supervisor of an education and care Service must ensure 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

Penalty: \$10,000.

## Planning for Supervision

### Ratios:

- In accordance with the Education and Care Services National Law and Regulations, **SHARE** will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times **SHARE** is educating and caring for children.
- **SHARE'S** preferred ratio is 1 Educator to every 12 children, however in circumstances where this is not possible **SHARE** will adhere to the ratio of 1 Educator to every 15 children.
- For excursion, travel or other applicable activities **SHARE** will consider reduced Educator to children ratios, informed by an appropriate risk assessment. **SHARE** will usually adhere to a ratio of 1 educator to every 8 children for excursions, and a ratio of 1 educator to every 5 children for excursions that involve going in the water.
- Ratios will take into account the number of Educators (their level of skill and experience) the types of activities children are involved in... Positioning and supervision of children will vary at different times during the session. Educators will be aware of activities, which are of higher risk. e.g. outdoor play vs. indoor craft activity.... Educators will constantly discuss and move to where higher risk activities are taking place... This could mean a 1 adult to 20 children for a low risk craft activity and a 1:10 ratio for tree climbing or fire play... however the overall ratio remains at 1:12 across the service where possible and if not then the ratio is 1:15

### Supervision Zoning:

- **SHARE** has a daily Roles and Responsibilities list, which has the named educators who will be in what zone and what activity they will be doing. The Roles and Responsibility list is filed away regularly.
- Each zone in use will have at least one walkie talkie and at least one first aid bag.
- **SHARE** will ensure the supervision plan is on display at all times. The map will show Educators the area that they are primarily responsible for supervising. The map is a guide only, and an educator's position on the map does not replace their informed decision-making. In a dynamic environment educators may need to move around to ensure the best possible supervision.
- Each zone will have different duties required of the Educator's supervising them. **SHARE** will ensure each zone has a documented list of the expected duties required when supervising that zone. This is displayed on the office door under the map.

### Rosters:

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the rostering manager, in consultation with the coordinator, will take the number of expected children enrolled into consideration.
- As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision requirements in each zone and also to build relationships with all of the children as they move around the service.

### **Team Approach**

- Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

## **Minimizing Risk**

### **Risk Assessments:**

- Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- The service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

### **Access:**

Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

## **Headcount and Roll Procedures**

Head counts and roll calls will be done regularly to ensure all children are accounted for. If at any point a child is not accounted for, we initiate procedures for a missing child.

The current head count and roll procedures are:

### **Morning Sessions:**

1. Children are signed in throughout the morning as they arrive
2. A roll call is taken before walking up to school.

### **Afternoon sessions:**

1. Children are signed in at the school, the children counted at the school by at least two Educators. The results of the counts are reported back to the people on roll who verify the correct number. Educators will not leave the school unless all children are accounted for. (ref daily roles and responsibilities)
2. The children are counted by at least two educators upon their arrival and entrance to SHARE, one at the line and the other at the door. If the count does not match up with attendance, the roll will be

called.

3. A head count at about 4.30pm. This is done via the floater visiting each area and having each child marked off on the “headcount” function of the app, which will also keep a record of the count. The floater is to radio other educators for assistance finding any remaining children.
4. The roll will be called after pack-up time (approximately 5.25 PM, depending on how long pack-up takes).

**Vacation Care Sessions at SHARE:** A roll call taken at morning tea, a roll call at lunch, a count for afternoon tea, a roll call taken after afternoon pack-up time.

**Vacation Care Excursion days:** These will vary somewhat based in the excursion activity, but will include at the minimum: A roll call before lining up for the bus, the two headcounts when lined up, a headcount onto and off the bus for transport there and back (documented on the transport form), a roll call after pack up time. More details can be found in the risk assessments and plans for those excursions.

## The Principles of Active Supervision

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviors, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children’s play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximize children’s safety and ability to play free from harm or injury.

- **Knowledge:**

Understanding each child’s abilities and skill level by developing meaningful relationships with all children and engaging in their play.

Using clear and simple rules and boundaries that are known to all children and consistently applied by educators.

Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.

- **Vigilance:**

Educators positioning themselves in strategic positions where they can see and hear children.

Educators scanning constantly with both sight and hearing for any hazards or issues which may pose a risk to children’s health, well-being or safety.

Circulating the play areas where children are situated.

- **Empowerment:**

Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.

Support children to determine safe and unsafe practices.

Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

## Supervision Outside of the Service

There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extracurricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.

Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.

Educators will ensure that children using public bathroom facilities will be accompanied and that head counts and roll calls occur regularly.

## Partnerships with Children

**SHARE** involves children in all aspects of the service's daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.

The age of children in **SHARE** range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs.

Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.

Educator's supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.

Educators will engage in play with children and interact with them in accordance with our service's values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

### CONSIDERATIONS:

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other service policies	Other documentation/ evidence
S51, 165, 166, 167, 170, 171  R82, 83, 99, 100, 101, 102, 115, 123, 155, 168	Standard 2.2  Element 2.2.1	Excursion, Child Protection, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, providing a Child	- My Time, Our Place. - Service newsletters/ parent notices - Zone Maps and duty lists - Attendance records - Safety checks

		Safe Environment, Risk Assessment, Staffing and Water Policies.	- Risk assessments
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**ENDORSEMENT BY THE SERVICE:**

**Educator Review date: 25.6.24.** Reviewed by Alec, Rose, Luca, Emily, Lauren, Margaret, Yeon Hee, Elana, Kurt, Chris, Sofie, Ethan G

**Educator Review (“Headcount and Roll Procedures” addition): 06.08.24.** Reviewed by: Isabella, Rose, Kiki, Elana, Emily, Yeonhee, Naomi, Ethan G, Chris, Luca, Henry, Lauren, Marg

**Committee Review date: 16 August 2024**

**Approval Date: 18 August 2024**

*Ken Campbell*

**Next Review Date: August 2025**