

	<b>SUPERVISION POLICY</b>	
	Loxton District Children's Centre	
	Policy ID:	POL-
	Version:	1
	Review Date:	13/01/2016
Next Review Date:	13/01/2018	

## 1. Policy Statement

The Loxton District Children's Centre (LDCC) has a duty of care to provide all persons with a safe and healthy environment.

The service defines 'supervision' as: the act of supervising.

It is the indirect / direct and constant monitoring of children. The indirect supervision means monitoring the maximum area possible. The direct supervision means supervising within close proximity to children during children's care. The educator is engaging in the play opportunity with children.

The LDCC Supervision Policy is committed to:

- Complying with the Education and Care Services National Regulations.
- Ensuring the requirements of adult/ child ratios are met.
- Ensuring that children are supervised at all times.
- Taking into consideration in the design and arrangement of children's environments to support active supervision.
- Use 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 caregiving strategies.
- Providing consistent supervision strategies.
- Acknowledging and understanding when supervision is required for high risk experiences and or the ratio of adult to children ratios are increased.
- Ensuring that experiences that include water, require consistent educator supervision.
- Understanding that there is a shared legal responsibility for accountability and commitment by all persons to implement the service's Supervision Policy, procedures and practices.
- Ensuring the procedures relating to the Supervision Policy are laminated and displayed in each room, near the exits for all stakeholders to read.

## 2. Rationale

Supervision is critical for the safety of children. This means educators can respond to the whereabouts of children immediately, and knowing where children are at all times.

The adequacy of supervision is determined by a range of factors, including:

- Number, ages and abilities of children.
- Number and positioning of educators.
- Each child's current activity.
- Areas where children are playing, in particular the visibility and accessibility of where these are.
- Risks in the environment and experiences provided to children.
- The educator's knowledge of each child and each group of children.
- The experience, knowledge and skill of each educator.

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### 3. Implementation

#### **Strategies and Practices**

Supervision is one of the most important strategies that educators implement. Effective supervision is a combination of listening and watching children, the environment and any potential risks, group dynamics, weather, time, indoors / outdoors, experiences, age of children and an understanding of children's development.

It is also essential that educators are mindful of different ages, behaviours, personalities and characteristics of the children who attend the service. Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. They also help children to learn about their responsibilities to others, to appreciate their connectedness and interdependence as learners and to value collaboration and teamwork. These are vital skills to establish play patterns of children, which effects how educators plan and establish environments and coordinate supervision strategies, enabling children to play safely from harm or injury.

#### **Positioning of educators in the environment**

- It is important so that educators can respond immediately to children.
- Educators to be positioned to be able to watch all areas of the environment, either indoors or outdoors.
- If educators have water play or a high risk experience for children, an educator must be present at the experience. Water play is never to be left unsupervised.
- Students/ volunteers are able to assist with the supervision of children, but are not responsible in ensuring the safety of children. Educators must still ensure they position themselves to watch all areas.

#### **Scanning the environment**

- Scanning the play environment is essential in ensuring all areas of the environment are watched.
- Scanning of the sleeping environments is to be done every 10-15 minutes in accordance with the SIDS guidelines.

#### **Listening when children play**

Listening when children play, is a highly effective strategy to alerting educators and children to potential risks, eg. crying, choking, water splashing, silence etc.

#### **Knowledge of the environment and its potential risks**

For further information refer to the services Maintenance of Buildings and Equipment policy and the Work Health and Safety Policy.

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**Setting up the environment**

Educators take effective consideration when reflecting the placement of equipment, play and learning experiences. Equipment and the environment is set up, ensuring that educators can effectively supervise all children.

**Knowledge of the children in care**

Educators will recognise their knowledge of children, enabling anticipation of children's play behaviours. The LDCC behaviour guidance policy will be adhered to by all educators, enabling a safe environment for all children. Children's health is to be acknowledged by educators as if children are unwell, closer monitoring by educators will be applied until a parent or authorised person collects the child/ren from the service.

**Promoting play and learning experiences**

The service promotes a learning experience for children and educators: when educators are actively involved with children it minimises the risk of harm and injury to children.

**Children's arrival and departure from the service**

For further information refer to 'Delivery of children and collection of children from the service'.

**Nappy changes and toileting children in the service's bathroom**

The service provides strict supervision when nappy changing. Children will be supervised at all times whilst on the change mat and never left alone (staff must never turn their back on a child).

Children will be supervised in the bathrooms whilst washing hands and toileting, depending on their individual needs and age appropriateness.

**Water Safety**

For further information refer to the service's water play policy.

**Protective behaviours and practices**

Educators, staff, students and volunteers are role models:

- Children learn through example and modelling is an important way to teach children about safe behaviours and practices.

**Educators / Staff professional development opportunities:**

LDCC aims to maintain and strengthen the skills and knowledge of educator / staff in relation to active supervision of children and adults with training and development opportunities and discussions at room and staff meetings.

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## Communication with different stakeholders

### Children

Educators will communicate the importance of supervision to children at group times, before going on excursions and during discussions regarding children's behaviour.

### Families

LDCC communicates the importance of supervision to families through policy (updating families of any changes in procedures by placing a laminated notice in each room near each exit) and updating families on ratios (in handbook and any changes are emailed).

Reminders are given to families regarding the importance of signing in and out of the service, ensuring doors and gates are closed and making sure an educator knows when children are being dropped off at the service.

### Educators / staff

- Communicate with others when they are leaving the room or outdoor environment.
- It is the responsibility of all educators to supervise children.
- All educators are responsible when students / volunteers are working with children, providing guidance and support.

### Management

- The Director ensures the rosters meet all supervision needs of children. Educator / child ratios are always in accordance with the National Standards and National Regulations.
- Supervision is on the staff meeting agenda - for any potential risks to be discussed, and to work through strategies.

### Excursions

- The most senior educator will be the coordinator when on excursions (appointed before leaving service).
- A risk assessment is to be completed before commencing an excursion.  
The Risk Assessment will include; educator/children ratios to be used, potential risks, proactive strategies, level of risk, procedures to follow, date, excursion destination, proposed activity, curriculum link, method of transport, contact number of coordinator and number of children attending.  
The completed Risk Assessment will be displayed in the rooms for families to see.
- A group of children are allocated to each educator, and will walk with that educator.
- When walking in a group, the most senior educators are to be at the front and at the back of the group.
- If an incident occurs affecting a child on an excursion and medical attention is required, the second most senior educator will accompany the child.

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- The coordinator of the excursion will contact the centre and notify the Nominated / Certified Supervisor and if needed, request a replacement educator.

#### 4. Review

The Supervision Policy will be reviewed every two years.

#### 5. References

Standard 2.3 Each child is protected

Element 2.3.1 Children are adequately supervised at all times.

2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Regulations

99 Children leaving the education and care service premises.

100 Risk assessment must be conducted before excursion.

101 Conduct of risk assessment must be conducted before excursion.

112 Nappy change facilities.

115 Premises designed to facilitate supervision.

121 Application of Division 3.

122 Educators must be working directly with children to be included in ratios.

123 Educator to child ratios- centre based services.

103 Premises, furniture and equipment to be safe, clean and in good repair.

105 Furniture, materials and equipment.

155 Interactions with children.

#### 6. Related LDCC Documents

- Supervision plans
- Environment Policy
- Water Play Policy
- Supervision Procedure
- Risk Assessments
- Maintenance of buildings and Equipment Policy
- Work, Health and Safety Policy
- Behaviour Guidance Policy
- Delivery of children and collection of children from the service
- Excursion Policy



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Endorsed by Director – Jo Mitchell

Director Signature.....Date ...../...../.....

Endorsed by Employee Rep. Name – .....

Employee Signature .....Date...../...../.....

Adopted by Management Committee

Management Committee Chairperson Signature.....Date...../...../.....

Date Minuted:...../...../..... Date of implementation: ...../...../.....

## Review History

Document History	Version No	Issue Date	Description of Change:
	1.0		Developed, February 2008