

ACTIVE SUPERVISION POLICY & PROCEDURE

Section 165, 167, 174, Regulations 101(2)(f), 115, 122, 123, 168(2)(h), 170-172, 176

ACTIVE SUPERVISION POLICY

Policy Statement:

Tenison Woods College Early Learning & Community Centre promotes children's learning and development by creating physical and social environments that have a positive impact. It is necessary for educators to be alert and aware of risks and hazards and the potential for accidents and injury, not only in their immediate location but also throughout the service. To provide effective supervision, educators need to be conscious of the physical environment and be attuned to the needs of individual children.

Background:

The Education and Care Services National Law and National Regulations require that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazards. There are also requirements to notify the regulatory authority of any serious incidents or complaints alleging the safety, health or wellbeing of children has been compromised. If children are not effectively supervised, a situation may arise in which the regulatory authority will need to be notified.

The National Regulations also prescribe the minimum number of educators required to educate and care for children and prescribe the required qualifications for educators, including how many educators are to be early childhood teachers. Services must maintain set educator-to-child ratios at all times based on the ages and number of children being educated and cared for at the service. The requirements for educator-to child ratios can be found on the ACECQA website (ACECQA – Active Supervision, 2018, p.2).

NATIONAL QUALITY STANDARD (NQS) LINKS

QUALITY AREA 2: CHILDREN'S HEALTH & SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

Legislative requirements:

Regulation 101 (2) (f) – Supervision during excursions

- Taking all risks associated with the excursion, all educators or other responsible adults will provide supervision of all children.
- It will be taken into account by the Director and Teacher before the excursion whether specialised skills or one-to-one supervision is required for any children.

Regulation 115 – Premises designed to facilitate supervision

- The approved provider must ensure the Centre is designed and maintained in a way that facilitates easy supervision of children at all times, taking into account the rights and dignity of the child in line with the UN convention.
- This includes toilets, nappy changing facilities and outside areas.

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

- Educators are only calculated in ratios at the Centre if working directly with children.

Regulation 123 – Educator to child ratios – Centre-based services

- The ratios we follow are as follows:
 - Children aged 36 months (3 years old) or over have a ratio of 1:11
 - During excursions the Centre has implemented a ratio of 1:4 for 3 year-old Kindy and 1:5 for 4 year-old Kindy.

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Regulation 168 – Education and Care Services Must Have Policies and Procedures

- Our Centre has policies and procedures as set out in sub regulation 2 in Regulation 168.

Regulation 170 – Policies and Procedures to be Followed

- Nominated Supervisors, staff members and volunteers have an understanding of all policies and procedures and ensure they are followed at the service.

Regulation 171 – Policies and Procedures to be Kept Available

- Digital copies of our policies and procedures are available via a QR code in our foyer, in our digital PowerQIP and in our handbook. A hard copy of our policies and procedures can be found in the ELCC Office.

Regulation 172 – Notification of Change of Policies and Procedures

- All families are notified and sent updated policies and procedures.
- If a change to policy is planned, significantly affecting families, they will be given 14 days' notice.

Regulation 176 – Notifying Regulatory Authority

- Regulatory Authority must be provided within 7 days of a relevant event or within 7 days of the approved provider becoming aware.
- In the case of the death of a child, the Centre must notify the Regulatory Authority with 24 hours of death or when the Centre or person becomes aware of the death
- In the case of any other serious incident, with 24 hours of the incident or the time that the person becomes aware of the incident.

Principles to Inform Policy:

Our policy is guided by the following principles:

- **Continuous Monitoring:** Educators will maintain continuous visual and auditory supervision of children at all times, ensuring every child is within sight and hearing.
- **Proximity and Accessibility:** Educators will position themselves strategically to be readily available to intervene, assist, or respond to children's needs promptly.
- **Awareness of Risks:** Educators will be vigilant in identifying and mitigating potential risks or hazards in both indoor and outdoor environments.
- **Effective Communication:** Clear and consistent communication among educators ensures a coordinated approach to supervision, especially during transition times, outings, and activities.
- **Educator-to-Child Ratios:** We adhere strictly to National educator-to-child ratios to ensure that each child receives adequate supervision and attention.

Key Terms:

- **ACECQA (Australian Children's Education and Care Quality Authority):** The independent national authority that administers the National Quality Framework.
- **Active Supervision:** Active supervision promotes a safe environment and prevents injuries in young children. It requires focused attention and intentional observation at all times. Staff use active supervision strategies to make sure children of all ages explore their environments safely.

Links to Other Policies and Procedures:

- Incident, Injury, Trauma and Illness
- Dealing with Infectious Diseases
- Providing a Child Safe Environment
- Excursions
- Governance and Management

Inductions and Ongoing Training

- Upon starting employment at the Early Learning & Community Centre, all employees are sent policies and procedures of the Centre and in the first month given an induction on specific topics relating to 'Active Supervision.'
- All staff are required to follow the 'Supervision Roster' updated weekly and understand the importance of active supervision in the Centre.
- At management discretion, or when deemed required, training or PD will be put in place to ensure all staff are following best practice and understand the importance and are implementing active supervision.

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Policy Created/Reviewed:

This policy was created in August 2024 and will be reviewed every two years or as the Director deems necessary to ensure compliance with regulations and alignment with best practices.

Monitoring, Evaluation, and Review:

This policy will be reviewed and evaluated as needed to ensure compliance with regulations and alignment with our service's philosophy and goals. The Director is responsible for conducting these reviews.

References

1. Australian Children's Education and Care Quality Authority. (n.d.). *National quality standard: Quality area 1: Education program and practice*. <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice>
2. ACECQA, 2018, 'Quality Area 2 - Active Supervision – Ensuring Safety and promoting learning,' chrome-extension://efaidnbmnnnibpcajpcgclcfndmkaj/https://www.acecqa.gov.au/sites/default/files/2018-04/QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning_1.pdf
3. South Australia Early Childhood Education and Care Regulations

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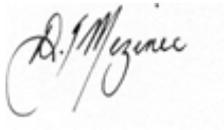
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Policy Review

This policy will be reviewed in accordance with regulatory requirements, but no less frequently than every two years.

Reviewed by David Meziniec
Tenison Woods College Principal

Reviewed by Fran Scanlon
Early Learning & Community Centre Director



Signed:
Dated: 4.8.24



Signed:
Dated: 1.8.24

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ACTIVE SUPERVISION PROCEDURE

Procedure Statement:

To ensure the safety, wellbeing, and development of all children at Tenison Woods College Early Learning & Community Centre (ELCC) through active and effective supervision, which includes conducting risk assessments and making professional judgements based on the environment, children, and context of activities. This procedure applies to all educators, staff members, and volunteers working at Tenison Woods College ELCC, covering all areas where children are present, including indoor and outdoor spaces and during excursions.

Procedure

Rostering:

- Plan and manage rosters carefully to ensure that an adequate number of educators are always available to respond to the needs of children.
- Ensure that rostering allows for flexibility to accommodate supervision of individual children or small groups, such as during naptime or when indoor and outdoor experiences are offered simultaneously.
- The Director will always ensure there is adequate staff, with the correct qualifications at all times.
- During the Long Day care hours of the Centre (7.00am-8.45am – 3.30pm-6.00pm) all staff will follow the ELCC Supervision Roster, updated weekly, covering all areas of the Centre.
- During morning Long Day Care hours, 7.00am-8.45am – soft starts are in place to help children with attachment. An educator will be in 3 year-old-rooms at 7.30am, in 4 year-old Kindy rooms at 8.00am.
- Outside will be set up by a trainee at 7.30am with no children allowed out, once a second rostered staff member either Diploma or Cert 3 at 8.00am, the outside will be opened for children.
- In the afternoon 3.30pm-6.00pm, all Kindy rooms and 3 year-old toilets will be locked, bunting will be put up letting children know part of the verandah is not allowed to be played in and this outside door locked. Children and staff only use the one entrance to outside and the toilets in the middle of the Centre that are supervised.
- Bunting will be put across both ends of the verandah, closing off the MacKillop and McAuley rooms and the Kindy outside door will be locked. Bunting will also be put across the far end of the Woods and Champagnat rooms, closing off this area and their outside door locked. The only access point remaining open is the middle sliding door to the outside.
- During Kindergarten hours (8.45am – 3.30pm). Teachers must ensure their staff cover the inside, verandah and outside areas ensuring all children are supervised at all times.

Policies and Procedures:

- Maintain clear policies and procedures that address supervision and ensure all staff members understand and adhere to them.
- Regularly review and update supervision policies and procedures to reflect best practices and regulatory requirements.

Flexible Supervision Arrangements:

- Implement flexible supervision strategies to cater to various scenarios, including individual and small group supervision.
- Ensure that sleeping children and those engaged in different experiences are adequately supervised at all times.
- Toileting supervision should allow the dignity of the child, whilst ensuring the child is supervised. This ensures the child is not placed in an unsafe situation or if requiring help, an educator is there.
- When a staff member is outside or in a different space in the Centre, they are to have a walkie talkie, allowing constant communication with their team.

Ratio

- Regulations state we must follow a ratio of 1:11.
- If inclusion funding is linked to a room, they will have an additional staff member linked to the room to provide extra support, this funding only covers part of the day generally 9.00am-3.00pm.
- For excursions outside the Centre, 3 year-old Kindy will have a ratio of 1:4 and 4 year-old Kindy 1:5.
- If a child is in a different area, for example the verandah, outside, the bathroom, the piazza, they must be actively supervised at all times.

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- A staff member must be interacting with a child and be on the floor to be considered part of the ratio, if a staff member is on planning, lunch, a break or in the office, they are not counted in ratio.
- All staff members on the floor are counted in ratio, for example, if a staff member is in a breakout space or changing a child they are still counted in the ratio.

Communication

- Consistent communication needs to occur throughout the Centre, with rooms and as a whole Centre.
- Teachers and Diplomas are to take the lead, ensuring constant communication is occurring, allowing complete supervision at all times.
- Teachers and Diplomas are to ensure there is a mix of qualifications and if staff are gathering together, they are asked to spread out covering different areas.
- A map of suggested supervision is displayed in the staffroom and shown to all staff on employment to the Centre (Appendix One)
- All staff in another space or outside are to carry a walkie talkie, ensuring constant communication.
- Staff understand they are expected to be supervising at all times and are required to be spread throughout the Centre.
- Outside it is important staff communicate, ensuring they are spread around the yard, supervising the children and scanning the yard.
- When moving between areas, room, outside, lunch, specialist sessions or Marist Park, constant headcounts are undertaken, ensuring all children are accounted for and not left behind.
- Staff understand personal conversations are reserved for off the floor or after hours. On the floor, staff must communicate professionally with the children as the main priority at all times.
- If a child has absconding or wandering tendencies, communicate as a team as to ensure they are never placed in danger and have consistent supervision. Visual boundaries, social stories or additional support may be deemed appropriate to ensure they have suitable supervision at all times. Please see excursion and regular outing policy and procedure for additional information during these times.

Observation and Engagement:

- Closely observe children to provide support and extend their play experiences.
- Be attuned to children's needs and interests, recognising when they wish to play independently.
- Actively engage with children to support their learning, combining observation with engagement to assess and respond to their supervision needs.

Risk Assessment and Professional Judgement:

- Conduct regular risk assessments to determine the level of supervision required for various activities and environments.
- Make professional judgements based on the specific activity, recognizing that some activities (eg, carpentry) require close supervision, while others may allow for more independent exploration.
- Consider how supervision decisions can promote children's agency by allowing them to engage in independent exploration and appropriate risk-taking.

Scanning and Positioning:

- Regularly scan the area to observe all children in the environment, ensuring they are actively supervised.
- Identify and maintain appropriate positions that provide maximum visibility of children.
- Avoid standing with backs to children and refrain from engaging in tasks that distract from supervision, such as administrative duties.
- A map of suggested supervision is displayed in the staffroom and shown to all staff on employment to the Centre (Appendix One).
- Outside supervision must ensure all blind spots are covered including the bushes and trees and concrete stair area.

Water play

- When going inside and no adults left outside any water play should be tipped out or covered, lowering the risk of drowning in the Centre or unsupervised water play.
- The ESB SA audit will be done ever six months to ensure all water play and areas as the river is safe in the Centre

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- Any waterplay set up an educator must supervise within an arms length at all times.

Outside play and supervision

- Set up in the morning will occur by the 7.30 staff member. No children are to go outside at this time.
- The outside staff member will do a safety check and rake the sand before setting up activities
- On the doors to the outside the 'GO' and 'STOP' signs will be utilised to let children and adults understand the protocol
- When a second staff member starts the outside can be opened, with the signs changing to 'GO' and the children allowed to go outside
- When coming inside and no adults left outside the signs on the doors will be changed to 'STOP' letting children and adults understand, no outside play is to occur.

Listening:

- Listen carefully to children, noting any changes in tone or volume in their voices.
- Use auditory cues to assist in supervising children who may not be in direct vision.

Evaluating Situations:

- Continuously evaluate situations to determine potential risks and benefits for children's health, safety, and wellbeing.
- Observe children's play, anticipate potential issues, and intervene promptly to prevent harm or danger.
- Assess how supervision can promote children's decision-making and independence.

Documentation and Reporting:

- Document all supervision strategies and risk assessments in the service's daily records.
- Report any serious incidents or complaints regarding children's safety, health, or wellbeing to the regulatory authority promptly.

Training and Professional Development:

- Provide regular training and professional development opportunities for educators to enhance their skills in active supervision, risk management, and promoting children's agency.
- Ensure all educators are familiar with, and adhere to, the ELCC's policies and procedures.

Environment Design:

- Ensure the physical environment is designed to facilitate easy supervision, including unobstructed views and transparent partitions where appropriate.
- Ensure doors are locked to Community Room, Arts and Resources room, the laundry, the cleaning cupboard, the resource room at all times.
- Maintain the premises in a manner that upholds the dignity and rights of the child, in alignment with the UN Convention on the Rights of the Child.

Implementation:

- The Director and Nominated Supervisors are responsible for ensuring all staff are trained and adhere to these procedures.
- Regular audits and observations will be conducted to ensure compliance and identify areas for improvement.

Responsibilities

Approved Provider Responsibilities:

- Ensure the development, implementation, and regular review of active supervision policies and procedures, in line with the Education and Care Services National Regulations.
- Facilitate access to up-to-date policies and procedures for all staff and families.
- Provide necessary resources and support to ensure effective supervision, including adequate staffing and training.
- Maintain educator-to-child ratios as prescribed by regulations.
- Ensure the design and maintenance of the physical environment facilitate easy supervision and uphold the dignity and rights of children.

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- Conduct regular risk assessments of the premises to identify and mitigate hazards.

Nominated Supervisor Responsibilities:

- Ensure that active supervision policies and procedures are implemented effectively.
- Monitor compliance with supervision policies and procedures, addressing any gaps or issues promptly.
- Organise regular training sessions and professional development opportunities for educators on active supervision, risk management, and promoting children's agency.
- Ensure all staff are knowledgeable about and adhere to the ELCC's active supervision procedures.
- Provide ongoing support and guidance to educators in implementing effective supervision strategies.
- Facilitate regular team meetings to discuss supervision practices and share insights.

Educator Responsibilities:

- Engage in active supervision by constantly scanning the environment, positioning themselves for maximum visibility, and listening attentively to children.
- Be aware of the needs and interests of individual children, providing appropriate support and engagement.
- Conduct regular risk assessments of activities and environments to determine the appropriate level of supervision.
- Make professional judgements to ensure children's safety while promoting their independence and decision-making.
- Implement flexible supervision arrangements to cater to different scenarios, such as supervising sleeping children or simultaneous indoor and outdoor activities.
- Adjust supervision strategies based on the risk level of activities and the context of children's play.
- Document supervision strategies, risk assessments, and any incidents in the service's daily records.
- Report any serious incidents or safety concerns to the Nominated Supervisor immediately.

Family Responsibilities:

- Familiarise themselves with the ELCC's active supervision policies and procedures.
- Participate in discussions about supervision practices and provide feedback when appropriate.
- Communicate any specific needs or concerns regarding their child's supervision to educators and the Nominated Supervisor.
- Notify the ELCC of any changes in their child's behavior or needs that may affect supervision requirements.
- Support the ELCC's supervision policies by reinforcing the importance of safety and supervision at home.
- Participate in any relevant training or information sessions offered by the ELCC.
- The Approved Provider, Nominated Supervisor, and educators will work collaboratively to ensure these responsibilities are met.
- Regular reviews and audits will be conducted to ensure adherence to active supervision policies and procedures.

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Appendix One – Supervision outside map

Outdoor Supervision Plan

Blue crosses  are where staff are required to stand. Staff should position themselves to see majority of the yard and rotate themselves regularly for adequate supervision.

