

QA2 – SUPERVISION PROCEDURE

INFORMATION

Focused, supportive and active supervision is critical for ensuring the health, safety and wellbeing of children. It is also important for helping children to learn, and for building strong relationships.

RESPONSIBILITIES

All team members, visitors, students and volunteers must comply with this procedure.

PROCEDURE

High quality supervision requires teamwork and good communication between Educators. Children will be supervised and supported in a way that shows regard for the rights and dignity of each child. Our environments will be set up with supervision in mind; our Educators value interactions over designated standing spots but always maintain a high level of supervision.

Supervision during excursions will always be done with the correct staff child ratios and each excursion will have a full risk assessment completed on the destination to ensure adequate supervision is able to be provided.

To ensure children are appropriately supervised, the Responsible Person / Nominated Supervisor must:

- ensure adequate Educators are rostered to meet ratios
- work with team members to ensure any spaces within the centre that may have blind spots, or points of limited supervision are managed with a risk assessment
- review approaches to supervision with team members after incidents or events to determine if changes or training is required.

All Educators must:

- ensure they can see and/or hear the children in their specific care at all times. This will require team members working with each other and utilising various strategies for determining supervision roles and responsibilities when working in different environments. For example, one Educator from a room may be outside, and another inside, to allow children to flow between the two environments.
- follow directions of the Responsible Person / Nominated Supervisor to ensure ratios are correct at all times
- be able to interact with children and maintain supervision of other parts of the centre as required
- work together with other team members to cover all areas requiring supervision and being aware of the number of children in each person's care eg head counts
- move with the children from one activity to another, or communicate with other Educators when children move, say from outside to inside, if an "Indoor-Outdoor" program is operating
- consider the following process when transitioning children between areas:

1. Warning given to staff and children of upcoming transition which may include packing up time.
2. Gather children in a specific area. Ensure belongings needed are also collected. Head count at this time.
3. Begin moving children to the next area. This may be done in small groups or as a whole group.
4. At each barrier such as a gate or door, head count before proceeding through.
5. On arrival at the new area, head count.
 - not leave students, volunteers or visitors alone to supervise children
 - supervise children appropriately and respectfully while toileting
 - consider if a space or playground layout is hindering supervision, and if there are simple ways to work around this
 - pay close attention when children are engaging in play with water, tools or risk taking
 - where possible, pre-empt children's behaviour and decision-making to avoid injury or accidents.

DOCUMENT CONTROL

Date Reviewed	Modifications
June 2019	Created new policy document and format.
February 2020	Minor change after staff review
15 February 2022	No changes
7 February 2023	No changes
21 June 2023	Added statement about head counts
29 September 2024	Added additional transitioning guidance