

SUPERVISION OF CHILDREN

QUALITY AREA 2 | ELAA version 1.0



Working in partnership with Cancer Council Victoria, ELAA has aligned this policy to the key policies and guidelines of the Healthy Early Childhood Services Achievement Program

PURPOSE



This policy will provide guidelines to ensure:

- the adequate supervision of all enrolled children is maintained at all times.
- the provision of a safe and secure environment for all children at Denzil Don Kindergarten.



POLICY STATEMENT

VALUES

Denzil Don Kindergarten is committed to:

- providing appropriate supervision for all enrolled children in all aspects of the service's program that is reflective of the children's needs, abilities, age and circumstances
- ensuring all children are directly and actively supervised by educators employed or engaged by Denzil Don Kindergarten
- maintaining a duty of care (*refer to Definitions*) to all children at Denzil Don Kindergarten
- ensuring there is an understanding of the shared legal responsibility and accountability between, and a commitment by, all persons to implement the procedures and practices outlined in this policy.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Denzil Don Kindergarten including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
Complying with the legislated ECT/educator-to-child ratios at all times (<i>National Law: Sections 169</i>) (<i>Regulations 123</i>)	✓	✓	✓		

Counting only those educators who are working directly with children at the service in the educator-to-child ratios (<i>Regulation 122</i>)	√	√	√		
Keeping a record of ECT/educators working directly with children (<i>Regulation 151</i>)	√	√			
Ensuring any educator under the age of 18 is not left to supervise children on their own (<i>Regulation 120</i>)	√	√	√		
Ensuring an unauthorised person is under the direct supervision of an ECT/educator whilst at the service (<i>National Law: Section 170 (2)</i>)	√	√	√		
Ensuring, in addition to ratio requirements, that a minimum of two educators are rostered on duty at all times children are in attendance at the service	√	√	√		
Ensuring that children being educated and cared for by the service are adequately supervised (<i>refer to Definitions</i>) by being in sight and/or hearing of an educator at all times; including during eating, toileting, rest and transition routines (<i>National Law: Section 165 (1), (2)</i>)	√	√	√		
Considering the design and arrangement of the service environment to support active supervision (<i>Regulation 115</i>). This may be supported by a supervision plan (<i>refer to Attachment 1</i>)	√	√	√		
Managing potential risk of abuse or harm to each child, including fulfilling duty of care (<i>refer to Definitions</i>) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm (<i>refer to Child Safe Environment Policy</i>)	√	√	√		√
Identifying high-risk activities, including excursions (<i>refer to Excursions and Service Events Policy, Road Safety and Safe Transport Policy and Water Safety Policy</i>), through a risk assessment and management process, and implementing strategies to improve children's safety e.g. considering increasing adult-to-child ratios in line with the identified risks (<i>Regulation 100, 101, 102B, 102C</i>)	√	√	√		
Ensuring supervision standards are maintained during ECT/educator breaks, including during lunch breaks	√	√	√		
Providing safe spaces for children that allow for adequate supervision and include safe fall zones, good traffic flow, maintenance of buildings and equipment, and minimise trip hazards	√	√	√		
Implementing induction procedures to inform casual and relief staff about the supervision strategies outlined in this policy	√	√			√
Notifying the Regulatory Authority (DET) within 24 hours of: <ul style="list-style-type: none"> a serious incident (<i>refer to Definitions</i>) occurring at the service, including when a child appears to be missing or cannot be accounted for (<i>National Law: Section 174(2)(a)</i>), (<i>Regulations 176(2)(a)(ii)</i>) a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached (<i>National Law: Section 174(2)(b)</i>), (<i>Regulations 175(2)(c), 176(2)(b)</i>) 	√	√			

Notifying parents/guardians of a serious incident (<i>refer to Definitions</i>) involving their child as soon as possible, but not more than 24 hours after the occurrence (<i>Regulation 86, 87 (3)(e)</i>)	√	√	√		
Reporting notifiable incidents (<i>refer to Definitions</i>) to Worksafe Victoria	√	√			
Evaluating supervision procedures regularly	√	√	√		
Complying with the service's <i>Excursions and Service Events, Road Safety and Safe Transport and Water Safety Policy</i>	√	√	√	√	√
Identifying the potential for the risks of abuse or harm to each child, including fulfilling duty of care (<i>refer to Definitions</i>) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm	√	√	√		
Providing support to teaching team when children with challenging behaviours or additional leads are involved	√	√			
Ensuring that all children are accounted for, including by referring to attendance records (<i>refer to Definitions</i>) at various times throughout the day		√	√		
Adjusting supervision strategies to suit the service environment, educator skills, and age mix, dynamics and size of the group of children being supervised and the activities being undertaken	√	√	√		
Maintaining a duty of care to children at all times (including when the child is on the premises but not signed into or signed out of the care of the service and the parent/guardian or person delivering or collecting the child is responsible for supervising that child) (<i>Regulation 99</i>)		√	√	√	
Balancing supervision requirements with children's needs for privacy and independence		√	√		
Communicating with other educators regularly to ensure adequate supervision at all times		√	√		
Adhering to the <i>Child Safe Environment Policy</i>	√	√	√	√	√
Ensuring doors and gates are closed at all times to prevent children from leaving the service unaccompanied or from accessing unsupervised/unsafe areas of the service	√	√	√	√	√
Deciding when to interrupt and redirect children's play to ensure safety at all times		√	√		√
Identifying opportunities to support and extend children's learning whilst also recognising their need to play without adult intervention		√	√		√
Conducting daily safety checks of the environment to assess safety and to remove hazards		√	√		
Supervising children's arrival and departure from the service and being aware of the person who has authority to collect the child (<i>refer to Delivery and Collection of Children Policy</i>)		√	√	√	
Supervising child/ren before signing them into the program and after they have signed them out of the program				√	

Enabling ECT/educators to supervise children at all times e.g. by making arrangements to speak with educators at a mutually suitable time				√	
BOLD tick √ indicates legislation requirement					

BACKGROUND AND LEGISLATION



BACKGROUND

Supervision is essential in ensuring that children’s safety is protected in the service environment. Children have a right to be protected from potential hazards and dangers posed by products, plants, objects, animals and people in the immediate and wider environment.

Supervision is an integral part of the care and education of children and requires staff members to make ongoing assessments of the child and the activities in which they are engaged; utilising range of skills such as positioning and peripheral vision. Active supervision assists in the development of positive relationships between educators, children and their families, and informs ongoing assessment and future planning. Adequate supervision (*refer to Definitions*) requires teamwork and good communication between educators.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Child Safe Standards, Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 2: Children’s Health and Safety
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Worker Screening Act 2020
- Worker Screening Regulations 2021 (Vic)

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS



The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the *Definitions* file.

SOURCES AND RELATED POLICIES



SOURCES

- Kidsafe: www.kidsafe.com.au
- The Royal Children's Hospital Community Information team (formerly Safety Centre) provides information on safety promotion and injury prevention: www.rch.org.au.
- WorkSafe Victoria: www.worksafe.vic.gov.au

- Guide to the National Quality Framework (ACECQA): <http://acecqa.gov.au/>
- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA): <http://acecqa.gov.au/>

RELATED POLICIES

- Administration of First Aid
- Child Safe Environment
- Complaints and Grievances
- Dealing with Medical Conditions
- Delivery and Collection of Children
- Excursions and Service Events
- Incident, Injury, Trauma and Illness
- Interactions with Children
- Occupational Health and Safety
- Relaxation and Sleep
- Road Safety and Safe Transport
- Staffing
- Tobacco Alcohol and other Drugs
- Water Safety

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- record and monitor complaints and incidents in relation to the supervision of children and amend the policy and procedures as required
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk.



ATTACHMENTS

- Attachment 1: Supervision risk management



AUTHORISATION

This policy was adopted by the approved provider of Denzil Don Kindergarten on 28/06/2021.

REVIEW DATE: 28 / JUNE / 2023

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT

Area/equipment	Potential supervision risk	Action to reduce or eliminate risk
Fixed equipment e.g. swings, fixed climbing equipment, slides etc.	Unsafe use of play equipment (swing, slide, monkey bars, climbing frame) resulting in injury.	<ul style="list-style-type: none"> * Staff understand the safety requirements of equipment eg: mats for monkey bars, helmets for bikes. * Appropriate use of play equipment reinforced by educators. Including; children know they need to have a mat underneath the monkey bars, that they need to wear a helmet on the bikes, that they cannot throw sand.
Layout of north yard means there is a potential blind spot near pool gate.	Unseen accidents, play, child gets out of gate.	<ul style="list-style-type: none"> * 'Pool' gate to be locked when group enters for play and unlocked before going back into the classroom. * Educator to stand in the corner of the north-yard at all times (near the hockey club) to ensure full vision of the north-yard space in all directions and at all times.
Location of bathroom in room 1 when children are playing in the north yard.	Supervision for outside space and/or bathroom may be compromised, particularly in blind corner.	<ul style="list-style-type: none"> * 'Pool' gate to be locked when group enters for play and unlocked before children return to the classroom. * If a child is in the bathroom, educator must stand at the classroom door threshold, providing a clear view of the bathroom and north yard. * Vision mirror to be installed in corner of north yard to allow supervision of blind spot from room threshold (added to QIP 15/6/2021).
Location of room 1 when children in south yard.	Children leave the classroom and enter the foyer/office/adult bathroom unsupervised.	<ul style="list-style-type: none"> * Door between foyer and room 1 to remain closed when in session. * Children know they are not to enter the foyer/leave classroom.
Storeroom in room 3.	Children access storeroom without staff being aware.	<ul style="list-style-type: none"> * Storeroom door to remain closed at all times, even when staff are accessing the storeroom. * Sign on door to advise staff to ensure the door remains closed.
Door to kitchen from room 1 and room 2.	Children access kitchen without staff being aware (kitchen equipment, hot equipment can be accessed).	<ul style="list-style-type: none"> * Kitchen doors to remain closed at all times. * Glass door panel to be installed to support supervision (added to QIP 23/6/21).
Door to office from room 1.	Children leave the classroom and enter the foyer/office/adult bathroom unsupervised.	<ul style="list-style-type: none"> * Classroom/foyer door to remain closed at all times.
North yard climbing tree.	Child falls from tree.	<ul style="list-style-type: none"> * Educator stands near tree when children climbing it. * Children educated regarding appropriate tree-play/climbing.
Arrival and departure times.	Child leaves classroom unsupervised.	<ul style="list-style-type: none"> * Educator always at the door/sign-in area to greet children and guardians with second educator inside the room to supervise and support children with belongings. * All children signed-in on arrival. Head count taken when all/most children have arrived (roughly 20 minutes after session start time). * At pickup, children are called to leave in a slow procession once the educator has greeted their parent/guardian. Children signed out by parent/guardian. Second educator remains in the room with children waiting to be dismissed. * Parents/guardians educated about not letting another child leave the kinder gate without their adult. Signage on gate to remind parents/guardians.