

## ADEQUATE SUPERVISION POLICY

**Quality Area:** NQS 2 – Children’s Health and Safety, NQS 3 – Physical Environment, NQS 4 – Staffing Arrangements, NQS 7 – Governance and Management

A light blue speech bubble with a white outline, containing the text 'Why this is important' in a dark blue, handwritten-style font.

Why this is important

**Policy Owner:** Compliance

### 1.0 Introduction and Purpose

Team Members will ensure children are safe at all times during the day. For children to be safe they need access to a stimulating and age-appropriate program with warm and engaging interactions. This together with strong awareness of children’s whereabouts creates adequate and responsive supervision, which should be always provided to all children.

Supervision strategies are based on the unique nature of the Centre’s design, staffing arrangements, programs, and children’s individual needs. It is also recognised that for adequate supervision to be implemented consistently that strategies must be understood by all Team Members. Supervision practice work best when they are adapted in response to children’s changing skills and needs as well as Team Members skills and abilities.

### 2.0 Who does this policy apply to:

All Team Members

### 3.0 What is our Policy:

#### 3.1 Principles of adequate supervision:

- Awareness of where children are at all times.
- Responding immediately to a child/ren who is distressed or in a hazardous situation.
- Being actively involved with children and are not performing adult-led tasks where it impacts the safety of children (e.g. Cleaning, completing paperwork, talking on the phone etc.).
- Listening to, interacting with and observing children.
- Effectively communicating with families about their child.
- Managing risks in the environment.
- Adjusting supervision practices based on the time of the day.
- Planning and responding to staffing arrangements.
- Planning and implementing effective educational program.
- Responding to changing weather conditions.
- Understanding small and large group dynamics.
- ‘Knowing’ each child and their family.
- Understanding child development.
- Maintaining ratios at all times.

#### 3.2 Supervision, programming, and practice

Adequate supervision is built on strong practices and systems that are implemented consistently. Educators must be actively engaged with the children by embedding responsive programming, awareness of each child’s whereabouts, a developed understanding of the needs of children as well as educator skills and knowledge.

Programming that reflects an understanding of children’s individual needs is an essential component of adequate



supervision. Programming practices will reflect experiences that are engaging, challenging and of interest to them so that they enjoy their care experience in purposeful and intentional learning spaces. In addition, team members interacting with children to extend their learning maximises the outcomes of supervision and programming.

Where a child is highlighted as having special rights or specific learning needs the team members should engage with the family to understand how these needs can be catered for as part of their learning journey. Children's individual needs should be considered as part of supervision practices and where specific strategies are required these should be detailed in supervision plans, risk assessments and child support plans.

It is unacceptable to leave children in a location where they are unsupervised and unsafe. If this is proven to be the case these team members may find themselves involved in disciplinary action.

### 3.3 Supervision and Risk Management

To ensure that supervision is adequate, strategies are based on specific risks. These strategies should be based on the risks in the physical environment, high-risk times and experiences, the age, and skills of the children as well as the abilities and capabilities of team members. Strategies should be documented so that team members understand their responsibilities at any point in the day.

The Supervision Risk Management Plan will be used to discuss and document supervision strategies at high-risk times and to set expectations of practices across the centre. This documents how and when regular head counts occur across the centre. This will include arrival and departure times, transitions, routines and age-appropriate considerations.

### 3.4 Supervision and Child Safe Standards

Adequate supervision is an essential component of keeping children safe. This includes ensuring children are adequately supervised at all times, including acting and responding to them when they raise concerns, or as part of decision-making. Team Members will understand their responsibilities and how supervision safeguards children's safety as part of Child Safe Standards.

Reflection and discussion of these practices will occur to build and strengthen strategies.

Team members are responsible for making an area safe and how to respond if they have concerns for the well-being or safety of a child.

## 4.0 Responsibilities:

### 4.1 The Approved Provider will:

1. Ensure that the Adequate Supervision Policy is up to date and reflects current practice.
2. Ensure that policies are maintained and provided to all team members relating to how they adequately supervise Children. This includes prescribed policies related to: Child Safe Organisation; Child Protection; Excursions; Authorisations - Acceptance and Refusal; Participation of Volunteers and Students; Safe Sleep, Rest and Relaxation; Water Safety; Relationships with Children and Safe Environments Policy.
3. Will design and refurbish centres that minimise supervision issues.
4. Ensure that identified supervision training is provided to team members that supports the current policy and documents.
5. Implement systems and processes to ensure that facilities are managed that support safe environments.
6. Ensure that there are systems developed so that all team members understand their responsibilities reflected in the Child Harm and Mandatory Reporting Policy and their responsibilities as mandatory reporters. This should include how adequate programs, interactions and strong supervision practices are required to ensure that we actively understand, meet and respond to children's individual needs.

7. Provide all team members with an induction that includes information about the Adequate Supervision Policy, as well as other associated documents used by the centre to document supervisions strategies. Portfolio Managers will check and verify that inductions are completed.
8. Ensure that where trends or other themes is identified through incidents related to inadequate supervision that information will be provided to the network and other relevant support office functions to support remedying these issues.
9. Implement and review this policy in consultation with the Centre Manager, educators, centre and support office staff, families and recognised authorities.
10. Ensure that there are systems in place to ensure that that children's safety as part of the Child Safe Standards are implemented.

#### **4.2 Centre Manager (Nominated Supervisor) will:**

1. Ensures that the Adequate Supervision Policy is accessible and available at the centre. This should include that team members have access to this document digitally and that supervision strategies reflect policy requirements.
2. Ensure that the Sleep and Rest Risk Assessment is in place in accordance with the Safe Sleep and Rest Policy.
3. Ensure that children do not access areas not permitted for children such as hallways and adult areas such as offices, staff rooms and planning rooms.
4. Display close door signs and ensure that there are reminders to families and team members about closing doors after use, being mindful when opening and entering spaces to minimise injuries. Remind families and implement strategies at busy times such as arrivals and departures to prevent children exiting with others.
5. Provide an induction process for all new team members in accordance with the induction process. This should include reviewing the Adequate Supervision Policy, as well as other associated documents used by the centre to document supervisions strategies.
6. Work with team members and ensure that they understand the statements set out in the Adequate Supervision Policy and that plans, strategies and processes ensure children are adequately supervised at all times.
7. Document supervision strategies on the Supervision Risk Management Plan. This plan should be developed with all team members and reflect the individual needs of the centre.
8. The Supervision Risk Management Plan should detail the care and maintenance of supervision aides such as mirrors and CCTV as well as the frequency and documenting of head counts.
9. Ensure that the centre Risk Assessment documents high-risk experiences, spaces, and times of the day where specific supervision strategies need to implement. This Risk Assessment should be understood and implemented by all team members.
10. Where an incident does occur that highlights gap or issues the centre Supervision Risk Management Plan, Risk Assessment will be updated with team members.
11. The Excursion and Routine Outing Risk Assessment will be developed prior to the outing or excursion and includes supervision strategies. Strategies for safe transportation of children will be documented on the Excursion and Routine Outing Risk Assessment as outlined in the Transportation Policy.
12. Ensure that there are Risk Assessments in place that reflect the risks identified at the centre. This must include risks in physical spaces such as hard to view areas as well as situations such as arrivals and departures times, arranging staffing and communication.
13. Will ensure that the induction of new team members includes reviewing the documents connected to this policy and any identified and associated training required.
14. In response to an incident or where gaps in practice are noted, that the Supervision Risk Management Plan is reviewed and updated.
15. Ensure that all team members understand their supervision responsibilities including those in the centre Risk Assessment and the Active Supervision Poster.
16. Ensure that the I Protect Children Cards are used to support conversation and ongoing development about child safety and supervision.

17. Ensure that all reporting timeframes are met in accordance with the Notifications Table and that incidents are detailed on Be Safe.
18. Implement the Child Harm and Mandatory Reporting Policy and ensure that all team members understand their responsibilities as mandatory reporters. This should include how adequate programs, interactions and strong supervision practices are required to ensure that we actively understand, meet and respond to children's individual needs.

#### **4.3 Team Members will:**

1. Sign in and out of Educator Room Logs when working directly with children.
2. Acknowledge and welcome each family and child by name when they arrive and farewell families on departure.
3. Ensure that you are actively supervising children at all times in accordance with the Active Supervision Poster.
4. Ensure that adult led tasks (i.e. nappy changing, speaking with a family, collecting food etc.) are only undertaken when children are adequately supervised and engaged in programmed experiences.
5. Use of the centre phone/intercom system to communicate with team members in other rooms or the CLT when requiring assistance, where appropriate to minimise the time away from the learning space.
6. Ensure that supervision considerations are documented on the indoor / outdoor planning tool and implemented as part of programming.
7. Complete sleep checks for all children sleeping every 10 minutes. For children under two years of age this includes physically checking the children as outlined in the Sleep and Rest Policy.
8. Ensure that the Opening, Closing and Playground Checklists are completed daily. The Opening Closing Checklist are completed as part of start and end day procedures. The Playground Checklists is undertaken prior to children using the outdoor play space. Any Maintenance items identified as part of this process is escalated immediately to the Responsible Person and documented on the checklist.
9. Ensure where hazards are identified that they are either removed immediately or the area made safe and communicated to all team members. All hazards will be reported to the Responsible Person on duty.
10. Report times and situations where you feel that you are unable to meet supervision strategies may be to your manager.
11. Ensure that heightened supervision strategies are implemented during toileting/hygiene routines, this should include that team members are within sight and/or sound during these times. Supervision strategies for these routines should be documented on the Supervision Risk Management Plan and implemented consistently.
12. Ensure that head counts are conducted as outlined in the Supervision Risk Management Plan. Head counts should be conducted regularly throughout the day including when moving children between spaces such as during transitions and routines.
13. Ensure when bringing children from one space to another such as from indoors to outdoors, the team member who is last to leave the area will conduct a physical check of the environment to ensure that all children are accounted for.
14. Ensure the Active Supervision Poster is available in the compliance folder and used to discuss supervision strategies.
15. Ensure that the centre Risk Assessments are implemented consistently.
16. Communicate with other team members when entering and exiting the learning space.
17. Refer to and implement the I Protect Children Cards and other I am Safe cards.
18. Ensure they report any risks or concerns to the Lead Educator or Responsible Person on duty and will manage the risk in accordance with the Safe Environments Policy.
19. Implement the Child Harm and Mandatory Reporting Policy. Also understand your role and responsibilities as mandatory reporter. This should include how adequate programs, interactions and strong supervision practices are required to ensure that we actively understand, meet and respond to children's individual needs.
20. Ensure that children leave the centre with a person authorised in their enrolment form and in accordance with the Arrivals and Departures Policy.

#### 4.4 Families and communities will:

1. They make themselves known to educators on arrival, so the team know their child has arrived.
2. That they do not enter the centre prior to the commencement of licensed operating hours, and they only leave their child with a team member during these specified times.
3. They close all doors and gates when entering and leaving rooms, and the centre.
4. That they sign their child into and out at the beginning and end of the day.
5. Contact the centre (as soon as practical) to communicate any absences.
6. They only leave their child in the direct care of a team member who is working directly with the children.
7. Let the Nominated Supervisor or Responsible Person know if there are changes to the person/s who will be dropping off or picking up their child.
8. Communicate any specific supervision requirements that may be required for their child or known issues that may impact the care for their child.
9. Complete the enrolment form in full and detail all persons that will be delivering and collecting from the centre. Where there are changes made to these arrangements the centre will be notified in writing.

#### 5.0 Tools and Resources

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| <p><b>The most important documents I need are:</b></p> <ul style="list-style-type: none"> <li>Supervision Risk Management Plan</li> <li>Active Supervision Poster</li> <li>Educator Log</li> <li>Risk Assessment</li> </ul> | <p><b>Other supporting documents will include:</b></p> <ul style="list-style-type: none"> <li>Excursions and Routine Risk Assessments</li> <li>Opening Checklist</li> <li>Closing Checklist</li> <li>Playground Checklist</li> <li>Sleep Checks for under over 2's</li> <li>Sleep Checks for over 2s</li> <li>Safe Sleep and Rest Policy</li> </ul> |
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#### 6.0 References

Education and Care Services National Law Act 2010  
 Education and Care Services National Regulations 2011  
 Guide to the National Quality Framework 2018

#### 7.0 Links to the National Law and Regulations

Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)  
 Section 165 Offence to inadequately supervise children.  
 Section 166 Offence to use inappropriate discipline.  
 Section 167 Offence relating to protection of children from harm and hazards.  
 Section 170 Offence relating to unauthorised persons on education and care service premises.  
 Section 171 Offence relating to direction to exclude inappropriate persons from education and care premises.  
 Regulation 82 Tobacco, drug and alcohol-free environment.  
 Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs.  
 Regulation 84A Sleep and rest.  
 Regulation 84B Sleep and rest policies and procedures.  
 Regulation 84C Risk assessment for purposes of sleep and rest policies and procedures.  
 Regulation 84D Prohibition of bassinets.  
 Regulation 99 Children leaving the education and care service premises.  
 Regulation 100 Risk assessment must be conducted before excursion.  
 Regulation 101 Conduct of risk assessment for excursion.  
 Regulation 102 Authorisation for excursions.  
 Regulation 102AAB Safe arrival of children policies and procedures.



Regulation 102AAC Risk assessment for the purposes of safe arrival of children policies and procedures.  
Regulation 102B Transport risk assessment must be conducted before service transports a child.  
Regulation 102C Conduct of risk assessment for transporting of children by the education and care service.  
Regulation 102D Authorisation for service to transport children.  
Regulation 102E Children embarking a means of transport—centre-based service.  
Regulation 102F Children disembarking a means of transport—centre-based service.

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