SUPERVISION POLICY

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POLICY RATIONALE

This policy provides a set of clear guidelines to strengthen supervision practices to benefit all children attending our programs. The policy has taken into account Standard 1 of the Child Safe Standards in relation to supporting efforts to embed an organisational culture of child safety, including through effective leadership arrangements. This policy provides objectives for:

- Ensuring that children are adequately supervised at all times, based on the understanding that educators should be aware of exactly where children are at all times and where possible, educators are to be able to see, hear and intervene with children at all times, subject to children's independence. For example, when accessing bathrooms in pairs. Creating safe environments in which children can participate in all aspects of programs and experiences in safety and comfort.
- Ensuring all educators have adequate knowledge of risk identification, safety and emergency procedures for supervision of children in our care.
- Ensuring all educators understand and comply with policies and procedures for appropriate supervision for children of school age.

PROCEDURES

- Educators actively supervise all children attending TeamKids programs. Educators ensure appropriate positioning both indoors and outdoors to ensure maximum supervision for children in our care. (S 165) Consideration will be given to the activities being offered, the mix of children, including age, stage of development, individual needs and skills/abilities displayed by each child.
- Communication between educators is of a high standard to ensure each educator is aware of where other educators are and that individuals and groups of children are supervised appropriately at all times.
- Head counts are to be conducted at regular intervals, and the number of children noted on the electronic record included in Fully Booked or handwritten on the attendance record print out, to document and confirm numbers of children. This will then support the accurate completion of the attendance record (R158).
- Educators make all children aware of program boundaries and program supervision procedures on a daily basis to ensure children new to the program are also aware of the appropriate procedures. For example, children are not permitted to leave the indoor premises unless an educator is aware of why they are leaving, and a time is agreed upon for how long they will be away. For example, to gather a bag, go to the bathroom etc. At no time is a child to leave the service unless in the care of a parent, guardian or authorised nominee. (See delivery and collection of children policy and procedure)
- Educators ensure that children notify them when they are going to the bathroom, and educators are to check that another suitable child is going with them. Consideration should be given to the suitability of which children go together in pairs. If bathrooms are located outside of the approved indoor space, an educator must go with the children to the bathroom at all times, including when it is dark outdoors.

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PROCEDURES CONTINUED

- Educators guide program experiences and implement daily routines to ensure children are supervised, supported and safe. Educators must position themselves to maximise supervision opportunities. For example, facing the majority of the group where possible.
- Educators are to be aware of the relevant educator to child ratios to ensure these support appropriate supervision.
- Educators ensure that volunteers and students are appropriately supervised at all times and do not interact with children alone. This includes when outsourced providers attend the service, such as to facilitate an incursion.
- Furniture, equipment and resources will be positioned to allow for maximum supervision opportunities. Appropriate supervision also includes consideration of the suitability of the environment for children, such as risks of harm or hazard that may be present or may require additional supervision.
- When on an excursion, educators are to inform children of boundary areas and behavioural expectations before the commencement of activities. For their safety, children unable to listen or follow expectations immediately will be excluded from the activity. The risk assessment for this experience will determine the educator to child ratio and consider supervision implications.
- Educators' active interactions with children will support appropriate supervision and lead to further learning and development opportunities.
- Bathroom supervision will be determined dependant on the location of bathrooms. If a bathroom is located adjacent to or within the approved indoor space, with the entry able to be sighted directly from the room, children may be sent in pairs with a process used to ensure children notify an educator when they need to use the bathroom. This enables the educator to monitor the time children are in the bathroom and the children travelling in pairs for suitability. If the bathroom is located without the entry directly off the approved indoor space, an educator must accompany the children/ren at all times. Children are to be reminded that they must notify an educator at any time they need to use the bathroom. When children are engaged in outdoor experiences, they must notify an educator when they need to use the bathroom and an educator will either accompany them to the bathroom, or communicate with an educator indoors, to supervise as children enter indoor bathrooms.
- For services that are located in facilities that include bathroom facilities that can be accessed by members of the public during the service operating hours or during excursions, supervision procedures will be amended. Children will be accompanied to the bathroom by an educator at all times. Children will be directed to speak to an educator when they need to use the bathroom.

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REFERENCES:

- ACECQA National Quality Framework Resource Kit (2012)
- Quality Area 2 – Children's health and safety
- Quality Area 7 – Leadership and Service Management
- Victorian Child Safe Standards 2015
- Education and Care Services National Law Act (2010), S 165

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