



Supervision Policy

Child-Safe Standard:

The Rumpus Room Children's Centre is a Child Safe Organisation.

Aims:

To ensure the safety and well being of all children enrolled in The Rumpus Room.

Explanation:

The Guide to the National Law and National Regulations state that "All children must be adequately supervised at all times that the children are being educated and cared for at the Education and Care Service"- page 64

The Rumpus Room gives the highest priority to the supervision of children. The education and care service endeavours to maintain a safe and secure environment where children are free to explore and learn more about their world but understands that children's participation in everyday experiences, interactions with other children and involvement in daily routines can result in exposure to hazards/ harm, despite the presence of safety policies and procedures in place.

In order to ensure that the instances of harm are minimised and that the supervision strategies are of the highest possible standards, The Rumpus Room has developed this comprehensive Supervision Policy that contains the following key components

- Definitions
- Educator/ Child Ratios
- Students/ Child Ratios
- Supervision Planning/ Risk Assessment
- Excursions
- Incursions and Extracurricular Activities
- Sleeping Children
- Nappy Change
- Additional Information

It is understood that there is a shared legal responsibility and accountability between, and a commitment by all persons to implement the service's Supervision Policy, procedures and practices.

Implementation:

For the purposes of this policy the following definitions apply.

4.1 Adequate supervision: (In relation to this policy) refers to when every child at the Education and Care Service is supervised constantly, actively and diligently. This involves ensuring staff members are always in a position to observe each child, respond to individual needs and be able to immediately intervene if necessary. It includes a range of factors such as:



- Number of children
- Number and positioning of staff
- Current activity of each child
- Visibility and accessibility of areas where children are engaged in activities
- Developmental profile of each child and the group of children
- Experience, knowledge and skill of each staff member
- Need for educators to move between areas (effective communication strategies).
- Educators interacting and engaging with the children to develop knowledge of each individual child and their unique needs
- Educators knowledge of supervision plans during times of children's transitions in and out of the service and as child to educator ratios increase and decrease through-out the day
- Knowledge of the services risk assessments and the impact on their supervision practices e.g. child access to gates and doors, areas where water may pool etc.

4.2 Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.

4.3 Hazard: A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

4.4 Supervision: (In relation to this policy) refers to observing and relating to individual children and groups of children, which contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

4.5 Communication: Communication in supervision is crucial and involves various communication methods depending on the supervision situation e.g. verbally, non- verbally, written etc. Supervision situations that would require communication include, but are not limited to:

- Communication between educators regarding children's attendance, departure and ratios at all times being additionally vigilant during transitioning of children within/ out of the service.
- Communication between educators when an educator is leaving a room or finishing their rostered shift.
- Communication between educators and children when participating in curriculum activities e.g. discussing how to use equipment safely, assisting with conflict resolution etc.
- Communication between educators and families regarding the children at times of delivery and collection of children.

5.1 Educator/ Child Ratios

The National Quality Standards sets educator to child ratios to ensure the safety, welfare and wellbeing of children in the Education and Care Service.



Carefully planned rosters ensure that educators are always available to respond to children, support continuity of care and **adequately supervised at all times** when the children are in the service and on excursions.

5.2 Students (paid and unpaid)/ Child Ratios Students are an important and welcome part of an education and care service team. Learning on the job is a crucial part of a student's studies, where they learn what it is like to be an education and care service employee and all of the responsibilities involved. Whilst they are training it is important that they are supervised and supported when it comes to supervision of children.

- All students should be provided with a copy of the Volunteer Policy.
- There are also special conditions that the education and care services has in relation to students and being a part of the ratios.
- No student under the Age of 18 is ever to be left alone with the children under any circumstances (paid employees or unpaid student)
- No unpaid student (above the age of 18) is to be left alone and responsible for the supervision of children in the absence of service educators/ team members. (unless counted in the ratio: see below for more information) – paid employees over the age of 18 follow all conditions of regular service employees and continue to be supervised and supported.

The National Regulations include a provision where students and volunteers, who are actively working towards a certificate III qualification, may be included in the child: adult ratios for the education and care service. The education and care service has specific conditions that must be met prior to this occurring to ensure that the safety and wellbeing of the children. Those conditions include but are not limited to:

- The use of a student/ volunteer in the ratio must always be communicated to the Director to ensure they are aware that it will occur. A suitability/ competency assessment should be conducted prior to utilising the student in the ratios, where possible. e.g. progress in studies, capability with children, communication skills etc. This will ensure that an informed decision can be made and best practice standards are maintained.
- The student/ volunteer must be consulted as to if they wish to be counted in the ratio on each occasion.
 - Students/ volunteers are NEVER to be left alone with children at any time
 - Students/ volunteers must have a current working with children check on file at the service and this **must be verified as being current.**
 - The times when the student/ volunteer is used in the ratio should not be, where possible/ practical, more than 2 hours and should be utilised at times where the children are least active e.g. at rest time. Some examples of when a student/ volunteer may be utilised include: when a team member is running late and there is no one available to cover them or a team member become sick at work and there is a gap in the time before another team member can arrive etc.
 - Students/ Volunteers may be used for excursions but must be noted in your services risk assessment and Nominated Supervisors must ensure that adequate supervision is being provided at all times and Students/ Volunteers are not left alone with children at any time.
 - Students and Volunteers are not to be included in your regular roster.



5.3 Supervision Planning/ Risk Assessment defines 'supervision' as Educators and Team Members actively watching, engaging and attending to the children in their care and the environment that they are participating in. Educators and Team Members are expected to not only supervise but be engaged in '**Active Supervision**' whilst caring for children in the Education and Care Service. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play. It is also crucial that educators/team members are aware of the different ages, personalities, behaviours and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on educators/team members building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affect how educators/staff plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury

5.4 Supervision practices

Positioning of Educators in the environment

- It is important that educators are able to move around effortlessly and view play areas from several different angles. An environment that allows accessible and visible monitoring will contribute to effective supervision. Educators are required to continually move in the environment and limit conversations with other educator/ team members to matters relating to the education and care of the children.
- Educators should be close enough to children to intervene promptly and prevent injury, especially when children are attempting an activity for the first time or engaging in new or high risk activity. For example, if children are using play equipment such as climbing apparatus, educators should be close enough to reach the child if they slip or fall.
- Educators should ensure that students/volunteers are being considered when coordinating supervision positions.

Scanning the environment

- Scanning is important and there are times when scanning is a timed event. For example, scanning of children sleeping, especially babies in cot rooms; or the regular checking of older children in outside 'hidden' areas of play such as cubby houses.

Listening when children play

- Listening is important and different sounds can alert Educators to a potential risks. For example, water splashing; crying; choking or gasping; offensive or aggressive language; or silence.

Knowledge of the environment and its potential risks

Risk Assessments are completed for various activities and are communicated to educators.



Setting up the environment

- It is important that the design and arrangement of equipment should be safe enough to allow adults to freely interact without being required to continually check for hazards.
- Equipment / experiences provided in the outdoor environment should be as a result of observation and planning for the individual and groups needs and therefore age/ developmentally appropriate.

Knowledge of the children in care and understanding how groups of children interact and play together

- It is important that Educators gain knowledge of all the children as it may affect active supervision. For example, children with illness and atypical behaviour should be closely monitored and appropriate action taken.
- Children's play and behaviour should be observed to ensure no injury or harm occurs. Although Educators anticipate children's play and intervene when they see potential for harm, it is important this is balanced which allows children the freedom to attempt new experiences and to play independently.
- Educators must be aware of all children's management plans, be it medical or behavioural. Management plans are on display in all relevant areas.

Transitioning groups of children

- Supervision is important when children transition throughout the day. Especially when children are transitioning to their individual rooms from early morning arrival to the end of the day as educators are leaving and rooms are combining or when transitioning from outside to in or inside to out.
- Communication is imperative during transitions as it ensures that all educators are aware of the children they are supervising. Team members may communicate through verbal conversations or written communication books:
 - o The number of children they are transitioning
 - o Any medication requirements or allergy information
 - o Details of last nappy change/ check
 - o Food/ feeding requirements
 - o Specific notes/ messages for the families of those children that need to be passed on
 - o Injury or incident forms to be signed.
 - o Any additional information that is required to be known e.g. behaviour, custody orders etc.

Promoting play and learning experiences

- Supervision can ensure that children's play is enjoyable and their learning opportunities are promoted. Through careful observation, Educators will see opportunities for supporting and building on children's play experiences and identify when children wish to play independent of adult involvement.

Limit setting with children



- Children are encouraged to be actively involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the consequences when limits are not adhered to. This supports supervision because it allows Educators to give reasons to children that explain why supervision is important.

5.5 Risk Assessment

The Rumpus Room conducts a thorough risk assessment of each Play Area, which identifies any experiences/ equipment or environmental elements that may have the potential to be a hazard or cause harm to the children.

- Using the risk matrix to aid the decision making process, the educators/ nominated supervisors identify any potential risks within the service. Once the risk levels have been determined, elimination/minimisation strategies will be employed to ensure all stakeholders safety. E.g. gates that are accessed by workmen are checked as being locked prior to children entering the play area.
- Any risks that are deemed higher than moderate will be have a management plan created to ensure risks to all stakeholders are minimised until, in most cases, an elimination strategy can be enacted.
- In conjunction with these risk assessments are the daily, weekly and monthly safety checklists that are completed by the Rumpus Room. These checks assist the service to maintain quality and highlight areas that may cause potential hazard/ harm to all those in the Education and Care Service and prompt action to minimise/ eliminate risks.
- **Active supervision is always a strategy in any risk assessment conducted** as it is the most effective method for minimising the risk of harm to children.

5.6 Excursions

A full Excursion risk assessment, must be completed before an excursion or routine outing so that these risks can be minimised or avoided. All routine outings and excursions must be conducted in a way that ensures the safety and wellbeing of children, whilst offering a full range of acceptable risky play opportunities. This means that an adequate number of staff members and where necessary, other adults, accompany the children to ensure active supervision is maintained.

Supervision practices during excursions may include, but are not limited to the following:

- RISKY PLAY IS ENCOURAGED
- Active supervision techniques are employed.
- Groupings of children – planning the grouping of children according to the developmental level of the children, knowledge of the individual children and how they will react in unfamiliar situations, knowledge of the additional educators and adult helpers to ensure they can confidently supervise the group of children in their care.



- Supervision of Education and Care Services Educators and additional adult helpers – all additional helpers must follow the policies and procedures of the Rumpus Room whilst they are responsible for the supervision of children
- Active supervision during the transportation of children whilst in service transportation or the other varied methods of transportation that may be utilised.
- Increasing the number of educators for excursions where additional supervision is required.

Please note: before excursions are approved, a risk assessment needs to be conducted that guides educators to avoid any potentially HIGH hazards or supervision issues that may arise. Please refer the **Excursion and Incursion Policy** for more information

For all Incursions and Extracurricular activities, the Nominated supervisor must complete a risk assessment, policy that outlines potential hazards and the control measures they have in place. This must include, but not be limited to:

- The processes for making sure all outside companies' staff members that enter the service sign in on the visitors register
- Outlining the requirement for sighting and checking a current appropriate working with children check
- How the service will ensure that outside company staff members are never left alone with the children at any time, the supervision strategy they will use to ensure this and how this was communicated to their team members.
- As well as any other potential hazards and control measures that may apply to the individual incursion/ extracurricular activity.

5.8 Sleeping Children

Educators must take into account the individual needs and circumstances of each child whilst supervising them at sleep and rest times. The supervision strategies utilised in the Education and Care Service includes, but is not limited to:

- Active Supervision Strategies as outlined above
- Knowing the children in their care and paying special attention to children who are exhibiting signs of illness and supervising them closely while they rest
- All Educators have an understanding of safe sleep practices and supervision reflects this knowledge

Guidance from the National Law and Regulations is also adhered to and those practices that are considered safe are as follows:

“When considering the supervision requirements of sleeping children, an assessment of each child’s circumstances and needs should be undertaken to determine any risk factors. For example, because a higher risk may be associated with small babies or children with colds or chronic lung disorders, they might require a higher level of supervision while sleeping. Sleeping children should always be within sight and hearing distance so that educators can assess the child’s breathing and colour of their skin to ensure their safety and



wellbeing. Rooms that are very dark and have music playing may not provide adequate supervision of sleeping children. Supervision windows should be kept clear and not painted over or covered with curtains or posters.”

For more information regarding the safe sleeping practices please refer to the Safe Sleep and Rest Centre policy.

5.9 Nappy Changing/Toileting

Supervision during Nappy Changes/Toileting involves two elements:

- Supervision of the child whilst they are on the nappy change table/ mat or bathroom
- Supervision of the other children whilst the nappy change/ toileting is taking place

The Rumpus Room strategies for supervising children during nappy changes/ toileting include, but are not limited to:

- Active supervision techniques as outlined above
- Ensuring that all required items for the nappy change/ toileting are well stocked/ within reach.
- That the educator always has physical contact with the child during a nappy change procedure.
- Should the nappy change/ toileting area be located in a place that does not allow visual/ auditory supervision of the children that an additional educator be placed in charge of the supervision of the group to maintain the correct ratio for the age grouping of the children.
- The children are respected at times of toileting and that educators maintain this respect whilst adequately/ appropriately supervising.

For more information please refer to the **Nappy Change and Toileting Policy**

5.10 Additional Information- Protective behaviours and practices

Educators, carers, students and volunteers as role models

- Children learn through example and modelling is an important way to teach children about safe behaviours and practices.
- Educators, team members, students and volunteers must comply with the Supervision Policy.
- Your Role in Supervising the children extends to ensuring children are not placed in areas or have access to areas where they could come to potential harm or introducing items to the environment that may cause injury or illness.

For example

- If children are never to be taken into kitchens; laundries etc. where they could come into contact with potentially harmful products e.g. hot water, chemicals, sharp objects, etc, a risk assessment must be developed.
- Hot food or beverages (brought in by team members e.g. coffee, micro waved lunches) are not to be consumed in areas where children have access.
- All doors and gates to restricted areas must be kept closed and signage clearly visible to remind people (team members/ families/ contractors etc) to keep these doors/ gates closed and locked (if applicable) at all times.



- Educators placing children in equipment that has safety straps/ harnesses must ensure that they are fastened correctly and that the harnesses are in good repair. All damaged items should be removed from the environment immediately and a replacement item provided.

The safety of the children is everyone's responsibility and failure to do so may result in disciplinary action.

Educators professional development opportunities

- The service aims to maintain and strengthen the skills and knowledge of educators in relation to active supervision of children and adults through ongoing training at staff meetings, workshops and written and verbal information on a regular basis.

5.11 Communication

Families

- The service communicates the families' role in the service to support the effective supervision of children. For example, closing of doors and gates, not allowing access to others when entering or leaving the service and ensuring children are signed into and out of care.

Educators

- Educators communicate with one another when they are unable to supervise and times of transition to ensure children are actively supervised at all times.
- Educators are responsible for the safety and supervision of children when students/volunteers are assisting with the care for children.

Management

- The service identifies the importance of knowledge of supervision when recruiting and selecting educators
- The service maintains supervision ratios in accordance with National Quality Framework Standards, Law and Regulations through regular counting.
- Staffing rosters are developed to meet active supervision requirements and these are developed by the Nominated Supervisor.
- The service communicates to stakeholders when there are changes to Educators/ rosters.
- The service determines whether its environment aids or inhibits Educators from active supervision through the safety checklist and takes appropriate action. For example, if there are 'blind spots' in the outdoor environment, the service will plan for changes or develop strategies to minimise potential risks

This policy links to:

Related Policies

Volunteer and Work experience Policy

Excursion Policy

Child Safe Environment Policy

Supervision Policy - Last Reviewed: 2th September 2019



Interactions with Children Policy

Safe Sleep and Rest Policy

This policy links to the following NQS:

National Quality Standard: 2.3,2.3.1, 2.3.2, 3.1.3, 4.1, 4.1.1, 5.2.3. (updated)

See Appendix 1-National Law (section) and National Regulations (reg. 101,176,166,168.).