

# Supervision Policy & Procedure

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## Quality Area 2: Children's Health and Safety

**Element 2.2.1:** At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazards.

## Quality Area 3: Physical Environment

**Element 3.1.1:** Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

## Quality Area 4: Staffing arrangements

**Element 4.1.1** The organisation of educators across the service supports children's learning and development.

## Quality Area 5: Relationships with children

**Element 5.1.2** The dignity and rights of every child are maintained.

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## POLICY STATEMENT

Arabanoo recognizes that the safety and wellbeing of children in our care is of utmost importance. We believe that effective supervision is critical to creating a secure and nurturing environment that supports each child's development. As such, we are committed to providing comprehensive and consistent supervision that is responsive to the needs of all children.

The policy outlines we will:

- Comply with all relevant laws and regulations governing the supervision of children in our care.
- Ensure that children are supervised at all times and in all settings, including during play, transitions, excursions and other off-site activities.
- Use design and arrangement strategies to support active supervision and reduce the risk of harm or injury.
- Provide training and support to educators to develop effective supervision skills including the ability to make decision about when to interrupt and redirect children's play.
- Implement consistent supervision strategies that are responsible to the needs of all children, even when there are staffing changes.
- Acknowledge and understand the need for increase supervision during high-risk experiences or when the ratio of educators to children is increased.

Through our commitment to effective supervision, we aim to provide a safe and supportive

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environment that promotes the health, wellbeing, and development of all children in our care

## CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
S51, 165, 166, 167, 170, 171, 174  R 82, 83, 99, 100, 101, 102, 115, 123, 155, 168 176	2.1 2.2.1 3.1.1 4.1.1 5.1.2	Excursion, Child Protection, Delivery, Collection and Missing Child, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk Assessment, Staffing and Water Policies.	S51, 165, 166, 167, 170, 171  R 82, 83, 99, 100, 101, 102, 115, 123, 155, 168 176

## ENDORSEMENT BY THE SERVICE:

**Approval date:** Sept 2024

**Date for Review:** Sept 2026

## Policy History

Version	Date reviewed/written	Who by	Area changed	Changes made	Authorisation
1.0	4 Nov 2017	Rowan Friend	n/a	n/a	10 Nov 2017 - Jane Ellis
2.0	August 2023	KW OSHC Consulting	Policy Statement	Restructured and divided into clear sections to improve readability and	3 Sept 2024 – Rowan Friend

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				ease of understanding.	
			Considerations	Addition of National Law: Section 174: Offence to fail to notify certain information to Regulatory Authority.	

### PROCEDURES:

#### Planning for Supervision

#### Ratios:

- (a) In accordance with the Education and Care Services National Law and Regulations, the service will ensure that ratios are always maintained to adequately supervise and protect children from harm and hazards. The minimum prescribed ratio of 1 educator for every 15 children will be maintained at times the service is educating and caring for children. Ratios may be determined based on a risk assessment and management strategies, considering the number of educators, their level of skill, experience, the cohort of children and the types of activities children are involved in.
- (b) Generally, Arabanoo will plan to reduce the ratio to 1 educator for every 8 children for excursions and for those experiences involving water, the ratio will be reduced to 1 educator for every 5 children. A risk assessment may, however, deem a different educator to child ratio more appropriate.
- (c) The position and supervision of children will vary at different times of the session, and educators will be aware of experiences that are of higher risk. For example, outdoor active play may require more supervision than indoor craft activities. Educators will constantly assess and discuss where higher risk activities are taking place and adjust ratios accordingly.

#### Supervision Zoning:

- (a) Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. Arabanoo ensure a zoned

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map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.

- (b) All educators will be involved in the preparation of the zone map (displayed in the centre) and will physically walk the areas to determine where the most effective zones and vantage points are located.
- (c) Educators will be accessing toilet facilities as part of this zoning plan.
- (d) High risk areas have been assessed as the Toilets, Play Equipment, Entrance gates to the school on both campus's, Area B on the Western Campus and Boardwalk on the Eastern Campus.

### **Rosters:**

- (a) To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the allocated staff member completing the roster will take the number of expected children enrolled into consideration.
- (b) As well as a shift roster, the service will also assign educators to a campus JNR/SNR and also allocate roles to ensure supervision is maintained.

### **Team Approach:**

Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

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## **Minimising Risk:**

Send children to the toilet in pairs

Don't send children to the toilet if dusk/dark poor weather conditions

Radio to the supervisor if children are moving activities

## **Risk Assessments:**

Each supervision zone is in place to minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.

The service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

## **Out of Bounds:**

Educators will ensure that children are aware of areas they shouldn't access unsupervised.

## **The Principles of Active Supervision:**

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators 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 affects how educators plan and establish environments and coordinate supervision strategies to

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maximise children's safety and ability to play free from harm or injury.

## **Knowledge:**

Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.

Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.

Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.

## **Vigilance:**

Educators positioning themselves in strategic positions where they can see and hear children.

Educators scanning constantly with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being or safety.

Circulating the play areas where children are situated.

## **Empowerment:**

Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.

Support children to determine safe and unsafe practices.

Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

## **Supervision Outside of the Service**

When children are outside of the usual service environment, such as during excursions, transition periods, transportation to and from school or extra-curricular activities, or any other activities that take place off the service premises, Arabanoo recognises the need for adequate supervision to ensure the safety and wellbeing of the children in our care.

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## **Transportation**

Educators discuss and document the potential hazards and risks associated with the transportation of children, regardless of the mode of transportation, and maintain a documented risk assessment in case the activities of children during these transitions are deemed high risk.

## **Risk Assessments**

A thorough risk assessment will take into account the levels of supervision and number of adults needed during an excursion or during transportation and determine whether the minimum ratios are sufficient to provide adequate supervision. As part of the risk assessment, Arabanoo may include additional strategies during certain times of the excursion when children may require different levels of supervision, such as leaving and entering service premises or excursion venue. Strategies may include head counts and attendance checks or allocating a group of children to a particular adult or educator.

## **Additional Supervision Strategies:**

We ensure that children are supervised at all times while under the care of the service but outside of the service grounds. We also ensure that any activities and play children undertake during these times are appropriate to the environment they are in and free from potential hazards wherever possible.

Additionally, we make sure that all educators are familiar with the procedures for locating a missing child and that children using public bathroom facilities are accompanied where possible. Head counts and roll calls occur regularly to keep track of children attending excursions, and we separate children into small groups, assigning each group a coloured vest to wear. Each group has at least two staff members allocated to it, and a roll is maintained to indicate who is in that group.

At Arabanoo, we are committed to providing a safe and nurturing environment for all children in our care, even when they are outside of our service premises.

## **Partnerships with Children:**

- Arabanoo involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand

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the reason for limits and acknowledge the consequences when these are not adhered to.

- The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, which will affect the level and type of supervision given to that area.
- Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.
- Educator's supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

## Professional Development and Training

Ongoing supervision training is a critical component of maintaining a safe and secure environment for students and educators at Arabanoo. Educators and staff members at Arabanoo will receive regular professional development and training in the following supervision strategy areas:

### Active **Supervision** Training

Regular training sessions will be provided to educators and other staff members on supervision strategies and techniques to ensure they are equipped with the knowledge and skills necessary to implement and maintain active supervision, conduct risk assessments, and respond in emergencies.

Active supervision is a technique that involves actively engaging with students and constantly monitoring their behaviour to prevent potentially harmful situations from arising. This technique requires educators be vigilant and aware of their surroundings, identify potential risks and hazards, and take appropriate action to mitigate them.



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## **Reading and writing Risk Assessment Training**

Risk assessments are an essential tool for identifying potential safety hazards and determining the appropriate level of supervision required to manage them. Educators will be trained on how to conduct risk assessments and how to use the information gathered to make informed decisions about the level of supervision required for specific situations.

## **Emergency Management Training**

Emergencies can happen at any time, and staff members should be trained on how to respond quickly and effectively. Training will cover emergency protocols, such as how to evacuate the building or call for medical assistance, as well as the importance of maintaining clear communication with other staff members and emergency responders.

Regular training on supervision strategies and techniques can help ensure that staff members are prepared to handle any situation that may arise, from minor incidents to emergencies. By providing ongoing training, educational institutions can create a safer and more secure environment for their students and staff.

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**ENDORSEMENT BY THE SERVICE:**

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Version	Date reviewed/written	Who by	Area changed	Changes made	Authorisation
1.0	4 Nov 2017	Rowan Friend	n/a	n/a	10 Nov 2017 - Jane Ellis
2.0	August 2023	KW OSHC Consulting	Ratios	While the minimum prescribed ratio is 1:15, Arabanoo may adjust ratios based on the outcome of a risk assessment.	3 Sept 2024 – Rowan Friend

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			PD & Training	A new section to the policy has been added to emphasise the importance of ongoing supervision training for educators and staff members at Arabanoo.	
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