

Supervision of Children Policy

Purpose

At Peak Sports and Learning we understand that effective supervision is one of the most basic and important priorities in caring for children. Supervision is constantly observing and responding to individual children or groups of children to contribute to their safety and wellbeing. High levels of supervision are essential to protect children from hazards or harm that may arise in their daily experiences in play, physical activity and daily routines. Peak Sports & Learning’s staff ratio is strictly adhered to at all times. Our educators are attuned to the needs of all children that attend our service to ensure the highest level of safety and wellbeing for the children. Effective supervision also allows educators to engage in meaningful interactions with children.

Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring that children are supervised at all times
- Considering the design and arrangement of children’s environments to support active supervision
- Using supervision skills to reduce or prevent injury or incident to children and adults
- Guiding educators to make decisions about when children’s play needs to be interrupted and redirected
- Supporting educators and their supervision strategies
- Providing consistent supervision strategies when there are staffing changes
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.

Considerations

Education and Care Services National Regulations	National Quality Standard/s	Other Service policies/documentation	Other
Law Sections: 51, 165, 166, 167, 170, 171 Regulations: 82, 83, 99, 100, 101, 102, 115, 123, 155, 168, 176	Standard 2.2 Element 2.2.1	<ul style="list-style-type: none"> - Excursion Policy - Child Protection Policy - Delivery and Collection of Children Policy - Incident, Illness, Injury and Trauma Policy - Interactions with Children Policy - Providing a Child Safe Environment Policy - Staffing policy - Centre Risk Assessment Folder - Excursion Risk Assessments - Centre Supervision Zone Maps 	<ul style="list-style-type: none"> - My Time, Our Place - Service Philosophy - Centre supervision plans and educator placement maps - Daily Hazards checklist - Risk assessments

Procedures

The Principles of Active Supervision - Knowledge, Vigilance, Empowerment

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 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.

PROCEDURES:

Planning for Supervision

Ratios:

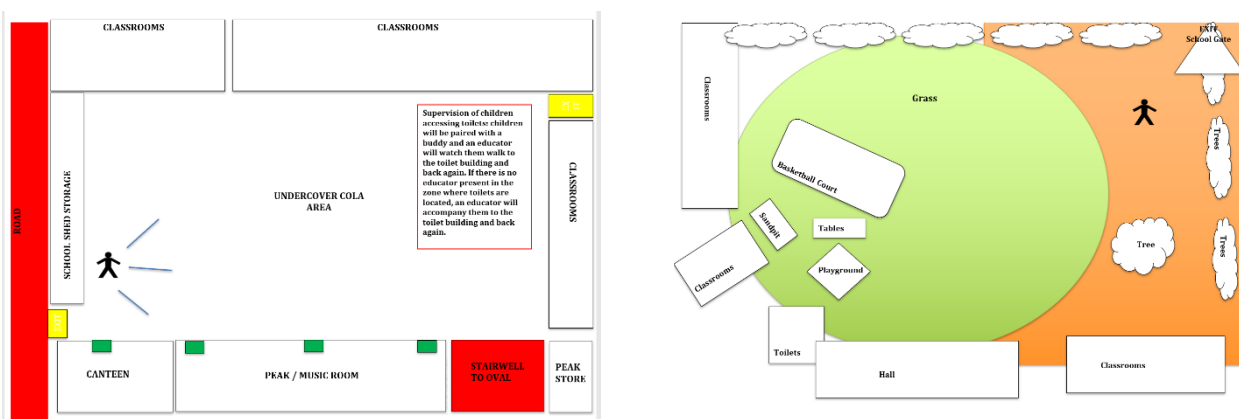
- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children.

- For all excursions a risk assessment will be conducted to determine staffing ratios to maintain adequate supervision. The risk assessment will take into account the venue, proximity to pools, dams or the ocean, transport, staffing qualifications, access to first aid, children attending, the general public and the weather.
- Ratios within the centre will consider the educators' skill and experience and the types of activities children are involved in. Positioning and supervision of children will vary at different times during the session. The Supervisor and educators will be aware of activities that are of higher risk and will constantly discuss and move to where high risk activities are taking place. For example, outdoor play vs. indoor craft, could mean that there is a 1:10 ratio outdoors and a 1:20 at the craft activity. However, the overall ratio remains at 1:15 across the service.

Supervision Zone Maps:

- 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. The service will ensure a zoned map is on display that shows educators the areas they are 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 requires them to be.
- Each zone may have different duties required of the educators supervising them. Supervisors will communicate this to educators and consider the number of children who may access each zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have a staff member positioned somewhere between the two locations.
- A strategy for children accessing toilet facilities will be included in each service's Supervision Zone map.

Supervision Zone Map



Rosters:

- 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. Staff are required to confirm their shifts weekly through the Zenshifts app.

- When creating a roster, the Director will take the number of expected children enrolled into consideration.
- Fluctuating numbers of casual enrolments will be constantly monitored to ensure that last minute additions to the daily roll are still able to be educated and cared for at the recommended ratio.
- Where possible, and when Inclusion Support funding is available, Peak provides additional educators above recommended ratios to provide support for children with additional needs. These educators are also included on the roster. The additional educators can be used to provide additional supervision in all zones of the centre.

External Agencies:

- From time to time, external agencies are given access to children while attending Peak such as tutors, Occupational therapists and music teachers. Unless written permission is given by the child's parents, the child is not to be left unattended with visiting agencies and must continue to be supervised by Peak educators.

Minimising Risk

Risk Assessments:

- Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service, certain zones have a risk assessment completed and documented. This assists educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- The service maintains a Centre Risk Assessment Folder containing general risk assessments and safety measure controls for zones and activities including: potential emergencies, bus runs, toilets, oval, craft, sport, cooking, sandpit, play equipment, gardening, and interacting with pets.
- Daily hazard checks are undertaken to ensure the area in which we operate from is safe and secure for children and staff. Checks are completed daily to ensure all areas are clean, tidy and that no potential risks or hazards have arisen.
- Equipment and facilities are well maintained and looked after ensuring safe use and safe practice.
- Educators will ensure that children understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.
- All children at Peak are taught and regularly reminded of the catch phrase, "If we can't see you, we can't save you"

Supervision Outside of the Service

Transporting children to and from the service during Before and After School Care:

- Employees of Peak Employment services will be responsible for driving the buses that children will be transported in. Children will be signed out of the centre when exiting the service premises to get on the bus during BSC and signed out of care when they arrive at school. During ASC children will be signed into care when they are picked up on the bus and signed into the centre when they arrive at the service premises.

Transporting children to and from excursions

- There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are moving between the service and extracurricular activities on the same site. When transporting children Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. Child ratios when transporting children will be determined via a risk assessment. Ratios on the risk assessment will be adhered to at all times.
- Risk Assessment forms are completed prior to excursions, in service activities and any activity deemed as a potential risk; and are available to families for all excursions and activities that are undertaken.
- Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
- Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
- Educators will ensure that children using public bathroom facilities will be accompanied to the facilities where possible, educators will not enter cubicles with children unless necessary. If this is required two educators will be present. Head counts and roll calls will occur regularly, throughout the excursion.

Partnerships with Children

- Our service 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 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.

Version Control Table

Version Control	Date Released	Next Review	Approved by	Amendment
1	September 2018	September 2019	Directors	Nil – This is the first version
2	October 2019	October 2020	Directors	Changes to clarify supervision during transportation.
3	March 2020	June 2020	Directors	Reviewed with no amendments. Moved to new document review timeline.
4	June 2020	June 2021	Directors	Reviewed with no amendments.
5	June 2021	June 2022	Directors	Small amendments