ROBE CHILD CARE ON WHEELS SERVICE

SUPERVISION GUIDELINES AND PROCEDURE

Responsible Officer:	*Manager Childcare Services*
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Relevant Regulations:	EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS S. 2A Paramount consideration—safety, rights and best interests of children S. 12 Meaning of serious incident S. 162A Child protection training S. 162B Child safety training S. 165 Offence to inadequately supervise children S. 166 Offence to use inappropriate discipline S. 166A Offences relating to inappropriate conduct Part 6A Devices in education and care services S. 167 Offence relating to protection of children from harm and hazards S. 174 Offence to fail to notify certain information to Regulatory Authority 100 Risk assessment must be conducted before excursion 101Conduct of risk assessment for excursions 102B Transport risk assessment must be conducted before service transports child 102C(2)(g) Supervision during transportation 102D Authorisation for service to transport children

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National Quality Standards (NQS):	QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY 2.2.1 Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard 2.2.2 Incident and emergency management -Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented QUALITY AREA 7: GOVERNANCE AND LEADERSHIP 7.1 Governance - Governance supports the operation of a quality service that is child safe 7.1.2 Management Systems - Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe. 7.1.3 Roles and Responsibilities - Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.

Adequate supervision is integral to creating environments that are safe and responsive to children's needs and interests. Identifying potential risks and hazards allows educators to determine the level of supervision required for different situations and environments, whilst promoting children's agency, exploration and development.

Working in conjunction with the Supervision Policy, this procedure provides guidelines for educators to follow to provide adequate supervision while ensuring children are protected from harm and hazards.

ACTIVE SUPERVISION TECHNIQUES		
Planned positioning to maximise line of sight	Educators position themselves to be able to scan or regularly look around the area to observe children in the environment. Educators ensure close proximity to children who may require additional support. Educators ensure all children can be seen and/or heard at all times.	
Practicing awareness	Requires knowledge of individual children `- knowing each child's range of skills, interests, ability to interact with others, developmental stage and behaviour. Knowledge of children helps educators to monitor, support and enhance skills that promote children's agency.	
Being alert to the surrounding environment	Involves educators regularly glancing around the outdoor and indoor area and listening carefully to volume and tone of children's voices. Children who are not in an educator's direct vision are still able to be supervised and responded to immediately if required.	
Using redirection	Educators can support children when they are unable to problem solve or resolve conflict on their own. This assists children to build on their social skills, supports their development and helps ensure the safety of all children. For this to be effective, educators need to be knowledgeable of the children in their care and any behaviour plans that are current.	
Provide close supervision	In areas that may pose a potential risk to children's health and safety. Educators are required to evaluate the situation and determine if intervention is required depending on the age and ability of each child. Sometimes, a child needs reassurance to explore and take appropriate risks with the support of an adult. Educators must be aware of 'blind spots' within different environments.	
Planned Transitions	Educators are attentive to children's movements as they transition between different areas or environments, including when children use the bathroom.	
Routine Checks	Conducting regular head counts and roll calls to be aware of the number of children within the group at all times. Ensure that all children are accounted for at all times.	
Consideration of all children and ages	Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that different levels of supervision are relevant and responsive to each child's developmental needs.	

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Consistent supervision strategies	Support a positive, inclusive approach to children's ability to make responsible and appropriate decisions about their behaviour, interactions with others and their learning.	
Actively supervising hygiene practices	Supervising and modelling appropriate practices such as hand washing, use of hand sanitiser, cough and sneeze etiquette assists in ensuring the health and safety of children and staff.	
Observation and engagement	Being responsive to children's supervision needs and engaging in opportunities to promote independence and learning.	
Communication and collaboration	Ensuring all staff are aware of the needs of individual children and the supervision they may require in any given situation or environment. Communicating when changes in supervision occur due to a range of variations - collecting resources, visiting the bathroom, attending to an individual child's needs.	
Health and Safety	Ensuring effective supervision of children due to illness or injury. Children must be closely supervised and kept safe, comfortable until their parents/guardian is able to collect them from the service.	
Clear supervision plans	Ensuring all staff (including relief staff) understand supervision plans and procedures to ensure the safety of all children. Ensure supervision plans are kept up to date.	
Self-reflection	Consider your own supervision practices (observation skills to anticipate times when children may need closer supervision)	

SUPERVISION PROCEDURE		
1	The approved provider, nominated supervisor and educators will review and update the Service's *Supervision Policy* annually	
2	The nominated supervisor will inform new and relief educators, students and volunteers about supervision arrangements, outlining their supervision responsibilities	
3	New educators, students and volunteers will be introduced to the *Supervision Policy* and *Procedure* during induction and orientation	
4	Educators are to be aware of where all children are at all times and monitor their environment closely	

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5	Educators will conduct Head Counts regularly to ensure each child is accounted for at all times of the day (See *Head Count* section below)	
6	If a child appears missing or unaccounted for, educators will follow the *Missing Child Procedure* or *Missing Child During Transportation Procedure*	
7	Educators are to be able to respond to any situation immediately, particularly when a child is distressed or in a hazardous situation	
8	The nominated supervisor will develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated at the Service including on excursions	
9	The nominated supervisor is to adopt accepted best practice; ensuring no staff member is left alone with a child to support child safe practices	
10	Educators will have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment at all times	
11	Educators will implement vigilant supervision strategies for hygiene requirements including: • regular handwashing • toileting (whilst maintaining children's privacy and dignity) • cough and sneeze routines- using disposable tissues and handwashing	
12	Educators will ensure that hazardous equipment and chemicals are inaccessible to children	
13	Educators will ensure adequate supervision is provided when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)	
14	Educators will ensure a second staff member or nominated supervisor accounts for and supervises children as they get in or out of the vehicle (See: *Safe Transportation Policy*)	
15	Educators will ensure that no child is left alone while eating or at nappy change and toileting times, whilst maintaining their dignity and privacy	
16	Educators will ensure mealtimes are adequately supervised to prevent and manage allergy and anaphylaxis risks	

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SUPERVISION PLANS AND RISK ASSESSMENTS		
1	The nominated supervisor and educators will conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities	
2	The nominated supervisor and educators will ensure the supervision plan and strategies will be displayed for families in all rooms and in the outdoor area	
3	The nominated supervisor will ensure that a Risk Assessment and Management Plan is carried out before authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.	
4	The nominated supervisor and educators will regularly evaluate the efficiency of the supervision plan and make changes as required	
5	The supervision plan will identify areas for educators to position themselves to observe the maximum area possible and to avoid areas being unsupervised	
6	The nominated supervisor will ensure supervision strategies are reviewed following an incident involving supervision, with areas for improvement identified	
7	The *Supervision Risk Assessment* will be reviewed at least once every 12 months, or as soon as practicable following an incident involving supervision of children	
8	The *Supervision Risk Assessment* will be stored safely and securely and kept for a period of 3 years	
9	The nominated supervisor will, within 24 hours of becoming aware of a serious incident, notify the regulatory authority using the Notification form: notification-of-serious-incident-or-complaint.pdf and notify the CCCFR inbox using the Community Child Care Fund Restricted Grant - Incident Notification Form. This includes an incident involving supervision where a child was missing or unaccounted for	

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SUPERVISION STRATEGIES		
Educators will:		
1	communicate and collaborate with others to ensure the effective supervision of children within the Service	
2	avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks	
3	position themselves to allow them to observe the maximum area possible and avoid areas being unsupervised	
4	move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators	
5	alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g.: to obtain resources, visit the bathroom). Another educator is to replace them, ensuring ratios are maintained at all times	
6	actively engage with children to support their learning whilst actively supervising and observing children	
7	ensure that all children are in sight and/or hearing of educators at all times	
8	ensure that no child is left alone while eating or at nappy change and toileting times	
9	adequately supervise children during rest time in accordance with the Sleep and Rest Policy and relevant legislative requirements	
10	scan the environment during interactions with individuals or small groups	
11	listen closely to children whilst supervising areas that may not be in a direct line of sight, noticing changes in volume or tone of voice	
12	plan for a mixture of activities to allow for appropriate supervision of groups of children	
13	ensure the environment is designed and maintained in a way that allows for adequate supervision and provides a clear line of sight for all children	
14	ensure equipment and furniture is positioned within the room/area to allow for adequate supervision, ensuring no hidden spots or areas that restrict supervision	

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HEAD COUNT PROCEDURE		
1	Our Service will use XAP to record head counts	
2	In the event XAP is unavailable to record regular head counts educators will record head counts on the *Head Count Record* on the sign in sheet	
3	The nominated supervisor will advise educators who will be responsible for conducting regular head counts during the day. i.e. Lead educator	
4	Educators are to conduct regular head counts throughout the day, with particular attention provided to key transition times	
5	Educators will receive information and training on how and when to conduct head counts as part of induction and orientation	
6	Educators will use regular head counts as an effective supervision strategy to be aware of where each child is and how many children are in the group	
7	Educators are to conduct regular head counts every 30 minutes and record using the *Head Count Record*	
8	Educators will conduct regular head counts when transitioning from one activity or environment to another, for example mealtimes and moving outside	
9	Educators will conduct regular head counts during changes in staffing, i.e. at the beginning and end of shift	
10	Educators will conduct the following head counts during transportation or excursions: • Prior to leaving the collection point • Before boarding the vehicle • While sitting in the vehicle prior to leaving • After disembarking from the vehicle • After entering the Service or venue	

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