

D-16 SUPERVISION



POLICY STATEMENT

At TWOOSH we believe that the supervision of children in our care is of paramount importance, and that we always have a responsibility to protect the health and safety of each individual. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children.

TWOOSH 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
- ◆ acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children needs to be increased.

REFERENCES AND CONSIDERATIONS

- Education and Care Services National Law & Regulations S51, 165, 167, 170, 171, R82, 83, 99, 100, 101, 102, 115, 123, 155, 168
- National Quality Standards 2.2 and Element 2.2.1
- My Time, Our Place learning framework for school age children

Related TWOOSH documents

- TWOOSH Risk Assessments
- TWOOSH Safety & Hazard Checks
- TWOOSH Attendance Records
- TWOOSH Duties List
- Policy B-3 – Excursions
- Policy D-11 – Child Protection
- Policy D-9 – Providing a Child Safe Environment
- Policy C-1 – Staffing
- Policy B-6 – Water Safety
- Policy A-5 – Dropping off and picking up children.
- Policy D-13 – Management of Incident, illness, and Trauma,
- Policy B-7 – Interactions with Children

PROCEDURE

Planning for supervision

Ratios

- ◆ In accordance with the Education and Care Services National Law and Regulations, TWOOSH always ensures that the prescribed ratio of 1 educator for every 15 children is adhered to. The ratio will reduce to 1 educator for every 10 children during an excursion outside of TWOOSH.
- ◆ Ratios will take into account the number of educators, their 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. Educators will be aware of activities which are of a higher risk eg. outdoor play vs indoor quiet activities. This could mean 1 adult to 20 children for a low risk activity and a 1:10 ratio for tree climbing or fire pit. However, the overall ratio will remain at 1:15 across the service.
- ◆ TWOOSH will aim to always have a minimum of 2 educators above the 1:15 ratio requirement.

Supervision areas

- ◆ Defined supervision areas will help educators to better supervise children when they are accessing various locations such as indoor, outdoor, oval, basketball court and toilets etc. TWOOSH will ensure an area map and a duties list is on display – these show educators the area they are primarily responsible for supervising. Markers will be placed in specific spots on the map to show 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 area. However, these spots act as a guide only; educators will move throughout the area freely and not remain in a specific spot unless the level of supervision requires them to be.
- ◆ Each area will have different supervision duty requirements. TWOOSH will ensure each area has a documented list of the expected duties required in each area. When creating the duty list, the Director will take into account the number of children who may access that area, the activities that will be happening, possible risk factors and hazards 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. This would be described in the duties list. A strategy for children accessing toilet facilities will be included in the TWOOSH area plan and duty list.

Rosters

- ◆ TWOOSH will ensure there are sufficient numbers of educators to meet ratios each time children are being cared for. TWOOSH will ensure a roster is completed and made available for educators to review. When creating a roster, the Director will take the number of expected children enrolled into consideration.
- ◆ As well as the shift roster, TWOOSH will also assign educators to an area in accordance with the area map described above. Educators will rotate their assigned area shift so that they are familiar with the supervision requirements in each area, and so they can build relationships with all the children from each year group as they move around TWOOSH.

Team approach

- ◆ Each educator comes to TWOOSH 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 TWOOSH has a team approach when it comes to the way supervision is performed and why it is so crucial of their work.
- ◆ TWOOSH will regularly discuss supervision practices at staff 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 arrangement on how supervision is undertaken.

Minimising Risk

Risk assessments

- ◆ Each supervision zone in TWOOSH comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere within TWOOSH it may be necessary for certain areas to have a risk assessment completed and documented. This will allow educators to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- ◆ TWOOSH will ensure that any area deemed 'high risk' based on the volume of children accessing it, the activities that happen in that area 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 TWOOSH's daily indoor/outdoor hazard check.

Access

- ◆ Educators will ensure that children are unable to and understand not to access unsupervised areas of TWOOSH and that potentially hazardous items are kept out of areas that children have access to in accordance with TWOOSH safety procedures.

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, the equipment children are using, the weather condition, the time of day, managing small and large groups of children, transition 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. Knowing the children well assists educators in planning and establishing environments and co-ordinate supervision strategies to maximize children's safety and ability to play free from harm or injury.

Knowledge

- ◆ Understanding each child's ability 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, known to all children and consistently applied by educators, and enforcing strategies when children 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, by completing a hazard check list and also during supervision and ensuring the setting up of the environment supports active supervision practices.

Vigilance

- ◆ Positioning themselves in strategic positions where they can see and hear children.

- ◆ Scanning constantly with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being and safety.
- ◆ Circulating the play areas where children are situated.

Empowerment

- ◆ Teaching children how to appropriately and safely use equipment, access play areas and take some responsibility for their actions.
- ◆ Supporting 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 TWOOSH

Transporting children to and from TWOOSH

- ◆ There are obvious hazards that can be identified when children are outside the TWOOSH environment. Such times may include excursions, when children are picked up and dropped off at school and when moving between TWOOSH and extracurricular activities. 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. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
- ◆ Educators will ensure that children are supervised at all times whilst under the care of TWOOSH. Educators must ensure that any activities or play children undertake during these times outside TWOOSH, are 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 pick up point.
- ◆ Educators will ensure that children using public bathroom facilities will be accompanied by an educator where possible and that head counts and roll calls occur regularly.

Partnerships with children

- ◆ TWOOSH involves children in all aspects of our daily operations including the rules and boundaries that guide their behavior. Children are offered opportunities to develop their own rules and boundaries in partnership with educators. This allows them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- ◆ The age of children within TWOOSH varies greatly, which reflects various levels of play and 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, particularly if children are doing an activity that poses a greater risk, and that will affect the level and type of supervision given to that area.
- ◆ Educators respect all children's right to privacy and allow them the space to be independent, 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.
- ◆ Educators' supervision levels will add to and enrich the play of children. Activities will only be disrupted if warranted due to hazard and risk identification.

Educators will engage in play with children and interact with them in accordance with TWOOSH's values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

Revisions

Date of next review: Month 202X

Date	Reviewer	Approved by
24.02.20		TWOOSH Management Committee
29.03.21	NF	TWOOSH Management Committee
