

CEEC PP PRO SUPERVISION PROCEDURE

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Related legislation	Education And Care National Law Act 2010 Education And Care Services National Regulations 2011 Education And Care Services National Amendment Regulations 2017 Guide To The National Quality Framework

PURPOSE

Catholic Early EdCare (CEEC), a Directorate of Centacare under the Corporation of Trustees of the Roman Catholic Archdiocese of Brisbane is committed to achieving and maintaining the highest practical standards of workplace health and safety for its workers, visitors and children in the care of Catholic Early EdCare.

This procedure has been developed to provide consistent guidance to Services in the implementation of supervision practices.

SCOPE

This procedure applies to Educators as defined in the Education and Care Services National Law.

1. PROCEDURE

- 1.1 Educators are required to supervise children through active engagement. This includes but is not limited to actively watching and paying attention to their actions and the environment.
- 1.2 The adequacy of supervision should be determined by a range of factors, including-
 - Number, ages and abilities of children

- Number and positioning of educators
 - Each child's current activity
 - Areas where children are playing, in particular the visibility and accessibility of these area
 - Risks in the environment and experiences provided to children
 - The educators' knowledge of each child and each group of children
 - The experience, knowledge and skill of each Educator
 - The application of a dynamic risk assessment
- 1.3 At times a service may need to increase staff to child ratios in order to adequately supervise and support children. For example, based on the outcome of a risk assessment, at the beginning of the year when a number of children are transitioning to new rooms, a service may need to roster educators in excess of minimum ratios. This could assist educators to respond to children's needs and foster children's sense of security and belonging.
- 1.4 Adequate supervision requires teamwork and good communication among staff. For example, educators should let their colleagues know if they need to leave the area for any reason such as to get a resource from another area, or to use the bathroom. Educators should also develop a handover routine when changing shifts, taking breaks, moving outside of ratio etc. This may include, as the Guide to the National Quality Standards recommends, implementing strategies such as a diary or communication book.
- 1.5 If an Educator is required to move away from supervising children they are required to make sure they are replaced by another Educator and ensure the Educator has been made fully aware of the activity being undertaken and the control measures that are being implemented presently to manage risk(s).
- 1.6 Educators can achieve adequate and effective supervision in the following ways –
- Direct and constant monitoring in close proximity to children for activities that involve some risk, for example woodwork activities and cooking experiences
 - Careful positioning of Educators allows them to observe the maximum area possible. Staff must be capable of assessing the area they are supervising and position themselves to ensure the best possible vantage point for supervision of children
 - Scanning and regularly looking around the area to observe all the children in the vicinity looking to identify hazard and/or hazardous situations requiring intervention
 - Listening to children will help to support supervision of areas that may not be in the Educator's direct line of sight. This is particularly useful where children may be playing around trees or on play equipment
 - Observing children playing and anticipating what may happen next will allow Educators to assist children as difficulties arise and to intervene where there is potential danger
 - Conducting activities to ensure risk is minimised and there are sufficient Educators to attend to children's needs
 - Positioning Educators in close proximity to children – Educators should be close enough to children to intervene promptly and prevent injury. This is particularly important when

children are attempting an activity for the first time or engaged in activity that presents with a level of risk. For example, if children are using play equipment such as climbing apparatus or monkey bars, Educators should be close enough to coach them through the experience, provide safety reminders and reach the child if they slip or fall

- Participating in play and observing behaviour to reduce the likelihood of injury or harm as far as reasonably practical. Educators can participate in children's play and intervene when they see the potential for harm. This should be balanced with an emphasis on allowing children the freedom to attempt new experiences and play independently and only intervening when necessary. Participation of the Educator should not prevent them from supervising
- Providing a variety of age and ability appropriate activities
- Apply control measures or 'risk treatment' to activities whilst supervising as identified in a risk assessment
- When considering daily routines and programs, Services should consider what method of supervision should be used based on the activity and its risk, with a focus on reducing the likelihood of congestion, commotion, confusion, disorder and children waiting.

1.7 Educators are required to adopt and implement effective supervision at all times.

1.8 Educators can adopt a variety of techniques when implementing effective supervision including-

- Conducting Safety checks – the child care environment should be inspected and monitored for hazards that could lead to an incident and/or injury. Services should have safety check system in place to allow Educators to easily monitor and report and remove hazards. Educators should have an ongoing awareness of the safety of products and equipment in areas accessed by children.
- Positioning equipment and arranging the environment – Educators should take into account the environment when supervising children's play. A well designed environment creates open sight lines that make supervision easier as Educators can easily move around and view play areas from several different angles. Educators should consider the placement of equipment inside and outside the Service and its potential impact on the ability of Educators to apply effective supervision

2. EDUCATOR SUPERVISION RESPONSIBILITIES

2.1 Educators are required to implement the following supervision practices –

- Have a working knowledge of the CEEC PP POL Supervision Policy and CEEC PP PRO Supervision Procedure
- Consider the supervision implications when setting up environments including the safe layout of furniture and play equipment when planning activities
- Assist with the development of service specific supervision plans and implement accordingly.

- Identify and apply the supervision technique most appropriate for the situation
- Check and maintain equipment on a regular basis
- Implement well planned, safe, engaging and positive environments for children that enhance the likelihood of a relaxed and orderly experience
- Provide clear instruction and expectations to children
- Manage through supervision instances of congestion, commotion, confusion and disorder, competition and children waiting
- Provide supervision during transition periods and routines. These periods should be efficient, consistent and flow to meet the needs of all children in a group setting
- Identify hazards and assess risks. Implement risk treatment/control measures to eliminate the hazard(s) or reduce the risk(s)
- Assist children to develop skills and practices
- Avoid carrying out activities that will draw their attention away from supervision.

3. SUPERVISION – DUTY OF CARE

3.1 Educators are required to apply duty of care towards others with the watchfulness, attention, caution and prudence that a reasonable person in the circumstances would use.

3.2 Educators are required to acknowledge –

- No employee associated with a Catholic Early EdCare Service is exempt from fulfilling their duty of care
- Fulfilling a duty of care means doing what is reasonable and in the best interests of children.
- Duty of care involves taking reasonable care to protect others from foreseeable risk of harm or injury
- Educators have a duty of care to ensure all areas accessible to children are as far as reasonably practical safe and free from hazards
- The need to ensure sufficient Educators are present to oversee children’s activities
- A child’s actions can contribute to an injury but this does not fully release Educators from a duty of care or liability

3.3 The following actions can assist Educators to fulfil their duty of care –

- Conduct risk assessments for all activities and equipment that identify hazards and assess the risk
- Understand and implement control measures accordingly
- Adopt dynamic risk assessment practices
- Adhere to Catholic Early EdCare policy and procedure

4. SUPERVISION - EDUCATOR ROSTERS AND EDUCATOR PRACTICES

- 4.1 All Catholic Early EdCare Services and Educators are required to maintain Educator to child ratios in accordance with the Education and Care Services National Regulations 2011 (Part 4.4 'staffing arrangements'). For Queensland Services - Part 7.5 'Queensland – Specific Provisions. This is referenced in section 3.7 of CEEC PP POL Supervision Policy.
- 4.2 Services are required to have a Responsible Person present at the Service during operating hours in the absence of a Director/Coordinator.
- 4.3 All Catholic Early EdCare Services and Educators are required to ensure supervision is not compromised during change over periods, whilst undertaking other activities and during staff breaks etc.
- 4.4 Communication between Educators is vital to ensure adequate and effective supervision is maintained at all times

5. SUPERVISION - NAPPY CHANGES AND TOILETING

- 5.1 During nappy changing activities, Educators are required to ensure all children continue to be effectively supervised.
- 5.2 Catholic Early EdCare Services and Educators are required to provide adequate supervision when children are utilising toilet facilities. This will be relevant to the level of independence of the child and appropriate to their stage of development.
- 5.3 Educators will encourage children to adopt appropriate hygiene procedures at all times.
 - Follow notification timeframes as outlined in CEEC GOV POL Governance and Service Management Policy for reporting if required.

6. NON ARRIVAL OF CHILDREN ON AN ATTENDANCE LIST/ROLL

- 6.1 In the event a child who is named on a Service's attendance list (or roll) does not arrive at the Service, the Service will –
 - Confirm if the Parents/Carers have previously advised of the non-attendance
 - Attempt to contact the Parents/Carers to enquire as to the child's whereabouts
 - Attempt to contact emergency contacts/authorised nominees to confirm or ascertain the child's whereabouts
 - If unable to establish contact with a Parents/Carers, the Service may consider contacting the child's school (Relevant to Outside School Hours Care Services only)
 - Should the child's whereabouts prove unable to be confirmed, the Service will contact the Emergency Services and inform the Parents/Carers and Area Manager of this action
 - Complete a CEEC HS FORM Child Incident report via Guardian. It is important the incident report provides a clear description provided of the sequence of events, specific times, actions taken by the Service and outcome of the incident.

- Follow notification timeframes as outlined in CEEC GOV POL Governance and Service Management Policy for reporting if required.

7. A CHILD/CHILDREN ON AN ATTENDANCE LIST/ROLL APPEAR TO BE MISSING OR CANNOT BE ACCOUNTED FOR

- 7.1 In the event a child who is named on a Service's attendance list (or roll) appears to be missing or cannot be accounted for, the Service will –
- Conduct a head count and roll check of all children on attendance list
 - Check the premises for the child's location, taking note of key areas such as toilets, cupboards, storerooms
 - Confirm with other site stakeholders regarding the child's e.g. school, parish, other Catholic Early EdCare Services, extracurricular providers
 - Confirm if the Parents/Carers have previously advised of change to attendance e.g. early collection, collection by emergency contact, extracurricular activities
 - Attempt to contact the Parents/Carers to enquire as to the child's whereabouts
 - Attempt to contact emergency contacts/authorised nominees to confirm or ascertain the child's whereabouts
 - Should the child's whereabouts prove unable to be confirmed, the Service will contact the Emergency Services and inform the Parents/Carers and Area Manager of this action
 - Complete a CEEC HS FORM Child Incident report via Guardian. It is important the incident report provides a clear description provided of the sequence of events, specific times, actions taken by the Service and outcome of the incident.
 - Follow notification timeframes as outlined in CEEC GOV POL Governance and Service Management Policy for reporting if required.

8. A CHILD/CHILDREN ON AN ATTENDANCE LIST/ROLL APPEARS TO HAVE BEEN REMOVED FROM THE PREMISES IN CONTRAVENTION OF THE REGULATIONS

- 8.1 In the event a child who is named on a Service's attendance list (or roll) appears to have been removed from the premises in contravention of the regulations, the Service will –
- Apply appropriate practices to safeguard the release of children to Parents/Carers, authorised emergency contact, authorised adult or authorised nominee unknown or not identified by a staff member. This may include asking the Parents/Carers for a description of the person in advance, confirming the name of the person attending to the collect the child and/ or upon arrival requesting the production of photo identification
 - Confirm if the Parents/Carers have previously advised of the collection
 - Attempt to contact the Parents/Carers to enquire as to the removal of the child from the service

- Attempt to contact emergency contacts/authorised nominees to confirm the removal of the child from the service
- Understand that the rights of a 'parent' are not removed or diminished should a 'parent' not be the enrolling 'parent' or the Catholic Early EdCare account holder
- Should the child's whereabouts prove unable to be confirmed, the Service will contact the Emergency Services and inform the Parents/Carers and Area Manager of this action
- Complete a CEEC HS FORM Child Incident report via Guardian. It is important the incident report provides a clear description provided of the sequence of events, specific times, actions taken by the Service and outcome of the incident.
- Follow notification timeframes as outlined in CEEC GOV POL Governance and Service Management Policy for reporting if required.

9. A CHILD/CHILDREN ON AN ATTENDANCE LIST/ROLL IS MISTAKENLY LOCKED IN OR LOCKED OUT OF ANY PART OF THE PREMISES

9.1 In the event a child who is named on a Service's attendance list (or roll) is mistakenly locked in or locked out of any part of the premises, the Service will –

- Ensure that the child is kept safe and as calm as possible and is visual or audible for the period that the child is locked in or out of the premises
- If the child is locked inside the premises outside services operating hours, the Nominated Supervisor, or current Responsible Person in Charge must attend the service immediately
- Contact site stakeholders to gain access to the child
- If unable to access the child for an unreasonable amount of time, or as soon as it becomes apparent that the child is no longer safe the Service will contact Emergency Services
- Attempt to contact the Parents/Carers
- Attempt to contact emergency contacts/authorised
- Inform the Area Manager
- Complete a CEEC HS FORM Child Incident report via Guardian. It is important the incident report provides a clear description provided of the sequence of events, specific times, actions taken by the Service and outcome of the incident.
- Follow notification timeframes as outlined in CEEC GOV POL Governance and Service Management Policy for reporting if required.

10. SUPERVISION – MANAGEMENT PLAN

10.1 Catholic Early EdCare Services are required to create and maintain an effective Supervision Management Plan.

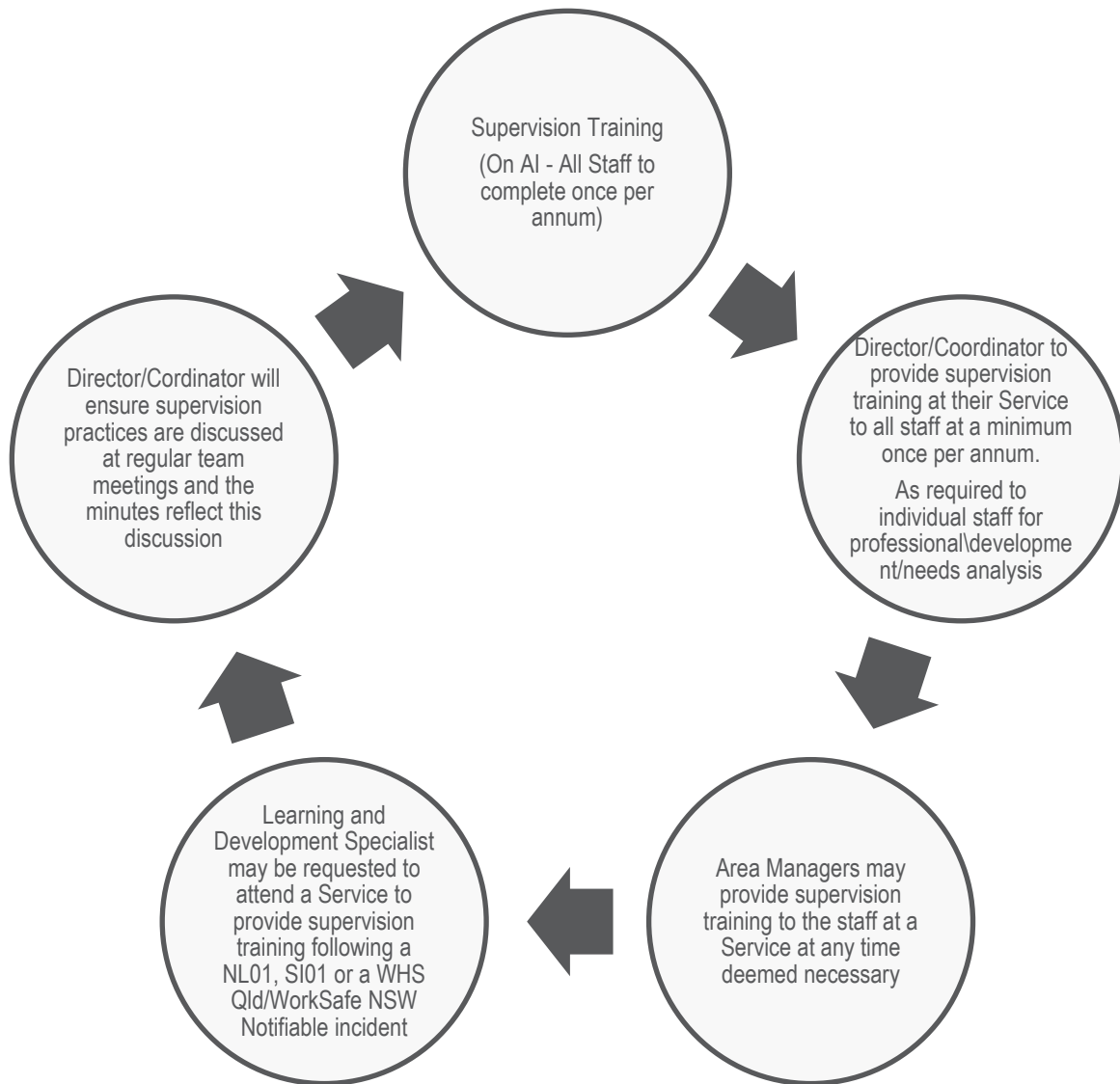
10.2 Supervision Management Plans should contain:

- Map of supervision areas
- Area risk levels

- Child ages
 - Numbers of children
 - Environmental factors
 - Risk assessments
- 10.3 All Catholic Early EdCare Educators should be familiar with service specific Supervision Management Plans and services should maintain a signed record containing staff acknowledgment and understanding of service specific Supervision Management Plans.
- 10.4 Supervision Management Plans should be reviewed regularly. A review of a Supervision Management Plan should be conducted at Catholic Early EdCare Services:
- Annually
 - Following significant staff turnover, change in Nominated Supervisor
 - Change in environments
 - Breach of the Education And Care National Law Act 2010
 - Introduction of children with complex needs to the service.

11. SUPERVISION – TRAINING

11.1 Catholic Early EdCare will provide supervision training to Services as follows –



SUPPORTING DOCUMENTS

N/A

COMPLIANCE

Breaches of this policy will be dealt with under Centacare's misconduct provisions, as stated in the Employment Guidelines Code of Conduct.

IMPLEMENTATION

Centacare will place this policy on the Archdiocesan Intranet (AI). Directors and managers are responsible for ensuring that the appropriate communication of policies and supporting documents to staff has occurred. All staff are responsible for understanding and complying with this policy. Contact the Policy Sponsor for further interpretation of this policy.

DEFINITIONS

Educator	Educator means an individual who provides education and care for children as part of an education and care service.
Risk Treatment/ Control Measures	Risk treatment involves developing a range of options for mitigating the risk (i.e. control measures) assessing those options, and then preparing and implementing action plans
Supervision	Supervision as the practice of constantly observing and relating to individual children or groups of children in relation to their safety, health and wellbeing. Supervision involves more than preventing or responding to potential or actual harm and hazards. Supervision requires the Educator to be actively involved with children and have knowledge of what each child in their care is doing at any given time.
Effective Supervision	Effective supervision requires Educators to be actively involved with children. Effective supervision is not fulfilled by Educators merely 'standing back and watching'. Effective supervision requires the combination of adequate supervision with the application of risk reduction strategies (i.e. risk treatment or control measures).
Adequate Supervision	Supervision occurs when an Educator can respond immediately, including when a child is distressed or in a hazardous situation.

12. RECORD KEEPING

- 12.1 Catholic Early EdCare will maintain all records as required by AOB and Centacare policies and procedures relating to record keeping
- 12.2 All Catholic Early EdCare Services are required to maintain all records in their Service folder on the L:\ drive.
- 12.3 All Catholic Early EdCare Services will adhere to Division 3 – Information and record keeping requirements, Education and Care Services National Regulations; specifically Subdivision 4 – Confidentiality and Storage of Records (181, 182, 183, 184).
- 12.4 Catholic Early EdCare will ensure all privacy provisions are implemented in relation to record keeping in accordance with the Archdiocese of Brisbane (AOB) privacy statement and AOB privacy policy available on the AI portal this extends to storing records in a secure and confidential manner.
- 12.5 Service records will be maintained (stored and preserved) in conditions suitable to the length of time they need to be kept and made available for use. This applies regardless of the format of the records or the media they are stored on.
- 12.6 Catholic Early EdCare will coordinate the removal, archiving and disposal of records as required.