

# SUPERVISION PROCEDURE





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## **POLICY AND PHILOSOPHY**

Our services create safe, supportive, and responsive environments for children through effective supervision and engaging in meaningful interactions with children. This procedure has been developed to provide services consistent guidance in the implementation of supervision practices, acknowledging that children of different ages and abilities will require different levels of supervision, privacy, and autonomy.

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# DAILY PRACTICES

## 1.1 REGULAR MONITORING

### Step 1: Continuous Observation

- ☐ Actively watch children at all times, maintaining a clear line of sight.
- ☐ Regularly scan the entire area, not just focusing on one group or activity.

### Step 2: Headcounts and Roll Calls

- ☐ Conduct frequent recorded headcounts, recorded in Xplor or on hard copy template, especially during transitions, to ensure all children are accounted for.
- ☐ Use roll calls or attendance lists during outdoor activities and excursions.
- ☐ Scan hard copy records to service L Drive.

## 1.2 ENGAGEMENT WITH CHILDREN

### Step 1: Interactive Supervision

- ☐ Join in children's activities to better monitor and understand their behaviours and interactions.
- ☐ Engage in conversations with children to build trust and make them feel comfortable to approach you.

### Step 2: Strategic Positioning

- ☐ Position yourself in a place where you can see all children.
- ☐ Avoid turning your back to large areas of the play space.

### Step 3: Attentiveness to Cues

- ☐ Pay attention to children's non-verbal signals and intervene proactively when needed.
- ☐ Be alert to changes in mood or behaviour that might indicate discomfort or distress.

## 1.3 ENVIRONMENTAL ASSESSMENT

### Step 1: Hazard Identification

- ☐ Before children enter a space, check for potential hazards like sharp objects, unstable structures, or slippery surfaces.
- ☐ Regularly inspect play equipment and remove or report any damaged items.

### Step 2: Ensuring Adequate Lighting and Accessibility

- ☐ Make sure all areas are well-lit and free from obstacles that might hinder supervision or safe movement.
- ☐ Ensure emergency exits are always clear and accessible.

### Step 3: Adapting to Environment and Experiences

- ☐ Adjust supervision strategies for different environments, like being closer to children during water play or higher risk experiences.
- ☐ Vary supervision techniques based on the nature of the experience or activity, such as closer supervision during cooking activities or similar.



## 1.4 COMMUNICATION WITH FAMILIES

### Step 1: Sharing Supervision Practices

- ☐ During enrolment and meetings, clearly explain your supervision policies and procedures to families.
- ☐ Regularly communicate with families about supervision topics, e.g. via newsletters or other visual prompts.

### Step 2: Collaborative Information Sharing

- ☐ Invite families to share insights about their child's behaviour or particular supervision needs.
- ☐ Establish open lines of communication for ongoing dialogue about their child's experiences.

### Step 3: Regular Updates

- ☐ Provide update to families about their child's day, including any incidents or observations relevant to supervision.
- ☐ Schedule meetings for ongoing discussion, as required, to adequately respond to children's needs.

### Step 4: Maintaining Supervision

- ☐ Maintain adequate supervision practices at all times when communicating with parents and families.
- ☐ If unable to maintain adequate supervision whilst communicating with parents and families, request a meeting at a later time so that supervision can be maintained.

## 1.5 OPERATIONAL PRACTICES

- ☐ Supervision practices are discussed at team meetings and the minutes reflect this discussion.
- ☐ Rosters ensure child to educator ratios managed and maintained at all times, with adequately trained educators, and adjusted accordingly for excursions or events.
- ☐ A check of the attendance list/rolls is conducted at the conclusion of each session to ensure that all children have been signed out and accounted for;
  - In the event that a child is still 'signed in' to care, and it cannot be confirmed they have been collected the child will be considered missing or unaccounted for.



# MISSING OR UNACCOUNTED FOR CHILDREN

## 2.1 IF A CHILD SIGNED IN TO CARE IS MISSING OR UNACCOUNTED FOR, THE RESPONSIBLE PERSON IN CHARGE WILL:

- ☐ Instruct educators to assemble children, conduct head counts and roll checks.
- ☐ Instruct another educator to check the premises for the child's location;
  - Educators will refer to the service's Supervision Management Plans for key supervision areas and site-specific procedure for unaccounted children, e.g. toilets, cupboards, storerooms.
- ☐ Contact relevant site stakeholders with regards to the child's whereabouts, e.g. Parish, School, LDC, Kindy.
- ☐ Contact Parents/Carers or Authorised Nominees to confirm the child's whereabouts.
  - Continue to attempt contact with Parents/Carers and Authorised Nominees at intervals until direct contact is made.
- ☐ Contact Emergency Services if unable to confirm the child's whereabouts.
  - Instruct another Educator to greet Emergency Services on arrival (if required).
  - Inform the child's Parents/Carers Emergency Services have been contacted.
- ☐ Report incident to the portfolio manager.
- ☐ Complete a Guardian incident report as soon as practicable, but within 24 hours, providing a clear description of the sequence of events, specific times, actions taken and the outcome of the incident.



# (CHILDREN ATTEMPTING TO ABSCOND

## **3.1 IF A CHILD SIGNED IN TO CARE HAS, OR IS ATTEMPTING TO, ABSCOND FROM CARE, THE RESPONSIBLE PERSON IN CHARGE WILL:**

- ☐ Instruct all educators to refer to:
  - The service’s Supervision Management Plans for key supervision areas;
  - The child’s individual Support Plans, or communication plans in place.
- ☐ Contact relevant site stakeholders with regard to the child’s movements on the site, where possible.
- ☐ Contact the child’s Parents/Carers or Authorised Nominees;
  - If unable to make direct contact, the service will leave a message requesting a call-back if a message bank is available.
- ☐ Contact Emergency Services should the child’s whereabouts become unknown, or they pose a danger to themselves or others;
  - Instruct another Educator to greet Emergency Services on arrival (if relevant);
  - Inform the child’s Parents/Carers Emergency Services have been contacted.
- ☐ Report incident to the Portfolio Manager.
- ☐ Complete a Guardian incident report as soon as practicable, but within 24 hours, providing a clear description of the sequence of events, specific times, actions taken and the outcome of the incident.

# A CHILD IS REMOVED IN CONTRAVENTION OF REGULATIONS

## **4.1 IF A CHILD HAS BEEN REMOVED FROM THE SERVICE IN CONTRAVENTION OF THE REGULATIONS (E.G. COLLECTED BY AN INDIVIDUAL NOT AUTHORISED TO DO SO), THE RESPONSIBLE PERSON IN CHARGE WILL:**

- ☐ Contact Parents/Carers or Authorised Nominees to confirm the collection arrangements;
  - ☐ If unable to make direct contact will leave a message requesting a call-back if a message bank is available.
- ☐ Report incident to the Portfolio Manager.
- ☐ Contact Emergency Services should the child's whereabouts become unknown;
  - ☐ Instruct another Educator to greet Emergency Services on arrival (if relevant).
  - ☐ Inform the child's Parents/Carers Emergency Services have been contacted.
- ☐ Complete a Guardian incident report as soon as practicable, but within 24 hours, providing a clear description of the sequence of events, specific times, actions taken and the outcome of the incident.



# A CHILD IS MISTAKENLY **LOCKED IN OR OUT OF THE PREMISES**

## **5.1 IF A CHILD IS MISTAKENLY LOCKED IN OR LOCKED OUT OF ANY PART OF THE PREMISES, THE RESPONSIBLE PERSON IN CHARGE WILL:**

- ☐ Instruct an educator to ensure the child is kept safe and as reassured, and is able to be seen, or heard, for the entire time.
- ☐ Contact:
  - The Nominated Supervisor if they are not on site, to attend immediately if the child is locked inside the premises outside services operating hours.
  - Relevant site stakeholders to assist in gaining access to the child (e.g. School, Parish, Groundskeeper).
  - The child's Parents/Carers and/or Emergency Contacts/ Authorised Nominees;
    - If unable to make direct contact, will leave a message requesting a call-back if a message bank is available.
  - The Portfolio Manager.
- ☐ Contact Emergency Services as soon as it becomes apparent that the child is no longer safe, or if unable to access the child for an unreasonable amount of time.
  - Instruct another Educator to greet Emergency Services on arrival (if relevant).
  - Inform the child's Parents/Carers Emergency Services have been contacted.
- ☐ Complete a Guardian incident report as soon as practicable, but within 24 hours, providing a clear description of the sequence of events, specific times, actions taken and the outcome of the incident.

### 5.2 IN THE EVENT THE INCIDENT OCCURS OUTSIDE OF SERVICE OPERATING HOURS:

- ☐ The Portfolio Manager will inform via text:
  - Their Line Manager
  - Senior Advisor Compliance
  - General Manager, Practice Governance and Risk
  - Director, Catholic Early EdCare

# SUPERVISION MANAGEMENT PLANS

### 6.1 SERVICE LEADERS WILL:

- ☐ Collaborate with educators to create and maintain effective Supervision Management Plans for licensed areas, containing:
  - Layout of supervision areas
  - Area risk levels
  - Child ages/developmental levels
  - Numbers of children
  - Environmental factors
- ☐ Discuss the Supervision Management Plans regularly at staff meetings, and maintain a signed record containing staff acknowledgment and understanding of service specific Supervision Management Plans.
- ☐ Ensure Supervision Management Plans are reviewed annually, and;
  - During new staff's induction
  - Change in Nominated Supervisor
  - Change in environments
  - Significant breach of the Education and Care National Law Act 2010
  - Introduction of children with complex needs to the service.



# NAPPY CHANGES AND TOILETING

## 7.1 EDUCATORS WILL:

- ☐ Continue supervision for children while assisting with nappy changing and toileting.
- ☐ Provide adequate supervision relevant to the child's level of independence and development when children are utilising toilet facilities.
- ☐ Keep supervision windows (e.g. in Early Years services) clear, free from paint, signage/posters and curtains.

## 7.2 WHERE TOILET FACILITIES CANNOT BE ACCESSED BY OTHER PARTIES, EDUCATORS WILL:

- ☐ Communicate with co-workers that:
  - You are leaving the space and toileting children
  - How many children are going to the bathroom
- ☐ Ensure children are not unattended in the bathroom.
- ☐ Ensure all children that entered the bathroom/toilets are accounted for before returning to play.
- ☐ Communicate to your co-workers that you have returned, and that all children are accounted for.

## 7.3 WHERE TOILET FACILITIES CAN BE ACCESSED BY OTHER PARTIES, EDUCATORS WILL:

- ☐ Communicate with co-workers that:
  - You are leaving the space and toileting children
  - How many children are going to the bathroom
- ☐ Unlock the toilets and ensure they are checked and empty prior to the children entering the toilet facilities.
- ☐ Ensure children are not unattended in the bathroom.
- ☐ Ensure all children that entered the bathroom/toilets are accounted for before returning to play.
- ☐ Communicate to your co-workers that you have returned, and that all children are accounted for.



# DIGITAL SAFETY

## 8.1 EDUCATORS WILL:

- ☐ Monitor children's access and engagement with age-appropriate content.
- ☐ Ensure appropriate use of technology to protect children from access to and use of prohibited websites and instant messaging platforms.
- ☐ Ensure screens are within educators' visual line of sight and child-friendly search engines are used.
- ☐ Ensure children's images privacy and dignity are protected while engaging with online environments.
- ☐ Role-model and support children to adhere to safe online expectations; ensuring educators, families and children do not provide personal identification information, service name or location when engaging with online environments.
- ☐ Monitor and allocate amounts of time for children to engage with digital devices and create a Tech Use Agreement in collaboration with children and families for use of digital devices and to support cyber safe practices.



# ROLES AND **RESPONSIBILITIES**

## APPROVED PROVIDERS

(Including Leadership and Management Teams)

- ☐ Ensure all obligations under the Education and Care Services National Law and National Regulations in regards to supervision are met, including the implementation of policy, risk assessments and action plans.
- ☐ Ensure a Responsible Person is present at the Service during operating hours in the absence of a Nominated Supervisor.
- ☐ Ensure all supervision requirements are met, including relevant educator to child ratios and during delivery of children to, and collection from, the service premises (regulations 122 and 123).
- ☐ Should any incidents occur relating to the supervision of children ensure that the response meets all regulatory requirements, including implementing the incident, injury, trauma and illness policy and procedures (regulations 86 and 87).
- ☐ Ensure that an attendance record is kept with each child's name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158).
- ☐ Ensure systems are in place so that children only leave the services premises:
  - in the care of a parent or an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee;
  - in accordance with the written authorisation of the child's parent or authorised nominee;
  - if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99).
- ☐ Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Supervision policy and procedures.
- ☐ Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, co-ordinators, educators and staff, and available for inspection.
- ☐ Notify families at least 14 days before changing the policy or procedures if the changes will:
  - affect the fees charged or the way they are collected, or;
  - significantly impact the service's education and care of children, or;
  - significantly impact the family's ability to utilise the service.

## NOMINATED SUPERVISORS AND RESPONSIBLE PERSONS

- ☐ Implement policies and procedures relating to providing a child safe environment, including appropriate risk assessments and action plans.
- ☐ Ensure supervision is not compromised during change over periods, whilst undertaking other activities and during staff breaks.
- ☐ Create and maintain effective Supervision Management Plans and signed record containing educator acknowledgment and understanding.
- ☐ Develop handover routines for changing shifts, taking breaks, moving outside of ratio, transitioning between services etc.
- ☐ Develop daily routines and programs, with consideration of supervision based on activities and their risk; focusing on reducing congestion, commotion, confusion, disorder and children waiting.
- ☐ Maintain attendance record is kept with each child's name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator ([regulation 158](#)).
- ☐ Implement systems so that children only leave the service premises in line with [regulation 99](#).
- ☐ Maintain set educator to-child ratios at all times based on the ages and number of children being educated and cared for at the service, and during excursions.
- ☐ Ensure a Responsible Person is present at the Service during operating hours in the absence of a Nominated Supervisor.
- ☐ Ensure all supervision requirements are met, including relevant educator to child ratios and during delivery of children to, and collection from, the service premises, ([regulations 122 and 123](#)).
- ☐ Should any incidents occur relating to the supervision of children ensure that the response meets all regulatory requirements, including implementing the Incident, injury, trauma and illness policy and procedures ([regulations 86 and 87](#)).
- ☐ Confirm ID and authorisation if unfamiliar with the individual collecting children under Regulation 99.

## EDUCATORS

- ☐ Maintain a working knowledge of and implement the policies and procedures relating to providing a child safe environment, including appropriate risk assessments and action plans.
- ☐ Ensure supervision during transition periods and routines; focussing on efficiency, consistency and flow to meet the needs of all children in a group setting.
- ☐ Ensure familiarity with:
  - [Supervision Management Plans](#)
  - [Risk Management Plans](#)
  - Medical Management Plans
  - Individual Support Plans and associated [Risk Assessments](#)
  - [Regulation 120](#) - Educators who are under 18 to be supervised
  - [Regulation 122](#) - Counting only those educators who are working directly with children at the service in the educator-to-child ratios.
- ☐ Assist with the development and review of supervision management plans and implement accordingly.
- ☐ Observe children's play to:
  - Identify and apply the supervision technique most appropriate for the situation hazards and assess risks, and;
  - Anticipate what may happen next to assist as difficulties arise and intervene where there is potential danger.
- ☐ Supervise through direct and constant monitoring in close proximity to children for activities that involve some risk, e.g. cooking experiences.
- ☐ Constantly monitor all children are visually and audibly when sleeping, resting and relaxing, and ensure equipment is checked before use.
- ☐ Implement control measures to eliminate hazards or reduce risks and avoid conducting activities that draw your attention away from supervision.
- ☐ Continually assess the supervision area and position yourself to ensure the best possible vantage point for supervision of children allow observation of the maximum area possible.
- ☐ Respond to children through active engagement; including actively watching and paying attention to their actions and the environment ([Active Supervision: Ensuring Safety and Promoting Learning](#)):
  - Supervise with multiple senses, listen to children that may not be in direct line of sight;
  - Regularly scan and look around the area to observe all the children in the vicinity, looking to identify hazard and/or hazardous situations requiring intervention;



- Participate in play and observe behaviour to reduce the likelihood of injury or harm as far as reasonably practical. Participation should not prevent supervision.
  - Be alert and aware of risks and hazards and the potential for accidents and injury, not only in your immediate location but also throughout the service;
  - Be conscious of the physical environment and be attuned to the needs of individual children.
- ☐ Apply duty of care towards others with the watchfulness, attention, caution and prudence that a reasonable person in the circumstances would use.
  - ☐ Ensure all supervision requirements are met, including relevant educator-to-child ratios and during delivery of children to, and collection from, the service premises.
- ☐ Should any incidents occur relating to the supervision of children be aware of the requirements, including implementing the Incident, Injury, Trauma and Illness Policy and Procedures.
  - ☐ Communicate any changes to children's delivery and collection arrangements to the Responsible Person in Charge and other educators.
  - ☐ OSHC services will consider:
    - The organisation of the environment to balance supervision and children's growing need for privacy and autonomy;
    - The location of children's toilets and how children will be supervised when visiting and returning from the toilets;
    - Supervision during the transition between school to the OSHC service.



## FAMILIES

- ☐ Communicate changes to collection arrangements for children.
- ☐ Ensure children are signed in and out of the service at arrival and departure.
- ☐ Communicate in writing changes to children's attendance.
- ☐ Communicate to staff in person that children have arrived or are departing the service.
- ☐ Be contactable while children attend the service.
- ☐ Collaborate with the service regarding your child's specific needs.

MONITORING, EVALUATION AND REVIEW	
<b>MONITORING</b>	Regular checks and audits to ensure adherence to the procedure.
<b>EVALUATION</b>	Solicit feedback from educators and families to assess the effectiveness of supervision practices.
<b>REVIEW</b>	Regular review, incorporating feedback and making necessary adjustments.
<b>FURTHER INFORMATION</b>	Contact the Policy Sponsor for further interpretation of this policy.





