

YMCA of the NT Policy Supervision

Procedure Number	Date Approved	Date Last Amended	Status
19	19/03/2018	13/06/2023	Final

1. PURPOSE

Supervision is one of the most important care giving skills required by educators. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing groups of children of varying ages, and an understanding of child development including theories about how children play.

It is also crucial that educators are aware of the different ages, personalities, behaviour and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on educators building relationships with children to learn about whom 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 affect how to plan and establish environments and manage supervision strategies to maximise children’s safety and ability to play free from harm or injury.

2. SCOPE

The scope of this Policy applies to all Board members, Sub Committee members, educators and volunteers.

For the purposes of this document we refer to these as the YMCA.

All Policies and Procedures must conform to this Policy.

3. POLICY

YMCA Children and Family Services is committed to complying with the Education and Care Services National Regulations and Quality Standards in maintaining supervision of children at all times.

4. ROLES AND RESPONSIBILITIES

Department/Role	Responsibility
Children’s Services Management	Is responsible for the development, monitoring, and review of the policy and related systems, ensuring content meets all legislated requirements. To facilitate policy awareness to all educators on the appropriate implementation and use of the policy.

Responsible Persons	<p>YMCA nominated supervisor/ and or service management will oversee the implementation and service adherence of the policy</p> <p>Nominated supervisor/person with management and control will seek individual community feedback and facilitate an active consultation process with service users as appropriate.</p> <p>Is responsible for addressing any instance of non-compliance with this policy- and implementing strategies to help prevent non- compliance with this policy.</p> <p>Responsible for ensuring suitable resources and support systems to enable compliance with this policy.</p> <p>Drive the consultation process and provide leadership and advice on the continuous improvement of the policy.</p>
All employees, volunteers & students	<p>Responsible for meeting the requirements outlined in this Policy.</p> <p>Responsible for raising concerns or complaints in accordance with this Policy.</p>

5. DEFINITIONS

Nil

6. LEGISLATIVE AND INDUSTRY REQUIREMENTS

- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010
- National Quality Standard- Quality Area 2

7. SUPPORTING DOCUMENTS

(LINKS TO PROCEDURES AND/OR WORK PRACTICES)

National Early Years Framework (EYLF)

My Time, Our Place: Framework for School Aged Children

Safeguarding Children and Young People Policy

8. APPROVAL AND REVIEW

Approved By: Liz Stiller Executive Manager

Effective Date: 14/08/2019

Policy Owner: YMCA NT Children’s Services

Amendments

Version	Date	Author	Change Description
2	14/08/2019	Y NT	N/A
3	13/06/2023	Y NT	Policy has been completely updated. Procedures have been split into ‘whose responsibility it is to ensure active supervision’.

			<p>The development, use and reflection of supervision plans has been included.</p> <p>Ratio and head counts has been included</p>
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PROCEDURES

Management/ Nominated Supervisor will ensure:

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- That the age and supervision requirements for Educators are maintained at all times.
- Regulatory Authorities are notified of any serious incident, within 24hours of the incident or the time that the person becomes aware of the incident.
- Educators under eighteen years of age may work at a Centre-based Service provided they are adequately supervised by an educator over the age of 18 at all times and are not left alone.
- Minimum Educator qualification requirements are recognised under the National Quality Framework.
- The service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the service. Educators are responsible for personally supervising the children in their care at all times.

Age Group	Educator to Child Ratio
Children from birth to 2 years of age	1:4
Children over 2 years to 3 years of age	1:5
Children aged 3-4 years of age	1:11
Children 5 years and over	1:15

A Nominated Supervisor/Responsible People will:

- Ensure that all Educators are aware of the children and their environment.
- Ensure that all educators are aware of YMCA’s Safeguarding Children and Young People Policy and have signed acknowledgement of reading and understanding the policy.
- Educators are required to work collaboratively to ensure that the indoor and outdoor environments are adequately supervised.
- Ensure educators avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal calls, administrative tasks or cleaning for prolonged periods. Educators are not allowed to have personal mobile phones on them whilst working on the floor with children.
- Ensure Educators are aware if they need to move away, another Educator is to replace them.
- Educators are positioned allowing them to watch the maximum area possible.
- Ensure Educators move around the environment to ensure best view of the area and to avoid standing with their back to the children or talking with other Educators.

- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the service and on excursions.
- Develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support Educators to position themselves effectively to allow them to observe the maximum area possible.
- Assess and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, swimming pools, the location of activities and the location of bathroom and nappy change facilities.
- It is best practice that no staff member is left alone with a child to support child protection.
- Ensure that a Risk Assessment & Management Plan is carried out before an 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.
- Ensure all staff are trained in completing the various safety checks using the YSAFE software system, particularly open/close procedures and environmental safety checks.
- Ensure all staff are aware of their responsibility in conducting ratio checks and head counts throughout the day.

Educators will:

- Conduct a ratio check every half hour. This is recorded and the educator must compare the ratio check to the marked role.
- A head count using Xplor Headcount App is conducted at various times throughout the day, particularly being mindful of the movements and routines throughout the service:
 - Family grouping at the start and end of each day
 - morning tea time
 - lunchtime
 - afternoon tea time
- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Have a sound understanding of the YMCA's Safeguarding Children and Young People Policy and Procedures and have read and signed their acknowledgment
- Collaborate on supervision plans and strategies for both the indoor and outdoor environment, assisting educators to position themselves effectively in order to effectively supervise children's play. The supervision plan will include the floor plan of the service and include the location of activities, bathroom, and nappy change facilities.
- Inform new and relief educators about supervision arrangements, outlining their supervision responsibilities.
- Regularly evaluate the efficiency of the supervision plan.
- Ensure any educators under the age of 18 years old are never left alone with children.

- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Precise emphasis will be on gates, the fence line and doors during arrival and departure times.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Ensure that all children are in sight or hearing of educators at all times.
- That no child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest time in accordance with the Sleep and Rest Time Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Certify that interactions with children are meaningful and respectful.
- Encourage children's individuality whilst respecting their strengths and needs.
- Scan the environment during interacting with individuals or small groups.
- Implement reliable supervision strategies and not perform other duties while responsible for the supervision of children.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Scan and look around the area to observe all the children in the vicinity.

Consideration will be given to the design and arrangement of children's environments to support active supervision by:

- Using supervision skills to recognise areas of risk therefore reducing the potential for 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 with specific strategies.
- Providing consistent supervision strategies when the service requires relief Educators.
- Providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased