

Supervision

- Water Safety

Policy Statement

Children must be adequately supervised at all times that they are being educated and cared for at our Meerilinga Centres and on excursions. Adequate supervision is the consistent and present engagement with children.

Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities. Our Centre will prioritise regular assessment of their supervision practices in order to increase awareness of our duty of care and to continuously improve supervision plan.

Policy Purpose

The Meerilinga community has a duty of care to ensure children are supervised at all times, whilst maintain a safe and secure environment. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

Educators and staff will actively supervise children, identifying risks and minimising injury. Effective supervision of children provides with Educators with the opportunity to support and build on children's play experiences.

Scope

This policy applies to children, families, staff, management and visitors of the service.

Exclusions

Policy Review

At least annually or from time to time the organisation may make changes to this policy to improve the effectiveness of its operation.

Implementation

Meerilinga will ensure Educator and staff supervision of children is appropriate to the activities children are engaged in; the characteristics and developmental level of the children; the setting in which the activities are taking place; the potential risks to children's safety; and the experience, knowledge and skill level of Educators.

The premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.

The age and supervision requirements for educators are maintained at all times. Educators who are under eighteen years of age may work at the Centre , provided they do not work alone and are adequately supervised at all times by a senior Educator who is over eighteen years of age.

Rosters are planned to ensure an appointed Responsible Person is in attendance at the Centre at all times and continuity of care and adequate supervision at all times when children are being cared for at the Centre and on excursions.

Educators who are under the age of 18 will not work alone and must be adequately supervised by an Educator who has attained the age of 18 years.

Risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

Educators will engage in active supervision of children by watching and monitoring the learning and leisure environment, observing children's play and anticipating potential dangers.

The service's supervision policy is committed to:

- Complying with the Education and Care Services National Regulations educator/child ratios.
- 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.
- Providing consistent supervision strategies when the Centre requires relief educators and
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children need to be increased.

When Educators are on duty, they are responsible for the direct supervision of children. This requires that each child will be within sight and/or hearing of an educator at all times. Educators will arrange play areas to ensure children can be effectively supervised, and will communicate effectively with each other about the supervision of children eg: inform each other before leaving the room.

Educators will adopt the following strategies as detailed in the Centres Active Supervision Plan to ensure adequate supervision of children at all times:

- Be in close proximity to children to supervise activities that involve some risk i.e. wood work activities; cooking; playing on high play equipment etc.
- Always face the children and position themselves to allow maximum observation of the area in which children are playing.
- Monitoring large groups of children by scanning and regularly looking around the area.
- Being alert to sounds that may indicate a problem or need for intervention or assistance.
- Anticipating what may happen next when watching children's play and being prepared to intervene where there is a potential danger.
- Planning activities and arranging the environment to ensure there are sufficient educators to attend to children's needs.
- Regularly inspecting the environment to check for hazards or potential dangers.
- Being vigilant during children's departure from the service and being aware of the people who have authority to collect the child.

Educators will consider ratios and effective supervision strategies before engaging in cleaning, administrative or other duties.

Levels of supervision will be adapted in relation to:

- Size of group.
- Number of educators supervising.
- Experience of educators and their personal knowledge of the children.
- Individual characteristics, developmental level, and age range of the group of children.
- Types of activities taking place and children's previous experience of the activity.
- Size of and potential hazards within the play area.
- Transitions from one activity to another i.e. are children hyped up; excited; tired; just awakening from sleep etc.

Educators will foster children's independence and competence by them to undertake some activities that involve risk taking. However, educators will always intervene to prevent harm, whenever this is necessary.

All activities related to accessing the internet, computers will be educational in its purpose, selected by workers and children's use will be guided, all children will be restricted to a maximum of 15 minutes each on the computer and will follow and be guided by our programs' IT procedures.

Filters to avoid accidental access to inappropriate material will be used.

At the end of the day, Educators on the closing shift will verify that all children are signed out and check the Centre before locking up and leaving for the day.

In relation to Supervision-

Directors and Educators will:

- Follow the supervision plan and strategies for both the indoor and outdoor areas. This will assist educators to position themselves effectively for supervising the children's play. They will take 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.
- Inform new and relief Educators about supervision arrangements and what is required of them in relation to supervising children.
- Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by Educators. The supervision plan and strategies is displayed for Educators and staff to refer to.
- Seek to ensure that two educators are present/ within view when working with children and when supporting children with toileting/hygiene routines.
- Arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children. Particular focus will be on gates, the fence line and doors during arrival and departure times.
- Be aware of the importance of communicating with each other about their location within the environment.
- Ensure that correct child: educator ratios are maintained throughout the indoor and outdoor environments. All children will be in sight or hearing of educators at all times. No child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest periods. Children will be positioned and supervised according to the Sleep & Rest Policy and Process.
- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children's independence while respecting individual abilities and needs.
- Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- Children's safety will be the priority of all Staff when supervising children.

Water Safety

The safety of children in and around water is a high priority. This relates to water play, excursions near water, drinking water, grey water and hygiene practices with water in the service environment.

Children will be supervised at all times during water play experiences in and around any body of water including water troughs and bathrooms.

Educators, staff, volunteers and community groups will ensure troughs and water play containers are filled to safe level and these activities supervised at all times. Containers and troughs will be emptied onto garden areas after each use.

A risk assessment will be conducted prior to any excursion taking place. Particular attention will be focused upon water safety where the excursion is near a body of water.

Children requiring bathing will be bathed using a washcloth and warm water rather than immersed in a bath.

Educators and staff employed for our Early Learning Programs are not permitted to consume hot drinks in any licensed area accessible to children.

Adults attending our facilitated playgroups, parenting and wider community support programs are encouraged to avoid consuming hot drinks near their children. If hot drinks are consumed, they must be made in a thermal cup with a tight fitting lid to avoid spillages.

Water for pets at the service must be changed regularly and only be accessible to children when educators are present.

Cleaning containers and buckets will be emptied immediately after use and stored away from children's spaces.

Educators will teach children safety around water including safe use of rain water tanks and its purpose.

Directors will provide guidance and education to Educators, staff and families on the important of children's safety around water and ensure Work Health and Safety practices incorporate approaches to safe storage of water and play.

Hot water at the premises where children can access are fitted with a thermostatic mixing valve to regulate the water temperature between 39°C to 43°C.

Water Hygiene

Grey water systems or water tanks will be supervised in this area to make sure children are not accessing this water for drinking.

Grey water systems or water tanks are labeled 'do not drink' with a visual sign for children to understand.

Water tank filters will be maintained to minimize debris / bacteria and safe overflow.

Educators will discuss with the children that this water is for the purpose of play and not for consumption.

Water containers of any kind will be emptied when not in use.

Drinking water will be provided throughout the day. Children's drink bottles will be accessible, clearly labelled with the child's name, securely sealed and returned home for cleaning each day.

In relation to Water Safety -

Director / Nominated Supervisor / Responsible Person will:

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations.
- Provide supervision, guidance and advice to ensure adherence to the Policy at all times.
- Ensure children are always supervised around water hazards.
- Provide families, Educators and staff with community messages regarding safe water practices.
- Ensure health and safety practices incorporate approaches to safe storage of water and water play.
- Ensure risk assessments for excursions planned near water identify a higher staff to child ratio to ensure adequate supervision.
- Ensure requirements are met where at least one staff member holds a current approved First Aid and CPR qualifications must be in attendance at all times.
- Ensure hot water is inaccessible to children.

Educators will:

- Supervise children near any body of water at all times.
- Complete a daily safety inspection of the indoor and outdoor environments to ensure that all hazards are known and minimised. All identified hazards will be removed or isolated immediately and reported to management.
- Ensure water troughs or containers used for play are filled to a safe level and only when an adult is in attendance to supervise at all times. Ensure they are emptied into the garden immediately after use.
- Empty troughs and containers onto the garden immediately after every use. Store to prevent the collection of water e.g. upright, also check garden after rain or watering to remove any body of water that may have been collected.
- Children have safe independent access to clean drinking water at all times
- Bathe children using a washcloth and warm water rather than immersed in a bath.
- Embed water safety messages into the children's education program.
- Ensure fish and/or frog tanks are secure and don't pose a risk to children
- Utilise water activities in appropriate weather conditions.
- Empty cleaning containers/buckets immediately after use.
- Monitor the tap and turned off securely when not in use and encourage children to use water effectively and along with staff, learn new ways to save and re-use water.
- Ensure buckets of water for soaking toys or clothing are inaccessible to children
- Children will be discouraged from drinking the water used for play activities.

Supervision Process	
Process Owner	CEO
Effective Date	15 February 2019
Date of Last Revision	30 January 2019

Process Details	
	Description
1.	<p>Active Supervision Plan Indoor and outdoor environments -</p> <p><i>Set up the Environment</i> Staff set up the environment so that they can supervise children and be accessible at all times. Furniture and equipment is positioned to ensure staff are always able to see and hear children. Small spaces are kept clutter-free and big spaces are set up so that children have clear play spaces that staff can observe.</p> <p><i>Staff Positioning</i> Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff remain close to children who may need additional support, if necessary.</p> <p><i>Scan and Count</i> Staff are always able to account for the children in their care. They continuously scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions when children are moving from one location to another.</p> <p><i>Listen</i> Specific sounds or the absence of them may signify reason for concern. Staff listening closely to children can immediately identify signs of potential danger. Programs include additional strategies to safeguard children eg: bells added to doors help alert staff when a child leaves or enters the room.</p> <p><i>Anticipate Children's Behavior</i> Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But, they also recognise when children might wander, get upset, or take a dangerous risk. Information around each child's daily wellness (e.g: illness, lack of sleep or food, etc.) informs staff observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.</p> <p><i>Engage and Redirect</i> Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to problem-solve on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.</p>

Associated Documents

Meerilinga Policy Manual

- Preface - Section 1 - Strategic and Business Planning Policies (Code of Ethics & Conduct)
- Section 2 - Human Resources Policies
- Section 3 - Finance, Assets and Administration Policies
- Section 6 - Children's Program Policies
 - *Staffing*
 - *Relationships and Partnerships with Families - Communication Plan*
 - *Child Safe Environment*
 - *Delivery and Collection*
 - *Child Safe Environment*
 - *Incident, Injury, Trauma and First Aid*
 - *Excursions and Incursions*
 - *Illness and Infectious Disease*
 - *Health, Hygiene and Infection Control*
 - *Medical Conditions*
 - *Medications*
 - *Nutrition and Beverages*
 - *Sleep and Rest*
- Section 7 - Workplace Health and Safety Policies
 - *Workplace Health and Safety*
 - *Use and Storage of Dangerous Products*
 - *Safe Disposal of Dangerous Products*
 - *Reporting Accidents and Incidents*
- Section 8 - Guidelines

- Active Supervision Plan
- Staff Roster
- Visitors Register
- Daily Indoor and Outdoor Facilities - Safety Checks
- Medical Management Plan
- Risk Minimisation and Communication Plan
- Ongoing Excursion Risk Management Plan (*updated annually*)
- Health and Safety Risk Management Plans
- ELP Family Handbook
- WHS Manual
- Quality and Compliance Handbook

Guidelines for Advisor

- Monitor Educators, Staff, Students and Volunteers supervision and communication practice to ensure compliance with the Regulations and the Active Supervision Plan.
- Ensure the ELP Teams approach to supporting and promoting children's safety is responsive and supervision strategies are adjusted as required.
- Ongoing risk assessment and management is built into day-to-day operations to ensure a consistently safe environment. Ensure identified health and safety risks are managed and attended to promptly.
- Safety Audits and checks of the building, indoor and out environment are conducted daily and in accordance with the organisational calendar.

Records Management

Title	Location	Responsible Officer	Minimum Retention Period
Active Supervision Plan	CFC	Nominated Supervisor	3 years
Health / Hygiene / Safety Risk Assessment Plans	CFC W/Leed	CEO	3 years
Internal Cleaning Schedule	CFC	Nominated Supervisor	3 years
Audit Summary & Report	CFC W/Leed	Community Advisor CEO	3 years
CFC Grounds Checklist	CFC	Nominated Supervisor	3 years
CFC Daily Checklist	CFC	Nominated Supervisor	3 years
Child Incident Report	CFC	Nominated Supervisor	Until the child is 25 years old
Ongoing Excursion Risk Management Plan	CFC	Nominated Supervisor	1 year from commencement
Notification to Regulatory Authority or Health Department	CFC W/Leed	Quality Advisor CEO	3 years

Reference

- Education and Care Services National Law Act (WA) 2012 - October 2018
- Education and Care Services National Regulations (WA) 2012 - October 2018
- ACECQA - National Quality Standards - February 2018
- ACECQA - Belonging, Being & Becoming - Early Years Learning Framework
- Code of Ethics - Meerilinga
- Code of Conduct - Meerilinga
- Children and Community Services Act 2004
- Privacy Act 1988
- Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services, 5th Edition. Australian Government National Health and Medical Research Council - June 2013 <https://nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>
- Occupational Safety and Health Act 1984 and the Occupational Safety and Health Regulations 1996.
- WA Department of Health. Kidsafe WA - Water Safety Fact Sheet – 2018

Mapping Policy and Processes

Education and Care Services National Law (WA) Act 2012	
Section	167, 165A, 167, 169, 170, 171, 172, 174(1)(2).

Education and Care Services National Regulations (WA) 2012	
Regulations	84, 99(165A Law Act), 100, 101, 102, 115, 117(A)(B)(C), 120, 106(2), 112, 115, 120, 122, 123, 126, 136, 145, 146, 147, 148, 149, 150, 151, 152, 158, 160, 161, 162, 165, 166, 168(1)(2)(a)(iii)(h)(i), 170, 171, 172, 173, 175(2)(c), 176(2)(ii)(b), 177, 181, 183, 185.

Standards for RTOs 2015
Vocational Education and Training is a significant contributor to Australia's economy domestically, being the primary mechanism to meet the skilling needs of the Australian community. The standards give the community confidence that RTOs are delivering quality training and assessment that is highly regarded both locally and overseas.

Policy Area	National Quality Standards Early Childhood	National Standards for Volunteering Involvement 2015	Standards to Community Services	Standards to Family Support
Children's Programs	QA 2 - 2.2, 2.2.1, 2.2.2, 2.2.3 QA 3 - 3.1, 3.1.1, 3.1.2, 3.2, 3.2.2. QA 4 - 4.1, 4.1.1, 4.1.2. QA 5 - 5.1.2, 5.2.2 QA 7 - 7.1, 7.1.1, 7.1.2, 7.1.3, 7.2, 7.2.1, 7.2.3.	N/A	N/A	N/A