

Children's Health & Safety

Supervision Policy.

Our Vision.

To give every child **the best start in life.**

Our Mission.

To deliver high quality childcare and exciting learning opportunities for every child, giving them a head start as they prepare for school.

Our Values.

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| Care | We take care of the children entrusted to us and our dedicated staff. All are appreciated and diversity is valued. |
| Quality | We maintain the highest standards in care and safety and provide exceptional early years education. |
| Service | We provide exceptional service and are integral to supporting parents bringing up children. |
| Value | We provide outstanding value for our families. |



Busy Bees Early Learning Australia has a responsibility to maintain a safe and secure environment for children to ensure they will thrive in their lives and learning adhering to National Regulations. Supervision, together with thoughtful design and arrangement of care environments, assists in the prevention and severity of injury to children.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2 – Children's Health and Safety

2.2 - Safety	2.2.1 - Supervision
	2.2.2 - Incident and Emergency Management

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

Part 6	Operating an Education and Care Service (Law – 165, 167, 174)
Part 4.1	Educational Program and Practice (Reg - 73, 74, 75, 76)
Part 4.2	Children's Health and Safety (Reg - 100, 101, 102, 102C, 102E, 102F)
Part 4.3	Physical Environment (Reg - 115)
Part 4.4	Staffing Arrangements (Reg - 120, 121, 122, 123, 126, 132, 133, 134) (299A to 299I)
Part 4.7	Governance and Leadership (Reg - 168, 176)

RELATED POLICIES

Administration of Medication Policy	Health and Hygiene Policy
Bottle Preparation and Safety Policy	Incident, Injury, Trauma and Illness Policy
Child Safe and Physical Environment Policy	Nappy Change and Toileting Policy
Code of Conduct Policy	Transportation Policy
Delivery and Collection of Children Policy	Sleep and Rest Policy
Emergency and Evacuation Policy	Water Safety Policy

PURPOSE

This policy aims to ensure Busy Bees Early Learning Australia employees understand their duty of care to supervise children being educated and cared for whilst at the Service, during transportation and on excursions. This duty of care comes with any position or role within our early childhood Service.

Employees will promote children's learning and development by creating physical and social environments that have a positive impact (on what)

Employees will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides educators with the opportunity to support and build on children's play experiences.

SCOPE

Children, Busy Bees Employees, Management, Visitors, Volunteers and Families

POLICY

Busy Bees encourage the protection and safety of the children in our care and take this responsibility seriously. Our duty of care towards children always exists and one part of this duty of care is that the approved provider, nominated supervisor, responsible person and employees are each responsible for ensuring that children are always supervised while they are in the Service's care.

While educator to child ratios alone do not determine adequate supervision, our Services will provide and maintain the legislative educator to child ratio requirements to always promote supervision of all children in the Service. Minimum ratio requirements are state specific, and details are provided on the ACECQA website and outlined in the table below.

AGE GROUP	EDUCATOR TO CHILD RATIOS	APPLIES
For children from Birth to 24 months of age	1:4	All states and territories
For children aged 24 months and less than 36 months of age	1:5	All states and territories excluding VIC
For children aged 36 months of age or over	1:10	NSW, WA
	1:11	ACT, NT, QLD, SA, VIC

Where deemed necessary, Busy Bees Senior Leadership Team in consultation with Direct Managers will assess Service ratios to ensure all areas of the Service can be effectively supervised at all times the Service operates, and determine if greater than minimum ratio requirements are required to ensure adequate supervision.

All Services have educators available to cover any meal or break under the CTS roster system.

Any QLD Service that the Rest Period Applies to will maintain the above educator to child ratio except in an exceptional circumstance when the relevant Rest Period ratio can apply.

Busy Bees employees will ensure no child or children are left alone with a visitor, student, volunteer or educator who is under the age of 18 years.

Every Busy Bees child will be monitored actively and diligently i.e. they will always be within sight and/or hearing of an educator. This will be supported by employees knowing where children are within all indoor, outdoor and playground environments, conducting ongoing head counts and completing ratio registers to ensure that all children are accounted for, bringing children together for water breaks, and through engagement with children (i.e. group experiences).

Where installed, Convex Mirrors will also provide additional assistance for employees in supporting supervision at the highest level.

Effective Supervision

Educators must be alert and aware of risks and hazards and the potential for accidents and injury, not only in their immediate location but also throughout the service. Educators need to be conscious of the physical environment and be attuned to the needs of individual children, and the context of the activity's children participate in. Environments include incursion, excursions, transportation, sleep and rest.

Effective supervision requires a combination of observation and engagement, including but not limited to:

- Educators must assess and respond to children's supervision needs in conjunction with engaging with children to promote quality learning opportunities
- Educators must scan and regularly look around to observe all children in the environment ensuring that all children are actively supervised

- Educators should identify appropriate positions for maximum vision of children in line with environment supervision plans
- Educators should avoid standing with their backs to children and undertaking tasks that will distract them from supervising children, such as administrative tasks
- Educators to listen carefully to children and cues noting any changes of tone or volume in their voice. These changes can assist in supervising children who may not be in direct vision.
- Educators are to evaluate situations/environments to determine any potential risks related to the children's health, safety and wellbeing
- Educators must know how many children are in their direct care at all times and complete ongoing headcounts

Educators must communicate and collaborate with one another to ensure children are supervised effectively at all times to ensure educators know where their colleagues are in the service and how this may affect the supervision of children.

Additionally, this enables roles and responsibilities to be clearly understood. Educators should let their colleagues know if they are leaving an area for any reason, such as to get a resource from another room, or to go to the bathroom. Educators should communicate details about individual children when entering and exiting environments.

Adequate supervision will be provided when children are transported in a vehicle as per the Busy Bees Transportation policy and procedures.

At times where additional employees may be required to supervise and support children with additional needs, assist with planned events, or through transitional stages etc., schedules will be developed accordingly to reflect the Service needs.

Head Counts

A system of regular head counts has been developed and head counts will be conducted in line with children's arrivals and departures. Employees must remain aware of how many children are in their direct care at any time and ensure that head count procedures are always followed.

Employees will remain on site until the licenced closing time of the Service and will complete a final head count, and check of child attendances in the Kiosk, to ensure all children have been sign out for the day prior to closing the Service.

Working Directly with Children

Under Regulation 13: Working directly with the children means the educator is:

- Physically present with the children and
- Is directly engaged in providing education and care to the children.

All employees working directly with children must always know how many children they are caring and responsible for. They will communicate to their colleagues effectively and immediately when leaving a room or care environment ensuring messages are clear and accurate to ensure continuous supervision

Records of Educators working directly with children will be maintained by way of the employee schedules and timesheets and completing Working Directly with Children Records.

Supervision Plans

A range of factors that determine supervision requirements will be used across Busy Bees Services when developing Supervision Plans and Risk Assessments such as: the number, age, and abilities of children; the number and positioning of employees/adults; and the activities and environments children are engaging in i.e., visibility and accessibility to area's posing potential viewing restrictions. This plan or a diagram must be displayed in each relevant area or room.

Supervision Engagement Stations will be implemented. These are areas of the care environment that have been identified as high-risk supervision zones. These areas will be marked on the Service Supervision Plans and are accompanied by Supervision Lanyards.

Transition of Children Across Environments

Supervision must be maintained when transitioning children from one care environment to another care environment. To ensure children are always accounted for, employees will conduct a head count of the children in their care and conduct a thorough sweep of the current area prior to transitioning to another area of the Service. An additional head count will be conducted upon arriving at their destination.

When transitioning children across levels in a multi-storey Service, employees will conduct head counts, check attendance rolls, and follow Transition of Children in Multi-Level Services procedures to ensure children are always supervised and accounted for.

Service Specific Requirements

Where there is an identified need to provide varied supervision requirements within a Service, an individual Service specific policy and/or procedure will be provided in conjunction with this policy that must be implemented and followed by all employees.

Ensure any Service specific supervision documents are always attached to this policy.

SOURCES

[ACECQA](#)

[National Quality Standard](#)

[Education and Care services National Regulations \(Amended 2023\)](#)

[Education and Care Service National Law Act 2010 \(Amended 2023\)](#)

[Early Childhood Australia](#)

VERSION CONTROL

This policy will be reviewed every 2 years and/or in line with legislation and organisation requirements.

Version	Date	Owner	Responsibility	Change Description
1	01/10/2023	Chief Pedagogy & Safeguarding Officer	Policy Development Officer	Replace all previous versions
2	14/11/2023	Chief Pedagogy & Safeguarding Officer	Policy Development Officer	Inclusion of Multi-Level Transitions
3	25/07/2024	Chief Pedagogy & Safeguarding Officer	Policy Development Officer	External consultant review
4	02/10/2024	Chief Pedagogy & Safeguarding Officer	Policy Development Officer	Minor update - inclusion of consultation of lower ratio requirements

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