



SUPERVISION OF CHILDREN - BUSH KINDERGARTEN

QUALITY AREA 2 | ELAA version 1.0



Working in partnership with Cancer Council Victoria, ELAA has aligned this policy to the key policies and guidelines of the Healthy Early Childhood Services Achievement Program



PURPOSE

This policy will provide guidelines to ensure:

- the adequate supervision of all enrolled children attending the Rangeview Pre-School Bush Kinder program is always maintained.
- the provision of a safe and secure environment for all enrolled children attending the Rangeview Pre-School bush kinder program.



POLICY STATEMENT

VALUES

Rangeview Pre-School is committed to:

- providing appropriate supervision for all enrolled children attending the Bush Kinder program that is reflective of the children's needs, abilities, age, and circumstances
- ensuring all children are directly and actively supervised by educators employed or engaged by Rangeview Pre-School
- maintaining a duty of care (*refer to Definitions*) to all enrolled children attending the Rangeview Pre-School Bush Kinder program.
- ensuring there is an understanding of the shared legal responsibility and accountability between, and a commitment by, all persons to implement the procedures and practices outlined in this policy.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of the Rangeview Pre-School Bush Kinder program.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
Complying with the legislated ECT/educator-to-child ratios at all times (<i>National Law: Sections 169</i>) (<i>Regulations 123</i>)	√	√	√		
Counting only those educators who are working directly with children at the service in the educator-to-child ratios (<i>Regulation 122</i>)	√	√	√		
Keeping a record of ECT/educators working directly with children (<i>Regulation 151</i>)	√	√			
Ensuring any educator under the age of 18 is not left to supervise children on their own (<i>Regulation 120</i>)	√	√	√		
Ensuring an unauthorised person is under the direct supervision of an ECT/educator whilst at the service (<i>National Law: Section 170 (2)</i>)	√	√	√		
Reviewing and adjusting policies, risk minimisation plans, protocols and strategies as required to continually ensure the safety of the children and staff attending Bush Kinder program and ensure this is shared with staff and families.	√	√	√		
Ensuring staff are equipped and have the resources to ensure the Bush Kinder program policies and strategies are followed.	√	√	√		
Ensuring discussions are held with parents in regard to the needs of their child and any concerns raised or developmental considerations that may affect their child's participation in the bush kinder program		√	√	√	
Ensuring children are observed and assessed at the beginning of the year to ascertain if additional supports or strategies are required for inclusion in the Bush Kinder program		√	√	√	
Ensuring, in addition to ratio requirements, that a minimum of four educators are always rostered on duty when children are in attendance at the Bush Kinder site	√	√	√		
Ensuring that children being educated and cared for by the service are adequately supervised (<i>refer to Definitions</i>) by being in sight and/or hearing of an educator at all times; including during eating, toileting, rest and transition routines (<i>National Law: Section 165 (1), (2)</i>)	√	√	√		
Ensuring each child participating in the Bush Kinder program will wear a hi-visibility vest with a Rangeview Pre-School label and phone number on the back.	√	√	√		

Staff will conduct frequent checks of the children throughout the session – accounting for each child.		√	√		
Ensuring that staff have the required equipment to effectively implement this policy	√	√			
Children will be a part of a smaller supervision group attached to one educator. Each small group will have an identifying colour hi-visibility vest for quick visual identification.		√	√		
Utilise safety cones to identify boundaries to the free play space.		√	√		
Utilising walkie talkies to remain in communication with each other throughout the program.		√	√		
Positioning themselves appropriately to ensure suitable supervision of the children attending the Bush Kinder program. Positioning at the front, middle and end of the children’s “Caterpillar” line during bush walks. Positioning two staff members at each end of the lawn area to supervise free play			√		
Considering the design and arrangement of the service environment to support active supervision (Regulation 115). This may be supported by a supervision plan (refer to Attachment 1)	√	√	√		
Identifying the potential for the risks of abuse or harm to each child, including fulfilling duty of care (refer to Definitions) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm	√	√	√		
Managing potential risk of abuse or harm to each child, including fulfilling duty of care (refer to Definitions) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm (refer to Child Safe Environment Policy)	√	√	√		√
Identifying high-risk activities, including excursions (refer to Excursions and Service Events Policy, Road Safety and Safe Transport Policy and Water Safety Policy), through a risk management process, and implementing strategies to improve children’s safety e.g., Considering increasing adult-to-child ratios in line with the identified risks (Regulation 100, 101, 102B, 102C) Ensuring that four educators are always rostered on duty children are in attendance at the Bush Kinder site.	√	√	√		
Ensuring supervision standards are maintained during ECT/educator breaks, including during lunch breaks	√	√	√		
Providing safe spaces for children, which allow for adequate supervision, and allowing children, through play, to experience challenge and develop self-awareness in managing risk according to ability and self confidence.		√	√		
Implementing induction procedures to inform casual and relief staff about the supervision strategies outlined in this policy A check list is supplied for relief staff to ensure that they understand the procedures and strategies required for the safety of those attending the Bush Kinder program.	√	√	√		√

<p>Notifying the Regulatory Authority (DET) within 24 hours of:</p> <ul style="list-style-type: none"> a serious incident (<i>refer to Definitions</i>) occurring at the service, including when a child appears to be missing or cannot be accounted for (<i>National Law: Section 174(2)(a), (Regulations 176(2)(a)(ii)</i>) a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached (<i>National Law: Section 174(2)(b), (Regulations 175(2)(c), 176(2)(b)</i>) 	√	√			
Notifying parents/guardians of a serious incident (<i>refer to Definitions</i>) involving their child as soon as possible, but not more than 24 hours after the occurrence (<i>Regulation 86, 87 (3)(e)</i>)	√	√	√		
Reporting notifiable incidents (<i>refer to Definitions</i>) to Worksafe Victoria	√	√			
Evaluating supervision procedures regularly	√	√	√		
Complying with the service's <i>Excursions and Service Events, Road Safety and Safe Transport and Water Safety Policy</i>	√	√	√	√	√
Providing support to ECT/educators when children with challenging behaviours or additional needs are involved	√	√			
Ensuring that all children are accounted for, including by referring to attendance records (<i>refer to Definitions</i>) at various times throughout the day, e.g. during indoor/outdoor programs		√	√		
Adjusting supervision strategies to suit the service environment, educator skills, and age mix, dynamics and size of the group of children being supervised and the activities being undertaken		√	√		
Maintaining a duty of care to children at all times (including when the child is on the premises but not signed into or signed out of the care of the service and the parent/guardian or person delivering or collecting the child is responsible for supervising that child) (<i>Regulation 99</i>)		√	√	√	
Balancing supervision requirements with children's needs for privacy and independence		√	√		
Communicating with other educators regularly to ensure adequate supervision at all times		√	√		
Adhering to the <i>Child Safe Environment Policy</i>	√	√	√	√	√
Ensuring doors and gates are closed at all times to prevent children from leaving the Yarran Dheran Visitors Centre unaccompanied or from accessing unsupervised/unsafe areas of the Bush Kinder site		√	√	√	√
Deciding when to interrupt and redirect children's play to ensure safety at all times		√	√		√
Identifying opportunities to support and extend children's learning while also recognising their need to play without adult intervention		√	√		√
Conducting daily safety checks of the environment to assess safety and to remove hazards within reason at the Bush Kinder site		√	√		



Supervising/being aware of children’s daily arrival and departure from the Bush Kinder site and being aware of the person who has authority to collect the child (<i>refer to Delivery and Collection of Children Policy</i>)		√	√	√	
Being available to collect your child if required at any time during the Bush Kinder program				√	
Reinforcing appropriate safety and behaviour strategies and expectations of the Bush Kinder program with your children e.g. Social stories, listening to your teachers.		√	√	√	
Supervising their own child/ren before signing them into the program and after they have signed them out of the program				√	
Enabling ECT/educators to supervise children at all times e.g. by making arrangements to speak with educators at a mutually suitable time				√	
BOLD tick √ indicates legislation requirement					

BACKGROUND AND LEGISLATION

BACKGROUND

Supervision is essential in ensuring that children’s safety is protected in the service environment. Children have a right to be protected from potential hazards and dangers posed by products, plants, objects, animals and people in the immediate and wider environment.

Supervision is an integral part of the care and education of children and requires staff members to make ongoing assessments of the child and the activities in which they are engaged; utilising range of skills such as positioning and peripheral vision. Active supervision assists in the development of positive relationships between educators, children and their families, and informs ongoing assessment and future planning. Adequate supervision (*refer to Definitions*) requires teamwork and good communication between educators.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Child Safe Standards, Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 2: Children’s Health and Safety
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Worker Screening Act 2020
- Worker Screening Regulations 2021 (Vic)

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the *Definitions* file of the PolicyWorks catalogue.



SOURCES AND RELATED POLICIES

SOURCES

- Kidsafe: www.kidsafe.com.au
- The Royal Children's Hospital Community Information team (formerly Safety Centre) provides information on safety promotion and injury prevention: www.rch.org.au.
- WorkSafe Victoria: www.worksafe.vic.gov.au
- Guide to the National Quality Framework (ACECQA): <http://acecqa.gov.au/>
- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA): <http://acecqa.gov.au/>

RELATED POLICIES

- Administration of First Aid Policy
- Administration of Medications Policy
- Anaphylaxis Policy
- Child Safe Environment Policy
- Complaints and Grievances Policy
- Dealing with Medical Conditions Policy
- Diabetes Policy
- Epilepsy Policy
- Excursions, Incursions and Service Events Policy
- Food Safety Policy
- Incident, Injury, Trauma and Illness Policy
- Interactions with Children Policy
- Occupational Health and Safety Policy
- Road Safety Education and Safe Transport Policy
- Participation of Students and Volunteers Policy
- Staffing Policy
- Sun Protection Policy
- Tobacco Alcohol and other Drugs Policy
- Play Benefit and Risk Policy BK
- Water Safety Policy
- Snake Awareness Policy BK
- Delivery and Collection of Children Policy BK
- Dog Awareness Policy BK
- Extreme Weather Policy BK
- Identification and Visibility Policy BK
- Protective Clothing Policy BK
- Emergency Evacuation Policy BK
- Stranger Awareness Policy BK
- Dangerous Fauna and Flora Policy BK.



EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- record and monitor complaints and incidents in relation to the supervision of children and amend the policy and procedures as required
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk.



ATTACHMENTS



- Attachment 1: Supervision risk management template

AUTHORISATION

This policy was adopted by the approved provider of Rangeview Pre-School in October 2021.

REVIEW FREQUENCY AND DATE: TWO-YEARLY. NEXT REVIEW DUE OCTOBER 2023

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT PLAN – BUSH KINDERGARTEN

This template is designed as a tool to be developed and used by all educators involved in the supervision of children whilst at Bush Kindergarten and should be reviewed regularly and made available to all staff working in the program.

Area	Potential supervision risk	Action to reduce or eliminate risk
Toilets	Out of sight of group	Parents take child to the toilet before the beginning of the bush kinder session Staff member accompanies the child / children to the bathroom. Staff member uses walkie talkie to remain in communication with the rest of the group.
Layout of the internal and/or external areas of Visitors centre e.g. Toilet facilities, courtyard, room entrance	Out of sight of group Child separates from the group.	Children are divided into small supervision groups. Each small group of children has an identifying colour hi-visibility vest for quick visual identification, that matches that groups educator leader colour vest. Staff member uses walkie talkie to remain in communication with the rest of the group. Missing child protocol actioned as per instructions in each teacher's bag.
Bush walks	Child separates from the group	Children form a "caterpillar" line. Staff members position themselves at the front, middle and back of the line. Staff member uses walkie talkie to remain in communication with the rest of the group. Missing child protocol actioned as per instructions in each teacher's bag.
Free play area:	Out of sight of group Child separates from the group.	2 staff members are positioned at each end of the free play area to observe and supervise children. 2 staff members actively engaged with the children. All staff frequently check in on their small supervision group, conducting head counts. Staff member uses walkie talkie to remain in communication with the rest of the group. Missing child protocol actioned as per instructions in each teacher's bag.
For example: Arrival and departure of children	Out of sight of group Child separates from the group.	Arrival: 1 staff member positioned near pathway / toilets, 1 staff member positioned near doorway or gates, 1 staff member at sign in and 1 staff member supporting the children in the enclosed space of the Visitors centre or courtyard. Communication via walkie talkies.