



Unley Kindergarten Policies and Procedures

Active Supervision Guidelines

The educators at Unley Kindergarten have critically reflected on the importance of providing a safe learning environment in the context of many 'blind spots' while also promoting children's agency in choosing learning spaces to work in. This requires careful educator judgement in being able to work across multiple learning spaces (rooms) or closing learning spaces when necessary to work more closely with a child or group of children in a designated learning space.

With reference to National Quality Standard 2.2 *Each Child is protected* and Element 2.2.1: *At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard*, this document outlines a whole of site approach staff at Unley Kindergarten are guided by while on duty working with children during the kindergarten session.

Educators are alert and aware of **risks and hazards** (the potential for accidents and injury) throughout the service:

- Children entering/ exiting the gate
- Rooms are isolated indoors, making it difficult to keep line of sight
- Walls are thick, making it difficult to hear/ listen
- Items in kitchen/ office could pose a risk to children
- Long, linear shaped outdoor learning space poses challenge to supervision
- Wadli is located without surrounding soft fall
- Engaging in risky activities requires a higher level of supervision
- Transition times increase the risk of children being unaccounted for.

Educators are conscious of the **physical environment** and apply the following **risk controls**:

- The front gate is locked between 9:30am – 2:45pm
- Kitchen/ office doors are kept closed
- Educators to communicate with other staff the learning space you are currently responsible for
- Intentionally set up the environment to support supervision
- Regularly scan the environment and conduct head counts
- Position themselves to maximise vision of children and line of sight
- Move between spaces when multiple learning spaces are being accessed outside.
- Close spaces when facilitating scaffolded learning with a group of children in one designated space.
- Listen carefully and monitor any changes to noise levels.
- Risk assessments for high-risk areas and learning experiences are completed and followed.