

CFS Child & Family Services Operations Manual	Program Information	X	Procedure	Policy
	Document Title: Supervision of Children			
	Content Area: _____			
	Policy Council Approval Date: <u>n/a</u> Board Approval Date: <u>n/a</u> Issue Date: _____			
	Other Rec/App. Required: _____ Reviewed on: <u>2/19/20</u>			
	Regulatory References: State of Maine Rules for Licensing Child Care Centers; HSPS			
Key Word1: Safety, Active Supervision, Transitions		Key Word2: _____		
Related Documents: Guidance for Infant-Toddler Classrooms – Site Poster, Family Handbook, Diapering-Toileting Procedure, Nutrition Policy				

Purpose: Prioritizing children's safety by providing continuous supervision is critical in C&FS Programs. Everyone shares the responsibility for keeping children safe to ensure that no child is left alone or unsupervised while in our care. Leaving children unsupervised increases the risk of serious injuries and emotional distress. This procedure is designed to build a culture of safety, ensuring that each person understands his or her role in keeping all enrolled children safe, and that active supervision is maintained at all times, in all play environments.

Setting up the Environment

- The height and arrangement of classroom furniture and outdoor equipment will allow for effective monitoring and supervision of children at all times. Assuring visibility through doors and windows also assists with overall supervision.
- Posting a daily classroom schedule for children, teachers, substitutes, and volunteers to follow helps to keep the day predictable.
- Spaces are kept clutter free, so staff and children can easily move through spaces and be seen.
- During nap times, rooms can be dim, not dark. Staff should be able to see, hear, and quickly respond to sleeping children. Close visual checks of children should be conducted every 15 minutes while children are sleeping.

Staff Positioning

- Assure strategic placement of staff in the indoor and outdoor spaces to assure staff can see and hear all the children.
- Assure close supervision of children during meal times.
- Stay close to children who may need additional support, being responsive to individual children's needs and anticipating children's behaviors. Children who wander off or lag behind require closer supervision.

Scan and Count (Watch and Listen)

- Verbal strategies:
 - Assure verbal counts of children (so all know who is present) when leaving the classroom and upon re-entering the classroom (drop off, pick up, transitions, speech services, etc.).
- Visual strategies:
 - Visual boards with children's names and photos will be used to document children present/absent in the group during the day.
- Watch and listen closely to quickly identify potential danger.

Communication

- Staff:staff communication: Staff will communicate with each other so everyone knows where each child is, what each staff is responsible for, and how many children are in a group at any given time. This is especially important in play areas and on the playground when children are constantly

moving. Listen to and talk with team members, especially when a staff person or a child has to leave the area, so that staff knows where other staff are located.

- Parent communication: Ensure parents understand their responsibilities during drop-off and pick-up of their child, and be alert to and communicate potential child wanderings as needed.

Transition Considerations

- As transitions are often the most challenging times to supervise children, staff will develop specific plans for regular routines, such as drop-off and pick-up times, including staff assignments with children arriving, leaving, or moving from one location to another.

Other safety practices

- Assure online attendance records are up to date and reflective of children arriving and departing throughout the day.
- Gather items when leaving the classroom (first aid kit/class list/emergency supplies, etc.)

Documenting/reporting incidents

Any incidents of lack of supervision should be reported to the supervisor as soon as possible. The supervisor will communicate with the Program Director for appropriate follow up/reporting considerations, as well as to guide conversations with the family.

Resources:

Head Start Program Performance Standards

Maine DHHS: Division of Licensing and Regulatory Services

Caring for our Children Basics

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