

 Policy # S-12	Effective date: 8/24/2017	No. of Pages: 3	Supplemental Forms: Yes
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SUBJECT: Active Supervision

POLICY: Through the use of redundant Active Supervision Strategies, staff will ensure the safety of all children and prevent children from being left alone or unsupervised while under their care.

PROCEDURE: Active supervision requires all staff to focus their attention and intentionally observe children so that no child is left unattended. The following six strategies work together to create an effective approach to child supervision:

1. **Set up the environment to supervise children at all times** – Classroom staff will post a daily classroom schedule for children, teachers, substitutes, and volunteers to follow that helps to keep the day predictable. The height and arrangement of classroom furniture and outdoor equipment should be considered to allow effective monitoring and supervision of children. In the classroom, furniture should be at waist height or shorter so that adults should always be 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 an adult can observe. There will be clear paths to where children are playing, sleeping, eating, and sitting on the bus so adults can react quickly when necessary and stay close to children who may need additional support.
2. **Staff will carefully plan where they will position themselves in the environment to prevent children from harm** – Staff will implement a Zoning Plan for classroom, playground, indoor gross motor area, cafeteria, and primary transition routes to/from these areas to include bus transitions. The plan will include zoning maps with a corresponding zoning chart that identifies staff responsibility in each zone and his/her duties before, during and at the conclusion of each transition. Plan is to be posted and implemented. Staff will place themselves so that they can see and hear all of the children in their care. During fieldtrips and community activities, one-on-one assistance may need to be provided for individual children. This could include their parent accompanying them on the fieldtrip or a staff person being designated to provide support for that specific child.
3. **Scan the environment, including assigned areas of the classroom, bus or outdoor area, and count the children frequently** - In EHS/ HS classrooms use Attendance Board: Staff will write the number of children in attendance each day on the attendance board that is located on or near the classroom door. Each time a child arrives or leaves for the program day, staff will change the number on the attendance board. The number listed is to always reflect the current number of children in the room for the day. Staff need to communicate with each other, so everyone knows where each child is and what each one is doing. This is especially important during transition times, and in play areas, and on the playground when children are constantly moving. When transitioning a group of children within the facility or for outdoor play, the staff will follow the **Name to Face Child Tracking Procedure and Team Supervision of Children Safety Zoning Plan** and use the **NTF Child Tracking Form** to document the hard count of all children, before leaving and when returning to a designated area. Staff will communicate and confirm a soft count whenever a threshold is crossed. An adult will lead the group and an additional adult will follow the group.
4. **Listen closely to children and the environment to identify signs of potential danger immediately** - Listen to and talk with team members, especially when a staff person or a child must leave the area, so that staff knows where other staff are located. Educators will implement strategies to safeguard children.

For example, bells or alarms may be added to doors to help alert educators as someone enters or leaves the classroom.

5. **Anticipate children's behavior** - Use what you know about each child's individual interests and skills to predict what he/she will do. Give children any needed additional support, especially at the start of the school year and during transitions. Children who wander off or lag are more likely to be left unsupervised. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staffs observations and helps them anticipate children's behavior. Adults who know what to expect are better able to protect children from harm.
6. **Engage and redirect when children are unable to solve problems on their own.** Offer various levels of assistance according to each individual child's needs.

All staff will pay special consideration to supervising children during transition times throughout Head Start programming. Active supervision strategies will continue to be utilized as well as the following strategies during transition times:

- **Know Transition Times** - all staff including volunteers will know when transitions are planned throughout the day and in position to provide constant supervision.
- **Develop Regular Routines** - Staff will create and maintain routines for regularly planned transition times.
- **Limit Wait Time** - Staff will limit the amount of time children wait in line to transition.
- **Reaffirm Child Expectations** - Staff will reaffirm to children what adults expect during transition times.
- **Ensure Parents/Guardians/Community Partners Understand Responsibilities** - Staff will help parents, guardians, and other identified adults understand their role during pick up and drop off times. Parents who self-transport will stay with their child until the start time of class and will sign their child “in” for the day. At dismissal time, the parents, or other identified adults, will sign “out” their child before taking them out of the classroom. Community partners will follow Child Tracking Procedure and sign child out when removing a child from the classroom for services and in when they return.

Head Start and Early Head Start wants to partner with Parents, Program Adults, and Visitors to promote a Culture of Safety. All staff will work to support all program adults in implementing and understanding the safety measures listed below:

- Adults outside of the immediate teaching team will avoid interrupting teachers when they are actively transitioning children and/or completing the Name to Face procedure. ***Note** - If you have been interrupted, please restart the procedure/count to make sure no child has gotten out of the line.
- Teaching teams should clearly communicate to other adults, including parents, requesting their attention, or attempting to engage them that safety is a priority, and they will connect with them as soon as they complete the transition/Name to Face procedure. Other program adults should be aware that they can expect teachers to do this.
- All program adults should be prepared to communicate the number and whereabouts of children throughout the day. Teachers should not assume that other program adults, such as on-call subs, consultants, and managers know what the teachers' expectations are for them helping with active supervision but should communicate their expectations. Examples:
 - Please hold these two children's hands on the way to the gym.
 - It would be helpful when we go outside if you would stand by the climber and support the safe use of the equipment – our rule is no jumping from the platform.
 - We are having difficulty with two children being safe. Will you read a story while I work to get them settled down with an activity?
- All teaching teams should remind each other to intentionally check bathroom stalls thoroughly by opening doors and looking straight into each stall before leaving the bathroom.

ONGOING MONITORING: CDM will monitor quarterly to ensure that Active Supervision, Zoning and Name to Face plans are being observed and implemented accordingly by reviewing the following documents:

- Documentation of events on focused observation forms and general observations for indication of:
 - Signed Posted Zoning Plans
 - Active Supervision strategies
 - Name to Face procedure
- Site Team Meeting minutes
- ChildPlus for Quarterly Site Checklist

Forms: Team Supervision of Children Safety Zoning Plan
NTF Child Tracking Policy and NTF Child Tracking Sheet
Culture of Safety Classroom Poster
Beginning of the Year Checklist Daily Checklist

(Revised: ES 8/10/21)