

Policy 14

Supervision Policy

Policy Statement

Wideview Outside School Hours Care Service aims to provide a safe, healthy, and inclusive environment in which children can play, explore, grow, and develop. At WOOSHC, we recognise that children are not always aware of, or able to appropriately resolve or mitigate risks. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines.

Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Effective supervision also allows educators to engage in meaningful interactions with children.

Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring that children are supervised at all times.
- Considering the design and arrangement of children's environments to support active supervision.
- Using supervision skills to reduce or prevent injury or incident to children and adults.
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected.
- Supporting educators and their supervision strategies.
- Providing consistent supervision strategies when there are staffing changes; and
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.

(National Quality Standard 2.2, Element 2.2.1)

Links to Education and Care Services National Regulations and National Quality Standard

Quality area 2: children's health and safety		
2.2	Safety	Each Child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

Procedure

1. Planning for Supervision

- 1.1 In order to ensure the safety of children using the service, WOOSHC will ensure that premises and environments are designed and maintained to facilitate adequate supervision of children at all times, while also maintaining the rights and dignity of all children.
- 1.2 WOOSHC will ensure that any volunteers or formally employed educators under 18 years of age are adequately supervised at all times by a member of staff over 18 years of age.



- 1.3 Staffing arrangements and rosters will be organised by WOOSHC to ensure that ratios can be met or exceeded at all times when children are being cared for by the service.
- 1.4 Educators must be aware of all safety risks associated with any and all indoor and outdoor environments used by WOOSHC children. A safety check will be conducted before each session in order to identify and remove or mitigate risks which have arisen within the school environment.
- 1.5 We have allocated zones for supervising areas. Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely to maximise supervision.
- 1.6 The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.
- 1.7 No area should be left completely unsupervised at any time. Staff members, as a team, must maintain a line of sight to all areas of supervision, at all times.

2. Child to Educator Ratios

- 2.1 In accordance with Education and Care Services National Law and Regulations the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator for every 10 children when on an excursion outside of the service premises. Further reductions of the number of children to staff may apply for high-risk events.
- 2.2 Ratios must be maintained at all times. If an educator needs to leave their area of supervision for any reason, another educator must be made aware of this, and be capable of covering the additional area of supervision.
- 2.3 Educators will only be counted in the child to educator ratio if they are actively 'on the floor'.

3. Conversations and Interactions

- 3.1 Conversations should not interfere with staff ability to provide adequate supervision. Conversations between parents and staff are encouraged but should not negatively impact the ability to supervise children.

4. Risk Assessments

- 4.1 Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- 4.2 The service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

5. Out of bounds

- 5.1 Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

6. Educator Responsibility

- 6.1 Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- 6.2 Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
- 6.3 Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.
- 6.4 Educators positioning themselves in strategic positions where they can see and hear children.
- 6.5 Educators scanning constantly with both sight and hearing for any hazards or issues which may pose a risk to children's health, well-being or safety.
- 6.6 Any risks identified must be reported to the supervisor on duty immediately. Action will then be taken to either remove or put strategies in place to minimize the potential risk to children.
- 6.7 Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
- 6.8 Support children to determine safe and unsafe practices.
- 6.9 Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

7. Supervision Outside of the Service

- 7.1 There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extra-curricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it be via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
- 7.2 Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
- 7.3 Educators will ensure that children using public bathroom facilities will not go alone and be accompanied where possible and that head counts, and roll calls occur regularly.

Sources, further reading and useful websites

- Australian Children’s Education & Care Quality Authority. (2014).
- Early Childhood Australia Code of Ethics. (2016).
- Frith, J., Kambouris, N., & O’Grady, O. (2003). Health & safety in children’s centres: Model policies & practices (2nd ed).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
- Guide to the National Quality Standard. (2017).
- Revised National Quality Standard. (2018).

Policy review information -

The Service encourages staff and parents to be actively involved in the annual review of each of its Policies and Procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service’s commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Review Date	Date completed	By Whom	Collaborated	Comment
March 2020	30/3/2020	Brandi (Manager)	Staff Committee Parents	
June 2021	2/7/2021	Brandi (Manager)		
May 2022	May 2022	Brandi (Manager)		
May 2023	May 2023	Brandi (Manager)		
2024				