

SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. *“At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.”* (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows educators to actively engage in play and leisure opportunities that are meaningful to children and support their wellbeing, development and learning.

NATIONAL QUALITY STANDARDS (NQS)

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	
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102	Authorisation for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
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 (1) (d)	Educator to child ratios-Centre based services
168	Education and care service must have policies and procedures
176	Timeframes to notify certain circumstances to Regulatory Authorities

CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority

RELATED POLICIES

Administration of Medication Policy Code of Conduct Policy Emergency Evacuation Policy Handwashing Policy	Incident, Injury, Trauma and Illness Policy Physical Environment Policy Staffing Arrangements Policy
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PURPOSE

Out of School Hours Care educators have a duty of care to ensure children are actively supervised at all times, maintaining a safe and secure environment adhering to Education and Care National Law and National Regulations. Supervision for children in OSHC requires educators to cater for a wide range of ages and abilities and requires flexibility and organisation to ensure thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children. Effective supervision of children provides educators with the opportunity to support and build on younger children's play experiences whilst supporting older children's independence.

Educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury in a range of situations including, transitioning children between school and the OSHC service and whilst transporting children to and from the OSHC Service. Effective supervision of children provides educators with the opportunity to support and build on children's play experiences.

SCOPE

This policy applies to staff, educators, the Approved Provider, Nominated Supervisor, management, and visitors of the Service.

IMPLEMENTATION

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL:

- ensure that the premises and facilities are designed and maintained to facilitate adequate supervision of children at all times while maintaining the rights and dignity of all children

- notify the regulatory authorities of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was called in response (not as a precaution) to the incident, situation or event.
- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the OSHC Service or whilst under the care of the OSHC Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- ensure educators under eighteen years of age (18) work at the Service only if they are adequately supervised by an educator over the age of 18 at all times and are not left alone with children at any time
- minimum educator qualification requirements are recognised and adhered to according to legislative requirements
- the OSHC Service maintains the required educator-to-child ratio for children over preschool age- 1:11
- ensure that all educators are aware of where children are at all times and monitor the environment closely
- ensure educators are able to respond to any situation immediately, particularly if a child is distressed or in a hazardous situation
- develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are in attendance at the OSHC Service including:
 - visiting and returning from children's toilets
 - transported to and from the OSHC Service premises
 - transported in a vehicle/bus as part of an excursion
 - transitioned between the OSHC Service and school grounds and
 - during excursions and outings (including Vacation Care)
- ensure a staff member or nominated supervisor is present at the service to account for children when they embark and disembark the vehicle at the OSHC service premises (Regulation 102E and 102F)
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- respect children's age and developing independence and need for privacy when providing supervision for children in the OSHC setting
- conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities

and the location of bathroom facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.

- develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- ensure educators employ ‘*active supervision*’ strategies at all times
- ensure educators avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or smart watches or administrative tasks
- ensure educators are aware if they need to move away from children, another educator is to replace them
- ensure educators are positioned allowing them to watch the maximum area possible
- ensure educators move around the environment to observe the maximum area and to avoid standing with their back to children or talking with other educators
- adopt accepted best practice, ensuring no staff member is left alone with a child to support child protection protocols
- ensure that a Risk Assessment and a Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion
- conduct risk assessment to determine how children are supervised while being transported and whether additional adults are required during transportation.

EDUCATORS WILL:

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment
- communicate and collaborate with others to ensure the effective supervision of children within the OSHC Service
- adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children’s play. The supervision plan will include the floor plan of the OSHC Service and include the location of activity areas and the closest bathroom facilities for boys and girls.
- Head counts of children will occur at set times and staff will assist
- respect children’s age and need for independence when actively supervising children in the OSHC setting- (younger children will require closer supervision than older children)
- implement vigilant supervision strategies for hygiene requirements including:

- regular handwashing
- cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- regularly evaluate the efficiency of the supervision plan and update as required
- ensure any educators under the age of 18 years old are never left alone with children
- ensure that at least one other educator is within sight when working with children or if it is necessary to assist a child to change their clothes
- arrange the environment to balance supervision of children's needs depending on age, ability and activities
- emphasis for supervision will be on open playgrounds, risky play opportunities and doors during arrival and departure times
- maintain correct ratios adhering to the Education and Care National Regulations throughout the education and care environment
- ensure that all children are in sight or hearing of educators at all times
- ensure that children are supervised by an educator or accompanied by an older child when going to the bathroom at the OSHC Service
- ensure that hazardous equipment and chemicals are inaccessible to children
- scan the environment during interacting with individuals or small groups
- continuously scan and look around the area to observe all the children in the vicinity.
- implement correct supervision strategies and not perform other duties while responsible for the supervision of children
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- plan for a mixture of activities to allow for appropriate supervision of groups of children
- provide effective and adequate supervision when children are transported in a vehicle at all times

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased- (e.g.: carpentry, water activities, climbing)

- guiding educators to make decisions about when children’s play and games need to be interrupted and redirected
- Educators to set high vis cones as boundary lines and children and staff to wear vests while away from main play areas. Specific strategies and supervision map detailing staff positioning, peripheral vision and monitoring children’s arrival and departure from the OSHC Service to be followed
- providing consistent supervision strategies when the OSHC Service requires relief educators.
- Educator are required to undergo online supervision training within 3 weeks of employment

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCE

Australian Children’s Education & Care Quality Authority. (2023). *Active Supervision: Ensuring safety and promoting learning*.

Australian Children’s Education & Care Quality Authority. Children’s Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard*. Occasional Paper 2. (2016).

Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

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 Framework. (2017). (Amended 2023).

Revised National Quality Standard. (2018).

Victoria Department of Education and Training. (2012). *Supervision* [Practice Note 12]:

<https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Helen Austin	President	03/07/2023
POLICY REVIEWED	JULY 2023	NEXT REVIEW DATE	JULY 2024
MODIFICATIONS	Addition of supervision map, boundary markings, head counts and training requirements. Supervision Booklet attached.		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
APRIL 2023	Complete revamp of policy by Shavaun Andreou		APRIL 2024



Supervision Booklet




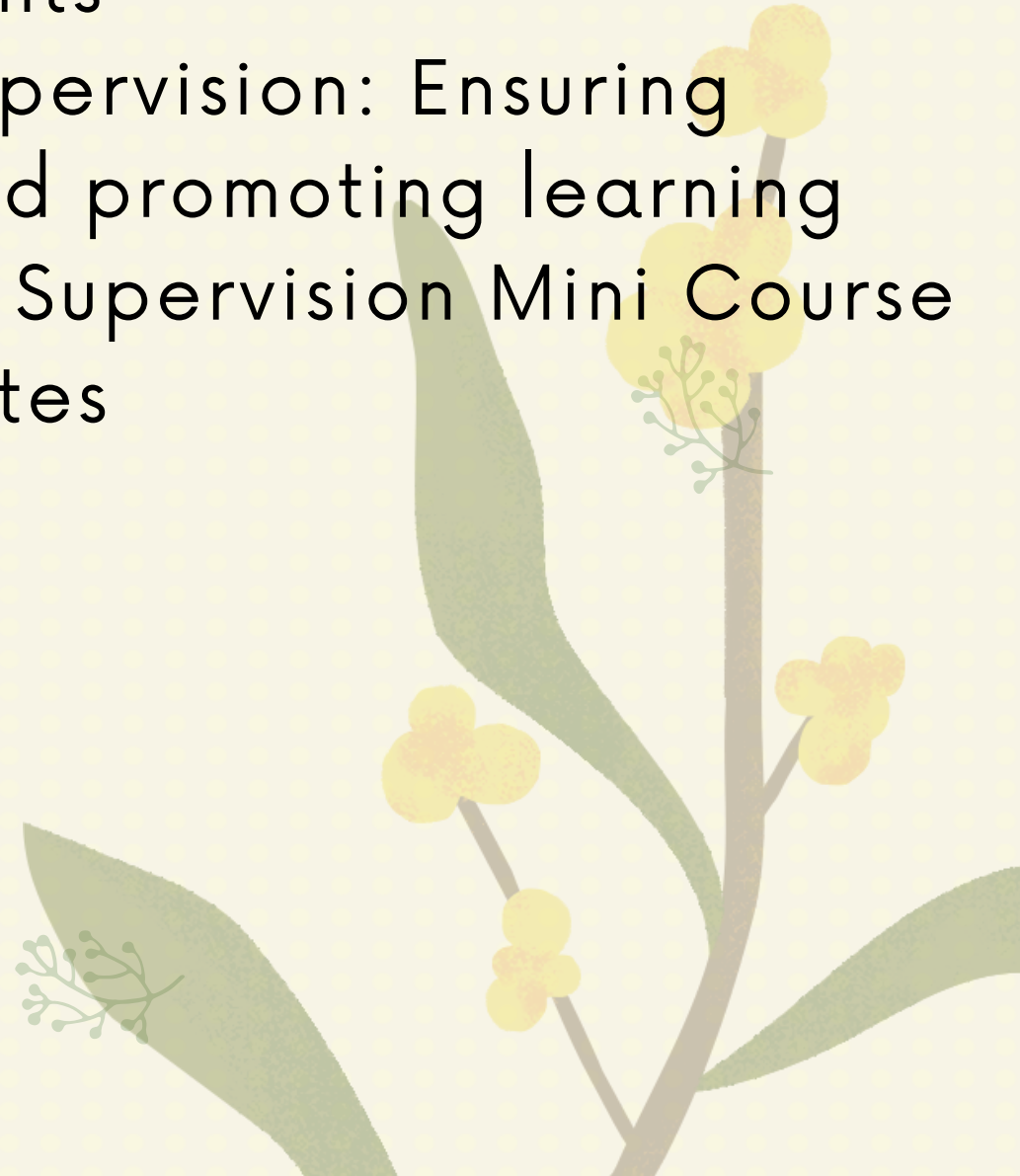
ARANDA AFTERS
ASSOCIATION





Table of contents



1. Supervision Policy
 2. Supervision Reminders
 3. Hot Spot Supervision Maps
 4. Proactive Supervision
 5. Headcounts
 6. Active Supervision: Ensuring safety and promoting learning
 7. Effective Supervision Mini Course Certificates
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Supervision Reminders

1. Be vigilant at all times
2. Scan the area constantly
3. Keep ratio in mind (1:11)
4. Listen and respond to your walkie talkie
5. Assist in headcounts
6. Maximise your line of sight
7. Get to know the children
8. Communicate with staff when moving between areas



Supervision Hotspots

Supervision Plan: 2023

Aranda Afters Association



5/6
Playground
Supervision

3/4
Playground
Supervision

Kindy
Playground
Supervision

Adventure
Playground
Supervision

What does this mean?

The stars are suggestions for places for the staff to stand. Move around with the children. Never stand in one spot for an extended period of time. Be vigilant at all times.

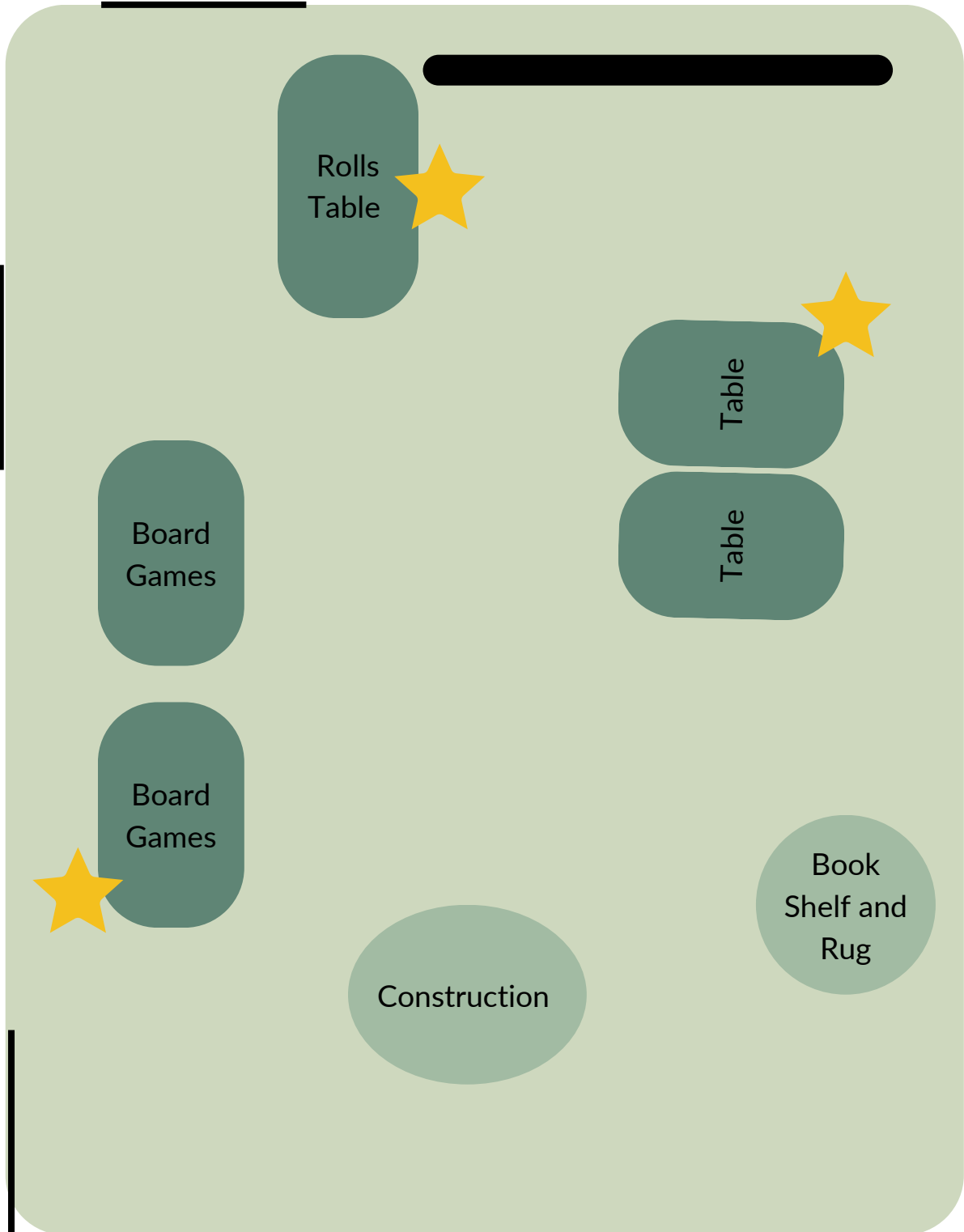
Supervision Hotspots

Hall

Door to Outside

Canteen

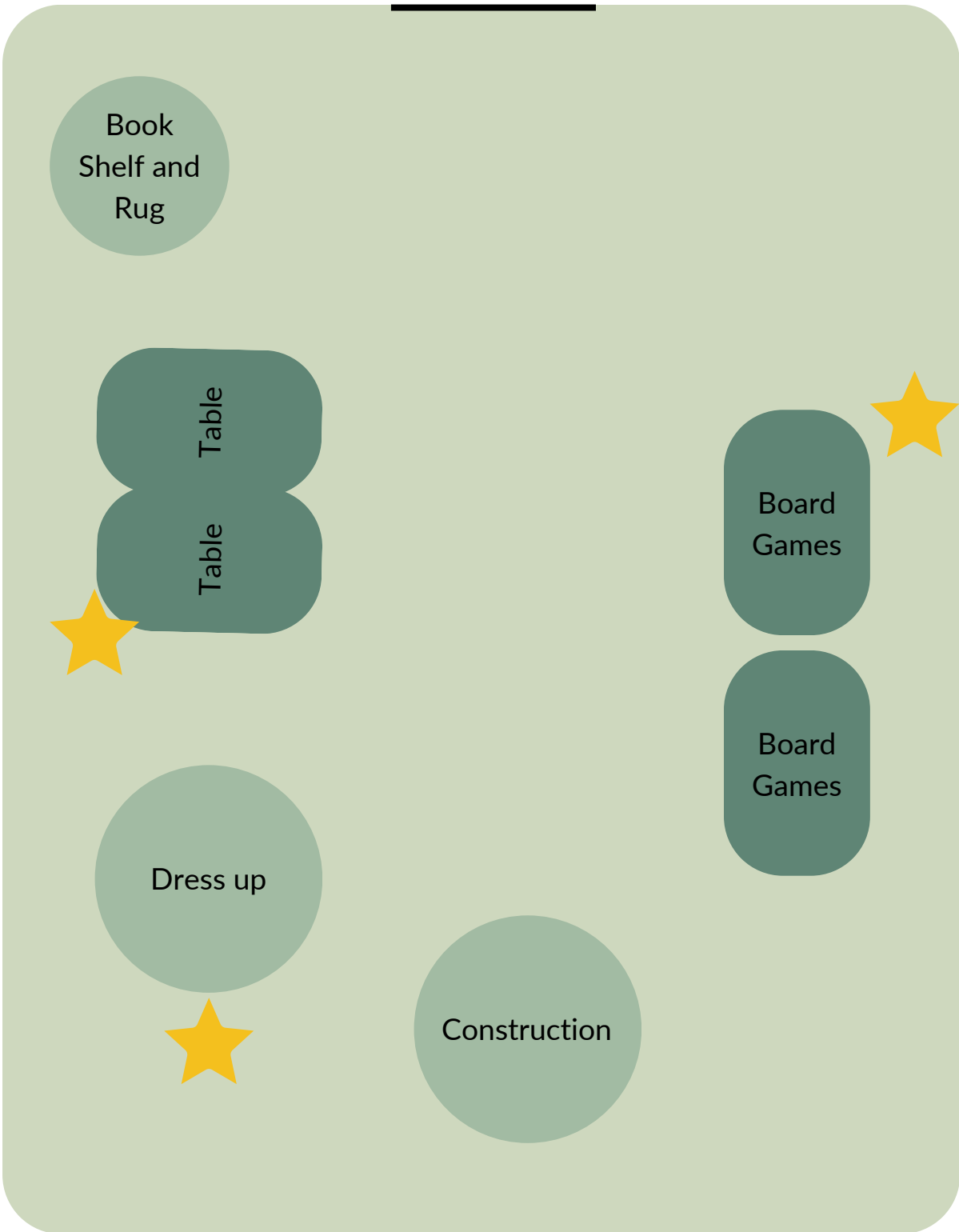
Foyer Door



Supervision Hotspots

Gym

Door to Outside



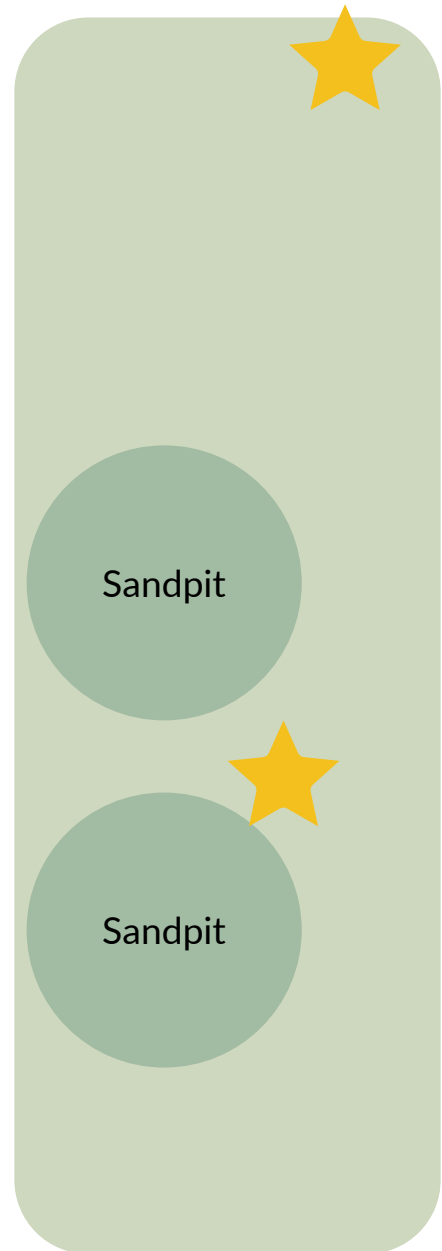
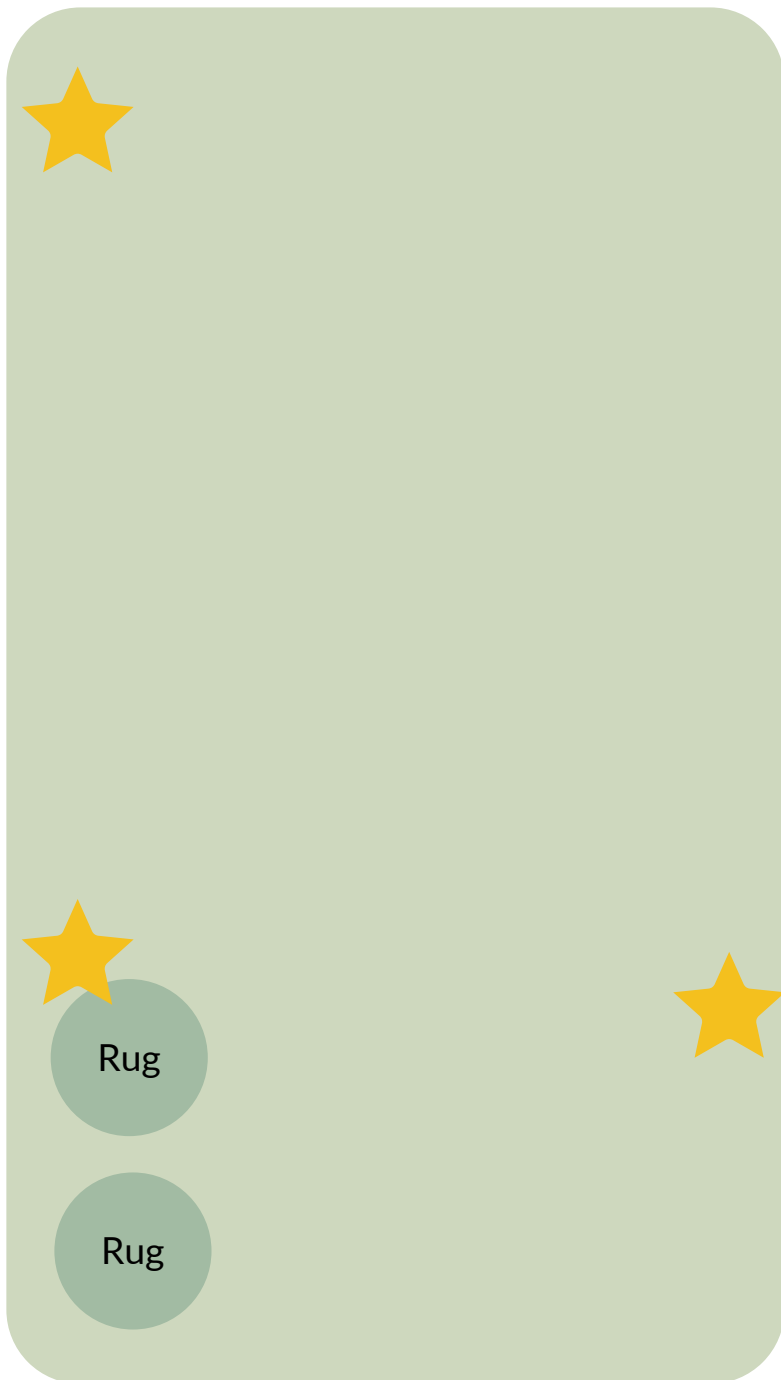
Canteen

Foyer Door

Supervision Hotspots

Outside

Boundary



Proactive and Effective Supervision




Present - Prepared - Predictive - Preventative

Set Up the Environment

Staff should set up the environment so they can supervise children and always have access to them. Grouping activities together and making sure furniture is at waist height or shorter allows adults to see and hear children. Small spaces should be free of clutter, and big spaces should have clear play spaces for children that staff can observe.

Position Staff

Staff should carefully plan where they will position themselves to protect children from harm. This includes positioning themselves to see and hear all children in their care. Staff should make sure there are clear paths to where children are playing, sleeping, and eating. This allows staff to react quickly when necessary and stay close to children who may need additional support.



Scan and Count

Staff should always be able to account for the children in their care. They continuously scan the entire environment to know where everyone is and what they are doing. They also count the children frequently. This is especially important during transitions when children are moving from one location to another.

Teamwork & Communication



Proactive and Effective Supervision



Present - Prepared - Predictive - Preventative

Listen

Specific sounds or the absence of them may be cause for concern. Staff who listen closely to children can quickly identify signs of potential danger. Programs that plan systemically are better able to implement additional strategies to safeguard children. For example, adding bells to doors help alert staff when a child leaves or enters the room.

Anticipate Children's Behaviour

Staff should use what they know about each child's interests and skills to predict what the child will do next. They can create challenges that children are ready for and support them in succeeding. Staff should also be aware of changes in a child's mood and anticipate when a child may wander off, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food) can inform staff observations and help predict children's behaviour. Staff who know what to expect are better able to protect children from harm.

Engage and Redirect

Staff should offer support by using what they know about each child's individual needs and development. Staff can encourage children to solve problems on their own and help them develop solutions if needed. They can also offer different levels of assistance or redirection depending on each child's needs.

Teamwork & Communication



Headcounts

3:00

1. Staff to sign children in by 3.15
2. Move to somewhere with wifi to submit your roll
3. Rolls person to go through XAP and follow up on absences.
4. Educators to assist in listening to walkie talkies to keep an eye out for children
5. Rolls person to have absences completed by 3.30pm

Kindies- Marked on pickup
1/2- Basketball hoop
3/4- Inside the gym
5/6- Top of the stairs near the gym door

3:45 and 5:00


1. A senior educator to complete the headcounts
2. Open Xap Connect
3. Click on third icon on the bottom row
4. Click on headcount
5. Sight each and every child and mark them present
6. Click 'Only visible to staff'
7. Press post
8. Keep app open until pop up that confirms the headcount was uploaded successfully

Headcounts



6:00

1. Rolls educator to confirm all children are signed out
2. Any children not signed out, ensure they are accounted for
 - An educator saw them go home
 - Calling and confirming with a guardian



If guardians are contacted to confirm child(ren)'s pickup, please document this on the Daily Roll Changes form.



Regulatory Information

National Quality Standards

Quality Area 2- Children's health & Safety

"Educators promote children's learning and development by creating physical and social environments that have a positive impact. It is necessary for educators to be alert and aware of risks and hazards and the potential for accidents and injury, not only in their immediate location but also throughout the service. To provide effective supervision, educators need to be conscious of the physical environment and be attuned to the needs of individual children."

Element 2.2.1 "At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard"

National Law Sections

165

167

174

National Regulations

101 (2)(f)

115

168(2)(h)

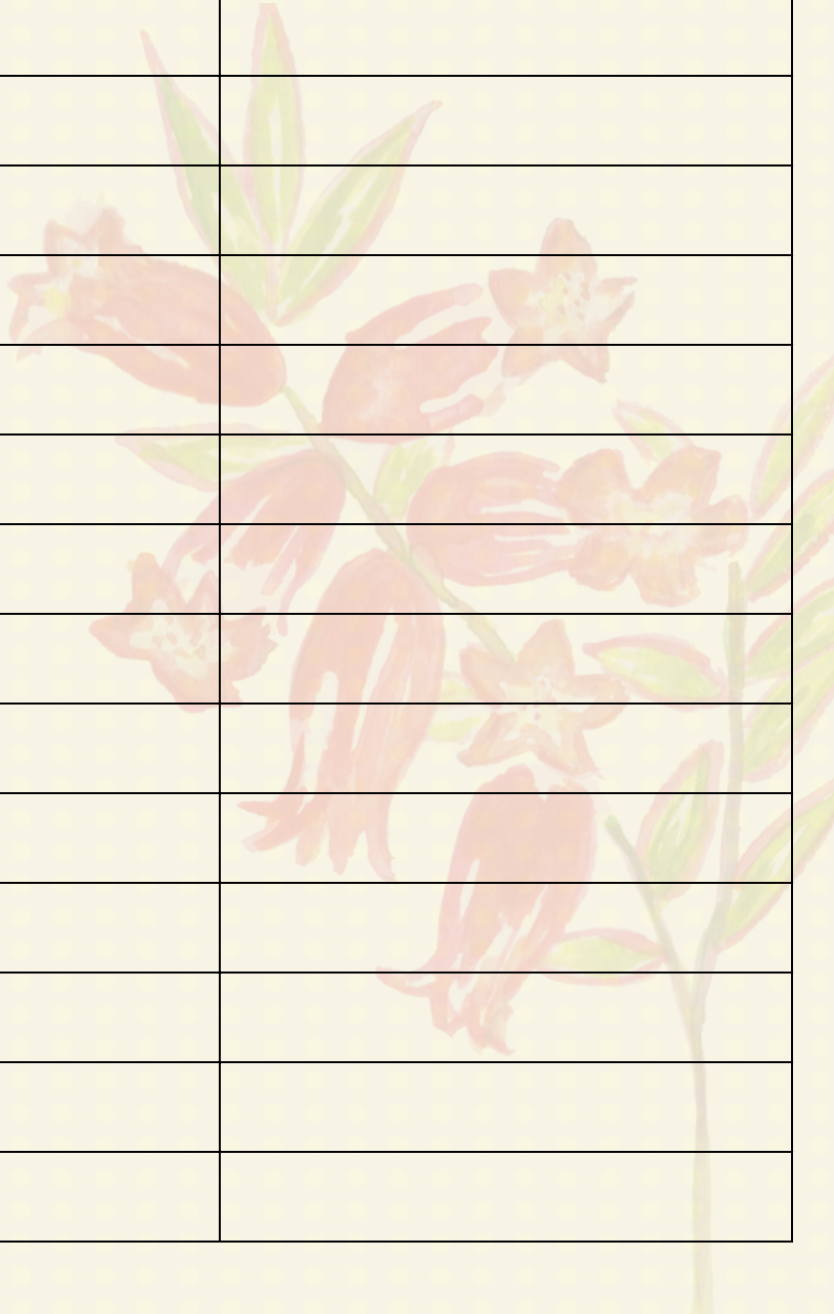
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Staff Sign Off



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