

# PURPOSE

We recognise that the welfare and best interest of the individual child will always be our primary consideration and that effective, professional supervision shall be our primary focus as a service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

* *Education and Care Services National Law Act, 2010 and Regulations 2011*
* *Privacy Act 1988 and Regulations 2013*
* *Family and Child Commission Act 2014*
* *National Quality Standard*
* *Children and young Workers Code Of Practice 2006*
* *Creating Safe Environments for Children national Framework 2005*
* *Child Abuse Prevention Service* [*childabuseprevention.com.au*](http://www.childabuseprevention.com.au/)
* *Protect All Children Today* [*www.pact.org.au*](http://www.pact.org.au/)

Procedures

## Definition

‘Supervision of children’: Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of educators to children at all times to ensure the immediate intervention of educators to safeguard a child from risk of harm.

## Supervision is provided by OSHC educators during the service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the service behaviour management guidelines.

**Staff Training and Induction**

All staff shall undertake an induction program upon commencement.

All staff shall undertake ongoing professional development to ensure a process of continuous improvement in the care of the children.

## Positioning of Staff in the Environment

Staff shall, at all times, position themselves so as to be able to clearly observe the activities and actions of each child.

Staff shall, when planning any activity, consider the physical location of the children and of themselves to ensure supervision is adequate.

Staff shall at all times be prepared to modify their position in relation to the children to appropriately manage any risks that may develop.

Staff shall be aware of the limitations and variation of supervisory skills when volunteers and/or students are assisting with supervisory responsibilities.

## Scanning the Environment

All staff will maintain an active watch on the environment under their supervision. Planned and specific supervision will be undertaken for high risk areas and activities.

No staff member will undertake secondary activities such as mobile phone calls or completing paperwork when supervision is being undertaken.

## Listening When Children Play

Staff will actively listen to the children during all activities for indicators that the situation is out of the ordinary. For example, crying, choking or gasping, offensive or aggressive language or silence. Staff will listen to the environment in general and act on anything that may indicate an increase risk to the children. For example, thunder, sirens nearby, etc.

## Knowledge of The Environment and Potential Risks

All staff will develop and maintain knowledge of the complete layout and features of the Service. Staff will undertake risk management assessments in different areas of the service on a rotational basis to assist in the process of continuous improvement of skills and knowledge.

All staff will be familiar with these Workplace Health and Safety Policy and Procedures.

## Setting up the Environment

Staff will be aware of the importance of supervision when setting up any activities.

At no time shall any play equipment be placed in a position that increases the risk to the child or to the staff member.

Staff shall be aware of hazards that are created by children’s activities and actively work to mitigate any risks created. For example, a toy left in a doorway or a chair pushed against a fence shall be removed immediately.

For high-risk and excursion activities, a risk assessment will be completed.

## Transitioning Groups of Children

All staff shall be aware of the increased risk associated with transition times. Transitions shall be planned and form a part of the learning activities for the children.

Transition during activities outside the normal routine shall only be undertaken following a risk assessment by the staff to ensure that all risks have been identified and control measures implemented.

## Children’s Arrival and Departure

All areas of the Service fall within the responsibility of the staff in relation to management of risk and therefore, any staff member who is present during arrival and departure shall actively work to mitigate risk.

Student arrivals and departures will be managed in accordance with the Delivery and Collection of Students Policy.

All staff shall reinforce the correct procedure for children to be dropped off and collected.

As a part of overall Workplace Health and Safety, child drop-off and collection shall be subject to regular Risk Management review.

To ensure the safety and wellbeing of children and educators, there will be at least two educators at all times on the premises whilst children are in care, one of who will be a delegated responsible person for the service.

The service is committed to ensuring children are supervised at all times, therefore when planning activities and the necessary supervision requirements, the coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators.

The number of supervising educators for activities will be determined through the completion of a risk assessment and will be based on:

* + The type of activity (e.g. excursion, swimming) and
  + The age and capabilities of the children undertaking the activity; and
  + The area the activity will be conducted; and
  + The age and skill of educators supervising.

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an educator when they need to access the toilet. Educators shall use appropriate communication methods to monitor children accessing the toilets.

The coordinator/responsible person in charge will ensure that educators receive regular instruction in effective supervision techniques including:

* + Scanning – regularly looking around the whole area to observe all the children in the vicinity.
  + Positioning – physically positioning themselves in order to observe the maximum area possible.
  + Listening – will assist in supervising areas where children may be playing in corners, behind trees or play equipment.
  + Being ‘with it’ – ensuring they are aware of the children in their area as well as the children’s skills and capabilities in interacting with others.

Educators will be required to do regular head counts and use educator communication methods when supervising activities outside or away from the OSHC indoor area.

The coordinator will be made aware of children involved in behaviour incidents who may require further support. Children will be directed to a quiet area and supervised by the coordinator (or other educator) until such time as they are ready to re-join the activity.

To ensure effective supervision of all children participating in their area/activity, educators will be:

* + Given guidance and instruction when setting up the environment and/or activities.
  + Instructed on the use of various staff communication methods (e.g. use of walkie talkie).
  + Aware of the procedures for children accessing the toilet.
  + Made aware of children’s individual health and or medical needs and any relevant emergency management plans.
  + Made aware of any identified hazards and/or risks to children and the control measures in place.
  + Made aware of the children in care, the group dynamics and behaviour strategies that may be useful.
  + Made aware of any children in care with special/additional needs.

Risk assessments will be developed for activities, excursions and incursions which specifically identify the number of supervising educators required for the relevant activity. All risk assessments must be read and signed off by educators to acknowledge their understanding of supervisory requirements.

For all water and/or swimming excursions, educators will be placed both in and out of the water for effective supervision of children in the water.

Educators under eighteen years of age who are supervising children will be fully supervised by a qualified educator who is eighteen years or over.

During excursions, educators will supervise children, ensuring educator/child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male educator available to

supervise the boy’s toilets, female educators must satisfy themselves that it is safe for the child/ren to access the toilets and will remain outside the toilet area until all child/ren have returned.

During excursions, children will not be left in the sole care and custody of bus drivers or any other persons. Educator ratios for the Service will continue to apply during excursions.

# EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

* regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to occupational health and safety issues
* monitor the implementation, compliance, complaints and incidents in relation to this policy
* keep the policy up to date with current legislation, research, policy and best practice
* revise the policy and procedures as part of the service’s policy review cycle, or as required
* notify parents/guardians at least 14 days before making any changes to this policy or its procedures (Regulation 172(2)).

# ATTACHMENTS

Nil

# AUTHORISATION

This policy was adopted by the Approved Provider of Delacombe Primary School Outside of School Hours Care on 14/11/2020.

**REVIEW DATE: NOVEMBER 2022**