



Adequate Supervision Policy

POLICY STATEMENT

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

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 OOSH 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 Out of School Hours Care Service and whilst transporting children to and from the service. Effective supervision of children provides educators with the opportunity to support and build on children's play experiences. Our service will ensure no child or children are left alone with a visitor, student or volunteer.

PROCEDURE

Our service caters for children of different ages and abilities requiring educators to consider a variety of different supervision strategies. Younger children require closer supervision, whilst educators need to be respectful of older children's developing independence and autonomy.

In all environments, adequate supervision means:

- that an educator can respond immediately to a child
- knowing where children are at all times and monitoring their activities actively and diligently
- educators using different skills when supervising and engaging with children- monitoring changes in noise and stress levels, using peripheral vision and changing position regularly



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- assessing the risks in the environment and experiences children are engaged in when determining the number and positioning of educators (Source: ACECQA, 2024).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure that the premises and facilities are designed and maintained to provide a clear line of sight and facilitate adequate supervision of children at all times while maintaining the rights and dignity of all children
- notify the regulatory authority 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 service or whilst under the care of the service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
- conduct a review of practices following a supervision related incident, such as a child being missing or unaccounted for, including an assessment of areas for improvement
- ensure educators under eighteen years of age (18) are adequately supervised by an educator over the age of 18 at all times and are not left alone with children at any time
- ensure students, volunteers and/or visitors are never left alone with a child whilst at the service under any circumstance
- the service maintains the required educator-to-child ratio for children over preschool age- 1:15
- 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 service including:
 - transported to and from the service premises (see: *Safe Transportation Policy*)
 - transported in a vehicle/bus as part of an excursion
 - during excursions and outings (including Vacation Care)
 - during meal times to prevent and manage allergy and anaphylaxis risk
- 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 service premises (Regulation 102E and 102F)



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- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- guide and mentor educators to ensure a range of strategies are used to provide effective supervision such as regular head counts and attendance checks
- respect children's age and developing independence and need for privacy when providing supervision for children in the OOSH 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.
- 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
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed, including notification to the regulatory authority within 24 hours of a serious incident. See *Incident, Injury, Trauma and Illness Policy*
- 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:

- monitor and maintain staff to child ratios to ensure adequate supervision of children
- have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment
- respond immediately to children, especially if they are distressed or in a hazardous situation
- communicate and collaborate with others to ensure the effective supervision of children within the service



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- alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom)
- 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
- respect children's age and need for independence when actively supervising children in the 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
- in the event of a child missing or unaccounted for, ensure the *Missing Child Procedure* is followed. (
- ensure any educators under the age of 18 years old are never left alone with children
- ensure students, volunteers and/or visitors 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
- communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- maintain correct ratios adhering to the Education and Care National Regulations throughout the education and care environment
- ensure that all children are in sight and/or hearing of educators at all times
- 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
- adhere to *Nutrition Food Safety Policy* to ensure provide supervision during mealtimes to prevent and manage allergy and anaphylaxis risks



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- provide effective and adequate supervision when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- employ a variety of methods to account for all children throughout the day with particular attention to key transition times, including checking children's name on attendance records and conducting headcounts and recording the date and time of all checks using the *Head Count Record*.

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
- supporting educators with specific strategies such as positioning, peripheral vision and monitoring children's arrival and departure from the service
- providing consistent supervision strategies when the service requires relief educators.

CONSIDERATIONS

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 LAW AND NATIONAL REGULATIONS	
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
100	Risk assessment must be conducted before an excursion



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101	Conduct of risk assessment 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	Time to notify certain circumstances to Regulatory Authorities

RELATED POLICIES

Administration of Medication Policy Child Safe Environment Policy Code of Conduct Policy Delivery of Children to, and Collection from Education and Care Service Premises Emergency Evacuation Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy Nutrition and Food Safety Policy Physical Environment Policy Safe Transportation Policy Rest Time Policy Water Safety Policy
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