

D-30 Supervision

NQS

QA. 2.2	Safety.
QA. 2.2.1	Supervision.
QA. 2.2.2	Incident and emergency management.
QA. 3.1	Design.
QA. 4.1	Staffing arrangements.
QA. 4.1.1	Organisation of educators.
QA. 4.2.2	Professional standards.
QA. 6.1	Supportive relationships with families.
QA. 7.1.2	Management systems.
QA. 7.2.1	Continuous improvement.

National Regulations

Reg. 99	Children leaving the education and care services premises
Reg. 100	Risk assessment must be conducted before excursion
Reg. 103	Premises furniture, and equipment to be safe, clean and in good repair
Reg. 109	Toilet and hygiene facilities
Reg. 115	Premises designed to facilitate supervision
Reg. 123	Educator to child ratios—centre-based services
Reg. 168	Education and care service must have policies and procedures

My Time, Our Place

LO. 1	Children and young people feel safe, secure, and supported
LO. 3	Children and young people are aware of and develop strategies to support their own mental and physical health and personal safety

Policy Statement

Supervision is one of the key requirements in the prevention of incidents, accidents, and injury throughout the centre. Educators require the skills to be able to assess potential risks during supervision and be able to implement changes to supervision to avoid incident, accident, or injury. All new and relief staff, along with volunteers, should be informed of potential supervisory risks in the OSHC environment.

Related Policies

- Sylvania Heights BASC Policy A-3: Philosophy
- Sylvania Heights BASC Policy A-8: Dropping off and Picking up
- Sylvania Heights BASC Policy A-19: Nominated Supervisor
- Sylvania Heights BASC Policy B-6: Indoor Environment
- Sylvania Heights BASC Policy B-7: Outdoor Environment

- Sylvania Heights BASC Policy C-9: Relief Staff
- Sylvania Heights BASC Policy C-10: Volunteers/Students/Visitors
- Sylvania Heights BASC Policy C-11: Staff Child Ratios
- Sylvania Heights BASC Policy D-22: Child Protection – Mandatory Reporting
- Sylvania Heights BASC Policy D-23: Child Management / Behaviour Guidance
- Sylvania Heights BASC Policy D-28: Workplace Health, Safety and environment
- Sylvania Heights BASC Policy E-5: Excursions

Procedure

Parents / guardians must ensure they greet and farewell educators when dropping off or picking up their child/ren so as to make educators aware of which children are in their care at all times (see A-8 Dropping off and Picking up Policy).

Children will only be allowed to play in the artificial grassed area directly out the front of the centre during each session to ensure children are visible at all times. If a child is playing 'out of sight' and / or outside boundaries, they are considered 'out of bounds' and will be redirected to play within the set boundaries.

Educators will communicate with each other for the purpose of advising changes to supervision routines / placement of educators. No educator is to leave their area of supervision without informing other educators or ensuring no children are in their area.

The Nominated Supervisor/Responsible person on duty (RPD) will ensure, throughout each shift, that educators are positioned so to adequately supervise children in care.

When children are playing, educators must make every effort to be aware of where children are at all times and what they are doing. Educators will engage with the children whilst supervising but must always be aware of all children in their vicinity.

Work related discussions with fellow educators will only be as required, kept brief and, if needed, followed up at a time when educators are not allocated to supervise.

The Nominated Supervisor will ensure supervision practices are discussed and reviewed at each Educator Meeting. Such discussions will surround the best places for educator supervision, areas in which children are at potential risk of being unsupervised and recent incidents where supervision could have been improved.

A Risk assessment will be completed, reviewed, and discussed regularly at an Educator Meetings to allow input from all educators. Special focus should be placed on supervision, areas of concern and hiding places for unwelcome persons. The risk assessment should include information regarding routines to assist supervision/transitions. Consider if visual cues are included in the risk assessment, as well as service program, resources and equipment and furniture.

The Nominated Supervisor will ensure educator / child ratios are adequate for the area in which supervision is taking place. Educators who feel they are not able to supervise adequately due to the

number of educators / children or the area being supervised should inform the Nominated Supervisor as a matter of priority.

Educators will recognise and discuss regularly the potential for unsupervised actions in the toilets. Children will be required to inform educators when they need to use the toilet block and must take a friend with them. Educators will be aware of the amount of time children have been in the toilet block and follow up should this have been an extended amount of time. Children will be required to inform the same educator when they return from the toilets. During times where children are only playing inside, educators are to watch the children walk to and from the toilets from the veranda.

Educators will be aware when persons are in the OSHC vicinity and greet them, asking if they can help. No person should be on the OSHC premises without being greeted by an educator.

Programmed activities requiring additional supervision must be highlighted to educators on arrival at the centre. These activities should only be planned if this does not compromise the supervision of the other children.

Supervision for excursions will be assessed using a Risk Assessment per activity. These will be visible at the service for parents/guardians prior to the activity day (see E-5 Excursions Policy).

Changeover of staffing must include a head count or roll call of the children in the supervision area / service.

The Management Committee will assist in providing funds in the budget for training on supervision practices of educators. Where the environment is making supervision difficult, such issues will be discussed with the Management Committee and a decision reached for the safety of the children.

Outdoor Boundaries

- Educators will inform all children of appropriate bounds at the commencement of a session. The outdoor playing areas will generally be the artificial grass area and on occasions, the grass sporting field. Any area outside of these is considered 'out of bounds'. If there are any changes, educators will inform children. Bounds will rarely change to ensure children, educators and parents/guardians are aware of where the boundaries are.
- Educators will evaluate each session and make changes to the boundaries if necessary (i.e. if water/puddles are a concern during inclement weather). This may be due to educator / child ratios, number of children, the weather or other environmental conditions. The new boundary for the session will be advised to children and educators and marked by the use of the orange cones.
- Children are only allowed to go to the toilets to wash their hands, get a drink or go to the toilet and leave the area once finished. They must have permission from an educator to go to the bathroom and let that educator know when they have returned. Children will be encouraged to go to the bathroom in pairs.
- If the children are seen to be out of bounds, educators will remind them of the boundaries and that it is for their safety that the boundaries are set.

Map of the Centre Boundaries

The area marked in red is the boundary of Sylvania Heights BASC

(INSERT MAP OF BOUNDARIES HERE)

Sources

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia – V2.0
- Children (Education and Care Services National Law Application) Act 2010
- Children's and Young Persons (Care and Protection) Act 1998
- United Nations Convention on the Rights of the Child
- ACECQA Factsheet – Active Supervision: Ensuring Safety and Promoting Learning

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