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## **Policy Statement**

Our Organisation believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to always protect the health and safety of each child. 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. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows Educators to engage in meaningful interactions with children while ensuring their safety and wellbeing.

Our Organisation believes that children of different ages and stages will require different types of supervision. We aim to ensure that our older and more responsible children are provided opportunities to develop their independence.

## **Definitions**

- ✓ **Adequate Supervision**: entails all children (individuals and groups) in all areas of the Service, being in sight and/or hearing of an Educator at all times including toileting, sleep, rest and transition routines. Supervision contributes to protecting children from harm and hazards that may emerge in play, including hazards created by equipment used. Adequate supervision refers to constant, active and diligent supervision of each child at the Service. Adequate supervision requires that Educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary.  
Variables affecting supervision levels include:
  - number, age and abilities of children
  - number and positioning of Educators
  - current activity of each child
  - areas in which the children are engaged in an activity – visibility and accessibility
  - developmental profile of each child and of the group of children
  - experience, knowledge and skill of each Educator
  - need for Educators to move between areas – effective communication strategies
- ✓ **Duty of Care**: a common law concept that refers to the responsibilities of an Organisation to provide people with an adequate level of protection against harm and hazard and all reasonable foreseeable risk of injury.
- ✓ **Hazard**: a source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

## **Procedures**

- ✓ As per Regulation 123 Educator to child ratio will be –
  - 1:4 for 0 - 2 years of age
  - 1:5 for 2 years of age
  - 1:10 for 3 - 5 years of age
  - 1:15 for 5 -12 years of age
- ✓ Only Educators who are working directly with children at the Service will be included in the Educator:Child ratio.
- ✓ We promote active supervision. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development about how children play with their peers.
- ✓ An understanding that the older and more responsible children's right to greater independence to allow them to cooperate, problem solve, explore and develop a sense of agency with their peers.
- ✓ Wherever possible activities will be set up to ensure Educators can supervise in a manner that enables them to see more than one activity.
- ✓ Low risk activities would enable Educators to care for a larger group of children in one area, ie movies.
- ✓ Educators will constantly discuss and move to where higher risk activities are taking place. This could mean in OOSH one Educator to 20 children for a low-risk craft activity and a 1:10 ratio for tree climbing or fire play, however the overall ratio remains correct as per age group across the Service.
- ✓ Physical environment will be set up to facilitate ease of supervision for Educators through - layout, type of activities offered, positioning of activities and areas in use.
- ✓ On the job and formal training will be provided to Educators on active supervision, with ongoing discussions at meetings.
- ✓ Active supervision discussion is part of ACI's Staff Orientation process.

- ✓ Except for necessary discussions regarding children or matters relating to the Service, Educators will not congregate together for extended periods of time while supervising children (walkie talkies to be used as needed to communicate movement of children).
- ✓ The Education and Care Unit will be notified within 24 hours when/if a child-
  - Appears to be missing or cannot be accounted for
  - Appears to have been taken or removed from the Service premises in a way that breaks the National Regulations
  - Is mistakenly locked in or locked out of the Education and Care premises

### **To Ensure active Supervision, Educators need to:**

- ✓ Develop and display awareness of children - including knowing children's skill level, interests etc. Knowledge of children helps Educators monitor and enhance skills that promote children's positive behaviour.
- ✓ Implement positioning - a skill that requires being able to see all of the children in your area of supervision. Educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
- ✓ Position themselves near known hazards and exit points to prevent children leaving the Service unaccompanied or from accessing unsupervised/unsafe areas of the Service.
- ✓ Scanning - regularly glancing around the environment to see what is happening.
- ✓ Redirection - of children when required.
- ✓ Have quality interactions - meaningful interactions with children to promote learning during play and routine times.
- ✓ Communicate with other Educators about their location within the environment (by using walkie talkies when necessary) and notify other Educators when moving from one area to another.
- ✓ Be alert to, and aware of risks and hazards.
- ✓ Be familiar with ACI's PAT system of supervision. **Positioning Awareness Teamwork** Posters available at Services and explained in Staff Orientation Handbook.

### **Students and Volunteers**

- ✓ At no time will students or volunteers be included in the ratio of Educators supervising children.
- ✓ Students and volunteers will not be left alone with a child or a group of children.
- ✓ No Educator under the age of 18 will be left alone with a group of children.

### **Team Approach**

- ✓ Each Educator comes to the Organisation with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the Service has a team approach when it comes to the way supervision is performed and why it is so critical to their work.
- ✓ 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.
- ✓ Walkie talkies will be used for direct and instant communication between Educators.

### **Rosters**

- ✓ To ensure our Organisation meets ratios, the Manager will ensure a roster is completed and made available weekly. When creating a roster, the Manager will base the ratio on the number of children enrolled.
- ✓ Ensuring a minimum of two Educators are rostered on duty at all times children are in attendance at each Service, unless operating as a single Staff mode..

### **Minimising Risk**

#### **Risk Assessments:**

- ✓ Each supervision area 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 areas to have Risk Assessments completed. 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.
- ✓ The Service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that area 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.

- ✓ Educators will ensure that children 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 safety procedures.
- ✓ Written Risk Assessments may be required for high-risk activities.

## **CIA - Children In After School Care**

- ✓ A privilege for children in Years 5 and Year 6 who agree to abide by rules and conditions of being in this group and who demonstrate maturity, the ability to follow Service rules and follow direction from Educators.
- ✓ Parents and children will be required to sign permission forms annually.
- ✓ Opportunities for older children will be provided so they may develop independence through greater freedom and choice of play areas. These opportunities may not be in immediate supervision of an Educator.
- ✓ Red CIA hats will be supplied to each child and must be worn so Educators can identify children in this group.
- ✓ Children not following outlined guidelines will not be permitted to continue in the CIA for a period of time. Children will be permitted to rejoin the CIA group at the discretion of the Coordinator and Educators.

## **Supervision Outside of the Service**

Transporting and walking children to and from the Service:

- ✓ There are obvious hazards that can be identified when children are outside of the Service environment. Such times may include excursions, when children are walking to and from Bus Stop, transporting children from another School to Service, regular outings 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 is via walking, buses or other modes. A documented Risk Assessment will be available for these transition times.
- ✓ Educators read and sign acknowledgement of their understanding and responsibilities of Risk Assessments.
- ✓ Educators will ensure that children are supervised at all times, whilst under our care and outside of the Service grounds, any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards.
- ✓ Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.

Excursions

- ✓ Supervision levels will be reviewed prior to an excursion occurring, based on the required Risk Assessment.
- ✓ Educators are to ensure children are never left unattended in a vehicle that the Service uses to transport children from one location to another.
- ✓ Educators will ensure a check of public bathroom facilities for hazards or risks is completed before children use facilities. Children will be accompanied and supervised when using public bathroom facilities.
- ✓ Head counts and roll calls will be completed regularly.
- ✓ Children will not be left alone with venue Staff or members of the general public.

## **Considerations**

### **Education and Care Services National Law**

165	Offence to inadequately supervise children
166	Offence to use inappropriate discipline
167	Offence relating to protection of children from harm and hazards
175	Offence relating to requirement to keep enrolment and other documents

### **Education and Care Services National Regulations**

73	Educational Program
77	Health, hygiene and safe food practices
81	Sleep and rest
82	Tobacco, drug and alcohol-free environment
80	Awareness of child protection law
97	Emergency and evacuation procedures
98	Telephone or other communication equipment

103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements – indoor space
108	Space requirements – outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
111	Administration space
112	Nappy change facilities
113	Outdoor space – natural environment
114	Outdoor space - shade
115	Premises designed to facilitate supervision
123	Educator to child ratios – centre based services
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
183	Storage of records and other documents

## Education and Care Services National Quality Standards

Quality Area	Standard	Element
QA 2 Children's health and safety	2.1 Health	2.1.1 Wellbeing and comfort
		2.1.2 Health practices and procedures
	2.2 Safety	2.2.1 Supervision
		2.2.2 Resources support play based learning
QA3 Physical environment	3.1 Design	3.1.1 Fit for purpose
		3.1.2 Upkeep
	3.2 Use	3.2.1 Inclusive environment
		3.2.2 Environmentally responsible
		3.2.3 Environmentally responsible
QA 7 Governance and Leadership	7.1 Governance	7.1.2 Management Systems

## Activity Centres Inc. Policies and Procedures

Building and Premises	Orientation
Child Protection	Pest
Child Safe Environment	Reporting to Regulatory Authority
Comfort	Security
Emergency	Sleep and Rest
Enrolment	Smoking, Drugs and Alcohol
Equipment and Maintenance of Equipment	Staff Child Ratio
First Aid Policy – Management of Incident, Injury, Illness and Trauma	Storage
Hazardous Materials	Sun Protection
Hygiene and Cleaning	Supervision
Inclusion	Toileting and Nappy Change
Laundry	Water Safety
Observation	Work Health and Safety

## My Time, Our Place

Outcome 1: Children have a strong sense of identity	<ul style="list-style-type: none"> <li>Children feel safe, secure and supported</li> </ul>
Outcome 3: Children have a strong sense of	<ul style="list-style-type: none"> <li>Children become strong in their social and emotional</li> </ul>

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wellbeing	wellbeing <ul style="list-style-type: none"> <li>Children take increasing responsibility for their own health and physical wellbeing</li> </ul>
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## Early Years Learning Framework

Outcome 1: Children have a strong sense of identity	<ul style="list-style-type: none"> <li>Children feel safe, secure and supported</li> </ul>
Outcome 3: Children have a strong sense of wellbeing	<ul style="list-style-type: none"> <li>Children become strong in their social and emotional wellbeing</li> <li>Children take increasing responsibility for their own health and physical wellbeing</li> </ul>

## Legislation

Kidsafe Australia	<a href="http://www.kidsafe.com.au">www.kidsafe.com.au</a>
Unicef	<a href="http://www.unicef.org/child-rights-convention">www.unicef.org/child-rights-convention</a>
Work Health and Safety	<a href="http://www.safework.nsw.gov.au">www.safework.nsw.gov.au</a>

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Policy is only endorsed if initialled by 2 members of the Management Committee  
 Endorsed by the Management Committee on the 28 February 2023  
 Supervision Policy is to be reviewed by the 28 February 2028