



Supervision of Children

POLICY STATEMENT:

St Patrick's OSHC believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. 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. Our service is committed to:

- ★ Complying with the Education and Care Services National Law and Regulations at all times.
- ★ Ensuring that children are supervised at all times;
- ★ Considering the design and arrangement of children's environments to support active supervision;
- ★ Using supervision skills to reduce or prevent injury or incident to children and adults;
- ★ Guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- ★ Supporting educators and their supervision strategies;
- ★ Providing consistent supervision strategies when there are staffing changes; and
- ★ Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.

(National Quality Standard 2.2, Element 2.2.1)

PROCEDURES:

(a) Planning for Supervision

Ratios:

In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator

for every 8 children when on an excursion outside of the service premises.

Supervision Zoning:

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. Educators will supervise in locations that allow for the educator to see and/or hear the children accessing that zone. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.
- All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.
- Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Coordinator will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have an educator positioned somewhere between the two locations. This would be described in that zones duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.

Rosters:

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Coordinator will take the number of expected children enrolled into consideration.

Team Approach:

- Each educator comes to the service 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

educators 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.

(b) Minimising Risk

Risk Assessments:

- Each supervision zone of the service 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 zones to have a risk assessment completed and documented. 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 zone 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.

Access:

- Educators will ensure that children are unable to/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 service safety procedures.

(c) The Principles of Active Supervision

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

(d) Supervision Outside of the Service

Transporting 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 collected and dropped off at school 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 be via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
- Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
- Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
- Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and roll calls occur regularly.

(e) Partnerships with Children

- Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators which then allows them to better understand the reason for limits and acknowledge the

consequences when these are not adhered to.

- The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, that will affect the level and type of supervision given to that area.
- Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.
- Educators supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours

CONSIDERATIONS:

| Education and Care Services National Law & Regulations | National Quality Standards & Elements | Links to other service policies | Other documentation/ evidence |
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| S51, 165, 166, 167, 170, 171 R82, 83, 99, 100, 101, 102, 115, 123, 155, 168 | Standard 2.2 Element 2.2.1 | Excursion, Child Protection, Delivery and Collection of Children, Incident, Illness, Injury and Trauma, Interactions with Children, Providing a Child Safe Environment, Risk Assessment, Staffing and Water Policies. | - My Time, Our Place. - Service newsletters/ parent notices - Zone Maps and duty lists - Attendance records - Safety checks - Risk assessments |

Approval Date: _____

Date for Review: _____