



St Raphael's School OSHC

2024

# Supervision Policy



Supervision of Children Policy (Collaborating Indoor/Outdoor environment policies adding in supervision and transitions)

## **1. POLICY STATEMENT**

St Raphael's Primary School OSHC believes that the supervision of children in our care is paramount and we all have a responsibility to protect the health and safety of each individual at all times.

Children need safe and secure environments in order to grow and develop. We aim to make the learning environment is engaging by providing the Children with many opportunities and resources. Part of this is to ensure that the children are protected from harm and hazards that may arise from their play and daily routines.

Effective supervision allows Educators to engage in meaningful interactions with children, ensuring their wellbeing is fundamentally embedded into our practise.

## **2. SCOPE**

This policy applies to children, educators, families and management of the service.

## **3. IMPLEMENTATION**

### **3.1 General Supervision**

(a) The Approved Provider (St Raphael's Primary School) will:

- Ensure that the premises are designed and maintained to facilitate adequate supervision while considering the need to maintain the rights and dignity of all children.
- Notify the Regulatory Authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the Education and Care Service premises.
- Ensure OSHC collaborates with the school to make sure all rules align for the shared play spaces to avoid confusion.

(b) A Nominated Supervisor/Certified Supervisor will:

- Carefully plan rosters that ensure continuity of care and adequate supervision when children are being cared for and educated in the service (with particular regard to areas of transition) and on excursions.
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of Educators required to ensure continuous adequate supervision throughout the excursion.
- Ensure that a risk assessment is carried out for activities that pose a risk. The risk assessment will consider the number of Educators required to ensure continuous adequate supervision throughout the activity.

- Document a supervision plan and Educator techniques for both the indoor and outdoor areas and also on excursions. This will assist Educators to position themselves effectively for supervising the children's play. Educators will take into consideration the layout of the premises and grounds, any hot spots and any higher risk activities, the presence of any animals, the location of activities and toilets.
- Inform new and relief Educators about Supervision plan and educator techniques & what is required of them in relation to supervising children.
- Regularly review the supervision plan and educator techniques to evaluate the effectiveness of the plan and its implementation by Educators. The supervision plan and Educator techniques will be displayed for families in the OSHC room with specific areas identified where relevant.
- Ensure the Educators engage in quality interactions with the children while supervising
- Upon commencement of employment the employers are to notify employees of known risks and the strategies that have been put in place. Any concerns will be discussed amongst staff and management to ensure all appropriate measures are taken to avoid injuries.
- Providing adequate and ongoing training for new and existing Educators in relation to the children's learning and relevant safety considerations
- The service must ensure that there are safe play rules and adequate safe play areas and ensure Educators implement these rules and encourage children play safe, maintain safe layouts for outdoor play areas and avoid collisions between children. (c) Educators will:
  - Position themselves to see the children and activities carried out within the allocated OSHC spaces and as per supervision mud map.
  - When planning any activity, consider the physical location of the children and of themselves to ensure supervision is adequate.
  - At all times be prepared to modify their position in relation to the children to appropriately manage any risks that may arise.
  - Be aware of the limitations and variation of supervision skills when volunteers and/or students are assisting with supervision responsibilities.
  - Not undertake secondary activities such as completing paperwork or carrying out other tasks when supervising.
  - Develop and maintain knowledge of the complete layout of the supervision plan and Educator techniques and features of the service during the induction process before employment. Educators will be given a map in the induction package to outline the areas that OSHC use. Map will be displayed in OSHC room with supervising staff allocated to each area in use during a session.
  - Use active communication with each other about their location within the environment, and the location of children moving between supervisory areas.

- Undertake risk management assessments in different areas of the service.
- Be responsible to inform the Directors of anything they deem to be a risk.
- Be actively aware of hazards that may arise from children's activities.
- Must report all incidents leading to risk of injury including those leading to high stress levels, and positive steps will be taken to remove hazards to minimise stress suffered by individual Educators.
- Must use their professional knowledge and understanding when providing supervision to children, in addition to OSHC requirements for adult to child ratios. The amount of supervision of children will vary depending on the situation/location.
- Educators are to ensure that all equipment offered to children is age appropriate for safety reasons and used in a safe manner.

### 3.2 The Outdoor Environment:

- Will be smoke and vape free.
- Will be inspected daily for any obstacles or dangerous items. These items shall be disposed in a safe and careful manner prior to the children playing in the area .
- Clear boundaries shall be set and enforced.
- Adequate shade from trees and coverings will be maintained.
- Will support small group work in ways that minimise the risk of injury, disruption between activities and conflict between children and maximise supervision.
- In adverse weather conditions or where the outdoor space is otherwise compromised (i.e. due to construction works), outdoor playing time is substituted with equivalent indoor activities.

### 3.3 The Indoor Environment:

- Will be smoke and vape free.
- Will only enrol the number of children in the service that comply alongside National Standards.
- When children are indoors for long periods due to weather conditions, special activities will be planned and alternate areas will be utilised. (Loft and Hall)
- Storage of hazardous and dangerous materials will be in locked cupboards.
- Preparation of food and drinks area will be hygienically maintained.
- Kitchen will be out of bounds for the children, unless adequately supervised by an Educator (eg cooking, helping serve).
- Cleaning of equipment will be maintained.

- The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment.
- All items obstructing walkways or play areas will be removed and placed in the correct storage areas. Children are encouraged to tidy the play spaces as they move areas.
- Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the service

#### 3.4 Supervision of children transitioning between areas:

- Rules are established, communicated and maintained to encourage children not to run between areas, use the correct pathways and boundaries to access areas.
- Educators will ensure that children properly store their bags and other items are not thrown into walkways or play areas.
- Access to the outdoor environment should be clear and easily accessible by the children and Educators.
- Transitions between areas will be communicated through walkie talkies and watched by Educators.
- Children going to the toilet and bag racks will be supervised walking to the area by an Educator.

Sources ACECQA - Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011 Review This policy will be reviewed annually by the Governing Council, Management Committee, Educators and families. 4. Legislative References (a) National Quality Standard 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 hazards. Quality Area 3: Physical Environment 3.1 Design: The design of the facilities is appropriate for the operation of a service 3.1.1 Fit for purpose – Outdoor and Indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child 3.1.2 Upkeep : Premise, furniture and equipment are safe, clean and well maintained 3.2 Use – The service environment is inclusive, promotes competence and supports exploration and play -based learning 3.2.1 Inclusive Environment – Outdoor and Indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments (b) EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 101 Conduct a risk assessment for Excursion- (2)(F) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required. 123 Educator to child ratios- (1)(D) for children over preschool aged, 1 Educator to 15 Children Reviewed: May 2021 Date for next review May 2022 6 168 Education and care service must have policies and procedures – (2)(H) Providing a child safe environment (c) MY TIME OUR PLACE Outcome 1: Children have a strong sense of identity 1.1 Children feel safe, secure and supported 1.4 Children learn to interact in relation to others with care, empathy and respect. Outcome 5: Children are effective communicators 5.1 Children interact verbally and nonverbally with others for a range of purposes