



**Dara School**

**Out of School Hours Care**

**Supervision of Children Policy**

## OSHC SUPERVISION OF CHILDREN POLICY

### 1. BACKGROUND

This policy will provide guidelines to ensure provision of a safe and secure environment for all children at Dara OSHC (Out of School Hours Care) and that adequate supervision of all enrolled children is maintained at all times.

### 2. SCOPE

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

### 3. POLICY STATEMENT

This policy provides a set of clear guidelines to strengthen supervision practices to benefit all children attending our programs. The policy has taken into account Standard 1 of the Child Safe Standards in relation to supporting efforts to embed an organisational culture of child safety, including through effective leadership arrangements. This policy provides objectives for:

- Ensuring that children are adequately supervised at all times, based on the understanding that educators should be aware of exactly where children are at all times and where possible, educators are to be able to see, hear and intervene with children at all times, subject to children's independence. For example, when accessing bathrooms in pairs. Creating safe environments in which children can participate in all aspects of programs and experiences in safety and comfort.
- Ensuring all educators have adequate knowledge of risk identification, safety and emergency procedures for supervision of children in our care.
- Ensuring all educators understand and comply with policies and procedures for appropriate supervision for children of school age.

### 4. Roles and Responsibilities

#### 4.1 Director

The Director is responsible for:

- Complying with the legislated Educator-to-child ratios at all times;
- Counting only those Educators/staff who are working directly with children at the Service in the Educator-to-child ratios;

- Ensuring a minimum of two Educators, or more if required to meet children's needs, are rostered on duty at all times;
- Ensuring that children being cared for by the Service are adequately supervised at all times they are in the care of the Service;
- Ensuring supervision standards are maintained during Educator/staff breaks;
- Evaluating supervision procedures regularly in consultation with the Educators/staff;
- Developing procedures to inform casual and relief staff about the supervision strategies outlined in this policy;
- Advising on adjusting supervision strategies to suit the Service environment, Educator skills, age mix, dynamics and size of the group of children being supervised and the activities being undertaken.
- Develop and update a supervision plan for children who are playing outside (Yard Duty Roster).

#### 4.2 Educators

Educators are responsible for:

- Ensuring the children are supervised at all times;
- Being alert to, and aware of, risks and hazards and the potential for incidents and injury throughout the Service and not just within their own immediate area, and using supervision skills to reduce or prevent incident or injury to children and adults;
- To notify the Director of any foreseeable hazards and to notify if any incidents occur.
- Ensuring doors and gates are closed at all times to prevent children from leaving the Service unaccompanied or from accessing unsupervised/unsafe areas of the Service.
- Deciding when to interrupt and redirect children's play to always ensure their safety.
- Identifying opportunities to support and extend children's learning while also recognising their need to play without adult intervention.
- Arranging the environment to ensure effective supervision while also allowing children to access quiet/private spaces.

### 5. PROCEDURES

- Educators actively supervise all children attending Dara School OSHC. Educators ensure appropriate positioning both indoors and outdoors to ensure maximum supervision for children in our care. (S 165) Consideration will be given to the activities being offered, the mix of children, including age, stage of development, individual needs and skills/abilities displayed by each child.
- Communication between educators is of a high standard to ensure each educator is aware of where other educators are and that individuals and groups of children are supervised appropriately at all times.

- Headcounts are to be conducted at regular intervals, and the number of children noted on the attendance record, to document and confirm numbers of children. This will then support the accurate completion of the attendance record (R158).
- Educators make all children aware of program boundaries, including out of bounds area(s) and program supervision procedures on a daily basis to ensure children new to the program are also aware of the appropriate procedures. For example, to gather a bag, go to the bathroom, etc. At no time is a child to leave the Service unless in the care of a parent, guardian or authorised nominee. (See Delivery and Collection of Children Policy and Procedure)
- Educators ensure that children notify them when they are going to the bathroom, and educators are to check that another suitable child is going with them. Consideration should be given to the suitability of which children go together in pairs.
- Educators guide program experiences and implement daily routines to ensure children are supervised, supported and safe. Educators must position themselves to maximise supervision opportunities. For example, facing most of the group where possible.
- Educators are to be aware of the relevant Educator-to-child ratios to ensure this supports appropriate supervision.
- Educators ensure that volunteers and students are always appropriately supervised and do not interact with children alone.
- Furniture, equipment, and resources will be positioned to allow for maximum supervision opportunities. Appropriate supervision also includes consideration of the suitability of the environment for children, any risks of harm or hazard that may be present need to be brought to the Director's attention and suitable signage displayed.
- When on an excursion where water activities are scheduled, Educators are to inform children of boundary areas and behavioural expectations before the commencement of activities. For their safety, children unable to listen or follow expectations immediately will be excluded from the activity. The risk assessment for this experience will determine the Educator-to-child ratio and take into consideration supervision implications.
- Educators' active interactions with children will support appropriate supervision and lead to further learning and development opportunities.

## 6. MONITORING, EVALUATION AND REVIEW

The effectiveness of this Policy will be monitored and evaluated in relation to the following:

- Ongoing data will be collected within the Service to inform the monitoring and evaluation process of this will lead to further review of the policy;
- Service staff and governance will provide ongoing support in monitoring of the Service's compliance with this policy;
- The Dara School Board of Governance will maintain oversight of the policy's relevance, and will amend the policy as appropriate; and

- The policy is to be reviewed every 5 years.

## 7. DEFINITIONS AND ABBREVIATIONS

**Adequate supervision:** Refers to constant, active and diligent supervision of every child at the School. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if deemed necessary.

**Duty of Care:** A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm 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.

**Incident Record:** Contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for by the Service.

## 8. SUPPORTING DOCUMENTS

H1 Child Safe Environment OSHC Policy

H3 First Aid OSHC Policy

H8 Interactions with Children OSHC Policy

A9 Staffing OSHC Policy

H15 Incident, Injury, Trauma and Illness OSHC Policy

H12 Risk Assessment Policy

## 9. RELATIONSHIP TO REGULATIONS

### National Quality Standards (NQS)

Quality Area 2 Children's health and safety

### Education and Care Services National Regulations

168 Education and care services must have policies and procedures

103 Premises, furniture and equipment to be safe clean and in good repair

104 Fencing

107 Space requirements – indoor

- 108 Space requirements – outdoor
- 109 Toilet and hygiene facilities
- 110 Ventilation and natural light
- 115 Premises designed to facilitate supervision
- 155 Interactions with children
- 158 Children’s attendance record to be kept by approved provider
- 165 Record of visitors

## 10. REFERENCES

Education and Care Services National Law Act 2010: Sections 169(1),

The Education and Early Childhood Services Registration and Standards Act 2011

Education Act (SA)

Kidsafe: [www.kidsafe.com.au](http://www.kidsafe.com.au)

The Royal Children’s Hospital Melbourne Safety Centre: [www.rch.org.au/safetycentre](http://www.rch.org.au/safetycentre)

Children and Young People (Safety) Act 2017 accessed 26 May 2022

[Children and Young People \(Safety\) Act 2017 | South Australian Legislation](#)

DfE Policy: Child Protection in Schools, Early Childhood Education and Care Services at <https://www.education.sa.gov.au/doc/child-protection-schools-early-childhood-education-and-care-policy>

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