

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 – Service 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

Child Safe Standards

Standard 1	Child Safety is embedded in organizational leadership, governance and culture
Standard 2	Children participate in decisions affecting them and are taken seriously
Standard 5	People working with children are suitable and supported
Standard 7	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
Standard 8	Physical and online environments minimise the opportunity for abuse to occur
Standard 9	Implementation of the Child Safe Standards is continuously reviewed and improved
Standard 10	Policies and procedures document how the organisation is child safe

Policy Statement

Supervision is one of the key requirements in the prevention of incidents, accidents, and injury throughout the Service. 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 educators, along with volunteers, should be informed of potential supervisory risks in the OSHC environment.

Related Policies

- NOOSH Policy A-3: Philosophy
- NOOSH Policy A-8: Dropping off and Picking up
- NOOSH Policy A-19: Nominated supervisor
- NOOSH Policy B-6: Indoor environment
- NOOSH Policy B-7: Outdoor environment
- NOOSH Policy C-9: Relief Educators
- NOOSH Policy C-10: Volunteers/Students/Visitors
- NOOSH Policy C-11: Educator Child Ratios
- NOOSH Policy D-22: Child Protection
- NOOSH Policy D-23: Child Management/Behaviour Guidance
- NOOSH Policy D-28: Workplace Health and Safety
- NOOSH Policy D-42: Child safety
- NOOSH 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)

Where necessary educators will use brightly coloured plastic cones to set boundaries prior to the arrival of the children to ensure children are visible at all times.

If a child is found to be in an area where there is no supervision of an educator, they are considered 'out of bounds' and will be redirected to play within the set boundaries.

Educators will follow the procedure by communicating with each other before they leave a group of children to follow up on any child that is "out of bounds".

Educators will ensure they communicate any changes to supervision routines/placement of educators, as necessary.

No educator is to leave their area of supervision without informing another educator.

Educators are never to leave any child or group of children in an area where there is no other supervision for them.

The Nominated Supervisor will ensure throughout each shift that educators are positioned so to adequately supervise children in care.

Educators will use radio devices (walkie talkies) to communicate to one another throughout each session.

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 be as required, 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 Staff Team Meeting and Committee Meetings. Such discussions will include regular reflective practices on 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 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. Considerations will include the age, ability and dynamics of children within any one group including any children with disabilities or behavioral concerns that would require closer supervision or more engagement to assist their individual needs.

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 policy.

Bathrooms

- 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 buddy 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.

- A physical strategy (such as jotting children's names and the time onto a whiteboard or paper) is available for all staff to utilise to account for children when transitioning to and from the toilet blocks.
- During times where children are only playing inside, namely before school care, the evening and during inclement weather, educators are to watch the children walk to and from the toilets from the balcony/nearest viewing point.

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 Service. 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 prior to the activity day (see E-5 Excursions Policy).

Where children are required to attend any external activities away from the Before and After School Care Environment, they must be signed over to another authorized adult/responsible person. Consent must be granted from parents/guardians before this is to occur.

Changeover of any 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

The school grounds personnel have sprayed bright yellow paint on the ground to indicate the physical boundaries. The educators will liaise with the school in regard to maintenance of these boundaries.

Additionally, orange plastic cones will be put out along the boundary lines each session to indicate to children, educators, and parents the boundaries.

Educators will evaluate each session and make changes to the boundaries if necessary. 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 marked by the use of the orange plastic cones.

Children are only allowed to go to the toilets to wash their hands, get a drink or use 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. Younger children or those with additional needs will go to the toilet area with an older/more responsible child.

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.

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
- Office of the Children’s Guardian NSW

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