



### POLICY STATEMENT

Supervision is defined as “the active awareness of the responsibility to act in the best interest of all involved in the service to provide a safe, healthy and supportive environment that promotes, supports, builds on, and challenges children’s learning and development.”

### BACKGROUND

Is to provide a safe, secure, play-based learning environment that adheres to the Education and Care National Law and National Regulations for all children and educators of various ages and abilities that is inclusive and values diversity.

By working in partnership with families, educators can strengthen the network of relationships essential for children’s mental health and social and emotional wellbeing.

A requirement under section 165 of the National Law is that all children are actively supervised by educators who are professional and passionate about their roles within the community.

### LEGISLATIVE REQUIREMENTS

EDUCATION AND CARE SERVICES NATIONAL LAW	
<b>Sec. 165</b>	Offence to inadequately supervise children
<b>Sec. 167</b>	Offence relating to protection of children from harm and hazards
<b>Sec. 175</b>	Offence relating to requirement to keep enrolment and other documents
<b>Sec. 167</b>	Offence relating to protection of children from harm and hazards

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS		
Regulation	Description	Implementation
<b>86</b>	Notification to parents of incident, injury, trauma, and illness	Nominated Supervisor to notify families of children who have been involved in an incident, injury, trauma, or illness.
<b>99</b>	Children leaving the education and care service premises	The sign-out procedure ensures all children leaving the service are collected by an authorised person which is stated on their enrolment form, the sign-out bench is located in building TR9. The exits and entrances are monitored by educators at all times.
<b>100</b>	Risk assessment must be conducted before an excursion	We take appropriate steps to minimise the risk of children by completing a risk assessment for each excursion to provide the best quality of care.
<b>101</b>	Conduct of risk assessment for excursions	Identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and specify how the identified risks will be managed and minimised.
<b>102</b>	Authorisation for excursions	We ensure no child leaves the premises for an excursion unless written authorisation is provided through the signed vacation care booking form.
<b>102C(2)(g)</b>	Supervision during transportation	For excursions there is 1 educator per 8 children (1:5 for swimming), this ensures appropriate supervision is provided during transportation.

<b>102E</b>	Children embarking a means of transport- centre based service	Each educator has a group of 5 to 8 children depending on the excursion. Before embarking the bus, the educator will complete a roll call to ensure all children are present on their Record of Children Embarking and Disembarking Transport. Educators will ensure all children are wearing seat belts ready for safe transportation.
<b>102F</b>	Children disembarking a means of transport- centre based service	Immediately after all children have disembarked the means of transport at the service a Record of Children Embarking and Disembarking Transport will be completed to ensure all children that embarked the bus have now safely disembarked. The Nominated Supervisor will check the bus to ensure all children are off the bus.
<b>115</b>	Premises designed to facilitate supervision	The service has been designed and maintained in a way that facilitates supervision of children at all times while being cared for at the service.
<b>120</b>	Educators who are under 18 to be supervised	Educators at the service who are under 18 years of age do not work alone at the service; and are adequately supervised at all times by an educator who has attained the age of 18 years.
<b>121</b>	Application of Division 3	Mawson Lakes School OSHC adheres to the education and care ratio that are required. Additional educators are rostered to provide one on one support.
<b>122</b>	Educators must be working directly with children to be included in ratios	Only educators who work directly with children are included in the daily ratios.
<b>123(1)(d)</b>	Educator to child ratios-Centre based services	The service over rosters where possible allowing the Director and Assistant Director to not be in the ratio to assist and support a high-quality service. We adhere to a 1:5 ratio for a water excursion, 1:8 excursion and 1:15 when facilitating care at the service.
<b>168</b>	Education and care service must have policies and procedures	The service has policies and procedures that reflect the needs of the service. These are reviewed every two years or when deemed necessary.

#### RELATED POLICIES

Child Safe Environment Policy Delivery and Collection of Children to, and Collection from Education and Care Service Premises Enrolment Policy	Incident, Injury, Trauma, and Illness Policy Probation and Induction Orientation Policy Safe Transportation Policy
--	--

#### RELATED RESOURCES

Safe Arrival of Children - Procedure (Delivery and Collection)  
Safe Arrival of Children - Risk Assessment  
Supervision Risk Assessment  
Unaccounted for Child Procedure  
Supervision Plan

## **PURPOSE**

Mawson Lakes School OSHC educators have a duty of care to ensure children and young people are actively supervised at all times, maintaining a safe and secure environment adhering to the Education and Care National Law and National Regulations. Supervision for children and young people in OSHC requires educators to cater for a wide range of ages and abilities and requires flexibility and organisation to ensure thoughtful design and arrangement of children and young people's environments and assists in the prevention and severity of injury to children. Effective supervision of children provides educators with the opportunity to support and build on younger children's play experiences whilst supporting older children's independence.

Educators actively supervise children and young people, identifying risks and taking all necessary steps to prevent or minimise injury in a range of situations including, transitioning children between the school and OSHC service and whilst transporting children to and from the OSHC service. Effective supervision of children provides educators with the opportunity to support and build on children's play experiences.

## **SCOPE**

This policy applies to the approved provider Director, Nominated Supervisor, educators, families, children, and to all visitors of our OSHC service.

## **IMPLEMENTATION**

Through regular staff meetings and daily conversations, where we critically reflect as a service, we have effective risk management processes in conjunction with our Work Health and Safety officer. Having a weekly roster and conducting and evaluating risk assessments, educators read, review, and comply with our service policies and procedures to ensure that all children and young people are supervised, and that appropriate controls measures are in place in the event that a child may be in distress or there is a hazardous situation.

Educators can determine the level of supervision to assist in the prevention and severity of an injury, considering the environment, the children involved and the activity taking place.

We organise the educators across the service to support children's learning and development through utilising a 'Jobs Board' that allows educators to know ahead of time where they will be positioned within the service. The Director completes the job board daily for educators to know their role for the afternoon and outlines the learning opportunities that will need to be set up for the children. This helps the educators to understand the expectations for the afternoon, and it provides clear guidelines for the supervision of the children as the educators are placed in areas based on the number of children that will be in that specific place, meaning the more popular an area or activity is, the more staff that are able to supervise it.

Once the 'Jobs Board' is written, it gets copied onto two anchored whiteboards these are positioned under the veranda between TR 9 and TR 10 and the W5 building, this allows for the children to see a visual photo representation of the activities and experiences of the session and displaying to the children which educators will be in the different open play spaces. Children and young people are able to access and view the whiteboard throughout the session to make clear what areas are in bounds and out of bounds for that period of time. Educators have the freedom to alter and be flexible with activities and experiences to suit the learning and developmental needs of the children.

We utilise the 'Jobs Board' to outline activities, but we allow all staff to share their creativity and be adaptable to changed activities as they see fit. Mawson Lakes School OSHC is a large service and has effective routines in place to ensure that active supervision is a high priority. The Director, Assistant Director and or Nominated Supervisor are not in the daily ratio to provide guidance and support to all educators in their daily roles, this allows us to cover for unexpected events, meetings with parents and mentoring of new educators without having to sacrifice our safe and supportive service.

One educator will complete the daily "environment safety checklist" to identify any hazards in the indoor and outdoor learning environment.

Any new families starting at OSHC are encouraged to visit the service prior to starting for a tour to outline the uniqueness of our school and the community environment it provides. This allows families to speak to their children about boundaries and help implement our strategies that we have in place to provide a safe physical environment.

If new children don't complete a tour with their families, educators will support the transition by taking children on tours until they have a clear understanding of our boundaries. Ongoing reminders are completed through our daily announcements, visual and safety talks before play-based experiences are commenced.

Teachers support OSHC in providing a smooth transition for children that aren't completely familiar with OSHC and the two campuses by assisting children in their next transition to the service.

Children and young people have buddy systems in place at school that allows all children and young people to experience both sides of the school. Teachers regularly bring students from site east to west to use the large play spaces on offer to provide children with different outside learning environments and outcomes. This supports the junior primary children with being familiar with the site west campus.

Educators communicate through the use of walkie talkies to support the effective supervision and allows educators to know where each other are. Where possible educators will implement the triangle effect or position themselves, so they do not have their backs to the children.

When being positioned within play spaces, educators have a duty of care to ensure that they can hear the change in the tones of children's voices, this will assist educators when children are being supervised. By observing and engaging with children playing, educators can support and extend on a child's play experience.

We have one educator that is a 'rover', their defined job for the shift is to assist educators and families in collecting children. The educator will constantly be on the move to support any open area that may need attention or to support another educator if an area has an influx of children in the one space. The rover is to remind children to move away if they are getting too close to an out of bounds area or cover an educator when they may need covering or assistance. The W5 grass educator supports the rover to ensure children are not using the toilet as a play space. The toilet block is located between the OSHC office and the W5 building.

Our ongoing strategy to create a visual for children to identify the "out of bound line" by adding a row of cones that highlights our boundary for children to adhere to. These cones are put out daily whilst the service is operating. Through daily announcements and walk around tours educators will continue to communicate to all children through a visual Q & A for children to understand the purpose of the cones and provide time and space for any questions children may have regarding the "out of bounds line". Educators support children playing near or on the grass area to ensure the out of bounds line is upheld and to provide a safe physical environment at all times for children and young people.

Through our daily announcements children and young people are supported through each transition throughout the service. Safety talks and walks around of the approved place spaces indoors and outdoors are completed to acknowledge what areas are in bounds and what areas are out of bounds.

Educators will communicate with all children and staff when areas are opening and closing to ensure all children are aware of what activities and areas are available. Our rover will help support educators closing areas to ensure no children or equipment is left outdoors.

Educators complete head counts on departure of before school care and arrival at after school care. On Pupil free days and vacation care they are completed at recess, lunch, and afternoon tea and at 4:45pm everyday of operation. Head counts are conducted on the W5 grass and deck or depending on the weather they are completed under the covered veranda or inside in an approved space. On excursions educator's complete headcounts before and after getting on and off a bus and regularly throughout the excursions.

Mawson Lakes School holds after school activities and experiences for children to participate in, OSHC supports children and young people attending these activities and experiences whilst children are in our care. Families need to inform the Director, Assistant Director, or Nominated Supervisor that their child will be attending the up-and-coming event to organise drop off and collection. The Director, Assistant Director, or Nominated Supervisor will ask the family to sign the permission form that states an OSHC educator will sign the child out at the drop off point and sign the child back in on collection unless the parent has notified OSHC they are collecting the child from the activity or experience. Whilst the child is participating in the after-school activity or experience OSHC does not hold any duty of care to the child until they are collected by an OSHC educator at the specified collection time.

## **EDUCATORS WILL FOLLOW THE ACTIVE 6 STEPS FOR SUPERVISION:**

### **SET UP THE ENVIRONMENT**

- Arrange the environment for maximum visibility, accessibility, and flow space around furniture. Waist-height furniture allows a view of learning spaces from several angles and is readily rearranged to suit different learning activities
- Be aware of where children are and how they will use equipment. Set up climbing equipment well away from fences or arrange high-risk activities, such as carpentry, where supervising staff can help children while adequately supervising the rest of the play area

### **POSITION EDUCATORS**

- Educators will position themselves to ensure that a safe and secure physical environment is upheld
- Decide where to stand or sit before starting an activity to ensure maximum supervision and to reduce safety risks
- Consider where other educators are located and position in various locations across the whole play environment. Position an educator near any corners or areas that are less visible and may be a hazard
- Stay close to children who may need more help than others or to children engaging in activities such as when they are using the monkey bars or flying fox

### **SCAN AND COUNT**

- Continually scan the environment to know where everyone is and what they are doing
- Scan and check the environment for hazards such as open doors or gates, play equipment in unsafe positions or children trying to enter out-of-bounds areas
- Regular head counts to mark arrivals and departures. Know where each child is at all times
- Make sure enrolment records are easily accessible and up to date with the names of people authorised or not authorised to pick up each child

### **LISTEN**

- Identify signs of potential danger by the sounds children and young people make, for example, splashing water, crying, choking, or gasping, bad language or silence

### **ANTICIPATE BEHAVIOUR**

- Use what you know about each child's knowledge, culture, ideas, abilities, and interests to anticipate what a child may do
- Create challenges that children are ready for and support them in succeeding

### **ENGAGE AND REDIRECT**

- Use what you know about each child's knowledge, behaviour, culture, ideas, abilities, and interests to plan learning experiences that engage curiosity and wonder
- Take part in planned activities to minimise the risk of harm and injury
- Keep children and young people busy and active to encourage lifelong learning

### **EDUCATORS ADHERE TO**

- Ensure that the premises are designed and maintained to facilitate adequate supervision and the rights and dignity of all children and young people

- Conducting and evaluating risk assessments for the service and for planned excursions
- Understanding educators have a duty of care and responsibility to provide a safe environment for all children and young people
- Educators understanding their responsibility for supervision through teamwork, communication, and collaboration
- Daily environment safety checklist both indoors and outdoors
- The experience, knowledge, and skills of each educator
- Educators being positioned for maximum results through the daily educator jobs board
- Transition of children between OSHC and school/ school and OSHC
- Access for families with disabilities
- Ensuring educators are aware of where children are at all times
- Maintain and regularly review the supervision plan for strategies for both indoor and outdoor areas
- The need for educators to move between areas and intervene when or if necessary
- Provide educators with personal and professional development
- Provide emotional support for children, educators, and families within the community

### **PROMOTE**

Our educators promote children’s learning and development by creating physical and social environments that will have a positive impact by

- Health, safety, wellbeing, and self-regulation
- Teaching children and young people lifelong skills
- Allowing children and young people to have a strong voice
- Individual needs and wants
- Engage in meaningful interactions with their peers and educators
- Building on young people’s play experiences
- Supporting older children’s independence, autonomy, embrace leadership and responsibility
- Promote reflection and critical thinking for children, educators, and families

### **CONSIDERATIONS**

- The number, age, and ability of a child
- The number and positioning of the educators
- Areas where children are playing, in particular the visibility and accessibility of the areas
- Arrangement of the environment, observing and listening

### **RESPONDING TOGETHER**

Working in conjunction with the school the Director, Assistant Director or Nominated Supervisor will complete a Behaviour Plan/ Safety and Risk Plan if we feel that a child or children are at risk of leaving the premises or potential risk of harm.

Educators will follow the Critical Incident Management Plan when a child or children have left the premises or is unaccounted for the following measures will be employed.

Please refer to the Unaccounted-for Child Procedure and the Emergency evacuation and lock downs procedure.

Educator will reflect on the clear roles, responsibilities, and communications for managing incidents that occur and their aftermath. An emphasis on the importance of effective recording and reporting of incidents to help develop and introduce strategies to identify any likely or foreseeable risks more effectively.

By providing training and development for all educators and having preventative controls in place will reduce the likelihood of a serious incident happening. In the case of a serious incident all educators involved would be offered support from the Director, Assistant Director, or Nominated Supervisor, and using our strategies from “Be You” to help children, educators and families come to terms with the trauma or incident that occurred.

### CONTINUOUS IMPROVEMENT

Our Safe Arrival of Children Policy will be updated and reviewed annually in consultation with educators, families, and management.

### NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH & SAFETY		
Concept		Descriptor
2.1	Health	Each child’s health and physical activity is supported and promoted.
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 hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of the service.
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
QUALITY AREA 4 - STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Enhance children’s learning and development and to adhere to educator to child ratio
QUALITY AREA 7: GOVERNANCE AND LAW		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service’s operations
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

### PRINCIPLES

- Secure, respectful, and reciprocal relationships
- Partnerships
- Respect for diversity
- Aboriginal & Torres Strait Islander perspectives
- Equity, inclusion, and high expectations
- Sustainability
- Critical reflection and ongoing professional learning
- Collaborative leadership and teamwork

**PRACTICES**

Holistic, integrated, and interconnected approaches  
 Collaboration with children and young people  
 Play, leisure and intentionality  
 Environments  
 Cultural responsiveness  
 Continuity and transitions  
 Assessment and evaluation for wellbeing, learning and development

**SOURCE**

Australian Children’s Education & Care Quality Authority. (2014).  
[ACECQA. \(2023\). Key NQF changes for centre-based services from 2023](#)  
 ACECQA. (2023). Policies and procedures guidelines. [Safe Arrival of Children](#)  
 ACECQA. (2023). Information Sheet. [Safe Arrival of Children](#)  
 Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (Amended 2023)  
 Guide to the National Quality Framework. (Amended 2023).  
[Western Australian Education and Care Services National Regulations](#)

**REVIEW**

POLICY CREATED BY	Lorin, Sue & Mack - All educators	Nominated Supervisor	February 2024
POLICY REVIEWED BY			
MODIFICATIONS			
•			
POLICY REVIEWED BY			
MODIFICATIONS			