



The Hutchins School: Children's Services

CS-131: Supervision and Staff Interaction Policy

Key Legislation	National Quality Standard for Early Childhood Education and Care and School Age Care: Standard 2.3.1: <i>Children are adequately supervised at all times.</i>
Commencement Date	1/1/2011
Last Review Date	1/9/2013

1. Purpose

The purpose of this policy is to direct and inform the decision-making processes behind supervision at The Hutchins School's Children's Services.

2. Scope

This policy applies to The Hutchins School: Children's Services.

3. Objectives

The objective of this policy is to ensure that The Hutchins School: Children's Services meets the highest possible standards of child supervision. This policy has been created through consultation with various best-practice and legislative documentation.

4. Definitions

The Hutchins School: Children's Services A term used to denote The Hutchins School: Outside School Hours Care & Kindergarden (collectively).

Active Supervision A process that demands not only the constant visual and mental awareness of the children and their actions, but also a proactive approach to the creation and maintenance of a safe and healthy environment at all times. It requires knowledge of the children's personalities and tendencies, and demands engagement with the children, their environment and the events that occur within that space.

OSHC The Hutchins School: Outside School Hours Care

Kindergarten The Hutchins School: Kindergarten (including Pre-Kinder)



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5. Policy Information

The Hutchins School: Children's Services has a duty of care to provide all of the children within its care with a safe and healthy environment. We are therefore committed to:

- Ensuring that children are supervised at all times;
- Interacting with the children as much as possible, in an appropriate and positive manner;
- Considering the design and arrangement of the children's environments (even outside) to support active supervision;
- Using supervision skills to reduce or prevent injury or incident to children and adults; and
- Making decisions about when children's play needs to be interrupted and redirected.

There is a shared legal responsibility and accountability between all persons employed by The Hutchins School: Children's Services to implement this Supervision policy, along with any associated practices and procedures. It is also understood that, in conjunction with the staff's aforementioned commitment, the Service bears the responsibility to:

- Support staff in making decisions regarding children's behaviour or activities;
- Ensure that staff adhere to the conditions of this policy;
- Provide further supervision strategies where required;
- Acknowledge when further staff are required for high risk experiences, and increase staff to cover the required staff/child ratio.

Strategies and Practices

Supervision is one of the most important caregiving strategies and skills for staff to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development; including theories about how children play.

It is crucial that staff are aware of the different ages, personalities, behaviours and characteristics of children in their care. The ability to actively foster a positive environment in which children interact, communicate and play with one another appropriately is dependent on staff building relationships with children to learn about who they are, why they think the way they do, and how they react in certain situations. These are vital skills to develop, as they assist staff in predicting children's play patterns, which in turn affects how staff establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm.



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Staff Interactions and Supervision

It is the policy of The Hutchins School that staff should actively seek to position themselves in the environment according to the play patterns of the children in their care. Staff must, at all times, seek to collectively supervise all areas in which the children have been permitted to play. This level of supervision is not, however, restricted to mere observation of the children. Staff are expected to actively engage in or facilitate games, activities, and social situations with the children, while maintaining awareness of the group as a whole. These hands-on interactions with the children during supervision are vital. Showing interest in, and engaging with the children's activities and personalities is the primary characteristic of active supervision.

Positioning of Staff in the Environment: OSHC

Positioning of staff varies between the different areas of the OSHC premises, and must also vary according to the positioning of the children in those environments.

Inside Supervision: Staff should be aware of children in all interior areas; these areas include the Quiet Room, the main area, and the foyer. Staff should also consider children who may be using the nearby outdoor areas; outside the rear door, and along the pathway between the rear and front entrances. During inside times, staff are expected to interact with the children, encouraging quiet games and activities, and monitoring the behaviour of all of the children in the play area. Staggered finish times between kindergarten, ELC and Junior School children make for a challenging period between 2:30 and 3:30. During this time, staff are encouraged to monitor children's behaviour vigilantly, and expected to help children settle into productive games and activities. Anticipating problems and actively seeking resolutions are vital during this time period.

Outside Supervision – Top Playground: Staff are advised to position themselves in multiple areas, in order to supervise the playground itself, the grassed area, and the grounds in front of the classrooms. In all outside areas, it is important that staff space themselves in order to better supervise the group. Children should be monitored at all times, and engaged with as much as possible. Regular scanning of children throughout the available areas is extremely important in this area; though staff may be engaged with one specific group of children, they are nonetheless required to be aware of the group as a whole, and must be mindful of their whereabouts and activities at all times.

Outside Supervision – Lower Playground/Oval: While supervising the lower playground and adjoining areas, staff are encouraged to spread out as much as possible, in order to best accommodate the supervisory needs of the area. Particular areas of concern in the lower playground are the basketball/handball courts (to which cars have access at times) and the Oval (which is accessed by various sporting groups). The embankment areas surrounding the Oval itself are out of bounds at all times; this includes all of the bank area, extending from the pavilion around to the stairs, and from the stairs through to the lower junior school. Children are not to play in these areas at any time. Children are also not to enter the Junior School or its classrooms at any time, except under direct adult supervision.



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Supervision on Excursions: Best-Practice Supervision while on excursions will vary greatly between destinations. Staff are encouraged to carefully read over the relevant Risk Assessment for the excursion, and to adjust their supervision techniques accordingly. Staff should consider every element of each excursion when doing so (for example, water hazards, roads, boundaries (or lack thereof), availability of toilets, and so on). Staff should focus on areas in which supervision and interaction is required most, without neglecting those areas that may be considered 'safer'.

Supervision during bus travel should be kept as simple as possible. Children should be made aware of the rules for travel (i.e. stay seated, wear seatbelts wherever they are provided, keep noise to a reasonable level), and should expect that these rules will be enforced by staff at all times.

For further information, please refer to [CS-114: Excursions Policy](#).

6. Supporting Procedures / Guidelines

Not applicable.

7. Legislative Documentation and Standards

National Quality Standard for Early Childhood Education and Care and School Aged Care, Canberra, ACT, 2009.

Quality Area 2: Children's health and safety

- **Standard 2.3: Each Child is Protected**
 - Element 2.3.1: Children are Adequately Supervised at all times.

Belonging, Being and Becoming: The Early Years Learning Framework, Canberra, ACT, 2009.

My Time, Our Place: The Framework for School Age Care in Australia.

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations 2011: Regulation 99; 168, 168(2)(h).

8. Referenced External Documentation

Kennedy, A. & Stonehouse, A.

Shared Visions for Outside School Hours Care. Melbourne: Newtowne Press, 2004:



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- Fact Sheet 1: Working with Mixed Age Groups.
- Fact Sheet 2: Meeting Children's Individual Needs.
- Fact Sheet 4: Planning for Outdoor and Active Play.
- Fact Sheet 6: Supervising Children.
- Fact Sheet 7: Supervising Excursions.
- Fact Sheet 8: Guiding Children Towards Positive and Responsible Behaviour.

Tansey, S.

Quality Improvement and Accreditation System Factsheet #2: Safety in children's services.

NSW: National Childcare Accreditation Council Inc.

9. Record Keeping

This policy is to be kept for three (3) years until review, unless there is a significant legislative or organisational change requiring earlier review.

The master copy is kept on Sharepoint (Policies) and is read-only in PDF form. All printed copies are uncontrolled.

10. Policy Owner

The Hutchins School Headmaster

11. Policy Review Details

Date	Changes made under review
1/9/2013	Policy placed in new (2013) template. Minor changes made to terms contained within the document to preserve continuity with the NQF and EYLF (e.g. "staff" becomes "educators" and so on). No major changes to procedures.