BOOSH
Beecroft Out Of School Hours

Supervision

Procedures

Ratios

- In line with regulations, The BOOSH Centre always ensures that the prescribed ratio of a minimum 1 Educator for every 15 children is adhered too.
- As best practice, Boosh aims to have the Responsible Person rostered as an additional person extra to the required amount of staff. Boosh also rosters additional Inclusion Support staff or other staff as required

General

- 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, sign-in can only be completed by an iPad which is supervised by an educator at all times.
- Rostering will be done to ensure an adequate number of educators are assigned to individual shifts.
- Area allocation occurs prior to shifts so that educators are distributed appropriately across different areas to ensure adequate supervision and engagement of children in the program. This area allocation is assigned on a display board and shared with educators electronically prior to the shift commencing, and reiterated at the start of each shift.
- Assigned areas are rotated among staff across shift so that educators are able to practice and be confident in the supervision requirements of each area and be given the opportunity to engage with a variety of children.
- The 'Responsible Person' is allocated as additional to the required ratio and during the shift is assigned to float between areas, ensuring that the arrangement of staff is suitable to the needs of the areas.
- Educators will conduct headcounts, overseen by the Responsible Person, throughout sessions to ensure all children are accounted for, these are to be recorded electronically. These are aimed to be completed at set times but are subject to change based on the requirements of the session
    - Headcounts aim to be conducted at the following times for the following BOOSH sessions:
        - **AM**: 8:55am for sign-out
        - **PM**: 3:25pm for sign-in, 4:45pm - 5:00pm, 5:50pm - 6:00pm.
        - **Vacation Care**: At meal times, roughly 10:00am, 12:30pm, and 3:00pm

Supervision Areas

- The designated areas typically used by Boosh include: Mary St Grass (adjacent concrete area and amphitheatre), Hall, Boosh, Cottage, K-2 Courtyard, COLA and Top Courts.

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- Each area has a relevant supervision diagram and plan that will be displayed in an appropriate location for each area.
- Boundaries between areas will be visually demonstrated where possible, such as by the use of cones and visible barricades.
- Educators ensure that children are able to identify areas that are not supervised and understand not to access them by:
    - Explaining these procedures during a child's first few attendances.
    - Regularly discussing expectations with new Kindy children throughout Term 1 as part of onboarding Kindy procedures.
    - Reinforcing expectations during morning or afternoon 'announcements' time.

Supervision Diagrams/Plans

- Each area has a supervision plan and diagram on display that staff can refer to and to ensure consistent supervision practices across staff. This contains a diagram with suggested staff positioning and notes on key supervision elements specific to that area.
- These are developed in consultation with educators and reviewed (at least annually) at staff meetings, allowing educators to highlight supervision concerns they have for each area, reflect on current procedures, and share their skills and knowledge with other educators.
- These are displayed at the entrance to the area they refer to, or in the case of outside areas at the entrance to the main Boosh building.

Risk assessments/minimising risk/risky play

- Risk assessments are to be conducted and plans are to be maintained for all designated areas and any activity that is deemed 'high risk'.
- Risk assessments are reviewed by staff prior to conducting specific activities, such as in the case of excursions, or on an annual basis for ongoing activities and areas.
- Risk assessments must contain a risk matrix and outline procedures to minimise risk where appropriate.

Active supervision principles

- **Positioning** – Educators ensure they are positioned in areas so that they have the best view of the different children in the space. Educators do this by:
    - Facing their backs towards walls in the area
    - Ensuring line-of-sight on key supervision spaces, transition areas, and potential blind spots
    - Scanning or regularly looking around areas
- **Engagement** – Educators will aim to:
    - Take notice of which children are in their area, identifying specific behaviour strategies that may need to be put in place or areas that children may need support in their play.
    - Listen to children's conversations and observe children's play to understand what can be done to extend and support their learning as well as identifying when children wish to play without adult involvement.

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    - Assess risk dynamically throughout play and making judgements on when to intervene to prevent danger and harm to children, whilst balancing the need for children to engage in risky play and develop their own risk assessment skills.
    - Evaluate situations to determine potential risks and pre-empt challenging behaviours.
- **Communication -** Due to the dynamic nature of the Boosh environment, Educators ensure effective and ongoing communication is maintained across the Boosh team to address the supervision needs throughout all the areas and across the entire session by:
    - Educators all having access to a 'two-way radio' with at least one educator in each area being required to carry one;
    - Educators must ensure they do not leave their area without informing other staff in the area and ensuring appropriate supervision is maintained;
    - A 'Child Observations' meeting is held at the beginning of every afternoon for educators to share child-specific information such as challenging behaviour and strategies as well as any changes to procedures or day specific information.

Training

All Educators complete a 'training period' and 'training program' when they begin employment. During this time, they will be assigned to each of the areas and responsibilities in order to have an opportunity to learn these practices and the different requirements of the role, extra to the minimum supervision staffing ratio.

- Educators are also to be trained in the principles of active supervision during their training period and their knowledge will be assessed prior to them completing the training period.
- Supervision practices are regularly discussed at staff meetings to develop the educator's skill and knowledge and to allow educators to critically reflect on their practices.
- Where appropriate Boosh will provide additional external training to individual or groups of educators to further enhance knowledge and supervision practices.

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