

Supervision of Children

Policy Statement

Happy Haven OSHC will at all times ensure reasonable precautions and adequate supervision is in place to protect children from harm and hazard. Adequate supervision is defined as educators knowing where children are at all times and monitoring their activities actively and diligently. Educators must be in a position to respond immediately, particularly when a child is distressed or in a hazardous situation. Children are not to be left alone and without a supervising educator in a play area for any reason (unless within guidelines as set by our Operating with a Single Educator policy). If an educator needs to leave a supervised area in which they are the only educator present, that area must become 'closed' with children sent to an alternative, supervised play area. For those services who have occasions where they operate with a single educator, the Operating with a Single Educator Policy should be read closely in conjunction with this Supervision of Children Policy. Happy Haven encourages educators to employ Active Supervision as opposed to passively watching children (in a yard duty style). Close supervision needs to be tempered with a child's right to privacy and independence.

Strategies:

There is no 'one-size-fits-all' approach to supervision. A variety of strategies, considerations and ongoing risk assessments need to be implemented to ensure the safety and wellbeing of children. The adequacy of supervision should be determined by a number of factors:

- Number of children
- Ages of children
- Abilities of children
- Number of educators
- Activities being engaged in
- Environment in which children are playing (including visibility and accessibility)
- Resources available for children to access
- Educator skill, knowledge and experience
- Overall ratio of the service
- Weather conditions

This policy covers aspects of Supervision across a broad spectrum of situations. For convenience, use the hyperlinked index below to 'jump' to sections of interest:

- [Educator-to-Child Ratios](#)
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- [Transitions Between OSHC and School](#)
- [Head Counts](#)
- [Active Supervision](#)
- [Teamwork & Communication](#)
- [Supervision Zones](#)
- [Movement Between Areas](#)
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Educator-to-Child Ratios:

In accordance with the Education and Care Service National Law and Regulations, Happy Haven OSHC will ensure that the mandatory ratio of 1 educator for every 15 children (1:15) is maintained at all times. This will be reduced to the prescribed 1:11 when there is a child from preschool in attendance. Every second educator required to meet legislated ratios will be Qualified. In addition to this, numerous strategies and internally driven procedures will be implemented to reduce the educator : child ratio wherever possible to ensure best practice and increase the quality of care provided (see Ratios & Qualifications Policy for more information on these practices).

If members of an external agency are present (e.g. Gowrie Inclusion Professionals, Connect.Ed Behaviour Specialists, providers of an Incursion activity etc), they are not to be left alone with any children at any time and Happy Haven educators must maintain supervision and duty of care for all children within the service.

Assessing Risk:

While the educator : child ratio is applied across the service and play areas accessible to the children, careful consideration needs to be given to the placement of educators. More skilled, knowledgeable, and experienced educators should be spread across the care environment and paired up with less experienced educators as much as possible for mentoring and support. The Responsible Person must be aware of what activities are occurring in what play areas, and where all educators are at all times. They must also know the number of children in each play area at all times. Educators supervising a play area must know how many children are present in their play area at all times.

While all circumstances need to be judged on their own merit, the table following outlines some basic considerations of lower risk vs higher risk situations:

Lower Risk	Higher Risk
Lower number of children	Higher number of children
Older Children	Younger Children
Typically developing children	Children with additional needs
More educators	Fewer educators
High level of visibility within an area	Poor visibility within an area
Activities such as crafts without scissors or hot glue guns, dramatic play, quiet / sensory play, interactions with technology, reading or completing homework	Active outdoor play, use of sports equipment, use of other tools such as in the garden or at a woodwork table, cooking experiences, nature play, excursion activities
Fine weather	Weather extremes (very hot, high UV, very cold, very windy, very rainy)

Transitions Between OSHC and School:

The transition between the end of Before School Care and the start of the school day, and the transition between the end of the school day and the beginning of After School Care can be particularly risky. As such (and as stated in the Head Count section below), it is crucial that an accurate sign in / out process occurs and a head count is conducted at these times.

Before School Care Transition

Once a Head Count has been conducted and a roll call complete, the transition from Happy Haven having Duty of Care to the school having Duty of Care can occur. Happy Haven's Before School Care session end time for each service will align with the school's yard duty time – that is to say, our session does not end prior to the school allowing children not attending OSHC onto the site as a school employee will have commenced yard duty. Therefore, children are not to be released from care until the end of the Before School Care session. Each service may have slightly different school and community expectations and requirements as to which children can be released directly from OSHC, and which children are to be escorted to their classroom. The requirements of the service are to be clearly articulated in the service's Relief Staff Guidelines.

The following should be considered as a guideline:

- Preschool children are to be escorted by an educator to the preschool room on all school sites. Siblings or other children must not escort these children without an educator. Educators are essentially acting as the child's guardian, and as such need to help set them up for a successful day (e.g. assisting with morning routines such as applying sunscreen, placing lunchboxes / drink bottles in the correct location, helping them to settle in to an activity)
- Receptions may need escorting to their classroom by an educator, particularly in Term 1 of the school year (being new to the school environment). Older siblings may play a role in assisting to escort them, with a view to transitioning the receptions to becoming independent and walking themselves to their classroom at some point in the school year.
- Children with additional needs who participate in a Special Class setting or who attend a Special School must be escorted by an educator to their classroom on all school sites. Siblings or other children must not escort these children without an educator.
- Children who are new to school and/ or new to OSHC may require assistance in being escorted to their classroom for some sessions, with a view to building their confidence and ability to independently make their way to class in the morning.
- Considerations to the transitioning of children into independently making their way to class will take into account the location of OSHC within the school, proximity of OSHC to gates / exits and to main roads or thoroughfares, and the number of people within the school grounds.
- Parents requesting their children being collected by taxi, rideshare or similar to be transported off site to another school will have their request assessed on a case-by-case basis. If able to be accommodated, the Service Director will need to complete a Risk Assessment which outlines the procedures in place to mitigate the risks associated, and the parent will need to sign a 'Permission to Leave OSHC Early' form. If a child's taxi, rideshare or similar does not arrive to collect by the close of our session, we will continue to care for the child and maintain duty of care. In this instance, a 'Late Fee' will be applied as per our Fees policy. Families must state the name of the school their child attends as part of the enrolment process, and this information is then visible to educators when conducting sign in / sign out (within the Manage Session screen on Fully Booked).
- Where children are being transported off site to another school by a Happy Haven owned vehicle, children will be signed out as they exit the OSHC room to embark the vehicle. This will ensure accurate Head Counts can be conducted for each vehicle and within the OSHC environment. Each vehicle will have an educator who has access to a printed roll which outlines the children who are to be on their vehicle and which school they are to be delivered to. This roll is to be marked as children are signed out from OSHC and embark on the vehicle. See Transportation Policy for more information.

After School Care Transition

At the conclusion of the school day, each school will have teacher/s on yard duty who maintain duty of care for children until they exit the school grounds. OSHC will take duty of care of children upon signing them in to the service as they present to the educator conducting sign in. If a child has not presented for sign in within 10 minutes of the school bell going, the Responsible Person for the session must follow our Standard Operating Procedure – 4.1 Sign in Process for ASC. Following this process to its full extent will either see the child safely accounted for or reported to the police as a missing person.

Each service may have slightly different school and community expectations and requirements as to which children need to be collected from their classroom, and which children are capable of making their way independently from their classroom to OSHC. The requirements of the service are to be clearly articulated in the service's Relief Staff Guidelines. The following should be considered as a guideline:

- Preschool children are to be collected by an educator from the preschool room on all school sites. Siblings or other children must not collect these children without an educator. The educator is essentially acting as the child's guardian, and so needs to assist the child with ensuring all belongings are accounted for prior to leaving the preschool and going to OSHC.
- Receptions may need collecting from their classroom by an educator, particularly in Term 1 of the school year (being new to the school environment). Older siblings may play a role in assisting to escort them, with a view to transitioning the receptions to becoming independent and walking themselves to OSHC at some point in the school year.

- Children with additional needs who participate in a Special Class setting or who attend a Special School must be collected by an educator from their classroom on all school sites. Siblings or other children must not escort these children without an educator.
- Children who are new to school and/ or new to OSHC may require assistance in being collected from their classroom for some sessions, with a view to building their confidence and ability to independently make their way to OSHC in the afternoon.
- Considerations to the transitioning of children into independently making their way to OSHC will take into account the location of OSHC within the school, proximity of OSHC to gates / exits and to main roads or thoroughfares, and the number of people within the school grounds.
- Parents requesting their children being delivered to OSHC by taxi, rideshare or similar will have their request assessed on a case-by-case basis. If able to be accommodated, the Service Director will need to complete a Risk Assessment which outlines the procedures in place to mitigate the risks associated, and the parent will need to sign a 'Permission to Arrive at OSHC Late' form. If a child's taxi, rideshare or similar does not arrive to collect by the time stated on the 'Permission to Arrive at OSHC Late' form, then the same process will be followed as for a child from the school setting who has not presented for sign in within 10 minutes of the school bell.
- Where children are being transported from another school by a Happy Haven owned vehicle, children will be signed in once they present to the OSHC service. This will ensure accurate Head Counts can be conducted for each vehicle and within the OSHC environment. Each vehicle will have an educator who has access to a printed roll which outlines the children who are to be on their vehicle and which school they are to be collected from. This roll is to be marked as children present to embark the vehicle. Collection points will be outlined to families and children upon enrolling, will be communicated to the school from which we are collecting children, and will be clearly articulated within the services Relief Staff Guidelines. Vehicles will not depart the school until it has been confirmed that all children have been accounted for by the educator in charge of marking the roll.
- Many of the schools in rural communities have children who catch school operated or community / council operated buses and disembark at schools in which Happy Haven operates an After School Care service. If this is the case and children disembarking at the school are to attend OSHC, the service must clearly articulate drop off times, locations and process for accounting for and signing these children in with families and within the service's Relief Staff Guidelines.
- In some instances, a child may attend OSHC at the beginning of the session before conducting some other activity prior to returning to OSHC. Examples include where a private tutor is coming to help a child with study, or where a child being cared for by Department of Child Protection is going for visitation with a biological parent. In these instances, the person facilitating the 'activity' must be listed as a Collection Authority on the child's account, and must sign them out upon departing OSHC, and back in when returning to OSHC. This can be done in the 'Parent sign in/ out for Happy Haven OSHC' screen.

Head Counts:

Head counts are a crucial practice to guarantee the safety and wellbeing of children at all times by ensuring we have the correct number of children in our care. There is no such thing as doing 'too many head counts'. Head counts must be conducted and recorded in Fully Booked by the Responsible Person as follows:

- At least every hour
- More often depending on the group (the higher the number of children, the younger the children, the more children with additional needs or with Guidance Support Plans and the more children who are new to the service – the more often a head count should be conducted)
- At the following key transitions:
 - Before releasing children from Before School Care
 - After sign-in for After School Care
 - When new play areas are opened, or when existing play areas are closed
 - When getting onto a vehicle for transportation
 - When arriving at an excursion venue and transitioning off the bus
 - Before departing an excursion venue

- Upon arriving back at the Service after an excursion
- During Vacation Care and Pupil Free Days - when children are directed to have lunch
- Other key transitions on excursion such as when getting children out of a pool on a swimming excursion, or when assigning groups at the Zoo

Head counts are to be recorded by the Responsible Person into Fully Booked by following the steps below:

In the educator view (not parent sign in/out mode), go to 'Manage Session' – above 'Attendances' are a series of buttons, one of which says 'Add Head Count'. Click this button (the drop down arrow allows you to see previously recorded Head Counts for the session).

The screenshot shows the 'BSC: Session' interface for 'Happy Haven OSHC Mitcham'. The session is for 'Fri, 30 Jul 2021 - Before School Care' with session times from 6:45AM to 8:45AM. The statistics section shows 26 children out of a limit of 90, with 10 cancellations. A summary table on the right indicates 0 children awaiting sign in, 26 total signed in, 26 total signed out, 10 cancelled/absent, and 0 currently attending. Below the statistics are buttons for 'Parent Sign In/Out', 'Roll PDF', 'Add Children', 'Add Account', 'Add Head Count', and 'Tools'. The 'Attendances' table below has columns for Name, Year Level, Attends School, Codes*, Has injection device (e.g. EpiPen), Booking Time, Status, Flags, and Actions.

Statistics		Summary	
Total Children / Limit	26 / 90 (10 cancellations)	Awaiting Sign In	0
		Total Signed In	26
		Total Signed Out	26
		Cancelled/Absent	10
		Currently Attending	0

Enter the number of children you have counted into the 'Head Count*' field. Comments are optional, but you might like to include if it was at a key transition (e.g. Counting onto the bus, or, upon arrival at the bowling alley). Entering a time is not necessary as all Head Counts have a Time Stamp.

Add Head Count



Head Count*

Comment

Close

Save

If your count matches the number of children currently signed into the session, you will see the following message.



Result

Successfully added head count

OK

If your count does not match the number of children currently signed into the session, then you will get the following message and have a flag when checking prior Head Counts.



Result

The head count did not match the number of children currently signed in.

[Click here](#) if you would like to update your comment for this count.

OK

Head Counts for Before School Care on Fri, 30 Jul 2021 | Happy Haven OSHC Mitcham

Timestamp	Added By	Head Count	Expected	Comment	
30/07/2021 08:38AM	Nicholas Craig Smith	26	0		Update Comment
30/07/2021 08:31AM	Madison Breese-Fiegert	26	26	8:30am	Update Comment
30/07/2021 08:16AM	Madison Breese-Fiegert	26	26	8:15am	Update Comment
30/07/2021 07:35AM	Madison Breese-Fiegert	10	10	7:35am	Update Comment

[Back](#)

It is required that Head Counts match the number of children signed in at all times. Therefore, it is essential that signing children in and out of Fully Booked is timely and accurate at all times.

If the count does not match the number of children signed in:

- Count again
- If possible, have another educator also conduct their own count (preferred practice on excursions is to have two educators conduct Head Counts and confer to establish that they have the same count)
- If the count still does not match, close down all play areas and conduct a lock down in the most appropriate space. At this point, have an educator double check any toilets in use by children.
- If after doing a lockdown and counting the numbers still do not match, conduct a roll call of all children to establish where the discrepancy lies
- Please note these processes must be followed not only if your count is less than that of the number of children signed in to Fully Booked, but also if your count is higher (to establish which child is present that has not been signed in)
- If your count is lower and it is apparent a child is missing, keep the remainder of the children in lockdown while a search is conducted by educators. If the missing child cannot be located, the police must be called to report a missing person, the parents must be immediately informed, the Regional Director (and Service Director if they are not present) must be immediately informed, and an Incident Report must be completed through Fully Booked as soon as possible (but not after the end of the session).

Active Supervision:

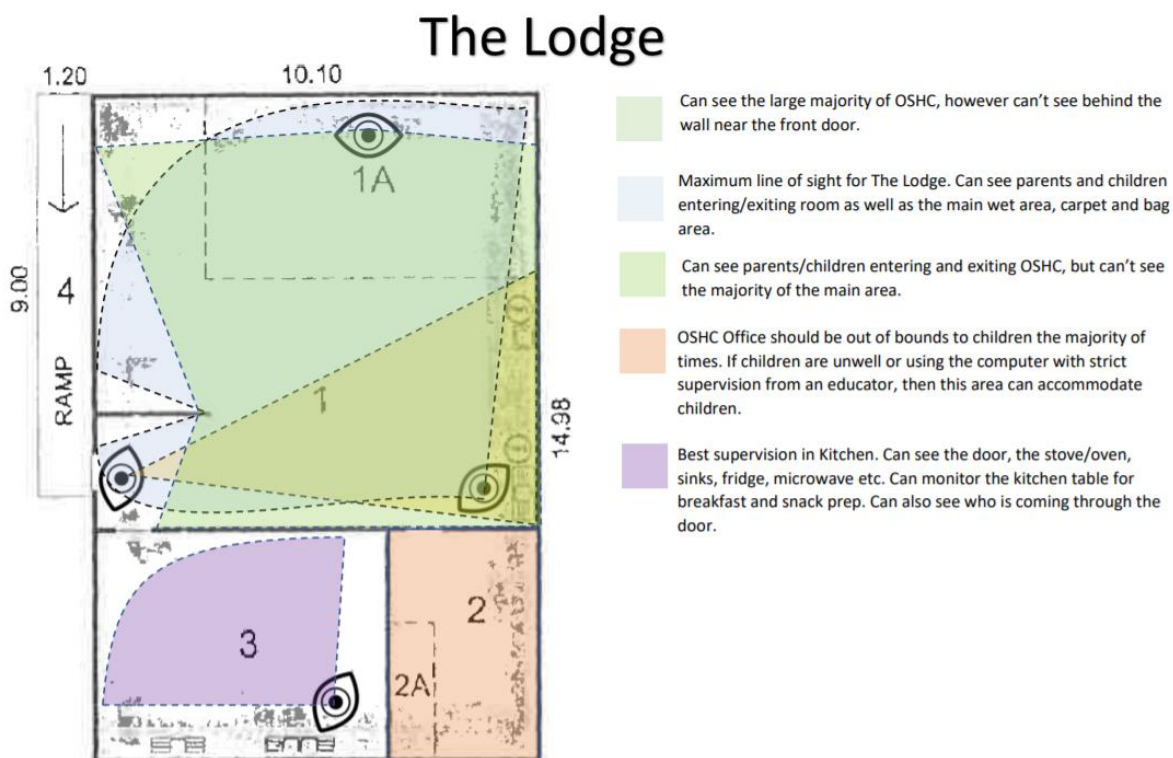
- Educators need to be aware of their positioning within a play area (and the positioning of any other educators in the area), thinking about where they are standing and which direction, they are facing to maximise the number of children within their field of vision at any given time.
- Engaging in activities and supporting children's successful participation in a range of structured, spontaneous, and child-led experiences will increase levels of enjoyment in the program and reduce instances of challenging behaviours. When engaged in an activity, use of peripheral vision, monitoring of noise volume and 'type' (i.e. laughter and constructive noise vs crying or angry sounding voices) and regularly stepping back from the activity to proactively touch base with all of the groups and individual children within the service will be necessary. Regular movement amongst groups of children increases child awareness of your availability to support them in times of need.
- Educators must also consider how they are promoting children's sense of agency through their supervision style. Genuine decision making opportunities for children should be provided with regards to how they spend their time in OSHC. Educators should be fostering children's development of their own sense of risk and wellbeing, so that children can then engage in independent play and appropriate risk taking so that they have responsibility for making mature decisions about their play.
- When speaking with families, other educators, children etc, educators should wherever possible have their back to the wall or boundary of the play area so that their supervision is not compromised. Risk assessments of the environment should be ongoing throughout the use of any space we are accessing. Educators need to have strong knowledge of the children in their care, which will be developed through ongoing positive interactions and experiences. It is important educators are attuned to the needs of the children at all times so that they may proactively support them when they are not 'themselves'.
- Educators should look for opportunities to include children in general tasks to be carried out to develop their Activities of Daily Living (such as supporting with cutting fruit or cleaning under instruction). Educators who are carrying out these tasks should be doing so without taking away from the supervision of children, therefore the Responsible Person needs to be aware of the child : educator ratio to determine appropriate times for these sorts of tasks, and any other administrative duties required.
- Educators are not to use any personal devices (phones, iPads, laptops, game consoles etc.) at any time while on shift, except during their rest / lunch break when they are not responsible for caring for children. Educators are encouraged to give their family the phone number for the OSHC mobile so that they can be reached in an emergency. With explicit permission from the Responsible Person, in extenuating circumstances an educator may request the ability to field a personal call during their shift. An example of an extenuating circumstance would be that a direct member of their family is having a medical episode that they need to be kept up to date with (such as the birth of a baby or the outcome of a major surgery). If this permission is granted, the Responsible Person needs to facilitate this so that the educator taking a personal call will not be solely responsible for supervising a play environment, so that when they remove themselves from the floor to take the call, duty of care and safety of children is not compromised. For more information, see Use of Personal and Work Devices Policy.

Teamwork & Communication:

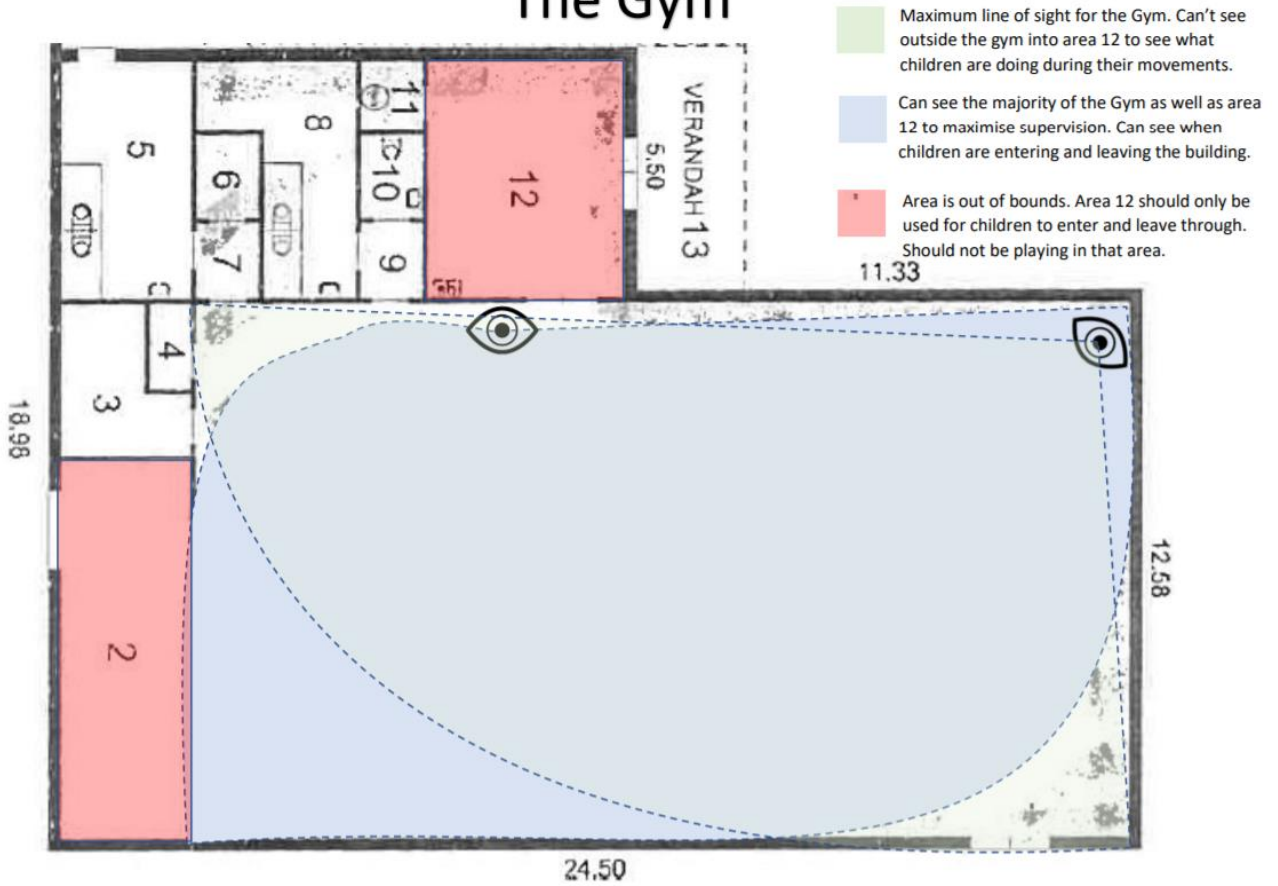
Two-way sharing of information needs to occur between the Responsible Person and other educators, as well as between educators sharing responsibility for supervision of a play area. When one educator is taking over supervision from another, a thorough handover needs to occur whereby the current activities, group dynamic, rules, expectations, and group norms are shared for a consistent application of supervision strategies and a smooth transition between educators. Regular communication and feedback is necessary to ensure educators know where their colleagues are within the service and how this may affect the supervision of children, and for roles and responsibilities to be understood. If two or more educators are sharing responsibility for supervising a play area, then they need to work together to maintain optimal duty of care and supervision. For example, if one educator is involved in a game of chasey, but the second educator then needs to divert close attention to deal with a First Aid incident, then that second educator should outline this to the educator engaging in the game, so that they can stop playing for a period and take more oversight of the group. If an educator needs to leave the play area for any reason, they must communicate this to their colleague in that area (noting that educators cannot leave a play area if they are the only person supervising that play area).

Supervision Zones:

Educators should be aware of their 'Supervision Zone' at any given time. A Supervision Zone relates to the area and activities an educator is responsible for supervising. This may be an entire play environment (e.g. the gym) or could be broken down within play environments (e.g. within the OSHC room, Zones may include 'Kitchen', 'Craft Activity', 'Yard' etc.) Each play environment will ideally find a balance between being organised for optimal supervision while also respecting children's growing need for privacy and autonomy. The Responsible Person will allocate Supervision Zones to each educator, and this will change throughout the course of a session. Educators must communicate with the Responsible Person before opening or closing a play area. Again, it is important to reiterate that no one position on the floor or style of supervision will be suitable for every circumstance, however the Service Directors should consider establishing clear supervision zones to be allocated to educators during sessions (see below for examples).

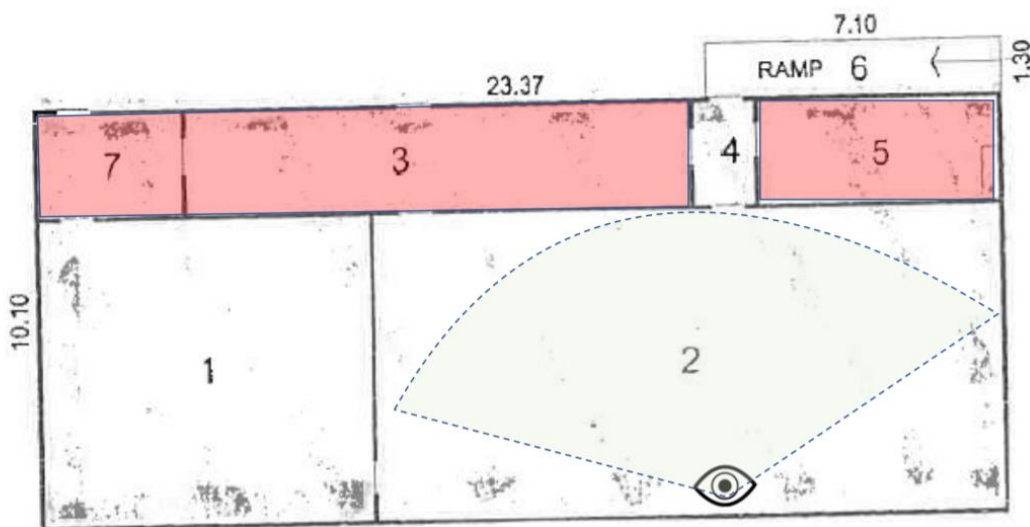


The Gym

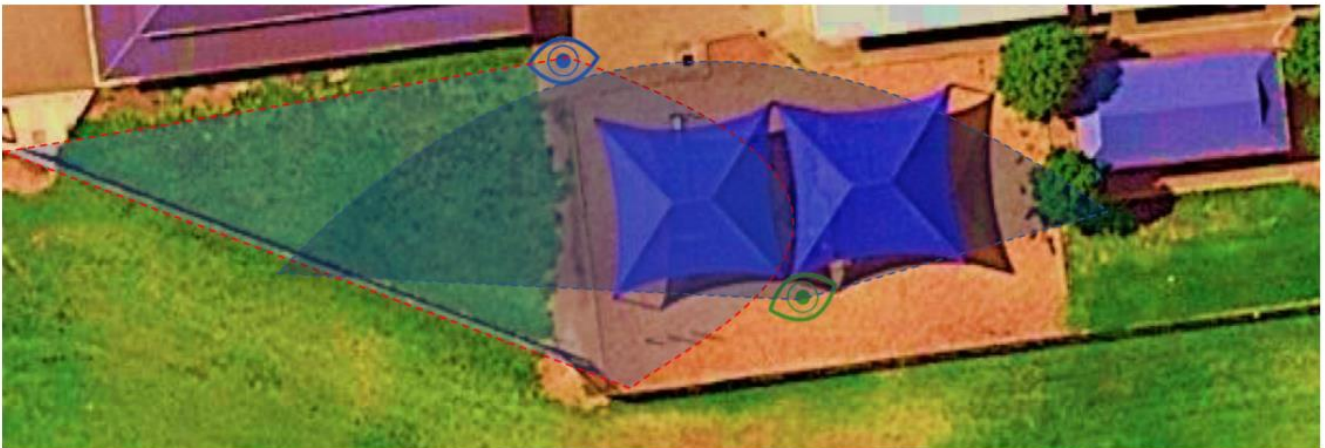



The Chillout Room


- Maximum line of sight for the Chillout Room. Can see out into area 4 as well as the rest of the room. Position back to the windows so vision is maximised.
- Storage rooms are out of bounds for children. Educators are to get equipment out of storeroom only. Doors to these areas should be locked at all times.



Oval Playground



 Best supervision for the lawned area. Can also watch the first playground. Main issue is that you would be facing away from the path down to the playground so can't watch the children moving between areas.

 Can see both playgrounds, as well as some of the lawned area. Can also see the children moving between areas.

Movement Between Play Areas:

Movement between Areas



As demonstrated in the diagram above, there needs to be clear expectations of how children move between play areas, how this is communicated among educators and how the Responsible Person will be able to account for the whereabouts of all children at all times. Directors need to consider the following factors and/ or strategies, develop clear and consistent expectations for movement between areas, and ensure these are communicated to children and educators:

- Movement paths should be the shortest, most direct route with the clearest visibility
- Expectations may be tailored to suit different age groups within the service
- Distance between areas needs to be considered
- Are children allowed to move freely between areas with a buddy? On their own? Or must they wait for an educator to escort them? (in the example above, free movement may be allowed between 'The Lodge' and the 'Chillout Room', but an escort may be required to go to the gym)
- How will toilets be supervised?
- How will educators communicate between areas? (e.g. walkie talkie, via the Responsible Person 'floating' between areas etc.)
- A Risk Assessment must be developed by the Service Director for each play environment accessible as part of the OSHC Licensed Areas as per our contract with the school
- A predetermined movement plan between all play areas and toilets needs to be communicated to all educators and children and included in the service's Relief Staff Guidelines. A Risk Assessment needs to be conducted for all movement paths.

Excursions:

As well as reducing our educator : child ratio based on a risk assessment of the venue and activity, excursions also present a range of activities and experiences which will differ from those able to be offered at the OSHC service. Like at OSHC, educators are expected to participate and engage in the activities on offer alongside of the children. For some activities (i.e. swimming, ice skating, indoor rock climbing) educators will be required to state their willingness and ability to fully participate in these activities at the time they submit their

availability to work. This will then enable the People & Culture team to ensure sufficient educators are rostered who can actively participate in the activities and supervise from within the pool / on the ice rink / belaying the children while on a rock-climbing excursion etc.

Transportation:

Educator : child ratios (including Qualified ratios) must be maintained for each vehicle being utilised to transport children to and from an excursion. The following considerations must be taken into account and applied to the embarking and disembarking of transportation – depending on the number of children and educators present, this will look slightly different for each service on each excursion:

When lining up for the bus, children should line up alongside the bus, as opposed to perpendicular to it. This will allow for consistent routines and expectations.

Depending on the number of children and educators present, when children are embarking the vehicle the following should occur:

- While children are lining up, and prior to them embarking the vehicle, approximately half the number of educators who will also be transported should get on the vehicle and spread themselves along its length. Their role is to supervise and guide children to seats, ensuring they are being safe, and so as to ensure educators have seats staggered throughout the vehicle among the children. Educators should not all be congregated to one section of the bus, nor is it encouraged that educators sit next to each other on the vehicle.
- One educator is to be standing by the door to the vehicle of which the children will be using to embark. Their responsibility and focus is on counting the children on the bus, and assisting them if the step is high.
- A second educator at the front of the vehicle should be present to support the educator counting children onto the bus. Their responsibility is in managing the group of children as they approach the door to embark, so that the educator counting can give their full focus to that task.
- Remaining educators should stagger themselves along the rest of the line of children, with one educator right at the back of the group to ensure children don't 'wrap around' the bus while lining up and stand in an unsafe area.
- When disembarking the bus, approximately half the number of educators who have been transported should get off first. Their responsibilities will differ depending on where the group has arrived, but at least one educator should position themselves so that the children can then line up in front of them before heading to their next location (OSHC or excursion venue). If returning to OSHC, educators should be going ahead to unlock gates, disarm the building, put their belongings down and head out to any other play areas that are to be made available for the children.
- The Responsible Person (or another educator as nominated by the Responsible Person) should instruct the children as to which side of the bus will get off first. An educator must always be the last person off the vehicle. Their responsibilities are to go to the very back of the bus, then make their way throughout the bus and check to make sure all children have disembarked and that no belongings have been left on the vehicle. The exception to this is where they are operating as a single educator, in which case they will instruct the bus driver to carry out the check. The educator and children are not to leave the vicinity of the vehicle until the bus driver confirms no children are present on the bus.

Other Relevant Documents:

- Permission to Leave Early and Arrive Late Form
- Risk Assessment Documents
- Policy Delivery and Collection of Children
- Policy Disappearance of Children
- Policy Duty of Care

- Policy Excursions
- Policy Interactions with Children
- Policy Operating with a Single Educator
- Policy Physical Environment
- Policy Ratios & Qualifications
- Policy Responsible Person
- Policy Risk Assessments
- Policy Transportation and Road Safety
- Policy Volunteers, Work Experience Students and Visitors
- SOP Sign in Process ASC
- SOP Supervision Styles
- SOP Toilet Runs on Excursions
- SOP Children's Movements between Areas
- SOP Communication between OSHC other Areas
- SOP Ratios
- SOP Mobile Phone Use - Staff

References:

ACECQA (July 2020). Information Sheet – QA2 Active Supervision: Ensuring Safety and Promoting Learning. <https://www.acecqa.gov.au/sites/default/files/2020-08/QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning.pdf>

Part 4.2 Children's Health and Safety, Division 6, 99 – Children leaving the education and care premises

Part 4.2 Children's Health and Safety, Division 6, 100 – Risk assessment must be conducted before excursion

Part 4.2 Children's Health and Safety, Division 6, 101 – Conduct of risk assessment for excursion

Part 4.2 Children's Health and Safety, Division 6, 102 – Authorisation for excursions

Part 4.2 Children's Health and Safety, Division 7, 102B – Transport risk assessment must be conducted before service transports child

Part 4.2 Children's Health and Safety, Division 7, 102C – Conduct of risk assessment for transporting of children by the education and care service

Part 4.2 Children's Health and Safety, Division 7, 102D – Authorisation for service to transport children

Part 4.3 Physical Environment, Division 2, 115 – Premises designed to facilitate supervision

Part 4.4 Staffing Arrangements, Division 3, 122 – Educators must be working directly with children to be included in ratios

Part 4.4 Staffing Arrangements, Division 3, 123 – Educator to child ratios – centre based services

Part 4.4 Staffing Arrangements, Division 4, 126 – Centre-based services – general educator qualifications

Part 4.7 Governance and Leadership, Division 2, 168 – Education and care service must have policies and procedures