# SUPERVISION GUIDELINES AND PROCEDURE

Effective supervision is integral to creating environments that are safe and responsive to children's needs and interests. Identifying potential risks and hazards allows educators to determine the level of supervision required for different situations and environments, whilst promoting children's agency, exploration and development.

Working in conjunction with the *Supervision Policy*, this procedure provides guidelines for educators to follow to provide effective supervision while supporting children's wellbeing, development and learning.

*Education and Care Services National Law or Regulations (R.101, 115, 120, 121, 122, 123, 126, 132, 133, 134, 166, 168, 176, 264) NQS QA 2: Element 2.2.1 and 2.2.2 Health practices and procedures*
*Related Policy: Supervision Policy and Lockdown Policy*

| ACTIVE SUPERVISION TECHNIQUES | | |
|---|---|---|
| Planned positioning to maximise line of sight | Educators position themselves to be able to scan or regularly look around the area to observe children in the environment. Educators ensure close proximity to children who may require additional support. Educators ensure all children can be seen and/or heard at all times. | |
| Practicing awareness | Requires knowledge of individual children- knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps educators to monitor and enhance skills that promote children's agency. | |
| Being alert to the surrounding environment | Involves educators regularly glancing around the outdoor and indoor area and listening carefully to volume and tone of children's voices. Children who are not in an educator's direct vision are still able to be supervised and responded to immediately if required. | |
| Using redirection | Children can be redirected to other areas or activities when they are unable to problem solve on their own or undesirable behaviour is imminent or likely to occur. This technique helps ensure the safety of all children. For this to be effective, educators need to be knowledgeable of the children in their care and any behaviour plans that are current. | |
| Provide close supervision | In areas that may pose a potential risk to children's health and safety. Educators are required to evaluate the situation and determine if intervention is required depending on the age and ability of each child. Sometimes, a child needs reassurance to explore and take appropriate risks with the support of an adult. Educators must be aware of 'blind spots' within different environments. | |

| | | |
|---|---|---|
| Planned Transitions | Educators are attentive of children's movements as they transition between different areas or environments, including when children use the bathroom. | |
| Routine Checks | Conducting regular head counts and roll calls to be aware of the number of children within the group at all times. Ensure that all children are accounted for at all times. | |
| Consideration of all children and ages | Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that different levels of supervision is relevant and responsive to each child's developmental needs. | |
| Consistent supervision strategies | Support a positive, inclusive approach to children's ability to make responsible and appropriate decisions about their behaviour, interactions with others and their learning. | |
| Actively supervising hygiene practices | Supervising and modelling appropriate practices such as hand washing, use of hand sanitiser, cough and sneeze etiquette assists in ensuring the health and safety of children and staff. | |
| Observation and engagement | Being responsive to children's supervision needs and engaging in opportunities to promote independence and learning. | |
| Communication and collaboration | Ensuring all staff are aware of the needs of individual children and the supervision they may require in any given situation or environment. Communicating when changes in supervision occur due to a range of variations- collecting resources, visiting the bathroom, attending to an individual child's needs. | |
| Health and Safety | Ensuring effective supervision of children due to illness or injury. Children must be closely supervised and kept safe, comfortable until their parents/guardian is able to collect them from the service. | |
| Clear supervision plans | Ensuring all staff (including relief staff) understand supervision plans and procedures to ensure the safety of all children | |
| Self-reflection | Consider your own supervision practices (observation skills to anticipate times when children may need closer supervision) | |

| SUPERVISION PROCEDURE | | |
|---|---|---|
| 1 | The Approved Provider, Nominated Supervisor and educators will review and update the Service's *Supervision Policy* each year | |
| 2 | The nominated supervisor will inform new and relief educators, students and volunteers about supervision arrangements, outlining their supervision responsibilities | |

| | | |
|---|---|---|
| 3 | New educators, students and volunteers will be introduced to the *Supervision Policy* and *Procedure* during induction and orientation | |
| 4 | Educators are to be aware of where all children are at all times and monitor their environment closely | |
| 5 | Educators will conduct Head Counts regularly to ensure each child is accounted for at all times of the day (See *Head Count* section below) | |
| 6 | If a child appears missing or unaccounted for, educators will follow the *Missing Child Procedure* or *Missing Child During Transportation Procedure* | |
| 7 | Educators are to be able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation | |
| 8 | The nominated supervisor/ responsible person will develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated at the Service including on excursions. | |
| 9 | The nominated supervisor/ responsible person is to adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols. | |
| 10 | Educators will have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment at all times | |
| 11 | Educators will implement vigilant supervision strategies for hygiene requirements including:<br>• regular handwashing<br>• toileting (whilst maintaining children's privacy and dignity)<br>• cough and sneeze routines- using disposable tissues and handwashing | |
| 12 | Educators will ensure that hazardous equipment and chemicals are inaccessible to children | |
| 13 | Educators will ensure adequate supervision is provided when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*) | |
| 14 | Educators will ensure a second staff member or nominated supervisor accounts for and supervises children as they get in or out of the vehicle. (See: *Safe Transportation Policy*) | |

| SUPERVISION PLANS AND RISK ASSESSMENTS | | |
|---|---|---|
| 1 | The management/ nominated supervisor and educators will conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities | |
| 2 | The nominated supervisors will ensure that a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion. | |
| 3 | The nominated supervisors and educators will regularly evaluate the efficiency of the supervision and make changes as required. | |

| SUPERVISION STRATEGIES | | |
|---|---|---|
| 1 | Educators are to communicate and collaborate with others to ensure the effective supervision of children within the Service. | |
| 2 | Educators will avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks. | |
| 3 | Educators are to position themselves to allow them to observe the maximum area possible | |
| 4 | Educators are to move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators. | |
| 5 | Educators will alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g.: to obtain resources, visit the bathroom) another educator is to replace them, ensuring ratios are maintained at all times | |
| 6 | Educators will actively engage with children to support their learning whilst actively supervising and observing children | |
| 7 | Educators will ensure that all children are in sight and/or hearing of educators at all times | |
| 8 | Educators will ensure that no child is left alone while eating or at nappy change and toileting times | |
| 9 | Educators are to adequately supervise children during rest time in accordance with the Sleep and Rest Policy and relevant legislative requirements | |
| 10 | Educators will scan the environment during interactions with individuals or small groups | |
| 11 | Educators will listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice | |
| 12 | Educators will plan for a mixture of activities to allow for appropriate supervision of groups of children | |

| HEAD COUNT PROCEDURE | | |
|---|---|---|
| 1 | Educators will record head counts on the *Head Count & Ratio Record* | |
| 2 | Room leaders are responsible for ensuring head counts are done for their room. The Room Leader will advise educators who will be responsible for conducting regular head counts during the day. | |
| 3 | Educators are to conduct regular head counts throughout the day, with particular attention provided to key transition times | |
| 4 | Educators will receive information and training and how and when to conduct head counts as part of induction and orientation | |

| | | |
|---|---|---|
| 5 | Educators will use regular head counts as an effective supervision strategy to be aware of where each child is and how many children are in the group | |
| 6 | Educators are to conduct regular head counts every 30 minutes and record using the *Head Count & Ratio Record* | |
| 7 | Educators will conduct regular head counts when transitioning from one activity or environment to another, for example mealtimes and moving outside | |
| 8 | Educators will conduct regular head counts during changes in staffing, i.e. before and end of shift | |
| 9 | Educators will conduct the following head counts during transportation or excursions:<br>• Prior to leaving the collection point<br>• Before boarding the vehicle<br>• While sitting in the vehicle prior to leaving<br>• After disembarking from the vehicle<br>• After entering the Service or venue | |

| REVIEW OF PROCEDURE | | | |
|---|---|---|---|
| Date procedure created | 15/06/2023 | To be reviewed | April 2026 |
| Approved by | Krystle Hills | Signature |  |
| Procedure Reviewed Date | Modifications/Changes | | |
| April 2025 | Procedure reviewed, minor edits | | |
| August 2024 | Procedure reviewed; Head Count procedure has been added. | | |