SUPERVISION POLICY

Supervision is an integral part of the whole care and education experience. "*At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines*." (Victoria Department of Education and Training, 2010, p.1). Effective supervision allows educators to actively engage in play and learning opportunities that are meaningful to children and support their wellbeing, development and learning.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
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.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios

123	Educator to child rations-Centre based services
126	Centre based services-general educator qualifications
132	Requirement for early childhood teacher- centre based services 25-59 children
133	Requirement for early childhood teacher- centre based services 60-80 children
134	Requirement for early childhood teacher- centre based services- more than 80 children
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

RELATED POLICIES

Administration of Medication Policy Adventurous (Risky and Nature) Play Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and collection from education and Care Service Premises	Emergency Evacuation Policy Handwashing Policy Incident, Injury, Trauma and Illness Policy Nappy Change and Toileting Policy Nutrition and Food Safety Policy Physical Environment Policy Road Safety Policy Safe Transportation Policy Sleep and Rest Policy Water Safety Policy

PURPOSE

Educators have a duty of care to ensure children are actively supervised at all times, maintaining safe and secure environments whilst adhering to Education and Care Services National Law and National Regulations. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and taking all necessary steps to prevent or minimise injury. Effective supervision of children also provides educators with the opportunity to support and build on children's play experiences.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Adequate supervision in a centre-based service requires careful consideration depending on the different ages of children and varying abilities and educator's knowledge of each child and age group. Generally, the younger the child the more they will need adults close by to support and provide assistance.
Supervision of infants and toddlers who are sleeping need careful consideration to ensure educators can see and hear children. (See: *Sleep and Rest Policy*).
Supervision of preschool age children may involve simultaneous use of indoor and outdoor environments and require effective supervision of children in both environments.
(Source: ACECQA, 2020).

In all environments, adequate supervision means:

- that an educator can respond immediately to a child
- knowing where children are at all times and monitoring their activities actively and diligently
- educators using different skills when supervising and engaging with children- monitoring changes in noise and stress levels, using peripheral vision and changing position regularly
- assessing the risks in the environment and experiences children are engaged in when determining the number and positioning of educators

(Source: ACECQA, 2024).

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure that the premises and facilities are designed and maintained to provide a clear line of sight and facilitate adequate supervision of children at all times whilst maintaining the rights and dignity of all children
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24hours of the incident or the time

that the person becomes aware of the incident or complaint. This includes if an ambulance was call in response (not as a precaution) to the incident, situation or event.

- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record.*
- conduct a review of practices following a supervision related incident, such as a child being missing or unaccounted for, including an assessment of areas for improvement
- ensure educators under eighteen years of age (18) are adequately supervised by a qualified educator over the age of 18 at all times and are not left alone with children at any time
- ensure students, volunteers and/or visitors are never left alone with a child whilst at the Service under any circumstance
- ensure that all educators are aware of where all children are at all times and monitor their environment closely
- ensure educators are able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation
- develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the Service including:
    - when children are participating in excursions and when transportation is provided as part of our education and care service (See: *Safe Transportation Policy*)
    - during mealtimes to prevent and manage allergy and anaphylaxis risk
- ensure a staff member or nominated supervisor is present at the Service to account for children when they embark and disembark the vehicle at the Service premises (Regulation 102E and 102F)
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- guide and mentor educators to ensure a range of strategies are used to provide effective supervision such as regular head counts and attendance checks
- ensure supervision of sleeping children is active, effective and frequent [see: *Safe Sleep Policy/Procedure]*
- ensure educators are aware that if they need to move away from directly working with children, another educator is to replace them. (e.g., collecting additional resources)
- 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. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area

- develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- ensure educators employ '*active supervision*' strategies at all times
- ensure educators 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
- ensure educators are positioned to allow them to observe the maximum area possible
- ensure educators move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators
- adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed, including notification to the regulatory authority within 24 hours of a serious incident. See *Incident, Injury, Trauma and Illness Policy* and ensure parents/guardians are notified
- 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.
- ensure risk assessments are conducted to determine how children are supervised while being transported and whether additional adults are required during transportation
- minimum educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements
- the Service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Service.

EDUCATOR TO CHILD RATIOS

Our Service will meet the minimum child ratio requirements as stated below (Reg. 123):

State	Age of children	Educator to child ratio
VIC	Birth to 24 months	1 :4
	Over 24 months and less than 36 months	1 :4
	Over 36 months of age or over (not including children over pre-school age)	1 :11

For ratio requirements for some preschools and disadvantaged preschools in states/territories see the Information Sheet provided by ACECQA - http://www.acecqa.gov.au/Improved-educator-to-child-ratios

EDUCATORS WILL:

- monitor and maintain staff to child ratios to ensure adequate supervision of children
- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- respond immediately to children, especially if they are distressed or in a hazardous situation
- communicate and collaborate with others to ensure the effective supervision of children within the Service
- 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)
- adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children's play.
- implement vigilant supervision strategies for hygiene requirements including:
    - regular handwashing
    - toileting
    - cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- in the event of a child missing or unaccounted for, ensure the *Missing Child Procedure* is followed. (See *Incident, Injury, Trauma and Illness Policy)*
- ensure any educator under the age of 18 years old is never left alone with children
- ensure students, volunteers and/or visitors are never left alone with children
- ensure that at least one other educator is within sight when working with children and when supporting children with toileting/hygiene routines
- arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children.
- emphasis for supervision will be on gates, the fence line and doors during arrival and departure times
- communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- maintain correct ratios adhering to the Education and Care Services National Regulations throughout the education and care environment

- providing flexible rostering of supervision depending on the age of children and needs of individual children
- promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- actively engage with children to support their learning whilst actively supervising and observing children
- ensure that all children are in sight and/or hearing of educators at all times
- ensure that no child is left alone while eating or at nappy change and toileting times
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- adhere to *Nutrition Food Safety Policy* to ensure provide supervision during mealtimes to prevent and manage allergy and anaphylaxis risks
- provide effective and adequate supervision when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy)*
- employ a variety of methods to account for all children throughout the day with particular attention to key transition times, including checking children's name on attendance records and conducting headcounts and recording the date and time of all checks
- ensure that hazardous equipment and chemicals are inaccessible to children
- scan the environment during interactions with individuals or small groups
- implement correct supervision strategies and not perform other duties while responsible for the supervision of children
- 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
- plan for a mixture of activities to allow for appropriate supervision of groups of children.

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT ACTIVE SUPERVISION BY:

- using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased (e.g., carpentry, water activities, climbing)
- guiding educators to make decisions about when children's play needs to be interrupted and redirected

- supporting educators with specific strategies for supervision such as positioning, peripheral vision and monitoring children's arrival and departure from the service
- providing consistent supervision strategies when the Service requires relief educators.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2023). *Active Supervision: Ensuring safety and promoting learning.*
Australian Children's Education & Care Quality Authority. Children's Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard*. Occasional Paper 2. (2016).
Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*
Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0.*
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010. (Amended 2023).
Education and Care Services National Regulations. (Amended 2023).

REVIEW

POLICY REVIEWED BY	Krystle Hills	Manager	21/05/2025
POLICY REVIEWED	May 2025	NEXT REVIEW DATE	May 2026
MODIFICATIONS	• annual policy maintenance • additional points added to strengthen policy for compliance focus • sources checked for currency and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2024	• minor formatting edits within text • additional information added re: supervision requirements for transportation of children • hyperlinks checked and repaired as required • Continuous Improvement section added	APRIL 2025
January 2023	• policy maintenance • additional information regarding consideration of supervision added to implementation section • minor formatting edits within text • hyperlinks checked and repaired as required	May 2023