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 2A	Paramount consideration—safety, rights and best interests of children
S 12	Meaning of serious incident
S 165	Offence to inadequately supervise children
S 166A	Offences relating to inappropriate conduct
S 167	Offence relating to protection of children from harm and hazards
S 174	Offence to fail to notify certain information to Regulatory Authority
Part 6A	Devices in education and care services
13	Meaning of working directly with children
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
131	Requirement for early childhood teacher—centre-based services—fewer than 25 approved places
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
151	Record of educators working directly with children
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators - Centre based

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct 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 Road Safety Policy Safe Transportation Policy Safe Use of Digital Technologies and Online Environments 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. Langwarrin Community Centre (LCC) will ensure no child or children are left alone with a visitor, student or volunteer.

We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

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

IMPLEMENTATION

Adequate supervision in the programs 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 4 years + 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).

SUPERVISION AND SAFE USE OF DIGITAL TECHNOLOGIES

Our Service recognises that the use of digital technologies and online environments presents specific supervision and child safety risks. Our Service adheres to and aligns with legislative requirements related to taking images or videos of children. Educators must ensure that the use of any digital device does not compromise their ability to supervise children at all times.

Educators must not use any personal electronic devices including mobile phones, computers/laptops, digital cameras, smart watches and other new and emerging technologies whilst supervising children.

Only Service supplied or issued devices may be used to take, store or transmit images or recordings of children and only for educational purposes.

Educators must maintain sight and sound supervision of children when digital devices are used as part of the program. Any digital learning experience must be age-appropriate, actively supervised and aligned with the Service's *Safe Use of Digital Technologies and Online Environments Policy*.

Supervision risk assessments will consider the location, purpose and supervision implications of any digital device or technology used within the Service. Any breach of expectations relating to the use of digital technologies that compromise supervision or child safety will be managed under the Code of Conduct and Child Safe Environment policies.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND MANAGEMENT WILL ENSURE:

- 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 link to 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, while 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 called in response (not as a precaution) to the incident, situation or event.
- notify parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Centre. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
    - conduct a review of practices, including an assessment for areas for improvement following:
        - a supervision related incident, such as a child being missing or unaccounted for
        - any concerns of inadequate supervision or unsafe practices
        - misuse of digital technologies or

any risks to child safety

- ensure educators under eighteen years of age (18) work at the Langwarrin Community Centre only if

they are adequately supervised by an 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
- minimum educator qualification requirements are recognised and adhered to according to legislative requirements
- the Langwarrin Community Centre 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 Centre
- guide and mentor educators to ensure a range of strategies are used to provide effective supervision such as regular head counts and attendance checks

AGE GROUP	EDUCATOR TO CHILD RATIOS
For children from birth to 36 months of age	1:4
For children aged 36 months of age up to and including preschool age	1:11

- 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 at the Centre including
    - when children are participating in excursions
    - during meal times to prevent and manage allergy and anaphylaxis risk
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- ensure supervision of sleeping children is active, effective and frequent [Safe Sleep Policy]
- ensure educators are aware that if they need to move away from children, another educator is to replace them. (e.g., collecting additional resources or attending to an individual child's needs)
- 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 service issued/approved electronic/digital devices 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
- 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
- conduct risk assessment to determine how children are supervised while being transported and whether additional adults are required during transportation

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 including when accessing digital technologies
- only use electronic devices supplied/issued and registered by the Service to take images or video of children in accordance with legislation requirements
- 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 Centre
- 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. The supervision plan will include the floor plan of the Centre and include the location of activities, bathroom, and nappy change facilities

- 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
- regularly evaluate the efficiency of the supervision plan and make changes as required
- ensure any educator under the age of 18 years old is never left alone with children and is always supervised by an educator over the age of 18 years
- ensure students, volunteers and/or visitors are never left alone with children
- emphasis for supervision will be on gates, the fence line and doors during arrival and departure times
- 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 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
- 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

- 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 Centre
- providing consistent supervision strategies when the Centre requires relief educators
- ensuring environments are arranged to prevent educators or other adults being alone with a child, including maintaining clear lines of sight at all times
- discouraging the creation of enclosed or hidden spaces (e.g. forts, cubbies or temporary structures) that limit visibility and active supervision
- prohibiting the placement of posters, coverings or materials on windows, doors or viewing panels that obstruct visibility into learning spaces.

RAISING CONCERNS AND PROTECTED DISCLOSURES

- Our Service supports a culture of transparency and accountability. All staff, educators, volunteers and students are informed that it is an offence to subject a child to inappropriate conduct during induction and orientation. Any concerns relating to inadequate supervision, unsafe practices, inappropriate conduct, misuse of digital technologies or risks to children's safety and wellbeing must be reported.
- Educators, staff, students, volunteers, visitors and families may raise concerns in accordance with

the Service's *Child Protection Policy.* A person who makes a protected disclosure in good faith will be protected from any form of reprisal or detrimental action. Reports may be made confidentiality and will be managed in accordance with legislative requirements.

- Supervision-related concerns raised through protected disclosure processes will be taken seriously, investigated promptly and used to inform continuous improvement and risk management.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on abiennial basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from families, staff, educators and management and notification of any change to policies will be made to families within 14 days. Our policy, procedures and practices will be critically examined to ensure ongoing improvement to maintain and foster a child safe environment and child safe culture within our Service.

Source

Australian Children's Education & Care Quality Authority. (2023). *Active Supervision: Ensuring safety and promoting learning.*
Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*
Australian Government Department of Education. (2022). Australia. V2.0.
Children (Education and Care Services) National Law (NSW)
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010.
Education and Care Services National Regulations. (Amended 2025)

REVIEW

POLICY REVIEWED BY:	Carol Hopkins	CSO	Apr 2026
POLICY REVIEWED	Apr 2026	NEXT REVIEW DATE	Apr 2028
VERSION NUMBER	• V4 04.2026		
MODIFICATIONS	• policy maintenance • included additional points to strengthen child safe practices • new section added- supervision of digital technology use • updated policy to include amendments to Education and Care Services National Law • revised wording around electronic devices following National Law amendments • hyperlinks checked and repaired as required		
APPROVED BY	Maurie Richardson		

POLICY REVIEWED BY:	Carol Hopkins	CSO	FEB 2025
POLICY REVIEWED	FEB 2025	NEXT REVIEW DATE	FEB 2028
VERSION NUMBER	• V3 02.2025		
MODIFICATIONS	• policy maintenance • additional information regarding consideration of supervision added • hyperlinks checked and repaired as required		
APPROVED BY			
POLICY REVIEWED BY:	Carol Hopkins	Manager	May 2023
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MODIFICATIONS	• policy maintenance • hyperlinks checked and repaired as required		
APPROVED BY			
POLICY REVIEWED BY:	Samantha Neeman	Manager	September 2022
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MODIFICATIONS	• policy maintenance • additional information regarding consideration of supervision added • hyperlinks checked and repaired as required		
APPROVED BY	New Policy		