

SUPERVISION POLICY



Related Quality Area	QA2: Children's Health and Safety
Related Policies	Staffing Arrangement Policy Student and Volunteer Policy Code of Conduct Policy Physical Environment Policy Incident, Injury and Accident Policy

PURPOSE

Supervision is an integral part of the whole care and education experience. Effective supervision allows Educators to actively engage in play and learning opportunities that are meaningful to children and support their well-being, development, and learning.

Educators have a duty of care to ensure children are always supervised, 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, identify 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. Our Service will ensure no child or children are left alone with a visitor, student, volunteer or casual staff from agencies; they always need to be supervised by a permanent staff.

SCOPE

This policy applies to the Management and Educators of Nightcliff Family Centre (the Centre).

"The Centre has adopted the practice of active supervision, which involves actively engaging with children to support their learning. Effective supervision requires a balanced combination of observation and meaningful engagement. Educators are expected to assess and respond to children's supervision needs while simultaneously promoting quality learning opportunities. Active supervision means being present and engaged—participating in children's activities, joining conversations, and supporting their play."

IMPLEMENTATION

Management will ensure

- that the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified 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.

- ensure that 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*.
- educators under eighteen years of age may work at a centre-based Service only if they are adequately supervised by an Educator over the age of 18 at all times and are not left alone.
- minimum Educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements.
- the 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.

Management and/or the Nominated Supervisor will

- 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, particularly 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 Centre and on excursions.
- ensure flexibility of supervision to provide for Educators to supervise individual children or small groups of children
- ensure Educators are aware that if they need to move away from children, another Educator is to replace them. (eg: 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 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.
- 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.

Educators will

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment at all times
- 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 (eg: 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
- 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 National Regulations throughout the education and care environment
- providing flexible rostering of supervision depending on the age of children and needs of individual children
- actively engage with children to support their learning whilst actively supervising and observing children
- ensure that all children are in sight 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
- 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.
- ensure students, volunteers, visitors or casual from agencies are never left alone with a child whilst at the Service under any circumstance

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 (eg: 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.
- 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.

- Outdoor supervision, The Busy Bees room will have a walking outdoor educator who will supervise the children at the afternoon pick-up time and wear a reflective running vest to facilitate supervision in the afternoon.
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AGE GROUP	EDUCATOR TO CHILD RATIOS
For children from Birth to 24 months of age	1:4
For children aged 24 months and less than 36 months of age	1:5
For children aged 36 months of age or over	1:11

SUPERVISION PROCEDURE

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.

ACTIVE SUPERVISION STRATEGIES		
1	Educators are to communicate and collaborate with others to ensure the effective supervision of children within the Service. Educators are to communicate all time the number of children under their supervision.	
2	Educators will avoid activities or actions that will distract them from supervision,	
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	
5	Educators will alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (example: 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 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	
13	Staff and educators working directly with children need to be aware of	

	how many children they have in their room at all time	
14	Roll calls must be done at least three times a day: Morning tea, Lunch, and Afternoon tea. The same procedure must be followed in the Busy Bees room, and an additional counting head must be done often.	

REVIEW

POLICY REVIEWED	May 2020	NEXT REVIEW DATE	May 2022
MODIFICATIONS	<ul style="list-style-type: none"> No modifications 		
POLICY REVIEWED	September 2021	NEXT REVIEW DATE	May 2022
MODIFICATIONS	<ul style="list-style-type: none"> The new updated supervision procedure was added to the Policy. 		
POLICY REVIEWED	May 2022	NEXT REVIEW DATE	May 2023
MODIFICATIONS	<ul style="list-style-type: none"> No modifications 		
POLICY REVIEWED	May 2023	NEXT REVIEW DATE	May 2024
MODIFICATIONS	<ul style="list-style-type: none"> No modifications 		
POLICY REVIEWED BY	Judy Rondon	Director	May 2024
POLICY REVIEWED	May 2024	NEXT REVIEW DATE	May 2025
MODIFICATIONS	<ul style="list-style-type: none"> annual policy review “Ensure students, volunteers, visitors or casual from agencies are never left alone with a child whilst at the Service under any circumstance” added Educator to child ratio added Supervision Procedure checked 		

POLICY REVIEWED BY	Judy Rondon Busy Bees Educators Parents		September 2024
POLICY REVIEWED	September 2024	NEXT REVIEW DATE	May 2025
	<ul style="list-style-type: none"> Outdoor supervision, The Busy Bees room will have a walking outdoor educator who will supervise the children at the afternoon pick-up time and wear a reflective running vest to facilitate supervision in the afternoon. 		

POLICY REVIEWED BY	Judy Rondon Anu Thapa Sifa Assamba Ailing Teav Caterina Venturin Ramona Cubillo		June 2025
POLICY REVIEWED	June 2025	NEXT REVIEW DATE	June 2026
	<p>"The Centre has adopted the practice of active supervision, which involves actively engaging with children to support their learning. Effective supervision requires a balanced combination of observation and meaningful engagement. Educators are expected to assess and respond to children's supervision needs while simultaneously promoting quality learning opportunities. Active supervision means being present and engaged—participating in children's activities, joining conversations, and supporting their play."</p>		