



BOURKE AND DISTRICT CHILDREN'S SERVICES

QUALITY AREA 2: CHILDRENS HEALTH AND SAFETY

POLICY NAME: SUPERVISION POLICY

POLICY STATEMENT

Supervision is a vital component of quality care and education. Active supervision enables educators to engage meaningfully with children through play and learning experiences that support their wellbeing, development, and growth. Combined with thoughtful design and arrangement of learning environments, effective supervision helps prevent accidents and reduces the risk of injury. Our organisation is committed to ensuring that children are adequately supervised by educators at all times. To support child protection and uphold best practice, no educator is ever alone with a child.

BACKGROUND

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. Active supervision of children must occur when they are being educated and cared for both at the service and on excursions. Active supervision is the consistent and present engagement of working directly with children. The meaning of working directly with children is defined by the Education and Care Services National Regulations as:

- “A person is working directly with children at a given time if at that time the person—
- (a) is physically present with the children; and
 - (b) is directly engaged in providing education and care to the children.”

OVERALL STRATEGIES / HOW WILL IT BE DONE?

We maintain a safe and secure environment where children are free to explore and learn more about their world. 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. We encourage all educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the education and care environment.

Educators give careful consideration depending on the different ages of children and varying abilities and educator's knowledge of each child and age group when considering what active supervision looks like. Generally, the younger the child the more they will need adults close by for support and assistance. Supervision of infants and toddlers who are sleeping need careful consideration to ensure educators can see and hear children (see Safe Sleep and Rest Policy). Supervision of preschool age children often involves simultaneous use of indoor and outdoor environments and therefore effective supervision of children is required in both environments.

ACECQA defines adequate supervision to mean:

- 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

Our organisation has a strict policy that no child is ever to be left alone with an educator. At a minimum, a second staff member must be within line of sight at all times. This applies in all situations, including when an educator is assisting a child with toileting and hygiene procedures, to ensure transparency and uphold child protection standards.

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.
- Making decisions about when children's play needs to be interrupted and redirected.
- Implementing specific strategies for supervision such as positioning, peripheral vision and monitoring children's arrival and departure from the service.



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RATIOS:

At a minimum, we maintain the required NSW 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.

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	1:10

SUPERVISION OF CHILDREN USING DIGITAL TECHNOLOGY

Our educators are committed to providing appropriate and active supervision when children are engaging with digital technology. This includes ensuring that digital tools are used safely, appropriately, and in ways that support children's learning and development.

Key Supervision Practices include:

- Educators remain physically present and attentive when children are using digital devices.
- Digital activities are planned and monitored to ensure content is age-appropriate and aligned with educational goals.
- Children are guided in how to use technology respectfully and safely, with opportunities for discussion and reflection.

ROLES AND RESPONSIBILITIES

THE APPROVED PROVIDER AND NOMINATED SUPERVISORS WILL:

- Ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure all staff (including casual staff) receive information and induction training to fulfil their roles effectively, including being made aware of the Supervision Policy, their responsibilities in implementing it, and any changes that are made over time.
- Ensure students, visitors and volunteers have knowledge of and adhere to this policy.
- Ensure that an educator is never left alone with a child and that instead, there is always at least a second staff member in line of sight at all times when they are with a child/children, including when supporting children with toileting/hygiene routines.
- 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 authorities via the [NQA-ITS](#) of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint, includes if an ambulance was call in response (not as a precaution).
- 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 staff under the age of 18 are always supervised by a staff member over the age of 18.
- Ensure that all educators are aware of where all children are at all times and monitor their environment closely.
- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times, including when children are participating in excursions, when transportation is provided as part of our service (See Safe Transportation of Children Policy) and during meal times to prevent and manage allergy and anaphylaxis risk.
- Ensure an educators is present at the service to account for children when they embark and disembark the vehicle.
- Ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children.



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- Ensure supervision of sleeping children is active, effective and frequent (See Safe Sleep and Rest Policy).
- Conduct risk assessments and plan supervision based on premises layout, high-risk activities, animals, and locations of activities and facilities.
- Develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which support educators to position themselves effectively to allow them to observe the maximum area possible.
- Ensure educators employ 'active supervision' strategies at all times and that they avoid activities or actions that will distract them from providing active supervision.
- Educators must position themselves to maximise visibility across the environment and avoid standing with their back to children. They should move throughout the space to maintain clear supervision.
- Conduct a risk assessment before requesting excursion authorisation, considering adult numbers for adequate supervision.
- Conduct a risk assessment 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.
- Ensure the required educator-to-child ratio working directly with children are maintained at all times.

EDUCATORS WILL:

- Ensure that an educator is never left alone with a child and that instead, there is always at least a second staff member in line of sight at all times when they are with a child/children, including when supporting children with toileting/hygiene routines.
- Monitor and maintain staff to child ratios to ensure adequate supervision of children.
- Have a thorough understanding of the Child Protection Policy and how this links to supervision.
- 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 educators if they need to leave an area for a particular reason to ensure continuous adequate supervision of children is provided (e.g. to obtain resources, visit the bathroom).
- Follow flexible supervision plans indoors and outdoors to position educators effectively.
- Regularly evaluate the efficiency of the supervision plan and make changes as required.
- Implement vigilant supervision strategies for hygiene requirements including: Regular handwashing, toileting, cough and sneeze routines - using disposable tissues and handwashing.
- 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 other educators regarding locations within the environment and any relevant information about supervising individual children to ensure their needs are met.
- 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 or within hearing of educators at all times.
- Ensure active supervision strategies are used at all times and extra consideration is given to circumstances that can pose a higher risk to children e.g. mealtimes
- Supervise children during rest time in accordance with the Sleep and Rest Policy and relevant legislation.
- Ensure effective and adequate supervision is provided when children are transported in a vehicle at all times (see Safe Transportation of Children Policy).
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Scan the environment during interactions with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play. Educators will avoid having their backs to children and undertaking tasks that will distract them from supervising children, such as administrative tasks.



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- Implement correct supervision strategies and avoid 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 supervision arrangements support observation and active engagement with children to support learning.
- Evaluate situations to determine the potential risks and benefits for children's health, safety and wellbeing. Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to children.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Supervision Policy will be reviewed annually, or earlier if there are changes to legislation, ACECQA guidance, or any incidents related to the policy. This review will be conducted in consultation with children, families, and staff.

CHILD SAFE STANDARDS

Standard 1	Child safety is embedded in organisational leadership, governance, and culture
Standard 2	Children participate in decisions affecting them and are taken seriously
Standard 4	Equity is upheld and diverse needs are taken into account
Standard 5	People working with children are suitable and supported
Standard 6	Processes to respond to complaints of child abuse are child-focussed
Standard 7	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
Standard 8	Physical and online environments minimise the opportunity for abuse to occur
Standard 10	Policies and procedures document how the organisation is child safe

NATIONAL QUALITY STANDARD (NQS)

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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, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS AND NATIONAL LAW

Sec.165	Offence to inadequately supervise children
Sec.167	Offence relating to protection of children from harm and hazards
Sec.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
102(c)(2)(g)	Supervision during transportation
102(e)	Children embarking a means of transport-centre based service
102(f)	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 ratios-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 services must have policies and procedures
170	Policies and procedures must be followed



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171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators-centre based

STATUTORY LEGISLATION & CONSIDERATIONS

[Education and Care Services National Law Act 2010 \(Amended 2023\)](#)
[Education and Care Services National Regulations \(Amended 2023\)](#)

SOURCES

Acknowledgement to Community Early Learning Australia and Childcare Centre Desktop.
 Australian Children's Education & Care Quality Authority (ACECQA). (2025).
 Australian Children's Education & Care Quality Authority (ACECQA). (2023). [Active Supervision: Ensuring safety and promoting learning.](#)
 Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022.](#)
 Early Childhood Australia Code of Ethics. (2016).
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017). (Amended 2025).
 Guide to the National Quality Framework. (2017). (Amended 2025). [Guide to the National Quality Framework.](#)
 Revised National Quality Standard. (Amended 2025).

RELATED POLICIES

- Administration of Medication Policy
- Arrival and Departure Policy
- Code of Conduct Policy
- Emergency and Evacuation Policy
- Incident, Injury, Trauma and Illness Policy
- Nappy Change, Toileting and Bathing Policy
- Nutrition and Food Safety
- Physical Learning Environment Policy
- Promoting a Child Safe Environment Policy
- Safe Transportation on Children Policy
- Sleep and Rest Policy
- Water Safety Policy

RELATED DOCUMENTS

- Excursion Risk Assessments
- Safe Transportation of Children Risk Assessment

POLICY REVIEWED	NEXT REVIEW DATE	POLICY REVIEWED BY
OCTOBER 2025	OCTOBER 2026	Charlotte Parnaby
MODIFICATIONS	<ul style="list-style-type: none"> • Extra detail added regarding adequate supervision and two in line of sight at all times • Supervision of children using digital technology added • Annual policy maintenance • Updated legislation and other links where necessary 	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	POLICY REVIEWED BY
AUGUST 2024	<ul style="list-style-type: none"> • New policy format • Child Safe Standards added • Regulation amendments incorporated • Ratio section added 	Prue Ritchie
JANUARY 2021		Prue Ritchie