



# BOURKE AND DISTRICT CHILDREN'S SERVICES

## QUALITY AREA 4: STAFFING ARRANGEMENTS

### POLICY NAME: SUPERVISION POLICY

#### POLICY STATEMENT

Supervision is an integral part of the whole care and education experience. Active supervision allows educators to engage in play and learning opportunities that are meaningful to children and support their wellbeing, development and learning. Supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention of accidents and severity of injury to children.

#### 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 when considering what active supervision looks like. Generally, the younger the child the more they will need adults close by to 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.

#### 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).
- 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.

#### RATIOS:

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



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#### 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 educators (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 the premises and facilities are designed and maintained to facilitate adequate supervision of children at all times while 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. 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.
- Ensure educators under eighteen years of age 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 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, including when children are participating in excursions and when transportation is provided as part of our education and care service (See Safe Transportation of Children Policy).
- Ensure a staff member is present at the service to account for children when they embark and disembark the vehicle at the service premises.
- 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 (See Safe Sleep and Rest Policy).
- 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.
- 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.
- 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.
- 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.



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#### EDUCATORS WILL:

- 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.
- 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).
- Adhere to a flexible supervision plan and strategies for both the indoor and outdoor environment. This will assist educators to position themselves effectively for supervising the children's play. The supervision plan will include the floor plan of the Service and include the location of activities, bathroom, and nappy change facilities.
- Regularly evaluate the efficiency of the supervision plan and make changes as required. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Implement vigilant supervision strategies for hygiene requirements including:
  - Regular handwashing.
  - Toileting.
  - Cough and sneeze routines- using disposable tissues and handwashing.
- 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 or hearing 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 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 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 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.
- 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 that supervision arrangements support observation and active engagement with children to support their 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



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Our Supervision Policy will be reviewed on an annual basis in consultation with children, families, staff, educators, and management.

#### 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)

##### QUALITY AREA 2: CHILDRENS 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, 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
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). (2014).



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Australian Children's Education & Care Quality Authority. (2023). [Active Supervision: Ensuring safety and promoting learning.](#)  
 Australian Children's Education & Care Quality Authority (ACECQA). (2023). [Guide to the National Quality](#) Australian Children's Education & Care Quality Authority. (2016) [Children's Health and Safety. An analysis of Quality Area 2 of the National Quality Standard. Occasional Paper 2. Framework.](#)

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 2023).

Guide to the National Quality Framework. (2017). (Amended 2023).

Revised National Quality Standard. (Amended 2023).

#### 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 and Toileting Policy
- 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 AUTHORISED BY	Prue Ritchie	POLICY REVIEWED	August 2024
NEXT REVIEW DATE	August 2025		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• New policy format</li> <li>• Child Safe Standards added</li> <li>• Regulation amendments incorporated</li> <li>• Ratio section added</li> </ul>		
PREVIOUS REVIEW			
POLICY AUTHORISED BY	Prue Ritchie	DATE	January 2021