



Supervision of Children

Approval: May 2023

Review: March 2025

POLICY STATEMENT:

Bondi Before & After School Care believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring that children are supervised at all times;
- Considering the design and arrangement of children’s environments to support active supervision;
- Using supervision skills to reduce or prevent injury or incident to children and adults;
- Guiding educators to make decisions about when children’s play needs to be interrupted and redirected;
- Supporting educators and their supervision strategies;
- Providing consistent supervision strategies when there are staffing changes; and
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.
- (National Quality Standard 2.2, Element 2.2.1)

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, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
101	Conduct of risk assessment for excursions
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
166	Children not to be alone with visitors
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
CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW	
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

RELATED POLICIES

Administration of Medication Policy Adventurous Play Policy Arrival and Departure Policy Code of Conduct Policy Emergency Evacuation Policy	Incident, Injury, Trauma and Illness Policy Safe Transportation Policy Sleep and Rest Policy Water Safety Policy
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PURPOSE

Educators have a duty of care to ensure children are 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 Management and Educators of the Service.

PLANNING FOR SUPERVISION

Ratios:

- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator for every 8 children when on an excursion outside of the service premises.
- Ratios will take into account the number of Educators (their level of skill and experience), the types of activities children are involved in as well as their age and support requirements.
- Positioning and supervision of children will vary at different times during the session. Educators will be aware of activities, which are of higher risk.e.g outdoor play vs. indoor craft activities. Educators will constantly discuss and move to where higher risk activities are taking place. This could mean a 1 adult to 20 children for a low risk craft activity and a 1:10 ratio for tree climbing or fire play etc, however the overall ratio remains at 1:15 across the service.

Supervision Zoning:

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. Educators will move throughout the zone freely and not remain fixed unless the level of supervision required them to be.
- All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.

- Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Director will take into account; the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising the top field with 15 children to also be responsible for children as they walk between the top field and the indoor environments unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have a staff member positioned somewhere between or responsible for transitioning children between the two locations. This will be described in the zone's duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.

Risk Assessments:

- Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- The service will ensure that any area deemed 'high risk', based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

Rosters:

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Director will take the number of expected children enrolled into consideration.
- As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision requirements in each zone and also to build relationships with all of the children as they move around the service.

Team Approach:

- Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

The Principles of Active Supervision

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Knowledge:

- Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
- Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.

Vigilance:

- Educators position themselves in strategic positions where they can see and hear children.
- Educators scan constantly with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being or safety.
- Circulate the play areas where children are situated.

Empowerment:

- Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
- Support children to determine safe and unsafe practices.
- Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

Supervision Outside of the Service

Transporting children to and from the service:

- There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extracurricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
- Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
- Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
- Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and role calls occur regularly.

Partnerships with Children

- Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, which will affect the level and type of supervision given to that area.
- Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.

- Educator's supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.
- Educators will ensure that children are unable to, & understand they should not, access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

IMPLEMENTATION

Management and/or the Nominated Supervisor 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 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.
- parents are notified 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*.
- 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
- 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.
- 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 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. (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 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 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. The supervision plan will include the floor plan of the Service and include the location of activities, bathroom, and nappy change facilities
- 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 they are positioned to allow them to observe the maximum area possible
- 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
- implement vigilant supervision strategies for hygiene requirements including:
 - o regular handwashing
 - o toileting
 - o 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
- 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 or hearing of educators at all times
- ensure that no child is left alone while eating or toileting
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- adequate supervision is provided when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- 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.

SOURCE

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 Guide to the National Quality Framework. (2017). (amended 2020).
 Revised National Quality Standard. (2018).
 Tansey, S. (2005). Supervision in children's services [Putting Children First, the Newsletter of the National Childcare Accreditation Council], Issue 15, p. 8-11.
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POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
May 2023	Updated to align with CHild Care Centre Desktop policy	
July 2021	<ul style="list-style-type: none"> ● Reformatted to add Regulations and Quality Areas ● Additional sources added ● Additional Related Policy & documents added ● Added Policy Reviewed table 	March 2023