

Supervision Guidelines and Procedure

Purpose

Effective supervision is essential to ensure children are safe, supported, and engaged in meaningful activities. Educators actively monitor children to prevent hazards, support learning, and encourage independence while catering to a range of ages and abilities. Supervision also helps educators identify risks, respond quickly, and create a positive, nurturing environment.

Principles of Supervision

- Educators position themselves to observe all areas, maintaining proximity to children who require additional support.
- Knowledge of each child's skills, interests, behaviour, and developmental stage helps educators provide tailored support.
- Educators listen carefully and respond immediately if a child is distressed or in a hazardous situation.
- Positive social interactions and guided conflict resolution are encouraged to support development and safety.
- Hygiene practices such as handwashing, cough and sneeze routines, and toilet supervision are actively modelled.
- Supervision strategies are adapted for children's age, ability, and individual needs.
- All supervision aligns with the Education and Care Services National Law, Regulations, and NQS Quality Area 2.

Management Responsibilities

- Ensure rosters and supervision plans maintain continuous care, including during excursions, transitions, and transportation.
- Display supervision plans for families and communicate them to all educators, including relief staff.
- Conduct risk assessments to guide supervision, considering layout, high-risk activities, animals, line-of-sight obstructions, and bathroom access.
- For excursions, determine the number of adults required to maintain adequate supervision.
- Ensure no educator under 18 years works unsupervised or is left alone with children.
- Support active supervision strategies and monitor educator practices regularly.

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Educator Responsibilities

- Maintain awareness of all children's locations at all times.
- Respond immediately to situations where a child is distressed or at risk.
- Position themselves to maintain maximum visibility and scan the environment continuously.
- Avoid distractions such as personal phone use, long conversations, or administrative tasks while supervising.
- Engage with children to support learning and encourage independence.
- Ensure children are never left alone during toileting, eating, or rest periods.
- Listen and respond to changes in voice or behaviour from children outside direct sight.
- Follow hygiene practices and model safe routines.
- Implement supervision strategies according to the supervision plan for both indoor and outdoor environments.
- Support new and relief staff to understand supervision expectations.

Supervision Plans and Risk Assessments

- Conduct risk assessments considering layout, high-risk activities, presence of animals, obstructions, and bathroom access.
- Display supervision plans in all rooms and outdoor areas for families and staff.
- For excursions, complete a Risk Assessment and Management Plan before seeking authorisation.
- Regularly evaluate and update supervision plans to ensure effectiveness.

Active Supervision Strategies

- Communicate and collaborate with other educators to ensure effective supervision.
- Move around the environment to maximise visibility and avoid blind spots.
- Replace or alert other educators if leaving an area to maintain supervision and ratios.
- Ensure children remain in sight or hearing at all times.
- Scan and observe children during interactions with individuals or small groups.
- Plan a variety of activities to allow safe and appropriate supervision of groups.
- Supervise children according to age and developmental needs, supporting both safety and independence.

Health and Safety Considerations

- Ensure hazardous equipment and chemicals are inaccessible to children.
- Provide supervision during transportation according to the Safe Transportation and Road Safety Policies.
- Monitor children who are unwell or injured until parents/guardians collect them.
- Apply consistent supervision strategies for rest periods, play, and toileting.

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Refusal of Authorisation

The service may refuse an authorisation if it is incomplete, incorrectly signed, does not comply with regulations or policies, or if the person collecting the child is not authorised or appears unfit, for example due to intoxication. All refusals are documented including the details of the authorisation, the reason for refusal, and the actions taken to protect the child.

Review

Date:	Changes:	Reviewed by:
04/07/24	No Changes made	Charmayne Nathan
17/09/25	Simplified procedure, changed presentation.	Charmayne Nathan