

SUPERVISION POLICY

“Children need safe and secure environments to thrive in their life and learning. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. It also helps to protect children 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.” (ACECQA, 2025).

NATIONAL QUALITY STANDARDS (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, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 12	Meaning of serious incident
S. 162B	Child safety training
S.165	Offence to inadequately supervise children
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
Part 6A	Devices in education and care services
13	Meaning of working directly with children
84A	Sleep and rest
84B	Sleep and rest policies and procedures
100	Risk assessment must be conducted before an excursion



101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	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 (1) (d)	Educator to child ratios-Centre based services
151	Record of educators working directly with children
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
176	Time to notify certain circumstances to Regulatory Authorities

Related Child Safety Standards

1	Child Safety is embedded in organisational leadership, governance and culture.
2	Children participate in decisions affecting them and are taken seriously.
3	Families and Communities are informed and involved
4	Equity is upheld and diversity is taken into account.
5	People working with children are suitable and supported.
6	Processes to respond to complaints of Child abuse are child focused.
7	Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
8	Physical and online environments minimize the opportunity for abuse to occur.
9	Implementation of the Child Safe Standards is continuously reviewed and improvised.
10	Policies and Procedures document how the organisation is Child Safe



Acceptance and Refusal of Authorisations	Missing and unaccounted for Children Procedure
Administration of Medication Policy	Mobile Device Usage Policy (Child)
Child Protection Policy	Nutrition and Food Safety Policy
Child Safe Environment Policy	Physical Environment Policy
Code of Conduct Policy	Protected Disclosures (Whistleblower) Policy
Delivery & Collection of Children Policy	Safe Transportation Policy
Emergency Policy	Safe Use of Digital Technologies and Online
First Aid Policy – Management of Incident Injury, Illness, Trauma Policy	Environments Policy
Hygiene and Cleaning Policy	Sleep and Rest for Children Policy
Missing and unaccounted for Children Procedure	Water Safety Policy
Mobile Device Usage Policy (Child)	

PURPOSE

Activity Centres Inc (ACI) educators have a duty of care to ensure children are actively supervised at all times, maintaining a safe and secure environment adhering to Education and Care National Law and Education and Care Services National Regulations.

Supervision requires educators to cater for a wide range of ages and abilities and requires flexibility and organisation to ensure thoughtful design and arrangement of children’s environments, assists in the prevention and severity of injury to children. Effective supervision of children provides educators with the opportunity to support and build on younger children’s play experiences whilst supporting older children’s independence.

Educators will actively supervise children, identify risks and take all necessary steps to prevent or minimise injury in a range of situations as identified by the service, including routine and operational transitions, and when transporting children. Effective supervision of children provides educators with the opportunity to support and build on children’s play experiences. We will ensure no child or children are left alone with a visitor, student or volunteer.

We believe that children’s safety, rights, and best interests are the Paramount Consideration for all Service operations, decisions and functions. ACI Approved Providers and Management ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations, and are embedded in our daily practices, Policies and Procedures.

SCOPE

This policy applies to Children, Families, Staff, Educators, Approved Provider, Nominated Supervisor, Students, Volunteers and Visitors.

IMPLEMENTATION

ACI caters for children of different ages and abilities, ranging from 6 weeks to 12 years old, requiring educators to consider

a variety of different supervision strategies. Younger children require closer supervision, whilst Educators need to be respectful of older children's developing independence and autonomy.

In all environments, Adequate Supervision means:

- 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.

SUPERVISION AND SAFE USE OF DIGITAL TECHNOLOGIES

ACI recognises that the use of digital technologies and online environments presents specific supervision and child safety risks. We adhere to legislative requirements related to taking images or videos of children. Educators must ensure that the use of any digital device does not compromise their ability to supervise children at all times.

Educators must not use any personal electronic devices including mobile phones, computers/laptops, digital cameras, smart watches and other new and emerging technologies whilst supervising children.

Only Service-supplied devices may be used to capture, store or transmit images or recordings of children and only for educational purposes. Records of service-supplied devices and authorised exemptions will be monitored and maintained by the Approved Provider.

Educators must maintain sight and sound supervision of children when digital devices are used as part of the program. Any digital learning experience must be age-appropriate, actively supervised and aligned with the Service's *Safe Use of Digital Technologies and Online Environments Policy*.

Supervision risk assessments will consider the location, purpose and supervision implications of any digital device or technology used within the Service. Any breach of expectations relating to the use of digital technologies that compromise supervision or child safety will be managed under the Code of Conduct and Child Safe Environment policies. The Approved Provider will regularly conduct an audit of service-supplied and service-authorised devices for appropriate access and use, including unauthorised personal accounts on devices.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met.

- ensure Educators, Staff, Students, Visitors and Volunteers have knowledge of and adhere to this policy and associated procedures
- ensure Educators, Staff, Students, Visitors and Volunteers complete a comprehensive induction and ongoing professional development to build knowledge and understanding in areas such as:
 - Child Safe Principles and Practices
 - age and developmentally appropriate supervision
 - legislative requirements for supervision
 - guidance for identifying inappropriate conduct and how to respond
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process.
- all staff, educators, management complete mandatory National Child Safety Training and refresher training every 2 years.
- 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 while maintaining the rights and dignity of all children.
- ensure the Educator to Child ratios are maintained at all times, no matter what activity the children or educators are undertaking.
- notify the Regulatory Authority 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 called 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 or whilst under the care of the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- conduct a review of practices including an assessment for areas for improvement following:
 - a supervision related incident, such as a child being missing or unaccounted for
 - any concerns of inadequate supervision or unsafe practices,
 - misuse of digital technologies or
 - any risks to child safety
- ensure Educators under eighteen years of age (18) 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 Students, Volunteers and/or Visitors are never left alone with a child whilst at the Service under any circumstance.
- Educator qualification requirements are recognised and adhered to according to legislative requirements.
- We maintain the required educator-to-child ratio for children as per Regulation 123: Educator to Child Ratios – Centre based services.
- ensure that all Educators are aware of where children are at all times and monitor the environment closely.
- ensure Educators are able to respond to any situation immediately, particularly if 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 in attendance including:
 - visiting and returning from children’s toilets.
 - transported to and from the Service premises
 - transported in a vehicle/bus as part of an excursion.
 - transitioned between Service and school grounds and
 - during excursions and outings (including Vacation Care).
 - during meal times to prevent and manage allergy and anaphylaxis risk.
 - when children are using digital devices as part of the educational program.
- ensure an Educator or Nominated Supervisor is present at the Service to account for children when they embark and disembark the vehicle at the Service premises (Regulation 102E and 102F).
- maintain a record of all Educators working directly with children, including:
 - each educator’s name,
 - working hours,
 - room assignment,
 - times they are engaged with children, and
 - their Working with Children Check (WWCC) number
- ensure flexibility of supervision for Educators to supervise individual children or small groups of children.
- guide and mentor Educators to ensure a range of strategies are used to provide effective and active supervision such as regular head counts and attendance checks.
- inform new and relief Educators about supervision arrangements, outlining their supervision responsibilities.
- respect children’s age and developing independence and need for privacy when providing supervision for children in the OOSH setting.
- 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 facilities. The supervision plan will be displayed/available in all rooms and in the outdoor areas.
- develop, maintain and regularly review supervision plans 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 understand and engage with supervision plans and strategies, to ensure they are following it and are positioned to supervise the maximum area possible.
- ensure Educators, who are rostered on with the children, avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, checking Service issued electronic/digital devices or administrative tasks.
- ensure Educators are aware if they need to move away from children, another educator is to replace them.



- ensure Educators move around the environment to observe the maximum area and to avoid standing with their back to children or talking with other educators.
- adopt accepted best practice, ensuring no staff member, Student, Visitor or Volunteer is left alone with a child to support child protection protocols.
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed, including notification to the regulatory authority within 24 hours of a serious incident.
- ensure that a Risk Assessment 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 a Risk Assessment to determine how children are supervised while being transported and whether additional adults are required during transportation.

EDUCATORS WILL:

- monitor and maintain staff to child ratios to ensure adequate supervision of children.
- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times, including when accessing digital technologies and online learning environments.
- 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.
- alert other colleagues if they need to leave an area for a particular reason, and wait until someone takes over supervising the area before leaving, 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, include the location of activity areas and the closest bathroom facilities for boys and girls.
- respect older primary school age children's need for independence when actively supervising children in the OOSH setting- (younger children will require closer supervision than older children).
- implement supervision strategies for hygiene requirements
- regularly evaluate the efficiency of the supervision plan in team meetings and through critical reflection and update as required
- in the event of a child missing or unaccounted for, ensure the *Missing and Unaccounted for Children Procedure* is followed.
- ensure that at least one other Educator is within sight when working with children or if it is necessary to assist a child to change their clothes
- arrange the environment to balance the various supervision needs of children depending on age, developmental stage, ability and activities



- priority for supervision will be on open playgrounds, risky play opportunities and exit and entry points of the environment during arrival and departure times, as identified in the Risk Assessment and Supervision Plans.
- 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 National Regulations throughout the education and care environment.
- ensure that all children are in sight and/or hearing of educators at all times
- ensure children are supervised when going to and from the bathroom
- ensure that hazardous equipment and chemicals are inaccessible to children.
- continuously scan the environment while interacting with individuals or small groups, to observe all the children in the vicinity.
- 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 adequate supervision during mealtimes to prevent and manage allergy and anaphylaxis risks.
- implement a variety of methods to account for all children throughout the day with particular attention to key transition times, including checking children's name on attendance records, conducting headcounts and recording the date and time of all checks.

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT DEVELOPMENTALLY AND APPROPRIATE SUPERVISION BY:

- conducting risk-assessments for activities such as toileting and nappy changing.
- reviewing supervision plans and conducting risk assessments of the environment 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).
- guiding Educators to make decisions about when children's play and games need to be interrupted and redirected.
- supporting Educators with specific strategies such as positioning, peripheral vision and monitoring children's arrival and departure
- ensuring environments are arranged to prevent educators or other adults being alone with a child, including maintaining clear lines of sight at all times.
- limiting the placement of posters, coverings or materials on windows, doors or viewing panels that obstruct visibility into learning spaces.



RAISING CONCERNS AND PROTECTED DISCLOSURES

ACI supports a culture of transparency and accountability. Any concerns relating to inadequate supervision, unsafe practices, inappropriate conduct, misuse of digital technologies or risks to children’s safety and wellbeing must be reported.

Educators, Staff, Students, Volunteers and Families may raise concerns in accordance with the Service’s *Child Protection Policy* and *Protected Disclosures (Whistleblower) Policy*. A person who makes a protected disclosure in good faith will be protected from any form of reprisal or detrimental action. Reports may be made confidentially and will be managed in accordance with legislative requirements.

Supervision-related concerns raised through Protected Disclosure processes will be taken seriously, investigated promptly and used to inform continuous improvement and risk management.

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Active Supervision: Ensuring safety and promoting learning.](#)

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Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia. V2.0.](#)

Early Childhood Australia (2016).

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia (2016). *Code of Ethics.*

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

REVIEW

POLICY REVIEWED BY	Jessie McCulloch, Natasha Foenander & Rachael Bajo	Role: Head office	Date: 22/4/2026
ENDORSED BY 2 PARENT COMMITTEE MEMBERS (initial/date)	K.K & G.M (28/4/26)	UPDATES/MODIFICATIONS	-Moved to childcare desktop policy -refined wording but added more information
NEXT REVIEW DATE: April 2027			