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 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, 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 [NSW]
S.5AA	Meaning of inappropriate conduct [NSW]
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 [NSW] 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	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
131	Requirement for early childhood teacher—centre-based services—fewer than 25 approved places
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
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
264	General qualifications for educators – Centre based

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 Education and care 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.

We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices and policies.

SCOPE

This policy applies to Management, educators, students, volunteers and visitors of the Service.

IMPLEMENTATION

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

(Source: ACECQA, 2024).

SUPERVISION AND SAFE USE OF DIGITAL TECHNOLOGIES

Highland Grove preschool recognises that the use of digital technologies and online environments presents specific supervision and child safety risks. Our Service adheres to and aligns with legislative requirements related to capture, store or transmit 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.

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/MANAGEMENT/NOMINATED SUPERVISOR 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 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 educators, assistants and support workers 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 whilst 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 at the Service 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. 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 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 a qualified 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
- 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 including:

    - when children are participating in excursions and when transportation is provided as part of our education and care service (See: *Safe Transportation Policy*)
    - when children are moving between different levels of the Service (See: *Multi-Storey Building Policy*)
    - during meal times to prevent and manage allergy and anaphylaxis risk
    - when children are using digital devices as part of the educational program
- 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 to provide 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
- ensure supervision of sleeping children is active, effective and frequent
- ensure educators are aware that if they need to move away from directly working with children, another educator is to replace them. (e.g., collecting additional resources)
- conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of 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 avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, checking Service issue electronic/digital devices 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
- 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. See *Incident, Injury, Trauma and Illness Policy* and ensure parents/guardians are notified
- 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.
- ensure risk assessments are conducted 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 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

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
- only use electronic devices supplied/issued and registered by the Service to capture, store or transmit images or video of children in accordance with legislation requirements
- 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 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.
- implement vigilant supervision strategies for hygiene requirements including:
    - regular handwashing
    - toileting
    - cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- New educators will complete Active Supervision Training where required.
- Long Term staff will undertake Active Supervision when required.
- regularly evaluate the efficiency of the supervision plan and make changes as required
- in the event of a child missing or unaccounted for, ensure the *Missing Child Procedure* is followed. (See *Incident, Injury, Trauma and Illness Policy)*
- ensure any educator under the age of 18 years old is never left alone with children and is always supervised by an educator over the age of 18 years
- ensure students, volunteers and/or visitors are 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 for supervision 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 and/or hearing of educators at all times
- ensure that no child is left alone while eating or at nappy change
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- adhere to *Nutrition Food Safety Policy* to ensure supervision during mealtimes to prevent and manage allergy and anaphylaxis risks
- provide effective and adequate supervision when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy)*
- employ 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 and conducting headcounts and recording the date and time of all checks
- 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.

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 needs to be interrupted and redirected
- supporting educators with specific strategies for supervision such as positioning, peripheral vision and monitoring children's arrival and departure from the service
- providing consistent supervision strategies when the Service requires relief educators
- ensuring environments are arranged to prevent educators or other adults being alone with a child, including maintaining clear lines of sight or sound at all times
- educators aware of enclosed or hidden spaces (e.g. forts, cubbies or temporary structures) that limit visibility and active supervision
- minimising the placement of posters, coverings or materials on windows, doors or viewing panels that obstruct visibility into learning spaces.

RAISING CONCERNS AND PROTECTED DISCLOSURES

Highland Grove supports a culture of transparency and accountability. All staff, educators, volunteers and
students are informed that it is an offence to subject a child to inappropriate conduct during induction and orientation. 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, visitors 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 confidentiality 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.

Source

Australian Children's Education & Care Quality Authority. (2025). *Active Supervision: Ensuring safety and promoting learning.*
Australian Children's Education & Care Quality Authority. (2025). *Active supervision in 6 steps*
Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*
Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.*
Children (Education and Care Services) National Law (NSW)
Early Childhood Australia (2016). *Code of Ethics.*
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Education and Care Services National Regulations (NSW) (2025) (NSW services only)

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