



Supervision Policy

Introduction

Children must be adequately supervised at all times that they are being educated and cared for both at the service and on excursions. Adequate supervision is the consistent and present engagement 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.”

Supervision can prevent and reduce accidents through early detection of potential harms and hazards and an awareness of the children, and their activities. The education and care service must prioritise regular assessment of their supervision practices in order to increase educators’ awareness of their duty of care and to continuously improve supervision procedures.

Scope

Responsibilities

This policy applies to all educators, families, volunteers and management at Jacaranda Preschool.

Delegations

The preschool director and senior manager of Corporate services are responsible for the implementation of this policy.

Goals / What are we going to do?

Jacaranda Preschool maintains a safe and secure environment where children are free to explore and learn more about their world. The Approved Provider, nominated supervisor and educators are familiar with regulatory requirements and standards regarding supervision. Jacaranda Preschool encourages 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.



Strategies / How will it be done?

The approved provider will:

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.
- Ensure that the age and supervision requirements for educators are maintained at all times. Any educators who are under eighteen years of age may work at the centre-based service, provided they do not work alone and are adequately supervised at all times by an educator who is over eighteen years of age.
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premises.
- Ensure that policies and procedures address the principles of active supervision.
- Ensure that the National Regulations specification are met in regard to the number of educators required to educate and care for children and the qualifications of these educators.

The nominated supervisor will:

- Carefully plan 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 that a risk assessment is carried out before an authorisation is sought 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 assessments and make professional judgment to determine approaches to supervision. Consideration will be given to the environment, the children, and the context of activities the children participate in.

Educators will:

- Educators will develop a supervision strategy and plans for both indoor and outdoor environments. This will support educators in the actioning the principles of active supervision (location and number of children, positioning, scanning, listening, anticipating, engaging and redirecting, communicating). They will take into consideration the layout of the premises and grounds, any higher risk activities, the location of activities and the location of bathroom and nappy change facilities.
- Promote children's agency and participation in genuine decision making.
- Ensure that supervision arrangements support observation and active engagement with children to support their learning.
- Listen carefully to children and note any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.



- 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.
- Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children.
- Regularly review the supervision plan and strategies to evaluate the effectiveness of the plan and its implementation by educators. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- Seek to ensure that two educators are present, within view, 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 with particular focus on gates, the fence line, and doors during arrival and departure times.
- Be aware of the importance of communicating with each other about your location within the environment, as well as about individual children who may need closer monitoring.
- Ensure that correct child: educator ratios are maintained throughout the education and care environment. All children will be in sight or hearing of educators at all times. No child will be left alone while eating or at nappy change and toileting times.
- Supervise children during rest periods. Children will be positioned and supervised according to the Safe Sleep & Rest Time policy. Risk assessments for sleep and rest arrangements to be included.
- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children’s independence while respecting individual abilities and needs.
- Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children’s play.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.

Children’s safety will be the priority of all educators when supervising children.

Evaluation

Interactions with children are respectful and meaningful and challenge each child’s skills and awareness of the world. Risks are assessed and managed so that the environment can be safe, educative and stimulating. Children’s activity, interactions and play are planned for and monitored by educators with consistent strategies to minimise potential dangers to children.



Statutory Legislation & Consideration

- Education and Care Services National Law Act 2010: Sections 165, 167, 169, 174
- Education and Care Services National Regulations
- ACECQA’s Guide to the National Quality Framework
- Building Code of Australia

Related Legislation

- Education and Care Services National Regulations: 101(2)(f), 115, 120, 123, 168(2)(h), 176
- National Quality Standards/Elements: 2.2, 2.2.1

Sources

- ACECQA’s Guide to the National Quality Framework
- ECA Code of Ethics (2016) Early Childhood Australia – www.earlychildhoodaustralia.org.au
- Active Supervision: Ensuring Safety and Promoting Learning: www.acecqa.gov.au/sites/default/files/2018-04/QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning_1.pdf
- Kearnes, K . (2017) The Big Picture (5th Edition) Cengage: Victoria

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