

Supervision Policy

Policy Statement

Effective supervision is critical to the safety of children. The service design has prioritised visual supervision. Only suitably qualified, experienced and competent educators are employed, and meaningful communication between educators and parents ensures the children's wellbeing.

Links Education and Care Centres National Regulations 2018, National Quality Standard 2018

- Regs 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
 - 100 Risk assessment must be conducted before an excursion
 - 101 Conduct of risk assessment for excursion
- 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
- 168 Education and care services must have policies and procedures
 - 176 Time to notify certain information to Regulatory Authority

NQS 2.2 Each Child is protected.

- 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
 - 3.1.1 Outdoor and indoor spaces buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
 - 4.1.1 The organization of educators across the service supports children's learning and development.

PURPOSE

Out of School Hours Care (OSHC) 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 National Regulations. Supervision for children in OSHC 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, identifying risks and taking all necessary steps to prevent or minimise injury in a range of situations including, transitioning children between school and the Out of School Hours Care (OSHC) Service and whilst transporting children to and from the OSHC Service. Effective supervision of children provides educators with the opportunity to support and build on

children's play experiences. Our OSHC Service will ensure no child or children are left alone with a visitor, student or volunteer.

IMPLEMENTATION

Our OSHC Service caters for children of different ages and abilities 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

(Source: ACECQA, 2024).

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- 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
- 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 OSHC Service or whilst under the care of the OSHC Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*

- conduct a review of practices following a supervision related incident, such as a child being missing or unaccounted for, including an assessment of areas for improvement
- 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 OSHC Service under any circumstance
- minimum educator qualification requirements are recognised and adhered to according to legislative requirements
- the OSHC Service maintains the required educator-to-child ratio for children over preschool age- 1:15
- 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 at the OSHC Service including:
 - visiting and returning from children's toilets
 - transported to and from the OSHC Service premises (see: *Safe Transportation Policy*)
 - transported in a vehicle/bus as part of an excursion
 - when children are moving between different levels of the OSHC Service (See: *Multi-Storey Building Policy*)
 - transitioned between the OSHC Service and school grounds and
 - during excursions and outings (including Vacation Care)
 - during meal times to prevent and manage allergy and anaphylaxis risk
- ensure a staff member or nominated supervisor is present at the Service to account for children when they embark and disembark the vehicle at the OSHC Service premises (Regulation 102E and 102F)
- 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 supervision such as regular head counts and attendance checks
- respect children's age and developing independence and need for privacy when providing supervision for children in the OSHC 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 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 educators 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 smart watches or administrative tasks
- ensure educators are aware if they need to move away from children, another educator is to replace them
- ensure educators are positioned allowing them to watch the maximum area possible
- 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 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*
- ensure that a Risk Assessment and a 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
- conduct 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 safe environment
- 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 OSHC 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 OSHC Service and include the location of activity areas and the closest bathroom facilities for boys and girls
- respect children's age and need for independence when actively supervising children in the OSHC setting- (younger children will require closer supervision than older children)
- implement vigilant supervision strategies for hygiene requirements including:
 - regular handwashing
 - 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 update as required
- in the event of a child missing or unaccounted for, ensure the *Missing Child Procedure* is followed.
- ensure any educators under the age of 18 years old are never left alone with children
- ensure students, volunteers and/or visitors are never left alone with children
- 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 supervision of children's needs depending on age, ability and activities
- emphasis for supervision will be on open playgrounds, risky play opportunities 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 National Regulations throughout the education and care environment
- ensure that all children are in sight and/or hearing of educators at all times
- ensure that children are supervised by an educator or accompanied by an older child when going to the bathroom at the OSHC Service
- ensure that hazardous equipment and chemicals are inaccessible to children
- scan the environment during interacting with individuals or small groups
- continuously scan and look around the area 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
- adhere to *Food, Nutrition and Beverages Policy and Procedure* to ensure adequate supervision is provided 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 Procedure*)
- 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 using the *Head Count Record*.

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

- using supervision skills 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 from the OSHC Service
- providing consistent supervision strategies when the OSHC Service requires relief educators.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

Procedures

- The design and layout of the Centre, including the entrance, perimeter fence and gates, have been approved under the Building Code of Australia and meet all other regulatory requirements. They enable visual supervision of children at all times without compromising the children's dignity and rights.
- Educators conduct daily safety checks of the building, equipment and general environment, and take any corrective actions necessary (e.g. remove unsafe item) and /or inform the Nominated Supervisor of any matter requiring attention so that a risk assessment can be undertaken).
- All Educators employed at the centre possess qualifications which meet or exceed the regulations (e.g. academic, first aid, CPR, asthma and anaphylaxis, working with children)
- Educator-to-child ratios comply to safe requirements at all times. Educators under 18 years are always supervised. Students and volunteers are never alone with an individual child or group of children.
- Children are effectively supervised at all times. The supervision takes into account the number of children, their ages and abilities, the group composition and dynamics, the area of play, and the activity (e.g. water play). Educators are actively involved in children's play so are able to anticipate hazardous situations and to respond to children who become distressed for any reason. Educators inform other team members if they need to leave the area for any reason (e.g. collect a resource, go to the bathroom). Educators' rest pauses are taken when it is safe to do so.
- Children will be encouraged to use all designated areas of Fun 4 U with adequate educators in place to ensure all children are viewed at all times and to avoid overcrowding in areas but also keeping the group together.
- A designated supervision plan is displayed where Educators are able to view it to ensure that all staff are aware of where they should be whilst supervising the children.
- During staff meetings, educators use the opportunity to discuss any supervision issues. Additional educators are employed if the Nominated Supervisor deems it necessary for effective supervision.
- The service has systems which ensure that all children are accounted for at all times. However, in the unlikely event that a child cannot be accounted for, the Nominated Supervisor is notified immediately, and we go into lockdown until the child is found.
- Any excursions or routine outing is conducted according to the Service's *Excursion Policy and only during vacation care*. A detailed assessment, including a visit to the proposed site, is conducted and documented, and the result communicated to parents before seeking written parental permission. Only those children who have written permission are included in the excursion. Safe Educator-to-child ratios are maintained and include educators with current first-aid and CPR qualifications, and asthma and anaphylaxis training.

- On arrival each day, parents are asked to communicate any information about their child that will assist the educators to ensure their child's wellbeing and to support consistency between the child's experiences at home and at the service. For the same reasons, parents collecting their child are encouraged to ask educators about their child's day.
- Every child in care in the Centre is signed in on arrival, and signed out on departure through the OWINA app. On arrival and departure the accompanying adult must sign the child in at the online portal. Educators check the online sign in, once the majority of children have arrived and note any children who are present but not signed in.
- It is the responsibility of the Educators to sign the children out on departure to school after morning care through the OWINA app. It is the Educators responsibility to also sign the children in on arrival after school on the OWINA app. Educators are to check the school for any child that has not arrived. If a child attended school but have not arrived parents are contacted to confirm whether the child had made alternative plans after school.
- In the event of an emergency evacuation or lockdown, the ipad can be taken and used to ensure all children at the Centre are accounted for through a headcount.
- A child is only released into the care of a parent or an authorised nominee listed in the enrolment form, or to an adult who has been given written authorisation by the parent or authorised nominee. Photo ID is necessary. In the event of an adult without photo ID seeking to collect a child, the Nominated Supervisor will contact the child's parents to confirm the person's identity (e.g. by asking the parent who is collecting their child today, and asking them to describe the person. Educators have access to the details of all people authorised to collect children.
- A child is never released to anyone under the age of 16, unless parent has given written consent.
- Families need to provide the Service with a copy of any court orders, parenting orders and parenting plans relating to their child or to access to the child. These are to be uploaded on the child's file in the OWINA app, and immediately accessible.
- All visitors are to complete the [Students, Volunteers and Visitors Sign-in Sheet](#). Details to be provided are the date, printed name, address and telephone number, brief reason for visiting, time in and time out, and to sign.
- At the end of each day, educators check all of the premises including outdoors and indoors to ensure that no child remains on the premises after the Centre closes. In the unlikely event of a child being mistakenly locked in the Centre, the Regulatory Authority would be notified within 24 hours through the serious incident notification available through the NQA It system.

SOURCES

- Australian Children's Education & Care Quality Authority. (2023). [*Active Supervision: Ensuring safety and promoting learning.*](#)
- Australian Children's Education & Care Quality Authority. Children's Health and Safety. *An analysis of Quality Area 2 of the National Quality Standard*. Occasional Paper 2. (2016).
- Australian Children's Education & Care Quality Authority. (2025). [*Guide to the National Quality Framework*](https://www.acecqa.gov.au/sites/default/files/2023-03/Guide-to-the-NQF-March-2023.pdf)
- Australian Government Department of Education.(2022). [*My Time, Our Place- Framework for School Age Care in Australia.V2.0.*](#)
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).
- [*Education and Care Services National Regulations.*](#) (Amended 2023).

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