

ADEQUATE SUPERVISION POLICY

Quality Area: NQS 2, 4 and 7

Policy Owner: Safety and Compliance

Why this is
important

1.0 Introduction and Purpose

The safety and wellbeing of every child is our highest priority. One of the most important ways we keep children safe is through consistent, adequate and active supervision. This means knowing where children are located, being present and engaged, and responding quickly to their needs. Supervision also includes creating safe environments, planning engaging programs, and building strong relationships with each child. This policy outlines how we work together to ensure children are always safe, supported, and thriving.

The purpose of this policy is to explain the systems, practices, and expectations that guide supervision in our Centre. It highlights how supervision connects with our daily routines, learning programs, team responsibilities, and the Child Safe Standards. It also explains how we manage risks, respond to children's individual needs, and work in partnership with families. By following these principles, we aim to create a safe, welcoming, and nurturing environment for all children.

2.0 Who does this policy apply to:

All Team Members

3.0 What is our Policy:

3.1 Principles of adequate supervision:

3.1.1 All Team Members are responsible

- a. for ensuring that children are safe and always supervised. This means knowing where every child is, being alert to their needs, and responding quickly if they are upset, in distress, or in an unsafe situation.

3.1.2 Supervision is active, not passive

- b. Team Members are expected to be involved in children's play, engage in meaningful interactions, and scan the environment constantly.
- c. Distractions must be avoided. Tasks like cleaning or completing paperwork must not interfere with supervision.

3.1.3 Effective supervision includes managing the physical environment

- a. checking for hazards, positioning yourself to see all children, and making necessary adjustments.
- b. Ratios across the centre must be always maintained, and supervision should be adjusted during high-risk times like transitions, drop off and pick up, toileting, mealtimes, and outdoor play.

3.1.4 Understanding group dynamics, child development, and the unique need of each child is essential

- a. Supervision strategies must be tailored to the layout of the environment
- b. the age and ability of the children; and
- c. the experience of the team.

3.2 Supervision, programming, and practice

Adequate supervision is only possible when strong systems, purposeful programming, and quality interactions are in place.

Programming plays a key role in keeping children safe. When children are engaged in experiences that are meaningful, challenging, and based on their interests, they are more likely to stay focused and settled. A well-planned program supports children's development and helps prevent behavioural risks and incidents. Team Members must actively engage with children during play. Quality interactions support learning and strengthen relationships, which also contributes to children feeling secure and safe.

For children with additional needs or vulnerabilities, individualised supervision strategies must be developed. These may be documented in risk assessments, individual support plans, Child Support Plans or supervision plans. Working in partnership with families is essential to understand the best ways to support the child and ensure their and others safety.

3.3 Supervision and Risk Management

Supervision must be supported by proactive risk management. Risks should be identified before they become incidents.

Each room must identify potential supervision risks, discuss them, and clearly document, communicate and implement strategies to minimise these risks. Teams may use either a risk assessment or the *Supervision Risk Management Plan*. This plan/risk assessment will:

- a. include specific strategies for high-risk times and environments, including transition periods (e.g. sleep and rest, toileting, excursions, meal breaks, evacuation doors/gates, lifts, outdoor play and arrival/departure etc).
- b. include how supervision is maintained and who is responsible at different times of the day (these should be reflected on the Rhythm of the Day - Educator roles and responsibilities)
- c. include headcount and name-to-face checks completed during high-risk times (e.g. transitions, mealtimes, outdoor play etc)
- d. include teams completing regular environmental checks and prioritising being in sight and/or sound of another team member as part of supervision. This includes using supervision aides such as supervision mirrors, TV displays and cot monitors.
- e. being positioned so they can respond immediately if a risk emerges
- f. be accessible to all team members (including casual team members)
- g. be regularly discussed, reviewed and updated

Supervision strategies must change as needed - if a space becomes crowded, a child is unsettled, or a hazard appears, team members must act straight away.

Team communication is key. This includes using visual cues (e.g. supervision zones), verbal communication (e.g., handovers or checks), and written documentation (e.g., incident reports, risk assessments, communication books).

3.4 Supervision and Child Safe Standards

Supervision is a critical part of safeguarding children and meeting the requirements of the Child Safe Standards.

It is every Team Member's responsibility to create a program that supports children's development of consent, personal boundaries, confidence, the ability to speak up, and independence. Children must feel safe to speak up, and educators must listen, respond, and involve them in safe and respectful decision-making when appropriate.

When an educator is required to work alone in a room, appropriate risk assessments and communication practices must be in place to ensure children's continued safety.

It is every Team Member's responsibility to create a safe environment, including reporting any concerns about a child's wellbeing or safety without delay.

3.5 Supervision and Child Protective Practices

We are committed to maintaining the highest standards of supervision to ensure the safety, wellbeing, and dignity of every child in our care.

3.5.1 High-risk routines

- a. Include bathing or showering, and must be supervised by two educators, with at least one being female, unless the activity remains fully visible.
- b. When these routines are implemented, families must be informed by email (where a child may spill a liquid extensively on them such as paint) or incident form (where it relates to illness). Refer to *Showering and/or Bathing Procedures* for specific information

3.5.2 Children must be supervised in indoor or outdoor licensed areas (children's designated play areas)

- a. Teams must not take children into unlicensed areas (e.g. kitchen, office/reception, laundry, team room, planning room, family room, adult bathroom, storeroom, hallway or carpark etc) by team members, visitors, students, volunteers, contractors or allied health professionals.
- c. Exceptions apply only in specific circumstances – such as emergencies or evacuation drills, drop off or collection by a parent/guardian, participation in an excursion, showering or bathing a child in an adult bathroom where there is no other alternative within licensed space or when briefly passing through an unlicensed area when no safer alternative route exists due to the building's design.

3.5.3 Non-Educator roles

- a. Non-educator roles, such as cooks or administrative staff, must not enter children's toileting or changing areas.
- b. Contractors entering bathrooms or nappy change areas for cleaning or maintenance tasks must ensure children are not present, in line with existing safety protocols.
- c. Family members will only enter children's toileting/nappy/changing areas if their child is present, they need to collect their child's belongings or there is no other alternative safe passage for them or their child. Team members will ensure bathrooms/nappy/changing areas are not used as thoroughfares (where possible) for adults or children to move between spaces.
- d. It is never acceptable to leave a child unsupervised, in an unsafe area or alone with a visitor that is not a teacher or educator. This includes never leaving a child alone with a student, volunteer, contractor, family member that is not the parent/guardian of a child/ren, allied health professional of any other visitor. If this occurs, it will be treated seriously and may result in disciplinary action.

*Note: Licensed space refers to those areas where children are educated and care for regularly. These include indoor and outdoor plays paces or classrooms and outdoor learning spaces. Unlicensed spaces include hallways, foyers, staff rooms, offices, bottle preparation rooms and storerooms.

3.6 Supervision and CCTV

Some of our centres may have closed-circuit television (CCTV) installed as part of their supervision practices. In certain cases, CCTV is specified as a requirement on the Service Approval due to the physical layout of the building—for example, where visibility is limited, and CCTV is needed to aid supervision. In such instances, the CCTV does not record but provides a live display of the space to support educator oversight. A common example is a monitor positioned near nappy change areas that allows staff to maintain visual connection with the adjoining learning environment.

In other centres, CCTV may include recording capabilities and is used in various areas, including shared spaces and entry points. It is important to note that CCTV is not a substitute for active and adequate supervision by educators; rather, it serves as a supplementary tool to enhance safety and oversight. For detailed information on how CCTV is used in centres, including recording, access, and privacy measures, please refer to the *CCTV policy*.

4.0 Responsibilities:

4.1 The Approved Provider will:

1. Ensure that the Adequate Supervision Policy details supervision expectations and provide supporting documents to implement practices
2. Develop and implement new centre design guidelines that facilitate good supervision
3. Ensure that information about supervision is available to support ongoing learning
4. Provide new team members with an induction that details expectations about supervision expectations
5. Share learnings from incidents where supervision issues are identified
6. Install supervision aides where it is identified that environments are complex and would support adequate supervision

4.2 Centre Manager/Nominated Supervisor (NS) will:

1. Ensure the Adequate Supervision Policy is accessible and available at the centre
2. Ensure that incidents related to inadequate supervision are reviewed to identify gaps in process and areas of improvement. These learnings are addressed and remedied
3. Remind team members to transition children through play spaces rather than hallways or other non-licensed play spaces (where possible)
4. Provide an induction process for all new team members that communicates expectations about adequate supervision as well as sharing documents used by the centre to document supervision strategies including the *Active Supervision Poster*
5. Ensure an Excursion and Routine Outing Risk Assessment is developed prior to the outing or excursion that documents supervision strategies for safe transportation of children as outlined in the Transportation Policy
6. Ensure that the *Sleep and Rest Risk Assessment* details supervision practices related to sleeping and resting children are developmentally appropriate
7. Ensure team members know how to complete centre documents that support good supervision systems such as *Risk Assessments, Educator Logs, Opening, Closing and Playground Checklists* as well as the *Responsible Person Log*
8. *Ensure team members complete all required mandatory training*
9. Ensure there is a system in place to communicate who are authorised to collect children from care
10. Ensure children remain in their designated indoor/outdoor playspaces unless there is a specific reason for them not to be, such as transitioning to children to another play space where there is no other way then a hallway may be used

We recommend that the Centre Manager/Nominated Supervisor (NS):

1. Communicate supervision expectations to families by displaying close door signs as reminders to families and team members or safety signs to prevent children from exiting the centre
2. Ensure the centre's Risk Assessment/Supervision Risk Minimisation Plan (SRMP) identifies high-risk areas, times, and experiences, along with specific supervision strategies. It should include details of the maintenance of supervision aids (e.g. mirrors, CCTV) headcount procedures, and supervision risks in physical spaces and daily routines, such as arrivals and departures, communication and arranging staffing.
3. Ensure the SRMP is current, understood, and implemented by all team members, and used to communicate supervision plans effectively.
4. Undertake an annual review or sooner (e.g. if incidents occur, team members change, or learning environments are reconfigured etc) of the centres SRMP
5. Discuss how teams can use the *"I Protect Children"* and *"I am Safe"* Cards to support conversation and ongoing development about child safety and supervision
6. Discusses how adequate programs, interactions and strong supervision practices are required to ensure that we actively understand, meet and respond to children's individual needs as part of Child Safe Standards.

4.3 Team Members will:

1. Sign in and out of Educator Room Logs when working directly with children
2. Ensure that adult led tasks (i.e. nappy changing, speaking with a family, collecting food etc.) are undertaken when children are adequately supervised and engaged in planned experiences.

3. Complete sleep checks for all children sleeping every 10 minutes. For children under two years of age this includes physically checking the children as outlined in the *Sleep and Rest Policy*
4. Ensure that the *Opening and Closing Checklists* are completed as part of start and end of day procedures, and the Playground Checklist is completed before children use the outdoor play space. Any Maintenance items identified during these checks must be immediately reported to the Responsible Person, documented on the checklist and the area made safe where required.
5. Ensure during transitions that the last team member in the space conducts a physical check of the environment to ensure that all children are accounted for
6. Ensure visitors, volunteers, students, contractors, incursions and allied health professionals are never left alone with children
7. Understand who can collect each child and any specific situations where on certain persons may collect such as where a court order is in effect

We recommend that **Team Members:**

1. Acknowledge and welcome each family and child by name on arrival and departure
2. Communicate with other team members when entering and exiting the learning space
3. Use the centre phone/intercom system to communicate with team members in other rooms or the CLT when requiring assistance, where appropriate
4. Report times and situations where you are unable to meet supervision strategies to your manager
5. Supervise children in accordance with the *Active Supervision Poster and centre SRMP/risk assessment*
6. Understand and contribute to the development of the SRMP/risk assessment and update these annually or when issues are identified (e.g. following an incident, change over of team or changes to the age or stage of children in a learning space etc)
7. Ensure that there are at least two team members present, with at least one being female, unless the activity remains fully visible. When these routines are implemented, families must be informed by email.
8. Document supervision considerations on the indoor / outdoor planning tool and implement as part of programming.
9. Refer to and implement the "I Protect Children" and "I am Safe" Cards.
10. Discuss how adequate programs, interactions and strong supervision practices are required to ensure that we actively understand, meet and respond to children's individual needs as part of Child Safe Standards

4.4 Families and communities will:

1. Alert team members on arrival and departure so that they are aware of children arriving and departing and leave their child with a team member who is working directly with the children
2. Only enter the centre during operating hours, and only leave their child with a team member during these specified times
3. Close all doors and gates when entering and leaving rooms, and the centre
4. Sign their child into and out at the beginning and end of the day
5. Contact the centre (as soon as practical) to communicate any absences
6. Let a team member know if there are changes to the person who will be dropping off or picking up their child
7. Detail on the enrolment form all persons that will be delivering and collecting from the centre and notify any changes to this arrangement to the centre in writing prior to the changes commencing

5.0 Tools and Resources

The most important documents I need are: Supervision Minimisation Plan Active Supervision Poster Educator Log Risk Assessment	Other supporting documents will include: Excursions and Routine Risk Assessments Opening Checklist Closing Checklist Playground Checklist Sleep Checks for under over 2's Sleep Checks for over 2s Safe Sleep and Rest Policy
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	Suitability to Work Policy Child Protection Policy? Bathing and showering procedure
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6.0 References

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
 Guide to the National Quality Framework 2018

7.0 Links to the National Law and Regulations

s165 Offence to inadequately supervise children.
 s167 Offence relating to protection of children from harm and hazards.
 s170 Offence relating to unauthorised persons on education and care service premises.
 s171 Offence relating to direction to exclude inappropriate persons.
 r84A / 84B / 84C Sleep and rest.
 r99 Children leaving the education and care service premises.
 r100 / 101 / 102B Risk assessment must be conducted before excursion.

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