



## Supervision Policy and Procedures

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<b>National Quality Standard</b>	Quality Area 2: Related Areas: 3,4,5,7
<b>EYLF</b>	Learning Outcome 1: Children feel safe, secure, and supported

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## Policy Statement

Heritage Early Childhood Centre (Heritage) recognises that supervision is one of the most important strategies and skills required by educators in early childhood settings. Children need safe and secure environments to thrive and maximise learning, and supervision is integral to creating environments that are safe and responsive to the needs of all children. Research shows that higher educator-to-child ratios are linked with fewer situations involving danger to children while also supporting more sensitive and engaged education and care giving.

Heritage understands that meeting educator-to-child ratio requirements alone is not sufficient to meet the needs of the children and that the quality of the supervision, which depends on the way educators are positioned on the premises and what they are doing, is vital. Effective supervision helps to protect children from hazards or harm as children are often not able to recognise the potential risks involved in daily routines and activities as they challenge themselves to participate. In addition, quality active supervision allows educators to engage in meaningful interactions with children, develop of positive relationships between educators, children and their families, and inform ongoing assessment and future planning.

Heritage educators are required to constantly make ongoing assessments of each child in their care and the activities in which they are engaged and to adjust their supervision strategies accordingly. They must actively identify risks to reduce the likelihood of injury to children while balancing this with the need to allow children to play, take risks and learn for themselves without adult involvement. Heritage educators must also prioritise the thoughtful planning of the environment and daily safety checks and understand that a safe environment allows them to observe the children from a distance and give them more freedom.<sup>1</sup>

Heritage understands that quality supervision requires teamwork, good communication between educators and continuity of care for children. Heritage ensures children are familiar, as far as practicable, with all educators in all rooms, including the permanent relief staff. In addition, Heritage prioritises regular assessment of the service's supervision practices in order to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

## Rationale

Heritage has a duty of care to provide every person on the premises with a safe and healthy physical and psychological environment (*ACT Work Safety ACT 2011*). In addition, the Supervision Policy has been developed to comply with the:

- *Education and Care Services National Law Act 2010* (ACT)
- *Education and Care Services National Regulations 2011* (ACT)
- National Quality Standard for Early Childhood Education & Care & School Age Care, 2011.<sup>2</sup>
- *Building Code of Australia 2019* (building requirements for new buildings/visibility of children's bathrooms).
- The Heritage Philosophy, Code of Conduct/Ethics and Work, Health and Safety Policy

## Legislative Background

The Education and Care National Law and Regulations	
<b>National Law 165</b>	<ul style="list-style-type: none"> <li>• The approved provider and nominated supervisor must ensure that all children being educated and cared for by the service are <b>adequately supervised at all times</b> that the children are in the care of that service</li> </ul>
<b>National Law Section 167</b>	<ul style="list-style-type: none"> <li>• The approved provider and nominated supervisor must ensure that every reasonable precaution is taken to <b>protect children being educated at the service from harm and from any hazard likely to cause injury.</b></li> </ul>

<sup>1</sup> Refer to: Work Health and Safety Policy

<sup>2</sup> Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards



National Law 174	<ul style="list-style-type: none"> <li>• <b>Serious incidents must be notified</b> to the Regulatory Authority within the required timeframe.</li> </ul>
Regulation 168(2)	<ul style="list-style-type: none"> <li>• <b>Policies and procedures are required</b> in relation to health and safety, including matters relating to:             <ul style="list-style-type: none"> <li>○ (2)(a)(iii) water safety and safety during any water-based activities</li> <li>○ (2)(h) providing a child safe environment</li> </ul> </li> </ul>
Regulation 115	<ul style="list-style-type: none"> <li>• The approved provider must ensure that the <b>premises (including toilets and nappy change facilities) are designed and maintained in a way that facilitates supervision of children at all times</b> that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.</li> </ul>
Regulation 101	<ul style="list-style-type: none"> <li>• A risk assessment for an excursion must--             <ul style="list-style-type: none"> <li>(1)(a) identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and</li> <li>(b) specify how the identified risks will be managed and minimised.</li> </ul> </li> <li>• (2) A risk assessment must consider:             <ul style="list-style-type: none"> <li>(e) the number of adults and children involved in the excursion; and</li> <li>(f) given the risks posed by the excursion, <b>the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required</b>. Example: life-saving skills.</li> </ul> </li> </ul>
Regulation 102	<ul style="list-style-type: none"> <li>• The approved provider and nominated supervisor of an education and care service must ensure that a child being educated and cared for by the service is <b>not taken outside the education and care service premises on an excursion unless written authorisation has been provided</b> under subregulation (4).</li> <li>• (4) The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an educator <b>and must state:</b> <ul style="list-style-type: none"> <li>(a) the child's name; and</li> <li>(b) the reason the child is to be taken outside the premises; and</li> <li>(c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and</li> <li>(ca) if the authorisation is for an excursion that is not a regular outing, the date the child is to be taken on the excursion; and</li> <li>(d) a description of the proposed destination for the excursion; and</li> <li>(e) if the excursion involves transporting children--                 <ul style="list-style-type: none"> <li>(i) the means of transport; and</li> <li>(ii) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and</li> </ul> </li> <li>(f) the proposed activities to be undertaken by the child during the excursion; and</li> <li>(g) the period the child will be away from the premises; and</li> <li>(h) the anticipated number of children likely to be attending the excursion;</li> <li>(i) the anticipated <b>ratio of educators</b> attending the excursion to the anticipated number of children attending the excursion; and</li> <li>(j) the <b>anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion</b>; and</li> <li>(k) that a risk assessment has been prepared and is available at the service.</li> </ul> </li> <li>• (5) If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period.</li> </ul>



<b>Regulation 155</b>	<ul style="list-style-type: none"> <li>An approved provider must take reasonable steps to ensure that the service provides education and care to children in a way that:           <ol style="list-style-type: none"> <li>encourages the children to express themselves and their opinions; and</li> <li>allows the children to undertake experiences that develop self-reliance and self-esteem; and</li> <li><b>maintains at all times the dignity and rights of each child</b>; and</li> <li>gives each child positive guidance and encouragement toward acceptable behaviour; and</li> <li>has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.</li> </ol> </li> </ul>
<b>Regulation 156</b>	<ul style="list-style-type: none"> <li>(1) The approved provider must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and <b>develop respectful and positive relationships</b> with each other and with staff members of, and volunteers at, the service.</li> <li>(2) The approved provider <b>must have regard to the size and the composition of the groups</b> in which children are being educated and cared for by the service.</li> </ul>
<b>Regulations 117, 120, 122, 123 126, 132</b>	<ul style="list-style-type: none"> <li>117B: Minimum requirements for a person in day-to-day charge</li> <li>117C: Minimum requirements for a nominated supervisor</li> <li>120: Educators who are under 18 to be supervised</li> <li>122: Educators must be working directly with children to be included in ratios</li> <li>123: <b>Educator to child ratios</b> - centre-based services</li> <li>126: Centre-based services - general educator qualifications</li> <li>132: Requirement for early childhood teacher - centre-based services - 25 to 59 children</li> <li>136: First aid qualifications.<sup>3</sup></li> </ul>
<b>Regulations 176(2)(a) and 12</b>	<ul style="list-style-type: none"> <li>176(2)(a): The service must <b>notify the regulatory authority within 24 hours of becoming aware of a serious incident</b>.</li> <li>12: Meaning of serious incident.<sup>4</sup></li> </ul>
<b>National Quality Standard</b>	
<b>QA 2 Children's Health and Safety</b>	<p><b>Standard 2.2:</b> Safety: Each child is protected.</p> <ul style="list-style-type: none"> <li>Element 2.2.1: Supervision: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</li> </ul>
<b>Related Quality Areas</b>	
<b>QA 1 Educational Program and Practice</b>	<p><b>Standard 1.2:</b> Practice: Educators facilitate and extend each child's learning and development.</p> <ul style="list-style-type: none"> <li>Element 1.2.1: Intentional teaching: Educators are deliberate, purposeful, and thoughtful in their decisions and actions.</li> </ul>
<b>QA 4 Staffing Arrangements</b>	<p><b>Standard 4.1:</b> Staffing arrangements: Staffing arrangements enhance children's learning and development.</p> <ul style="list-style-type: none"> <li>Element 4.1.1: The organisation of educators across the service supports children's learning and development.</li> </ul>

<sup>3</sup> Refer to: Employment and Recruitment Policy

<sup>4</sup> Refer to: Emergency and Evacuation Policy



	<ul style="list-style-type: none"> <li>Element 4.1.2: Every effort is made for children to experience continuity of educators at the service.</li> </ul>
<b>QA 5 Relationships with Children</b>	<p><b>Standard 5.1:</b> Respectful and equitable relationships are maintained with each child.</p> <ul style="list-style-type: none"> <li>Element 5.1.1: Positive educator to child interactions: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</li> <li>Element 5.1.2: Dignity and rights of the child: The dignity and rights of every child are maintained.</li> </ul>
<b>QA 7 Governance &amp; Leadership</b>	<p><b>Standard 7.1:</b> Governance supports the operation of a quality service.</p> <ul style="list-style-type: none"> <li>Element 7.1.3: Roles and responsibilities are clearly defined, understood, and support effective decision making and operation of the service.</li> </ul>
<b>Early Years Learning Framework</b>	
<b>Learning Outcome 1</b>	<ul style="list-style-type: none"> <li>Children feel safe, secure, and supported.</li> </ul>

## Definitions

The following definitions are used in this policy:

- ACECQA:** Australian Children's Education & Care Quality Authority. Provides guidance, resources and a communication portal for early education and care services e.g. For reporting incidents <https://public.nqaits.acecqa.gov.au/mydetails/pages/mydetails.aspx>
- Adequate supervision:** A level of supervision that ensures legislative requirements are met in relation to educator-to-child ratios at all times (National Regulations 120, 122, 123 and 357), that ensures all children, both as individuals and in groups, are within access and sight/hearing of an educator at all times including during toileting, rest and transition routines, and there is consistent and present engagement with children. Adequate supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. In addition, it means employing flexible supervision strategies that meet individual children's needs. An educator may recognise that a particular activity that involves risk requires constant vigilant supervision. Alternatively, if children are participating in low-risk activities, educators can focus on engaging with children. Variables that affect supervision strategies include:
  - Number, age and abilities of children
  - Number and positioning of staff
  - Current activity of each child
  - Areas in which the children are engaged in an activity (visibility and accessibility)
  - Developmental profile of each child and of the group of children
  - Experience, knowledge and skill of each staff
  - Need for staff to move between areas (effective communication strategies).
- Active supervision:** Active supervision refers to the diligent supervision of every child at the service requiring that educators are always in a position to observe each child, support their learning and development, respond to individual needs, develop respectful relationships and immediately intervene if necessary. Educators are conscious of the physical environment, aware of potential risks and hazards and are attuned to the needs of individual children.
- Constant supervision:** Educators employ constant visual contact with the children and remain in close proximity all times during high-risk experiences such as near water.
- Duty of care:** A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable, foreseeable risk of injury.
- Fit and Proper:** For the purpose of this policy, fit and proper is defined as a person who is suitable to be entrusted with providing early education and care in accordance with the person's actual or proposed role; is capable of performing the duties of the position; is of



good character and holds a current Working With Vulnerable People card (unless exempt, eg, an occasional family volunteer).

- **Hazard:** A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.
- **Incident, Injury, Trauma, and Illness Records:** Contain details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for by the service. Any incident, injury, trauma or illness must be recorded as soon as is practicable but not later than 24 hours after the occurrence.
- **Notifiable Incident:** An incident involving workplace health and safety that is required by law to be reported to WorkSafe ACT. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences.
- **Serious Incident:** An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the regulations or is mistakenly locked in/out of the service premises (Regulation 12). A serious incident should be documented as soon as possible and within 24 hours of the incident. The Regulatory Authority must be notified within 24 hours of a serious incident occurring at the service (Regulation 176(2)(a)).
- **Working Directly with Children:** 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.”

## Policy Aims

This policy aims to provide educators with guidance on how to provide quality supervision for children in order to:

- Meet the duty of care of the service and legislative requirements to provide a safe and secure environment for all enrolled children.
- Provide enrolled children with opportunities to explore their natural environment while reducing the risk of injury and incidents.
- Provide information to educators, other staff, parents/guardians, volunteers and others involved in the programs at the service about safety and supervision practises.
- Maximise enrolled children’s learning and development.
- Promote positive relationships between educators and enrolled children.
- Inform ongoing assessment and future planning and encourage educators to evaluate their supervisory practices.

## Scope

It is understood that there is a shared legal responsibility and accountability between, and a commitment by, the Heritage Committee, Director, educators, other staff, students on placement, family volunteers, parents/guardians and all others attending the programs and activities of Heritage, including during offsite excursions, to implement this policy as a matter of high priority given the potential risks to health and safety of children from poor supervision.

## Summary of Key Responsibilities

Role	Responsible for:
<b>Management Committee</b>	<ul style="list-style-type: none"> <li>• Ensuring this policy and related procedures are regularly reviewed and updated in consultation with educators and families to reflect current legislation and best practice recommendations.</li> <li>• Ensuring this policy is clear and easily accessible to the Heritage community.</li> <li>• Ensuring the service Director adheres to the strategies and procedures set out in this policy and the service meets or exceeds all legal obligations in relation to educator-to-child ratios, educator qualifications and supervision requirements under the <i>Education and Care Services National Law</i> and <i>National Regulations 2011</i>.</li> <li>• Working with the Director and ANU Facilities and Services to ensure the Heritage premises are designed and maintained to facilitate supervision of children at all times, while also considering the need to maintain the rights and dignity of all children. (National Regulation 115; Building Code of Australia building requirements for visibility of children's bathrooms).</li> <li>• Promoting continuity of Nominated Supervisors and educators at the service.</li> <li>• Working with the Director to notify the ACT Regulatory Authority (CECA) within 24 hours of a Serious Incident<sup>5</sup> occurring at the service, including when a child appears to be missing or cannot be accounted for or where a complaint is received alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached.</li> <li>• Working with the Director to report Notifiable Incidents<sup>6</sup> to WorkSafe ACT.</li> </ul>
<b>Director</b>	<ul style="list-style-type: none"> <li>• Ensuring children are protected, as far as practicable, from harms and hazards at all times (National Law Section 167).</li> <li>• Ensuring children are adequately supervised at all times (National Law Section 165).</li> <li>• Working with the Management Committee to ensure this policy is easily accessible and regularly updated in consultation with the Heritage community.</li> <li>• Carefully planning staff rosters to ensure continuity of care and adequate supervision at all times, including on excursions.</li> <li>• Conducting, in collaboration with educators, a risk assessment prior to excursions to identify risks to health, safety or wellbeing and specifying how these risks will be managed and minimised.<sup>7</sup> (Regulation 101).</li> <li>• Ensuring supervision procedures and practices are easy to read and educators have ease of access to information about rosters and relief educators.</li> <li>• Providing supervision guidance and advice to Heritage educators to ensure adherence to this policy at all times.</li> <li>• Providing safe play spaces for children, which allow for adequate supervision and ensuring the design/layout/arrangement of the environment supports active supervision.</li> <li>• Ensuring safety checks of the indoor and outdoor learning environment occur at the beginning and end of each day including checking for puddles or filled containers that could pose a potential risk to small children after heavy rain.<sup>8</sup></li> </ul>

<sup>5</sup> Refer to: Definitions

<sup>6</sup> Refer to: Definitions

<sup>7</sup> Refer to: Excursions and Incursions Policy

<sup>8</sup> Refer to: Water Safety Policy

	<ul style="list-style-type: none"> <li>• Ensuring the prescribed educator-to-child ratios are met at all times and that educators are qualified according to National Regulations (Regulations 117, 120, 122, 123, 126, 132, 136, 242, ).<sup>9</sup></li> <li>• Ensuring all adults working with children and those engaged in management of the service or visiting the premises are fit and proper.</li> <li>• Counting only those staff who are working directly with children at the service in the educator-to-child ratios (Regulation 122).</li> <li>• Ensuring a minimum of 2 educators are rostered on duty at all times there are children are in attendance at the service, including a Responsible Person in Charge.</li> <li>• Ensuring supervision standards are maintained during staff breaks.</li> <li>• Ensuring all permanent educators have up to date First Aid, CPR, and emergency asthma and anaphylaxis management qualifications. This is seen as a duty of care by the Heritage service and exceeds the requirements under Regulation 136.</li> <li>• Making professional judgments to determine approaches to supervision, taking into account the environment, the needs of the children, and the context of activities the children are participating in.</li> <li>• Identifying high-risk activities at the service through a risk management process and implementing supervision strategies that ensure children’s safety eg. increasing adult-to-child ratios above regulatory requirements,</li> <li>• Following the Missing Child procedure where a child appears to be missing (Attachment 1).</li> <li>• Developing procedures to inform casual/relief staff about the supervision strategies outlined in this policy.</li> <li>• Informing the Management Committee immediately if any Serious or Notifiable Incidents occur at the service.</li> <li>• Notifying the ACT Regulatory Authority within 24 hours of: a serious incident, including when a child appears to be missing, or a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached. (National Law Section 174, Regulation 12).</li> <li>• Notifying parents/guardians of a serious incident involving their child as soon as possible, but not more than 24 hours after the occurrence. (National Law Section 174, Regulation 12).</li> <li>• Reporting notifiable incidents to WorkSafe ACT appropriately.<sup>10</sup></li> <li>• Evaluating supervision practices regularly in consultation with other stakeholders.</li> </ul>
<p><b>Educators</b></p>	<p><b>Room Leaders are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Creating, in collaboration with educators, a flexible supervision plan and strategies for both the indoor and outdoor areas to assist room educators to position themselves effectively for supervising the children’s play, taking into account the layout of the premises/grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities.</li> <li>• Ensuring the environment is arranged 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/departure times.</li> <li>• Working with the Director to conduct a risk assessment prior to an excursion to identify risks to health, safety or wellbeing, including water safety risks, and specifying how these risks will be managed and minimised, including raising adult-to-child ratios as required.<sup>11</sup></li> </ul>

<sup>9</sup> Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards

<sup>10</sup> Refer to: Work Health and Safety Policy

<sup>11</sup> Refer to: Excursions and Incursions Policy; Water Safety Policy





**All educators are responsible for:**

- Maintaining a duty of care to enrolled children at all times during operating hours. **Note:** During after-hours events, parents are responsible for supervising their children, however Heritage recognises it has a duty of care to ensure the environment is safe for the event.
- Providing adequate supervision at all times and adapting supervision strategies to suit the environment, educators' skills, age mix, dynamics and size of the group of children being supervised, individual and additional needs of the children, and the activities being undertaken. (National Law 165, Regulation 156)
- Ensuring doors/gates are closed at all times to prevent children from leaving the service un-accompanied or from accessing unsupervised/unsafe areas of the service, including any water hazards.
- Conducting daily safety checks of the environment to assess safety and to remove hazards.
- Ensuring that hazardous equipment and chemicals are inaccessible to children.<sup>12</sup>
- Ensuring that correct educator-to-child ratios are maintained throughout the service and all children are in sight or hearing of educators at all times.
- Arranging the environment (equipment, furniture and experiences) to ensure effective supervision while also allowing children to access quiet/private spaces.
- Being alert to, and aware of, risks and hazards and the potential for incidents and injury throughout the service, not just within their own immediate area, and using supervision skills to reduce or prevent incident or injury to children and adults.
- Scanning the environment while interacting with individual children or small groups and positioning themselves to maximise their view of the environment.
- Communicating with other educators to ensure adequate supervision at all times. This includes about their location within the environment, if they are going to another room, and any children with individual or additional needs, including medical conditions, who may need closer supervision<sup>13</sup>
- Ensuring that children are constantly and vigilantly supervised while eating, at nappy change and toileting times, and near any body of water.<sup>14</sup>
- Scanning children regularly when eating to ensure they are not choking or playing with cutlery in an unsafe way.<sup>15</sup>
- Scanning children regularly when sleeping, especially babies.<sup>16</sup>
- Not allowing young children to walk around with scissors/sharp objects such as pencils or sticks.
- Ensuring if educators need to move away from the water activity or when supervising children sitting around the firepit, they will be replaced by another educator or the activity will be discontinued.<sup>17</sup>
- Developing procedures to ensure that all children are accounted for including by referring to attendance records at various times throughout the day, both before and after outdoor activities and on excursions.<sup>18</sup>
- Following the Missing Child Procedure where a child appears to be missing (Attachment 1).

<sup>12</sup> Refer to: Dangerous Products Policy

<sup>13</sup> Refer to: Creating Inclusion and Equity Policy

<sup>14</sup> Refer to: Food Safety Policy; Hygiene and Infection Control Policy; Water Safety Policy

<sup>15</sup> Refer to: Food Safety Policy

<sup>16</sup> Refer to: Sleep, Rest and Relaxation Policy

<sup>17</sup> Refer to: Water Safety Policy

<sup>18</sup> Refer to: Delivery and Collection of Children Policy; Excursions and Incursions Policy



	<ul style="list-style-type: none"> <li>• Ensuring that supervision arrangements are respectful and that interactions with children are meaningful.<sup>19</sup></li> <li>• Intervening to manage children's behaviour according to the Behaviour Guidance Policy and never leaving children unsupervised.</li> <li>• Identifying opportunities to support and extend children's learning while also recognising their need to play without adult intervention.</li> <li>• Encouraging children's independence, agency and participation in genuine decision making while respecting individual abilities and needs.</li> <li>• Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene to redirect children's play to ensure safety at all times.</li> <li>• Listening carefully to children and note any changes of tone or volume in their voice as these changes can assist in supervising children who may not be in direct vision.</li> <li>• Implementing and prioritising consistent supervision strategies and not putting other duties before supervision while responsible for the children.</li> <li>• Supervising children's daily departure from the service and being aware of the persons who have written authority to collect the child.<sup>20</sup></li> <li>• Embedding safety messages, including water and fire safety messages, into the children's education program.</li> <li>• Regularly reviewing supervision plans and strategies in consultation with the Room Leader. <b>Note:</b> Communication between educators is an essential part of ensuring quality supervision, however this should be done without jeopardising the supervision of children.</li> <li>• Informing new and relief educators about supervision arrangements and what is required of them in relation to supervising children.</li> <li>• Informing families and volunteers at the service about supervision strategies as required, and the ways in which that they can adhere to the procedures in this policy.</li> <li>• Assisting the Director to regularly evaluate supervision practices.</li> <li>• Notifying the Director in the event of a serious incident occurring at the service or of a complaint being made alleging the health, safety or wellbeing of a child has been compromised.</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• Becoming familiar with Heritage policies and procedures, available on the Heritage website, and reading the Family Handbook.</li> <li>• Ensuring educators are aware that their children have arrived or departed.</li> <li>• Ensuring that doors/gates, including playground gates, are closed after entry or exit.</li> <li>• Being aware of the movement of other children near gates and doors when entering or exiting the service.</li> <li>• Enabling educators to supervise children at all times by making arrangements to speak with them outside program hours. <b>Note:</b> Educators have a duty of care to be alert to children's needs and available to supervise them at all times. Families are asked to arrange a phone call or an appointment so educators can devote quality time to discussing the issue without jeopardising other children's supervision.</li> <li>• Supervising their own children before signing them into the program and after they have signed them out of the program, such as in the car park.</li> <li>• Supervising other children in their care, including siblings, while attending or assisting at the service.</li> </ul>
<b>Students and Regular Volunteers</b>	<ul style="list-style-type: none"> <li>• Following this policy and related procedures.</li> <li>• Reading the Relief Educator Handbook.</li> <li>• Following instructions from senior educators regarding supervision plans.</li> </ul>

<sup>19</sup> Refer to: Interactions with Children Policy

<sup>20</sup> Refer to: Delivery and Collection of Children Policy



## Strategies and Practices

### Providing a Child Safe Environment

Heritage management recognises that a safe environment allows educators to provide flexible supervision strategies, for example, allowing educators to observe the children from a distance and give them more independence during low-risk free play activities.

#### Risk Assessments

- Risks will be continually assessed and managed so that the environment is safe as far as practicable, stimulating and promotes learning.
- Risk assessments will be used by educators to determine the level of supervision that is required for particular situations and activities.
- As part of the risk assessment, educators will recognise when extra vigilant active/constant supervision is needed for high-risk experiences, eg, carpentry, sitting around a fire, water play, using scissors or cooking.<sup>21</sup> Alternatively, if children are participating in low-risk activities, educators will focus on engaging with children or allow children greater freedom during free play.
- A thorough excursion risk assessment will be undertaken to determine the adult to child ratios required to ensure adequate supervision of children while attending an excursion or regular outing.

#### Safety of Premises and on Excursions

- Heritage management will work with The ANU (Facilities and Services Division) to ensure the Heritage premises, including toilets and nappy change facilities are designed and maintained to facilitate supervision of enrolled children at all times (National Regulation 115; Building Code of Australia building requirements for visibility of children's bathrooms), having regard to the need to maintain the rights and dignity of the children.<sup>22</sup>
- Doors and gates must be closed at all times to prevent children from leaving the service unaccompanied or from accessing unsupervised/unsafe areas of the service.
- Safe play spaces will be provided for children, which allow for adequate supervision, including safe fall zones, good traffic flow, maintenance of buildings and equipment, and minimising trip hazards.<sup>23</sup>
- The design and arrangement of children's environments and experiences will support active supervision while also allowing children to access quiet/private spaces.

Heritage educators will:

- Be aware of the risks in the environment and carry out regular safety checks to identify and remove hazards.
- Be aware of emergency and evacuation procedures.
- Ensure the placement of equipment, furniture and play and learning experiences, both indoors and outdoors is carefully considered and allows educators to supervise all areas and monitor children's play with ease. If there are 'blind spots' in the outdoor environment, educators must develop strategies to minimise the potential risks.
- Ensure certain equipment, such as baby walkers are not be used as adequate supervision may not be possible.<sup>24</sup>
- Educators will conduct a safety check of the environment on excursions such as when on nature walks in bushland and near bodies of water (see section on: Excursions and Regular Outings).

### Staff Rosters and Educator-to-Child Ratios

- The Director and Room Leaders will manage each room's Staff Roster and staff breaks to ensure adequate supervision is achieved and minimum educator-to-child ratios are maintained or exceeded at all times as required by the National Regulations set out in the following table.

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<sup>21</sup> Refer to: Water Safety Policy

<sup>22</sup> Refer to: Work Health and Safety Policy; Child Protection Policy; Delivery and Collection of Children Policy

<sup>23</sup> Refer to: Work Health and Safety Policy

<sup>24</sup> Refer to: Work Health and Safety Policy



Age of Children	Educator-to-child Ratio
Birth to 24 months	At least 1:4
Over 24 months and less than 36 months	At least 1:5
36 months up to and including preschool age	At least 1:11

- Educators to child ratio will be maintained while covering staff breaks, planning and evaluation time, leave, meal preparation and cleaning.<sup>25</sup>
- The Director will ensure educators are available where ratios need to be increased, eg, if a child younger than 36 months visits the Preschool Room or children have additional needs.<sup>26</sup>
- Educators must report to the Director immediately if an educator is absent or sick so quality ratios can be maintained.
- Continuity of educators will be prioritised so that children are familiar with all educators and relief educators rostered in their room.<sup>27</sup>

#### Inclusion in Ratios

- Educators, including the Nominated Supervisor (Director) or Responsible Person in Charge will only be included in calculating the educator to child ratio when they are directly working with children.<sup>28</sup>
- If undertaking cleaning or other tasks, educators will only be included in the educator to child ratio if the task does not compromise the supervision of the children.

#### Excursions and Regular Outings

- When the excursion involves transport or crossing a major road, the educator/adult to child ratio will be a minimum of 1:4.
- When an excursion is near a body of water, the educator-to-child ratio will be adjusted to reflect the risk assessment and to ensure constant vigilant supervision of all children is maintained.
- The educator/adult-to-child ratio will be increased according to the risk assessment to ensure children with additional needs including medical conditions are appropriately supervised. (Refer also to section on Supervision on Excursions and Regular Outings).
- When the excursion is near a body of water, educators will employ constant vigilant supervision and be in close proximity to the children (at least a safe rescue distance) at all times.

#### Late and Non-Collection of Children

- At least 2 educators, one of whom must be a Responsible Person in Charge, will be present at all times when children are on the premises, such as when a child has not been collected on time and is the only child remaining at the service.<sup>29</sup>

#### Providing Emergency Care

- Where a child is in need of protection under a child protection order, or if the parents need emergency health care, Heritage may provide education and care for 1 extra child, or 2 or more children if they are in the same family, for up to 2 consecutive days.
- The Director must notify the ACT Regulatory Authority through the ACECQA portal<sup>30</sup> where the service educates and care for extra children in an emergency and may apply to temporarily waive space, the educator-to-child ratio and Early Childhood Teacher requirements. This must be done **within 24 hours** from when the service starts providing education and care to the extra child or children and must include a statement from

<sup>25</sup> Refer to: Employment and Recruitment Policy

<sup>26</sup> Refer to: Creating Inclusion and Equity Policy

<sup>27</sup> Refer to: Employment and Recruitment Policy; Enrolment and Graduating Rooms Policy

<sup>28</sup> Refer to: Definitions

<sup>29</sup> Refer to: Late and Non-Collection of Children Policy

<sup>30</sup> Refer to: Definitions

management that they have carefully considered the supervision requirements and concluded that the inclusion of extra children will not affect the safety and wellbeing of all other children at the service.

### **Educator Requirements and Qualifications**

Heritage management will ensure adults working with children and those engaged in management of the service or residing on the premises are fit and proper.<sup>31</sup>

#### Early Childhood Teacher

- Heritage will employ a full time or full time equivalent Early Childhood Teacher (ECT) at the service. (Regulation 132).

#### Team Leaders and Educators

- There will be a designated qualified Team Leader for each group of children supported by suitably qualified educators (Regulation 126).
- Half of educators calculated in the educator to child ratios in each room will have (or be actively working towards) a Diploma-level early childhood education qualification or above.
- The remaining educators calculated in the ratio requirements will all have (or be actively working towards) at least an approved Certificate III level early childhood education qualification. (**Note:** The requirement does not apply to an educator employed on a probationary basis for not more than 3 months).

#### Students and Regular Volunteers

- Students and Regular Volunteers will be required to sign the Student and Volunteers Declaration and read the Relief Educator Handbook.
- Heritage will ensure that educators under 18 and family volunteers do no work alone at the service and are adequately supervised at all times by qualified educators who are 18 years or over (Regulation 120).

#### First Aid Qualifications

- Heritage management will ensure that all permanent educators hold current approved first aid qualifications that include approved anaphylaxis management training and approved emergency asthma training. This exceeds the requirement under Regulation 136.<sup>32</sup>

### **Size and Composition of Groups**

- Heritage management understands it is required under Regulation 156 to 'give consideration to the size and composition of groups in which the children are being educated and cared for by the service', however maximum group sizes for centre-based services are not specified. Rather, outcomes for children must meet or exceed the National Quality Standard.

#### Room Capacity

- Room group sizes will be a maximum as follows:

Room	Maximum Capacity
Nursery	15
Toddler Room	20
Preschool Room	22

<sup>31</sup> Refer to: Definitions; Child Protection Policy; Delivery and Collection of Children Policy

<sup>32</sup> Refer to: First Aid for Injury, Illness and Trauma Policy; Appendix 1: Relevant Regulations



### Groupings

When decisions are made about children's grouping educators will:

- Ensure the interests of the children will always come first.
- Focus on achieving the EYLF outcomes for each child through-out the day (Regulation 155).
- Minimise the times where children are required to be part of a very large group by sub-grouping or offering activities where children are able to participate in small groups (see below).
- Ensure the number of times children transition to different groups during the day will be minimised as moving children excessively during the day can affect their sense of belonging to a group, wellbeing and opportunities for extending play and learning.
- Monitor children's development in both the Nursery and Toddler groups and their readiness to prepare and practise the routines and activities of the next age group. Those children identified as ready will move into a transitional group with a dedicated educator to help them adjust to the more challenging program and prepare for the move to the next room.

### Small Groups

Heritage educators understand that small groups of children help to:

- Prevent a loss of intimacy and an overly restrictive or controlling environment that can occur in large groups.
- Minimise the risk to children's health, safety and wellbeing from overcrowding, injury, illness and prolonged exposure to excess noise.
- Allow the children to experience agency, to develop trusting and secure relationships and to promote children's learning and development to achieve the outcomes of the Early Years Learning Framework (EYLF).

## **Providing Quality Active Supervision**

### Overarching Principles

Heritage educators will provide quality active supervision through a combination of:

- Observing children by listening to them and watching them play.
- Being aware of the environment and its potential risks.
- Being aware of the weather conditions and the time of day.
- Managing small and large groups of children.
- Understanding child development including theories about how children play.

In addition, educators will consider many variables and understand their effect on supervision levels and strategies including the:

- Number, age and abilities of children.
- Number and positioning of educators.
- Current activity of each child.
- Areas in which the children are engaged in an activity (visibility and accessibility).
- Developmental profile of each child and of the group of children.
- Experience, knowledge and skill of each educator.
- Need for educators to move between areas and **effective communication strategies**.

### Program Planning

- Children's activities, transitions, interactions and play are planned for and monitored by educators with active supervision strategies employed by educators to reduce or prevent injuries or incidents to children and maximise learning.
- Observations made by educators during active supervision of children are used to inform ongoing assessment and future planning.<sup>33</sup>
- Supervision arrangements are flexible to allow supervision of individual children, small groups, sleeping children and indoor and outdoor experiences being offered simultaneously.

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<sup>33</sup> Refer to: Curriculum and Program Planning Policy



- A mixture of activities is provided which allows appropriate supervision and does not stretch educator resources.

### Positioning of Educators

- Flexible supervision plans strategies are created for both the indoor and outdoor areas to assist room educators to position themselves effectively for actively supervising the children's play, taking into account the layout of the premises/grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change.

Heritage educators will:

- Ensure each experience is assessed to determine the level of supervision required and the positioning of educators. This will depend on the age and development of each child, the nature of the activity they are engaged in, and the potential for an accident to occur. For example:
  - Generally, the younger children are, the more they will need an adult to be close by to support and assist them.
  - Supervision of infants and toddlers who are sleeping must be carefully considered to ensure educators can see and hear children.
  - The preschool program may involve simultaneous supervision of indoor and outdoor environments.
- Position themselves so they can see and hear all areas available to the children whether they are indoors or outdoors and are able to interact with the children.
- Move around to ensure the best view of the area and to avoid standing with their backs to the children.
- Be particularly vigilant in areas that pose high risk such as fixed playground equipment.
- When introducing new or high-risk experiences to children's play such as woodwork, water play, sitting around the fire, using scissors or cooking, position themselves in close proximity to the children to allow constant vigilant supervision.
- Communicate to ensure adequate supervision, for example, before leaving an area that requires a high level of active supervision ensure another educator has been updated and remains in the area. When leaving a group of children for a break or any reason, ensure information is passed on that the replacing educator should know such as about individual needs of a child.

### Scanning the Environment

Heritage educators will:

- Regularly look around the entire area in which children are playing and ensure that all the children are actively supervised. This is especially important when educators are involved in an activity with an individual child or small group.
- Prioritise listening as a strategy when children are playing in corners or between equipment or trees as it can also alert educators to risks (eg, crying, choking, gasping, offensive/aggressive language or silence).
- Ensure that a mixture of activities is provided which allows appropriate supervision and does not stretch educator resources.
- Scan children regularly when eating to ensure they are not choking or playing with cutlery in an unsafe way.<sup>34</sup>
- Scan children regularly when sleeping, especially babies in cot rooms and ensure lighting is adequate for visual supervision to be maintained.<sup>35</sup>
- Not allow young children to walk around with scissors/sharp objects such as pencils.

### Observing Children

Heritage educators will:

- Observe children and build positive relationships with them in order to understand their personalities, interests and behaviors, both individually and in groups.

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<sup>34</sup> Refer to: Food Safety Policy

<sup>35</sup> Refer to: Sleep, Rest and Relaxation Policy



- Use observations to predict children's play patterns and how they might react in certain situations.
- Utilise this knowledge to plan activities, environments and active supervision strategies to maximise each child's safety, learning and development.

### Monitoring Children's Health

- Heritage educators will observe the children to identify symptoms of illness or unusual behavior, particularly when children with known medical conditions are in attendance. and is therefore an important strategy for monitoring the children's health.<sup>36</sup>

### Behaviour Guidance

- Anticipating children's play by observing them helps educators to assist children as difficulties arise such as aggression or offensive language.
- Management of inappropriate behaviour must never involve children being left isolated and unsupervised and Heritage educators must follow the Behaviour Guidance Policy and Procedures which enables each child to learn from their inappropriate behaviour without the use of punishment.

Educators must:

- Never ignore a behaviour that needs addressing.
- If unsure ask for help from a more experienced educator.
- Never use 'time out' or yelling to communicate with children.
- Always explain using respectful language, explaining why the behaviour was the wrong choice, encouraging empathy and understanding.
- Use positive guiding sentences eg. Instead of "Stop running", saying "Stop please. We need to walk inside".
- If it is developmentally appropriate, utilise 'what you see and ask a safety question'. eg. I can see you want to run but do you think it is a safe thing to do inside? What might be a safe choice?
- Be reflective and responsive and look to the reasons why the behaviour is happening. Some examples might include the child's age/development/abilities, environmental factors, personality types, supervision levels, transitions underway, resources available etc.
- Encourage empathy and understanding.
- Using a clear "Stop sign" with a hand can help visualise the message that the behaviour is 'not OK'.

Behaviour guidance strategies may affect supervision strategies. For example:

- If a baby continues to bite other babies, one educator may be allocated to vigilantly supervise and shadow the movement of the biting baby so they can anticipate situations when the baby might bite and intervene.
- Older children may be offered opportunities to develop their own limits so they can better understand the reason for limits and acknowledge the consequences when limits are not adhered to. This approach supports supervision because it allows educators to give reasons to children that explain why supervision is important.<sup>37</sup>

### Promoting Children's Agency

- When adopting an approach to supervision, educators will consider how each children's agency is promoted.
- Educators will closely observe children and be attuned to their needs and interests, so they are able to recognise when children wish to play without adult involvement.
- The decisions educators make about how they supervise children will provide opportunities for children to participate in genuine decision-making. When an educator adopts an approach to supervision allowing a child to engage in independent exploration and

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<sup>36</sup> Refer to: Illness and Infectious Diseases Policy; Creating Inclusion and Equity Policy

<sup>37</sup> Refer to: Behaviour Guidance Policy





appropriate risk taking, they provide opportunities for the child to make responsible and genuine decisions about their play.

### Respectful Relationships

- Supervision strategies must promote the development of positive relationships between educators, children, and their families.
- Interactions with children must, at all times, be respectful and meaningful and challenge each child's skills and awareness of the world.<sup>38</sup>

### **Supervision on Excursions and Regular Outings**

- Heritage understands that careful planning of destinations, transport, meals and toilet breaks is required to determine the level of supervision required on excursion and to identify risks as it involves movement outside the service premises.
- Children of different ages and abilities will require different levels of supervision during excursions and periods of transportation, as well as during different times during the excursion, for example, when arriving at the destination and leaving the vehicle.
- The Director or Responsible Person in Charge is responsible for the risk assessment of the excursion and ensuring supervision ratios are appropriate prior to the event. They will employ relief staff or invite adult family volunteers as required and will cancel the excursion if supervision ratios cannot be met.
- Active supervision strategies must be employed throughout the entire excursion.
- The educator in charge on the excursion may allocate a specific group of children to each adult for supervision throughout the whole of the excursion to ensure adults remain in close proximity to the children.
- Procedures will be developed for each excursion to ensure that all children are accounted for including by referring to attendance records at various times throughout the excursion including when getting on and off transport.
- Supervision of children at risk of asthma, allergy or anaphylaxis or with other medical conditions or additional needs will be increased on excursions.
- All permanent educators on the excursion will have current first aid qualifications including approved anaphylaxis management and emergency asthma training.
- Where an excursion is planned near a body of water, educators will follow the procedures in the Water Safety Policy.
  - Educators and adult family volunteers on the excursion understand their duty of care to stay in close proximity to the children (a safe rescue distance) at all times near any body of water.
  - Educators and adults must provide constant vigilant supervision near bodies of water and do not leave their position unless replaced by another competent adult.
  - An educator qualified in First Aid, including water rescue, must be in attendance on excursions.
- Where an excursion is planned in bushland, educators will follow the procedures in the Excursions and Incursions Policy and conduct a safety check of the environment and actively supervise and engage with children to:
  - Encourage them to walk and take their time moving across unfamiliar and uneven ground.
  - Have ongoing discussions with children about the rules for going on nature walks at the service including the 'No lick, no Pick', rule.
  - How to cautiously look and check for dangerous wildlife.
  - How to carry and move around with sticks safely.
  - How to walk safely through tree environments and lift heavy objects etc.
- When an incident occurs on an excursion which affects the educator-to-child ratios, educators must act to maintain adequate supervision. For example, if a child requires an ambulance, an educator will need to accompany the child to the hospital and the remaining educators will need to adjust their strategy for supervising the rest of the children.

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<sup>38</sup> Refer to: Interactions with Children Policy; Communication and Family Involvement Policy



### Transport

- When the excursion involves transport or crossing a major road, **the educator/adult to child ratio will be a minimum of 1:4.**
- If an excursion involves the use of public transport such as a bus, educators must supervise children to ensure that:
  - All children attending the excursion are on the bus before departure and return.
  - Children follow the safety rules on the bus and are seated correctly.
  - No child is left on the bus without direct supervision.<sup>39</sup>

### Family Volunteers

If additional adults are required on the excursion, such as family volunteers, they must:

- Be fully informed of the supervision and safety requirements.
- Be under the supervision of a qualified educator.
- Not be left alone with children.
- Be informed that they cannot carry out toileting procedures (taking child to the toilet or change a nappy) themselves unless they are the child's parent/guardian.<sup>40</sup>

### **Supervising Toileting**

- The bathrooms and nappy change areas will always be open and visible to other educators, while taking into account the need to maintain the rights and dignity of the children (Regulation 115).
- Bathrooms must be supervised when children are using them however educators must respect older children's wish/need for privacy.
- Educators will follow the procedures for toileting, including adhering to the numbers allowed in bathrooms at one time, as set out in the Hygiene and Infection Control (incl. Toileting) Policy.
- Family volunteers must indicate to an educator if a child requires the toilet or a nappy change. Toileting and nappy change procedures must be carried out by an educator and not volunteers unless they are the child's parent/guardian, including on excursions.<sup>41</sup>

### **Supervising Transitions, Meals and Sleeping**

#### Transitions

- Children will be transitioned by educators from one activity to the next during the day in an unhurried way that encourages positive and respectful relationships with children and maximises learning and development opportunities such as self-help skills.<sup>42</sup>
- All transitions must involve active supervision of the children by educators in order to identify any potential risks.<sup>43</sup>

#### Meals

- Educators will sit with or closely and actively supervise children who are eating, being aware of children with food allergies and medical conditions, choking risks and the risks of playing with cutlery.
- Educators will assist babies to eat as required. Older babies will eat from low tables and younger babies will be fed comfortably in educators' laps, who will encourage their independent feeding skills as appropriate.
- At least one educator will sit at the lunch tables with children in the Toddler Room to assist children if required.
- Older toddlers and pre-schoolers will be provided with opportunities to develop independence and self-esteem, such as assisting in setting and clearing the table and serving their own food and drink.

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<sup>39</sup> Refer to: Excursions and Incursions Policy; Work Health and Safety Policy

<sup>40</sup> Refer to: Child Protection Policy

<sup>41</sup> Refer to: Child Protection Policy

<sup>42</sup> Refer to: Interactions with Children Policy

<sup>43</sup> Refer to: Curriculum and Program Planning Policy; Food Safety Policy; Sleep, Rest and Relaxation Policy



- Educators will actively engage children in conversations about food safety and healthy eating during meals.<sup>44</sup>

### Sleeping and Relaxation

- Supervision ratios during resting periods will be at least equal to regulatory requirements.
- Supervision planning and the placement of educators across the service will ensure that educators are able to adequately supervise sleeping and resting children, both indoors and outdoors.
- The frequency of checks/inspections of babies and children will be adapted to reflect the levels of risk identified for each child at the service. Factors considered will include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.
- All cot rooms will have operational baby monitors on at all times while babies are sleeping.
- Babies will be checked at least every 15 minutes during their rest period.
- Educators will physically enter the cot room and physically check babies are a good colour, breathing regularly and not overheating.
- All sleeping and resting children and the sleep and rest environment they are in, will be closely supervised and monitored including checking the position of each child's body in their cot or on their mattress, breathing rate, skin colour, safety of environment (away from heaters or cords etc), appropriateness of the clothing the child or baby is wearing, and that children's faces and heads are uncovered.
- Adults will not rest or sleep in the same environment as a child or group of children.
- Unfamiliar relief staff, students or family volunteers will not be left on their own to settle resting children.<sup>45</sup>

### **Supervising the Arrival and Departure of Children**

- Educators will be available to meet and farewell families on arrival and departure, and children only leave the service with an authorised person.<sup>46</sup>
- Families must sign their children in and out on the computer program provided in the Nursery room and the main entrance. (This is a legal requirement).
- On departure, Heritage educators must ensure children only leave with a person authorised, in writing, to collect them. If the person collecting the child is unfamiliar, educators must ask for their I.D and follow the procedures in the Delivery and Collection of Children Policy.
- If families arrive late for pick-up, educators will follow the procedures in the Late and Non-Collection of Children Policy and ensure 2 educators are on the premises whenever children are present, including a Responsible Person in Charge.
- All visitors must sign the Visitors Book located in the Main Office.
- Regular checks will be made by educators to ensure all children are accounted for by referring to computerised signing in/out system and taking a head count at various times of the day, such as before and after outdoor activities and on excursions.<sup>47</sup>

### **Supervision after an Accident or Illness and for Children with Additional Needs**

- If a child has an accident or becomes unwell whilst at Heritage, the child must be kept under **constant and vigilant adult supervision** until they recover, or a parent/emergency contact takes charge of the child.
- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has: a high temperature, vomited or received minor trauma to their head. <sup>48</sup>
- Children with on-going medical or health problems or with other additional needs must be supervised according to the guidelines on their Additional Needs Management Plan, Medical

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<sup>44</sup> Refer to: Nutrition and Oral Hygiene Policy

<sup>45</sup> Refer to: Sleep, Rest and Relaxation Policy

<sup>46</sup> Refer to: Delivery and Collection of Children Policy

<sup>47</sup> Refer to: Delivery and Collection of Children Policy; Late and Non-Collection of Children Policy; Excursions and Incursions Policy

<sup>48</sup> Refer to: Illness and Infectious Diseases Policy



Condition Management Plan, Asthma Management Plan or Allergy/Anaphylaxis Management Plan.<sup>49</sup>

- Medicines must be stored safely and administered and witnessed according to the Medical Condition and Medication Policy.<sup>50</sup>

### Car-park Supervision

- Families are responsible for supervising their children in the car park.
- Heritage asks that parents/carers hold their child's hand and never allow children to run in or near the car park.
- Reverse parking is encouraged to improve visibility when leaving the car park.<sup>51</sup>

## Communication and Training

### Educators

The Director will:

- Discuss supervision strategies during the educator induction period, at staff meetings and provide information in the Educator and Relief Educator Handbooks.
- Develop staff rosters for each room to meet educator to child ratio and quality active supervision requirements and inform educators of changes to the rosters as this may affect supervision.
- Ensure supervision procedures and practices are easy to read and interpret and educators are readily able to access information about rosters and relief educators.
- Ensure consistent supervision strategies are communicated to and used by relief educators and students.<sup>52</sup>
- Provide educators with on-going guidance and support about the decisions to make and the strategies to use when children's behaviour or play needs to be interrupted and redirected.<sup>53</sup>
- Maintain and strengthen the skills and knowledge of educators in relation to quality active supervision of children.
- Relevant training programs will be offered during the year to educators.

### Children

- Heritage educators will communicate the importance of supervision to children by setting an example. Children learn through example, so it is important that educators model safe behaviours and practices as a way to teach the children.
- Safety messages will be embedded in the educational program.

### Families

- The newsletter, noticeboard and service handbooks will be used to remind families of their vital role in supporting the Supervision Policy.

## Policy Evaluation and Review

In order to assess whether the values and purposes of the policy have been achieved, the Director in consultation with the Management Committee will:

- Regularly seek feedback from everyone affected by the policy regarding its effectiveness.
- Monitor implementation, compliance, complaints and incidents in relation to this policy.
- Keep the policy up to date with current legislation, research, policy and best practice.
- Revise the policy and procedures as part of the service's policy review cycle or as required through the identification of practice gaps or following an incident.

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<sup>49</sup> Refer to: Creating Inclusion and Equity Policy; Medical Conditions Policy; Allergy and Anaphylaxis Policy; Asthma Policy; Epilepsy Policy; Diabetes (Type 1) Policy

<sup>50</sup> Refer to: Medication Policy

<sup>51</sup> Refer to: Work, Health and Safety Policy; Family Handbook

<sup>52</sup> Refer to: Students and Volunteers Policy; Relief Educator Handbook

<sup>53</sup> Refer to: Behaviour Guidance Policy; Educator Handbook.



- Provide opportunities and encouragement to families and staff, as essential stakeholders, to be involved in the policy review process.
- Notify parents/guardians at least 14 days before making any changes to this policy or its procedures that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected (Regulation 172).

## Supporting Documents

Documents which support the Supervision Policy include:

- Staff rosters.
- Risk Assessments.
- Work Health and Safety checks.
- Program plans.
- Room routine sheets.
- Observation records of children's play and learning experiences.
- Excursion plans.

## Related Policies

Name	Location
Behaviour Guidance Policy	
Creating Inclusion and Equity Policy	
Curriculum and Program Planning Policy	Heritage Website: Policy and Procedures section in Members Area.
Child Protection Policy	
Delivery and Collection of Children Policy	
Emergency and Evacuation Policy	
Employment and Recruitment Policy	Policy and Procedures Manual in Main Office, Entrance Foyer and Staff Resources Room.
Enrolment, Orientation and Graduating Rooms Policy	
Excursions and Incursions Policy	
First Aid for Injury, Trauma and Illness Policy	
Food Safety Policy (food from Home)	
Hygiene and Infection Control (incl. Toileting) Policy	Family Handbook, Educator and Relief Educator Handbooks
Illness and Infectious Diseases Policy	
Late and Non-Collection of Children Policy	
Medical Conditions Policy	
Medication Policy	
Providing a Child Safe Environment Policy	
Rest, Sleep and Relaxation Policy	
Water Safety Policy	
Work, Health and Safety Policy	

## References and Further Reading

### Legislative References

**Australian Children's Education and Care Quality Authority (ACECQA). (2018).** *Guide to the National Quality Framework.*

[https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf)

**Education and Care Services National Law Act 2010 (ACT).**

<http://www.legislation.act.gov.au/a/2011-42/current/pdf/2011-42.pdf>

**Education and Care Services National Regulations 2011 (ACT).**

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

**The Early Years Learning Framework for Australia (2009).**

[https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)  
**Work Health and Safety Act 2011.** <https://www.legislation.gov.au/Details/C2018C00293>

### Other References

**ACECEQA. (2020).** *Adequate supervision factsheet.*

<https://www.acecqa.gov.au/sites/default/files/2020-08/OA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning.pdf>

**Community Early Learning Australia. (2019).** *Supervision Policy Sample*

**University of Melbourne Early Learning Centre. (2014).** *Supervision of Children Policy.*

**University Preschool and Childcare. (2019).** *Supervision Policy*

<https://www.upccc.com.au/wp-content/uploads/2019/12/SupervisionPolicy-16-04-19.doc.pdf>

### Useful Websites

**WorkSafe ACT:** [www.worksafe.act.gov.au](http://www.worksafe.act.gov.au)

### Version Control and Change History

Version Number	Approval Date	Approved by	Amendment
1	October 2001	Heritage Committee	
2	May 2011	Heritage Committee	Complete rewrite based on references above.
3	Sept 2013	Director	Author: Julia Charters. Added Heritage must notify the ACT regulatory authority when they educate and care for extra children in an emergency and may apply to temporarily waive space, educator-to-child ratio and early childhood teacher requirements in this case.
4	May 2014	Director	Author: Julia Charters. Added more information on Water Safety as per KidSafe and Royal Life Savings Society of Australia to meet Quality Standards.
5	June 2017	Heritage Committee	Author: Julia Charters. More details added on National Regulations, water safety procedures and the size and composition of groups. Added Contents Page and Summary of Responsibilities.
6	July 13 2021	Heritage Committee	Author: Julia Charters Separated Supervision and Water Safety Policies. Updated all references and resources. Added more detail to Legislative Background and expanded Definitions. Moved Summary of Responsibilities to beginning of policy and added related Regulations to help readability. Added more details on supervision practises: <ul style="list-style-type: none"> <li>• On excursions such as near bodies of water and in bushland.</li> <li>• At meal- times, during sleeping and relaxation periods.</li> <li>• For promoting children’s agency in decision-making and respectful relationships.</li> </ul> Removed references to Certified Supervisors. Added references to updated regulations in relation to Nominated Supervisors and Responsible Persons in Charge – 117A and 117B Added Attachments: <ul style="list-style-type: none"> <li>• Updated Missing Child Procedure</li> <li>• ACECQA Information Sheet: Active Supervision.</li> </ul>



## Attachment 1: Missing Child Procedure

### Missing Child on the Premises

In the event that a child is found to be missing on the premises:

- If an educator discovers that a child is missing they should double check register to confirm which child is missing and alert the Room Leader immediately.
- The Room Leader should then ensure that the remainder of the group is safe and in the care of suitable staff and maintaining a minimum educator-to-child ratio, before leaving to alert the Director and begin a search of the premises for the missing child.
- Available staff must check grounds and rooms to ensure the child has not hidden or been locked anywhere on Heritage premises.
- Every point of entry/exit should be checked and if found unsecured, made safe to prevent further incidents.
- **Parents should be contacted and made aware of the situation and what is being done.**
- If all access points are found to be secure, the Room Leader and at least one other staff member should methodically check all accessible areas in the building, calling the child's name and moving obstacles in case the child is unconscious or unable to reply. This will continue until the child is found and assessed.
  - **If the child is found safe and well**, the child's parents should be contacted and updated. An incident report must be made and submitted to ACECQA via the portal.
  - **If the child is found to be unconscious**, the emergency first aid procedure should be applied and parents contacted immediately and updated with what is happening. <sup>54</sup>
  - **If the child is not found or if a door is found to have been left open**, the Room Leader must seek assistance. The Room Leader will extend the search outside the premises while the Director will call **ANU Security (52249 or 6125 2249)** to advise them of the situation **at Lennox House - G-BLOCK** and **also calmly call the police**.
  - Searching will continue until either the child is found or the relevant authorities take charge of the process.
- A full report of the incident will be made and the appropriate regulatory bodies notified.
- The report will be analysed to ensure the hazard leading up to the child's disappearance is eliminated.

### Missing Child on an Excursion

Where a child is thought to be missing on an excursion the following procedure will be followed:

- Educators must immediately alert the most senior educator co-ordinating the excursion who must double check roll to determine which child is missing.
- Once confirmed, the educator co-ordinating the event must immediately phone and alert the Heritage Main Office.
- The Heritage Main Office will then notify the child's parents/guardians (or an emergency contact if the parents/guardians cannot be contacted).
- The co-ordinator will then call the police and begin to follow their instructions.
- Educators must lead the children to a safe meeting point and a group of adults must begin to search until the child is found or the appropriate authorities take over the process.
  - This may involve checking nearby grounds and rooms to ensure the child has not hidden or been locked in anywhere nearby.
  - The remaining educators will need to adjust their strategy for supervising the rest of the children so that no child is left without adequate supervision.
- The educator co-ordinating the excursion must alert the Site Manager if appropriate (eg at a Museum) to issue a Missing Child announcement.
- Educators must follow any instructions from the police and other relevant authorities.
- The co-ordinating educator must complete an Incident Report on returning to Heritage.
- The Director to contact the ACT Regulatory Authority (CECA) as required.
- The Director to analyse the reports and identify the hazard leading up to the child's becoming lost and ensure it is mitigated.

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<sup>54</sup> Refer to: Emergency and Evacuation Policy