

POLICY/PROCEDURE NAME & REVIEW PROCESS	SUPERVISION POLICY This policy and procedure has been created to provide all stakeholders with clear guidelines and transparency to our practices and procedures. We welcome feedback and input from all stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.
NATIONAL QUALITY STANDARD	QUALITY AREA 2- CHILDREN'S HEALTH AND SAFETY 2.2 Safety 2.2.1 – Supervision 2.2.2 – Incident and Emergency Management 2.2.3 – Child protection
NATIONAL LAW AND REGULATIONS	100- Risk assessment must be conducted before excursion 101- Conduct of risk assessment for excursion 102- Authorisation for excursions 115- Premises designed to facilitate supervision 120- Educators who are under 18 to be supervised 170-Policies and procedures to be followed 171-Policies and procedures to be kept available 172- Notification of change to policies or procedures Law 165- Offence to inadequately supervise children
RELATED POLICIES and RECORDS	<ul style="list-style-type: none"> ▪ Close record ▪ Educator to child ratio record ▪ Excursion Policy ▪ Risk assessment record. ▪ Nursery sleep room record ▪ Open Record ▪ Safe sleep and rest policy ▪ Sleep room check record 2- 5-year-old. ▪ Working directly with children record
SCOPE OF POLICY	This policy applies to all children, educators, staff, families, management, students, volunteers, and visitors at our service.
AIM OF POLICY	To ensure that our service has strong guidelines, procedures, and practices in place regarding supervision for all children who attend our service in order to support their safety, wellbeing, and protection. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.
SERVICE IMPLEMENTATION	Implementation The Education and Care Services National Law and National Regulations require that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazards. Approved Provider has an obligation to ensure to ensure staff understand the meaning of supervision and their commitment to their duty of care. Services must maintain set educator-to-child ratios at all times based on the ages and number of children being educated and cared for at the service. Educator-to-child ratios must also be maintained during excursions. Supervision during excursions and transport is planned in accordance with detailed risk assessments, and educator-to-child ratios are maintained or exceeded, depending on assessed risk level. There are certain factors that must be taken into account when organising supervision within the service. Educators and staff will consider the following: <ul style="list-style-type: none"> ▪ Number, ages, abilities, and individual needs of children. ▪ Number and positioning of educators. ▪ Each child's current activity. ▪ Areas where children are playing, in particular their visibility and accessibility. ▪ Risks in the environment and experiences provided to children, including excursions or on transportation provided or arranged by the service.

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- The educators' knowledge of each child and each group of children.
- The experience, knowledge, and skill of each educator.

Supervision

The definition for supervising a group of children is a learned and practiced skill that requires attention, responsiveness, and consistency. Supervision is an ongoing and active process that results in a safe environment and safe children. Active supervision requires focused attention and intentional observation of children at all times, so they are free to learn and explore in their environments safely. There are many components that contribute to active supervision such as:

- The environment.
- Educator positioning.
- Engagement with children.
- Planning.
- Anticipating children's behaviour.
- Staff to child ratios and counting of children.
- Educator communication.

The environment

- The environment is carefully planned and thoughtfully designed to ensure children can be supervised at all times.
- The environment allows for easy supervision of small groups of children engaged in play and activities.
- The environment is consistently monitored to ensure it is safe and free from hazards.
- Open and close educators will conduct daily checks to ensure that play areas are safe.
- When closing the service, staff will check that all children have been collected and signed out and that the service is closed and cleaned appropriately.
- Areas and pathways are free from clutter.
- Shelving does not obstruct staff's view of children and children are visible from all areas of the room.
- Change tables are positioned so that staff are oriented towards the room to provide supervision throughout nappy changes. Children will never be left on the change table unsupervised.
- Educators are aware that children must be supervised in all areas of the environment by ensuring children are in sight and/or hearing of an educator at all times, including during toileting, sleep, rest, and transition routines.
- Children are unable to access unsupervised or unsafe areas in the service such as laundry, kitchen, adult bathrooms, and staff rooms.
- Chemicals and any hazardous materials will be stored out of reach of children in locked cupboards.
- Supervision will increase in situations that present a higher risk of injury—for example, during water play or woodwork experiences or on an excursion.
- Educators will maintain headcounts and cross-check attendance records during all transitions between indoor and outdoor environments. Supervision must not lapse during these times, and designated educators must be positioned at key transition points.
- Educators will ensure doors and gates are closed at all times to prevent children from leaving the service or entering areas that may place the children at risk.
- Educators will attentively listen to the tone and voices of children and anticipate a change in the environment that may require immediate investigation and supervision.
- Supervision practices will consider the cultural safety and identity needs of all children, including Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, and children with a disability.
- Risk assessments will be completed and in place throughout the service to alert all educators of areas that may require more vigilant supervision.

Educator Positioning

- Educators will be positioned in such a way to monitor play, effectively scan the room/ playground at any time, and quickly respond when necessary.
- When interacting with smaller groups of children at a table, educators are positioned to face the room to allow for supervision of the entire room.

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- Educators will place themselves where they can hear and see all of the children in their care, regardless of the activity.
- Educators will move around the room or outdoor play area as needed, ensuring they are in a position to intervene when needed.
- Educators will not spend a long time talking to families and neglecting supervision, if required to address families will request, they are replaced with another educator or reschedule time to chat with families when not in ratio.
- Educators will scan the environment and reposition themselves accordingly when required.
- Educators should avoid standing with their backs to children and undertaking tasks that will distract them from supervising children.
- Educators must not multitask when involved in supervision – such as working on programming via laptop or iPad.
- Educators must not use smart watches or devices for personal communication while supervising children.

Engagement with Children

- Educators will remain alert and aware of all other children in the room when responding to children's needs or when engaging with individual or smaller groups of children and not just focus on the group or child they are dealing with.
- Educators will conduct regular checks and be aware of sleeping children at rest times by closely monitoring them, ensuring that they are within hearing and seeing distance and recording the check on the **sleep room record 2- 5-year-olds**.
- Educators will ensure that daily routines such as cleaning are not conducted at times that require diligent supervision of children.
- If a child is unwell extra monitoring is to occur especially if the child is sleeping, an educator must remain close to the sleeping child and monitor their breathing and colour.
- Windows allowing for visual supervision should always be left clear and free from posters painting etc.
- Cot rooms are not too dark or have loud music playing so that educators can monitor children adequately.
- Cot checks will be conducted every 10 minutes by educator physically entering the cot room observing the sleeping babies breathing and colour and documenting on the **nursery sleep room record**.
- Educators will adhere to supervision points as documented and on display in designated outdoor areas.

Planning

- Activities are planned that do not require heightened supervision during morning drop-offs and end of the day discussions with parents (e.g., cutting with scissors or small beading activities are avoided if younger children are part of the group).
- Programming supplies are prepared at the beginning of the day, so educators are not required to leave the room to gather materials for activities.
- All programming or digital documentation must be done outside of active supervision time or when another educator is present to maintain ratios and active supervision.
- Educators perform cleaning duties and other work-related duties at times that do not compromise the supervision of children and in the event that they feel supervision of children may be compromised will alert the nominated supervisor and seek assistance for an extra educator or cease activities till later when quieter in the service.

Anticipating childrens behaviour

- Educators will know each individual child's interests and skills to better predict how a child will react in certain situations and adapt their supervision skills accordingly.
- Educators will communicate with children regarding safety rules to ensure that children are aware at all times of safe play.
- Educators recognise when children may not follow direction, wander, or take a risk that is dangerous, and provide more intensive supervision accordingly.
- Educators know the children well and assess them daily (temperament, illness, allergies, lack of sleep, etc.) to help anticipate behaviour and better protect children from harm.

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- Educators will adjust their levels of supervision depending on the area of the service and the skills, age mix, dynamics, and size of the group of children they are supervising.

Educator to child ratios

- Educators keep accurate records of children attending by documenting on the **educator to child ratio record**, they will update and refer to attendance records throughout the day to ensure accuracy.
- Educators cross reference **educator to child ratio records** and room rolls regularly throughout the day and take note of who has arrived and or left.
- Educators regularly conduct headcounts throughout the day.
- Educators will report to nominated supervisor immediately if they have a child unaccounted for or appears to be missing.

Educator communication

- Students, Trainees, and volunteers are paired with a lead educator and anyone under 18 is not left on their own or permitted to change nappies. They are guided and monitored for competence and are not placed in situations that could pose a risk to the children at the service.
- Educators inform other educators of children who may have left early when completing hand overs at the end of their shift.
- Educators will inform each other if they are leaving the room or require assistance in supervision.
- Educators will check ratios before leaving a playground at the end their shift and will inform lead educator when they leave.
- Educators will not leave an area if the ratio will be compromised by them exiting. If shift has ended and there are still too many children if staff were to leave a responsible person must organise staff to remain or inform nominated supervisor of the situation.

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

The Approved Provider

- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Will ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff, and volunteers follow the policy and procedures.
- Will ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.
- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research, and best practice.

The Nominated Supervisor

- Will conduct careful planning of rosters to ensure fluctuations in attendance of children is monitored and rosters are adjusted to meet educator to child ratio.
- Will conduct roll checks against ratio sheets and room rolls throughout the day to ensure accuracy regarding the signing in and out of children.
- Will ensure that the prescribed educator-to-child ratios are met at all times and that educators have required qualifications to meet ratio.
- Will ensure a minimum of two educators are rostered on duty at all times children are in attendance at the service.
- Will monitor equipment, furniture, and activities to ensure they are arranged to promote effective supervision.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.

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	<ul style="list-style-type: none"> Will ensure they take reasonable steps to ensure that the educators, staff, and volunteers follow the policy and procedures. Will ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements. Will ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure. Will ensure that the staff are supported with ongoing professional development and training they require to comply with this policy. Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns. Will ensure the policy is kept up to date with current legislation, research, and best practice. Will conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy. <p>Educators</p> <ul style="list-style-type: none"> Will complete all required documentation such as <ul style="list-style-type: none"> Educator to child ratio record Risk assessment record. Nursery sleep room record Sleep room record 2–5-year-old. Working directly with children record Open Record Close Record Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations. Will ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure. Will ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service. Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service. Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns. Will provide feedback regarding policy review when required. <p>Families</p> <ul style="list-style-type: none"> Will alert staff when they have delivered their child/ren to the service and again when they are collecting from the service. Will place a child/ren directly into the care of an educator on arrival must never leave child in a room unattended to play.
REGULATION IMPLEMENTATION	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to regulations 100- Risk assessment must be conducted before excursion 101- Conduct of risk assessment for excursion 102- Authorisation for excursion	<p>Approved Provider and Nominated Supervisor</p> <ul style="list-style-type: none"> Will ensure that a risk assessment record is completed prior to any excursion taking place from the service. The risk assessment record will be completed according to the outlines in the excursion policy – the plan for excursion, documentation completion, items for excursion and implementation of excursion. All considerations to risk health and safety of the child will be considered when completing the risk assessment as per risk assessment outlines. Will ensure that no child can be taken on an excursion or allowed to leave the service if the parent/guardian has not completed an excursion authorisation record. Alternative plans for the child will be conducted at the service.
In regard to regulation 115-Premises	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that the dignity and rights of the child is maintained at all times when staff are actively supervising, in regard to bathroom and change tables.

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designed to facilitate supervision	<ul style="list-style-type: none"> Ensure thorough recruitment and induction of all staff is completed and supervision is discussed at induction. Educators are aware of the role and the complete understanding of supervision and their obligation to uphold it. Nominated supervisor will ensure that supervision plans are available throughout the outdoor area in order to direct staff to provide safety to any restricted or high incident areas. Nominated supervisor monitors and supports educators to facilitate active supervision through role modelling and guidance. Educators will be supported with ongoing training and development if identified support is required. Staff will actively supervise cot rooms, this will mean physically walking into the cot room to check on sleeping babies, check breathing and colour of skin. This will be completed every ten minutes and once checked will be recorded on a nursery sleep room record. Staff will monitor older children sleeping by walking around the room at rest time checking on sleeping children breathing and colour of skin and completing the Sleep room record 2–5-year-old as per the safe sleep and rest policy.
In regard to regulation 170- Policies and procedures to be followed.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that all staff and volunteers are made aware of Regulatory policies and procedures by ensuring that this forms a part of the induction process. Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies. Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure. Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.
In regard to Regulation 171- Policies and procedures to be kept available.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process. Ensure policies will be available on request for all staff members to have access when required. Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge. Ensure policies will be available for all stakeholders when requested and when updating.
In regard to Regulation 172- Notification of change to policies or procedures	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure. Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure. Ensure policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback. Ensure feedback will be considered from stakeholders and educators and may result in a change in policy. Ensure policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators. Ensure in the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect
CONTINUOUS IMPROVEMENT	<p>We are dedicated to the ongoing improvement of our practices and procedures through the following actions:</p> <ul style="list-style-type: none"> Conducting regular reviews and updates of this policy with all stakeholders. Actively seeking feedback from children, families, and staff members.

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	<ul style="list-style-type: none"> Providing targeted skill development and training for staff when areas for improvement are identified or when gaps in policy and procedure implementation are observed.
KEY TERMS	<ul style="list-style-type: none"> Stakeholder - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success.
WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES	<ul style="list-style-type: none"> Australian Children's Education & Care Quality Authority. ACECQA Code of Ethics Education and Care Services National Regulations. Education and Care Services National Law Act 2010. Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. Guide to the National Quality Framework. National Quality Standard. United Convention on the Rights of the Child

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