

Policy and Procedure

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Supervision of Children

1. Policy Statement and/or Purpose

Catholic Early Learning and Care is committed to complying with the educator/child ratios in accordance with legislation and ensuring children are adequately supervised at all times. Services will consider the design and arrangements of children's environments to support adequate supervision. Educators will use supervision skills to reduce or prevent injury or accident to children and adults. Relief staff and new staff will be made aware of consistent supervision strategies.

2. Application

This procedure applies to all Catholic Early Learning and Care Services in the Diocese of Cairns.

3. Procedure

Management Responsibilities:

- Ensure that Educator to child ratios are maintained in accordance with the Education and Care Services National Regulations 2011 and relevant risk assessments.
- Ensure that ongoing maintenance to premises and equipment is attended to
- To recruit leaders and educators with relevant qualifications, including current Blue Cards and Police Checks.
- To provide appropriate and accountable record management.
- To ensure compliance with current legislation as the Approved Provider.
- To notify the Early Childhood Regulatory Authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premise.

Nominated Supervisor/Responsible Person Responsibilities

- Supports the Educational Leader in ensuring educational programs are based on child-centred and play-based learning.
- In conjunction with the Educational Leader, ensures that consideration is given to service routines, educator capacity, child capability and service environment when developing curriculum programs.
- Ensure the program is flexible in accommodating unexpected events.
- Ensuring children are actively and adequately supervised.
- Ensuring children are not subject to inappropriate discipline.
- Protecting children from harm and hazards.
- Ensure that there is always a rostered qualified First Aid educator on site.
- Ensure that there is always a rostered 2 yr qualified person on site.
- Ensure that the Operations Manager is notified immediately if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the education and care services premise.
- Organising excursion approvals and maintaining currency of risk assessments.
- Ensuring that all educators work together effectively to make certain that children do not leave the premises except in accordance with the National Regulations (e.g. with a Parent/Guardian, on authorised excursion or for emergency medical treatment).
- Ensure that documented roll calls/ratio checks are completed in line with the [Arrivals and Departures](#) policy.
- Ensure that the administration of [first aid](#) and [medication](#) aligns with policies.
- Ensuring staff qualifications are maintained and recorded accurately.
- Ensuring Child Protection and Active Supervision training is up to date for all staff.
- Ensuring Parents/Guardians of a child may enter the premises at any time except where entry would pose a risk to the safety of the child and staff, or where there is a court order denying access.
- Maintaining adequate health and hygiene practices and the safe handling, preparing and storing of food to minimise risks to children.
- Ratios of educators to children are maintained in accordance with the Education and Care Services National Regulations 2011 and relevant risk assessments.
- Ensuring that Educators under 18 years of age are supervised at all times.

Educator Responsibilities

- Educators must communicate if they need to leave an environment where they are responsible for the direct supervision of children.
- Adherence to the Code of Conduct- to position themselves in a way that allows them the best opportunity. to be responsive to all children in their supervision e.g do not sit with their back to children.
- To be actively engaged with children.
- Ensuring that children are always within sight and sound of educators.
- Constantly listening to and scanning the environment for potential risks and hazards.
- Redirecting children if their behaviour or the environment becomes unsafe.

- Completing daily checklists of environments prior to children's use.
- Setting up a range of complimentary experiences and play spaces that support choice for both quiet and active play.
- Limit long wait times for children for any process or activity.
- To Identify and respond to children that show high-risk behaviours and may require extra supervision or support.
- Assist and support children to take responsibility for their personal safety by engaging in conversations regarding effective supervision.
- To supervise children in safe eating practices such as remaining seated at mealtimes.
- To ensure the handover of any relevant information to teammates during and before or after shift commencement.
- To log any hazards or maintenance issues in Safety Culture.
- To advise the Responsible Person on Duty of any hazards that compromise the effective supervision and safety of children.

Limit Settings:

- The services can state how children are actively involved in establishing safe limits of play. When children are offered opportunities to develop their own limits, they understand the reason for limits and acknowledge the reasons for limits and acknowledge the consequences when limits are not adhered to. This supports supervision because it allows educators to give reasons to children to explain why supervision is important.
- Educators should assess each play scenario in accordance with the child's development and adapt supervision strategies to meet the individual needs. For example, younger children require more active supervision throughout the care period than older children.
- Services should be aware that older children require time, privacy and the space to be independent. Educators should develop supervision strategies that monitor these areas and allow older children to self-manage their play and limit settings.

Injury and Incident:

- When an accident occurs, educators will implement and follow first aid guidelines.
- In caring for the injured child, educators will ensure continued supervision practices are carried out to monitor the safety of all children.
- If necessary, an educator will travel with the child by ambulance. If Educator to child ratios are insufficient, the Nominated Supervisor will immediately attempt to source an extra educator or call their Operations Manager.

Emergency Response:

- When practicing drills for evacuation and lockdown the Responsible Person will have children's attendance records and do counts of children and educators.
- Educators will teach children simple instructions to assist in emergency drills.
- Educators attending alternative activities on premises will be aware of evacuation and lock down procedures.

Excursions: - See [Excursion Policy](#)

Active supervision: Educators support children's learning and development by fostering physical and social environments that encourage positive experiences. To ensure safety and wellbeing, educators must remain vigilant and responsive to potential risks and hazards—not only in their immediate surroundings but across the entire service. Effective supervision requires an ongoing awareness of the environment and a deep understanding of each child's individual needs.

Active supervision in 6 steps



Developed from the Queensland Department of Education resource
Active supervision in 6 steps: Get your supervision active earlychildhood.qld.gov.au

Use the QR code to explore each of
the 6 steps of active supervision.

Step 1: Preparing the Environment

- Position supervision strategically during setup to ensure maximum visibility and accessibility.
- Use your knowledge of the children to anticipate needs and create a safer, more meaningful learning environment.
- The Nominated Supervisor should assess each educator's familiarity with the environment and their skill set to determine the most effective supervision plan.
- Be mindful of how many high-supervision activities are occurring simultaneously and adjust accordingly.

Step 2: Educator Positioning

- Educators must place themselves where they can effectively supervise all areas of the environment.
- Avoid turning your back to children at any time.
- Maintain open communication and collaboration with colleagues to ensure supervision remains active and responsive.
- Educators and Responsible Persons should be aware of each other's locations and ensure even distribution throughout the space.
- Adjust supervision strategies during transitions throughout the day or session.
- Choose transition strategies that support active supervision.
- Identify and manage potential risks during transitions.
- Implement risk management strategies to reduce or eliminate hazards during these times.

Step 3: Scan and Count

- Combine observing, scanning, counting, and engaging with children to maintain awareness.
- Continuously scan the environment to monitor children's locations and activities.
- Stay alert for any hazards in the environment.
- Conduct regular headcounts or roll calls as outlined in the [Arrivals and Departures Policy](#).

Step 4: Listen

- Stay attuned to sounds—or the absence of sound—that may indicate potential danger.
- Listen for changes in children's tone or volume that may signal a need for support.
- Pay attention to cues from other educators, such as signs of fatigue, that may indicate a need for assistance or redirection.

Step 5: Anticipate Behaviour

- Observe children's play to anticipate what might happen next and intervene when necessary to prevent harm.
- Use your understanding of each child's culture, interests, and abilities to provide appropriate support.
- Offer challenges that are developmentally appropriate and help children succeed.

Step 6: Engage and Redirect

- Stay close to children who require additional support or are involved in higher-risk activities.
- Remain alert and ready to redirect children to safer or more appropriate play when needed.

4. Breaches of this Policy

Appropriate disciplinary action will be taken against a person who is found to have breached the requirements contained within this document. Action taken will depend on the nature and circumstance of each breach and could include: an official warning and note on the individual's personnel file; a formal written and/or verbal apology; counselling; demotion; transfer; or suspension or dismissal for very serious matters.

5. Enquiries

Catholic Early Learning and Care Director - admin@cclc.catholic.org.au

Legislation

- Education and Care Services National Regulations 2011 - Regulation 168 2 (h)
- Education and Care Services National Law Act 2010

6. Approval



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