

Title	ELC and SAC Supervision Policy
Description of policy	This policy sets out the obligations of Early Learning Centres and School Age Care operating under the Education and Care Services National Law Act (the National Law) in respect to supervision and protecting children from harm or hazard.
Required because	ELCs&SACs have a legal duty of care to ensure children are cared for in a safe and secure environment where they are supervised at all times. This legal duty of care is stated in the National Law (s) which requires that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazard. CECG has a duty of care to ensure children are supervised at all times. This policy assists to create a safe and secure environment. It is an offence under the National Law to inadequately supervise children (s165) and to fail to protect children from harm or hazards (s167)
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1. Summary

- 1.1 This policy sets out the obligations of Catholic Education Archdiocese of Canberra and Goulburn (CECG) Early Learning Centres (ELC) and School Age Care (SAC) services have to supervise children in their care. The policy also sets out the CECG expectations of its ELC's and SAC's services in respect to responsibility and management of supervision requirements.

2. Supervision Policy

- 2.1 The [Education and Care Services National Law](#) Act (National Law (s)) requires that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazard. It is an offence to inadequately supervise children (s165) and to fail to protect children from harm or hazards (s167). The National Quality Standard (NQS) applied by the National Law requires standards in relation to supervision be met.
- 2.2 It is also a requirement of CECG that all children in the care of an ELC and SAC are at all times appropriately supervised.

3. National Quality Standard

- 3.1 The importance of actively supervising children to promote children's health, safety and learning is reflected in Quality Area 2 of the NQS, in particular:
- Standard 2.2: Each child is protected.
 - Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
 - Standard 4.1: Staffing arrangements
 - Element 4.1.1: Organisation of educators
 - Element 4.2.2: Professional standards

4. Supervision Practices

- 4.1 Educator-to-child ratios alone do not achieve adequate supervision. The risk assessment processes outlined at 6 may result in decisions being made by a Nominated Supervisor or person in day to day charge that it is necessary to exceed the educator to child ratio in order to maintain adequate levels of supervision. If additional educators cannot be deployed in such circumstances other risk mitigation strategies should be considered.
- 4.2 Supervision is critical to the safety of children and helps to protect children from harm or hazards. Adequate supervision means:
- that an educator can respond immediately, particularly when a child is distressed or in a hazardous situation.
 - knowing where children are at all times and monitoring their activities actively and diligently. Educators should balance supervision and engagement by drawing on a range of skills such as positioning, using peripheral vision and monitoring changes in noise and stress levels.
- 4.3 Educators are to be alert and aware of risks and hazards and the potential for accidents and injury, not only in their immediate location but also throughout the service. To provide

effective supervision, educators need to be conscious of the physical environment and be attuned to the needs of individual children.

- 4.4 Educators need to communicate and collaborate with one another to ensure children are supervised effectively. This is necessary to ensure educators know where their colleagues are in the service and how this may affect the supervision of children. Additionally, it enables roles and responsibilities to be clearly understood. For example, educators should let their colleagues know if they are leaving an area for any reason, such as to get a resource from another room, or to go to the bathroom.
- 4.5 To effectively supervise groups of children, educators need to conduct risk assessments and make professional judgements to determine an approach to supervision. Educators should consider the environment, the children, and the context of the activities children participate in.

5. Supervision in SAC

- 5.1 Children of different ages and abilities will need different levels of supervision. Young children will require close supervision, where for older children it is important to balance the need for close supervision with respect for their age and developing independence. OSHC services may also need to consider the following:
 - organisation of the environment to balance supervision and children's growing need for privacy and autonomy
 - the location of children's toilets and how children will be supervised when visiting and returning from the toilets
 - supervision during the transition between school to the SAC service particularly for younger children and new children who are unfamiliar with routines and procedures.

6. Risk Assessment and Planning

- 6.1 A [Supervision Risk Assessment & Minimisation Plan](#) must be conducted for the physical environment annually and reassessed in response to any changes to the physical environment for each service. Risk assessments need to consider the design of the facilities and building maintenance and seek to identify areas of improvement to ensure appropriate supervision is provided.
- 6.2 The Nominated Supervisor must develop supervision maps as part of the risk assessment, including identifying points where educators should position themselves to maximise the effectiveness and scope of supervision and provide heightened supervision in areas of greater risk.
- 6.3 Risk assessments must also identify higher risk activities such as using tools and water based activities. These assessments should be identified as part of the educational programming and planning process. In planning experiences for children, collaboration between educators is important to ensure the numbers of high-risk experiences being offered at any given time can be effectively supervised.
- 6.4 Nominated Supervisors are responsible for collaborating with educators to ensure risk assessments are conducted and appropriate planning to ensure adequate supervision by appropriately qualified educators.

Water safety

- 6.5 As one of the leading causes of death for children under the age of five, CECG recognises the necessity for stringent practices regarding water hazards. Water hazards include water play, excursions to locations which have unobstructed access to water, bathing/toileting and cleaning practices using water. Students must be actively supervised whenever they are around water hazards.
- 6.6 CECG acknowledges the sensory benefits of exposing students to water play in a safe environment, and encourages ELCs to include water as an educational tool in actively supervised situations. The safety and supervision of students in and around water should always be of the highest priority.
- 6.7 ELCs are also encouraged to educate students regarding the importance of water safety, so that they can identify and minimise the risks that water pose.
- 6.8 Event risk assessments must identify and water hazards that pose a risk to student. Environments that may have unobstructed access to water hazards likely require additional supervision to mitigate the risks.

7. Definitions

- 7.1 **Regulation (r):** Education and Care Services National Regulations
- 7.2 **National Law (s):** Education and Care Services National Law Act.

8. Related Documents and Legislation

- 8.1 Related CECG Documents:
- [ELC and SAC Staffing Policy](#)
 - [ELC and SAC Behaviour Support and Staff Interactions Policy](#)
 - [ELC and SAC Excursion and Events Policy](#)
 - [Supervision Risk Assessment & Minimisation Plan](#)
- 8.2 Legislation and Standards:
- [Education and Care Services National Law Act 2010](#)
 - [Education and Care Services National Regulations 2011](#)
 - [National Quality Standard](#) (schedule to the Education and Care Services National Regulations)

9. Contact

- 9.1 For support or further questions relating to this policy, contact the CECG General Manager, Early Learning Centres.