



Supervision Policy

Aim

To ensure that the supervision of children is a primary focus at all times, guaranteeing the safety and wellbeing of every child.

To build educators' capacity to supervise while engaging in meaningful and respectful interactions with children.

Sutherland Presbyterian Church Preschool prioritises the safety, wellbeing and welfare of our enrolled children over all others. The aim of this policy is to allow us to support positive outcomes for all children through our approaches.

Implementation

The preschool has high expectations for all educators to engage in appropriate and supportive supervision methods at all times when working with the children. These include the following:

- At all times during normal operation, the ratios of educators to children will reflect, at a minimum, the required numbers of 1:10 for 3-6 year olds and 1:5 for 2-3 year olds.
- Wherever possible, we will offer above ratio levels of educators. We believe improved educator to child ratios are a major factor in providing a relaxed, high quality care environment for children where each child is able to receive more attention, whilst maintaining a safe learning environment. This allows us to devote more time to those important day to day routines such as nappy change, toileting, changing of clothes and transitioning of children, as well as providing an inclusive learning environment for children with additional needs. Enrolment of children aged 2-3 years is usually kept to a minimum (up to 5 at any one time) for the same reasons.
- Supervision is understood to mean that at all times children are within sight and/or can be heard by an educator.
- We recognise the increased supervision risks around transitions and have plans in place to support children's safety during these times, especially where multiple transitions are occurring (See Daily Tasks in Physical Environments Policy appendix).
- When moving from one environment to another, educators will double check that all the children have successfully transitioned and no-one has been left behind. Examples include moving indoors after outdoor playtime, or moving from the church to the outdoor setting.
- Educators will be aware of how many children and how many educators are in each space at any one time and will monitor changes as children arrive or depart the group or setting.



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- When engaged with children in small group experiences educators are expected to scan the rest of the environment to maintain appropriate supervision.
- Educators are reminded to position themselves where they can scan the largest section of the environment when engaging with children. For example, back to a wall, in a corner etc.
- Educators are counted in ratios when directly working with the children, therefore educators are provided non-contact time or work-from-home hours to focus on tasks such as documentation and administrative tasks so as to not impact the ratios in the room or distract from care of the children. Non-contact time is recorded on the Staff Sign-in Record each day.
- Educators are always expected to communicate their whereabouts to ensure that any gaps in supervision can be taken up by another educator. This includes leaving the room to go on a break, support a child with their needs, engage in routine tasks, etc. It is important that educators receive confirmation they have been heard, before leaving the space.
- Educators will keep discussions to a minimum when engaged with the children. This not only promotes better supervision, but also allows educators to focus on their interactions with the children.
- Educators are expected to be engaged with children during play in small groups while actively supervising, and not to be standing around the environment passively supervising for extended periods. Body language while supervising should remain open and engaging e.g. no crossed arms, hands in pockets etc.
- Through the use of risk assessments and critical reflection educators will be able to identify the experiences and activities that require closer supervision and plan for these accordingly. These include water play, bathrooms, high obstacle courses, meal times, use of machinery and tools, use of resources that can present injury/incident opportunities, etc.
- An influx of incidents or injuries in a specific area or using specific equipment, will result in a discussion on why this is occurring and may lead to the supervision plan being amended.
- The Supervision Plan is displayed on locations throughout the preschool learning environment. The plan will be reviewed informally at each staff meeting and formally once a year. The supervision plan will be used to review educator practices in the area of supervision.
- Students and volunteers are never to be left alone with children as they are not included in ratios, and must always be accompanied by an employed educator. – See Participation of Volunteers and Students Policy.
- Any identified gaps in practice or need to change practice around supervision will be communicated to all educators via the Communication Diary, email or at staff meetings where the outcome will be documented in the meeting minutes.



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- When leaving the premises for an excursion or during an evacuation, the supervision of all children remains a priority. There may be times on excursions that additional adults will be invited along to help maintain supervision, based on the risk assessment. Despite this additional support the volunteers will not have direct supervision responsibility.
- We acknowledge that there may be times that ratios may not be able to be maintained due to a serious incident outside of our control. During these times, to increase supervision of the children, they should be gathered into a central location and engaged in a group experience, such as reading a story or singing songs, to allow for ease of supervision at this time, until such time as the ratios can be re-established.

Working closely with children

We recognise the importance of children knowing how to make safe choices when it comes to supervision and risk minimisation around how they play. We work closely with the children to support them to understand how to play in a safe way and communicate their movements with the educators to support supervision. We also respect children's rights to play independently and may prioritise monitoring from a distance or being able to hear children instead of see them to respect children's needs and rights if we deem it safe to do so.

Working Safely in the Indoor/ Outdoor Environment

Safety and supervision when engaging in an Indoor/ Outdoor program requires a higher degree of consideration on the part of each member of the educating team.

It is the responsibility of educators to ensure they are distributed throughout the learning environment to maintain safe spaces and effective learning environments for all children at all times. Communication between members of the educating team is key and educators are expected to make informed decisions about their location and engagement. Each educator is expected to monitor the space around them and to negotiate necessary changes to supervision with other team members in a professional manner eg This may require one team member to move from one space to another to maintain safe supervision.

Supervision in relation to Child Safe practices (see also the SPCP Child Safe Practice policy).

Our supervision plan ensures that when using the inside and outside spaces simultaneously, educators are aware of the need for communication and placement that allows for all children to be safely monitored at all times, whilst also ensuring a Child Safe environment and the protection of both children and educators.



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Although we use the indoor and outdoor environments simultaneously and on occasion the church space also, and often engage in small group learning, each educator who is working with children will be within sight and/or sound of at least one other educator at all times.

When it comes to supervision of bathrooms we monitor children's use of the bathrooms however we also respect children's rights to privacy and for this reason do not place an educator outside the bathrooms when children are in there. Instead educators aware of the location of the children and remain near the bathrooms or do sweeps past the bathrooms to check and see if children have specific needs or support is required.

While supervising the bathrooms educators will look out for the following:

- Who is in the bathrooms and whether they are using the bathrooms appropriately.
- The state of the bathrooms including the need for clearing or refilling items.
- The actions of the children to see if any guidance or feedback is required.
- Any visitors/adults and their proximity to the bathroom.

Where a child has specific needs or requirements we may implement an individual supervision plan to ensure that children are safe and supported at all times. This plan will be negotiated with relevant stakeholders including parents, allied health professionals and other relevant persons.

Bathroom Supervision:

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Source

Quality Area 2 Active supervision: ensuring safety and promoting learning (ACECQA, 2020)
<https://www.acecqa.gov.au/sites/default/files/2020-08/QA2-ActiveSupervisionEnsuringSafetyAndPromotingLearning.pdf>

Compliance evidence

Education and Care Services National Regulations (2025) 101, 115, 122, 123, 168,

National Quality Standard 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 7.1

Date of current review: April 2026

Date of last review: 2025

Date of next review: April 2027



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Child Safe Supervision Guidelines - 2026

Good supervision is key to child safety

The two educator rule - minimum of two educators present in a locality (within sight/ sound).

Be aware of what is happening around you.

Supervision and Safe Play Plan (Outdoors) SPCP

<p>Identified Risky Play Areas</p>	<ul style="list-style-type: none"> ● Climbing (monkey) frame ● Lilly Pilly bush in corner near shed ● Balance beam ● A frames/ trestles ● Sandpit ● Mealtime mat ● Fences/ gate area
<p>Identified Risk Play Experiences</p>	<ul style="list-style-type: none"> ● Water play ● Swinging ● Sand play ● Swinging ● Climbing ● Large rocks
<p>Identified High Visibility Areas</p>	<p>Educators should be situated so that between them they can see all the spaces in the playground.</p> <p>This will usually mean one person at each end of the playground, looking down the playground. Additional educators will be spaced according to location of children and safety of activities being engaged in.</p>
<p>General supervision expectations</p>	<p>Educators are expected to assess the best location for the number and location of children and educators at that time.</p> <p>Educators are expected to communicate and negotiate when changes to supervision are required due to change in number/ location of children or educators or other changes in circumstances.</p> <p>Communication by educators when going inside and by children when they plan to go inside.</p>



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	<p>Active engagement with small groups or individual children - get down to children's level, engage in discussion with children (listen patiently and reply to child's communication). Give children time to think and reply.</p> <p>Take a slow pace with children - but respond to children in a timely manner. No need for "hurry, hurry".</p> <p>Gently coach the children on the art of tidying up as they go to maintain a comfortable and usable learning environment (teach the children the reasons for this - respect to others and to the play environment) rather than having one big clean up late in the day.</p> <p>An educator will supervise children when eating to prevent choking.</p> <p>An educator will supervise children when they are on the climbing/ monkey frame or at water play.</p> <p>The plank can only be up high on the trestle when there is an educator directly supervising - otherwise move it down low.</p> <p>Supervise entry gate when families are entering and exiting.</p> <p>Clear the area around the swing when the swing is in use. Teach the children to walk around the swing area and not through it. .</p> <p>Encourage children to keep sand and dirt down low so it cannot be thrown into eyes.</p> <p>Even when engaged with children in an activity, be aware of what is happening in the rest of the playground and make adjustments as necessary.</p> <p>When using ipad educators are expected to be aware of what is happening around them and ensure supervision requirements are still being met.</p> <p>Coach the children how to play safely, how to use materials and equipment and how to make wise choices rather than saying "no" or "don't". Give children reasons for any play rules and where practical decide rules with the children.</p> <p>Coach the children how to interact safely with the large rocks (which are excellent for heavy body work as they are carried around).</p> <p>Use a quiet and gentle tone with children. Move closer to children to talk to them rather than projecting across space.</p>
<p>Relevant compliance points</p>	<p>NQS: 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 7.1</p>



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Supporting evidence

Outdoor Risk Assessment

Supervision Policy

Water Safety Policy

Child Protection Policy

Staff Induction





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