



Supervision Policy

Policy Statement:

Pennant Hills Before and After School Care Service is committed to providing high-quality supervision that protects each child's safety, wellbeing, and development. We meet all National Law and Regulation ratio requirements and use active supervision supported by regular risk assessments to maintain a safe, responsive environment. Our staffing remains flexible so ratios reflect children's needs, behaviours, and activities. We foster a child-centred approach by involving children in setting boundaries, respecting their privacy, and encouraging positive interactions. Educators use consistent supervision strategies, especially during higher-risk activities, and work collaboratively to ensure the highest standard of care.

Definitions:

Active Supervision: A continuous, intentional approach to monitoring children that involves observing, listening, scanning the environment, anticipating risks, and engaging with children to ensure their safety and wellbeing.

Global Supervision: A broad, high-level awareness of the entire environment, allowing educators to monitor multiple areas, groups, and activities simultaneously while maintaining responsiveness to emerging risks.

Supervision Zones: Designated areas within the service where educators are assigned to supervise. Zones include defined boundaries, responsibilities, and strategic positions that maximise visibility and safety.

Risk-Benefit Assessment: A documented process used to identify hazards, assess potential risks, and implement control measures to ensure safe environments and supervision practices.

Considerations:

- Education and Care Services National Regulations:
 - Regulations 82 & 83: Tobacco, drug, and alcohol-free environment.
 - Regulation 99: Children leaving the education and care service premises
 - Regulation 100 & 101: Risk assessment must be conducted before excursion
 - Regulations 103-115: Physical environment.
 - Regulation 123: Educator to child ratios - centre-based services
 - Regulations 155 & 156: Relationships with children.

- Education and Care Services National Law:
 - Section 51: Service must comply with all conditions of its service approval, including supervision and ratio requirements.
 - Section 165: Children must be adequately supervised at all times.
 - Section 166: Inappropriate discipline is prohibited.
 - Section 167: Children must be protected from foreseeable harm and hazards.
 - Section 170: Staffing arrangements must ensure adequate supervision and meet ratio and qualification requirements.
- National Quality Standard:
 - 2.2.1: Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
 - 2.2.2: Incident and emergency management plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
 - 4.1.1: Educator-to-child ratios and qualification requirements are maintained.
- My Time Our Place – Framework for School Age Care

Policy:

Planning for Supervision:

Visual Program:

Zoning areas of the service enhances educators' ability to supervise children effectively in various locations, including indoor and outdoor spaces. We display a zoned visual program showing children, families, and educators, the areas they are primarily responsible for supervising. This board, in conjunction with training during induction, will guide educators in monitoring children, allowing them to see and hear the children in their designated zones. Educators will move throughout the zone freely and not remain fixed unless the level of supervision requires them to be. Duties vary between zones depending on the space and activity type.

Supervision maps for each area are developed to promote a consistent approach to supervision among the team. These maps show the boundaries of each area and highlight strategic spots where an educator can position themselves to provide maximum supervision.

Team Approach:

Educators bring diverse beliefs, values, and interpretations to their work. To ensure effective supervision, the service will foster a team approach, regularly discussing supervision practices during meetings. These discussions will allow educators to share their perspectives and develop a cohesive understanding of the importance and implementation of comprehensive supervision. A collaborative team approach is essential for maintaining safe and effective supervision for all children.

Rosters:

To ensure adequate staffing and compliance with child-to-educator ratios, the service will prepare and make available a roster for educators to review. The Director/Nominated Supervisor will consider the number of expected children, and educators will be assigned to a rotation of areas on the weekly program, so that they are familiar with the supervision requirements in each zone.

Staff Ratios:

In accordance with the Education and Care Services National Law and Regulations, the service will maintain the required educator-to-child ratio of 1:15 whenever children are in care. This ratio adjusts to 1:8 during excursions off the service premises and 1:4 for excursions involving water. The Nominated Supervisor/s are responsible for ensuring these ratios are met at all times and that staffing levels are appropriate for the number of children booked into each session.

To further minimise risk and enhance the quality of care, we prefer to operate at a 1:14 ratio. This is applied as follows:

- Morning session: 1:14 plus the Responsible Person (RP)
- Afternoon session: 1:14 plus the RP.
 - Additional staff funded through the Inclusion Support program are not counted within the 1:14 ratio.

Factors considered when rostering:

- Number of children booked per session
- Children with additional needs not covered by Inclusion Support
- Behavioural considerations
- Ages of children attending
- Children's adjustment to BASC (e.g., additional staff at the start of the year to support Kindergarten children)
- Split-site transitions between infants and primary
- Staffing costs
- Vacation care programming, including excursions and in-service days

Factors that may impact ratios on the day:

- Staff unable to attend at short notice
- Higher-than-expected attendance
- Lower-than-expected attendance

Minimising Risk:

Risk-Benefit Assessments:

Each supervision zone (or area) within our service presents unique risks and hazards. To minimise the possibility of harm to children, educators, or visitors, we are committed to conducting thorough risk-benefit assessments regularly. By proactively identifying and mitigating hazards, we enable our

educators to focus on supervising and interacting with children, rather than dealing with hazard reduction during key supervision times. This approach ensures a safer and more engaging environment for everyone.

Out of Bounds:

Educators will ensure that children are unable to and/or understand not to access unsupervised areas of the service, and that potentially hazardous items are kept out of areas that children have access to in accordance with health and safety procedures.

Active Supervision:

Our service places a high priority on active global supervision, a comprehensive approach essential for ensuring the safety and wellbeing of every child. Active global supervision involves observing and listening to children as they play and maintaining vigilant awareness of the environment. This includes assessing potential risks, monitoring the equipment children use, considering weather conditions, managing both small and large groups, and handling transitions effectively.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Educator Training:

Adequate supervision is maintained by ensuring staff receive thorough inductions and ongoing on-floor feedback, consistently review and sign all required risk assessments and centre policies, and remain familiar with the supervision maps for each area. It is also supported by providing regular training and review opportunities during staff meetings and by encouraging staff to attend external training sessions and workshops to strengthen their knowledge and practice.

Partnerships with Children:

Our service involves children in all aspects of the service's daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators which then allows them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.

The age of children in our service ranges greatly, which reflects various levels of play behaviour. Educators are encouraged to assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do, or if children are doing an activity that poses a greater risk, that will affect the level and type of supervision given to that area.

Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting. For example, our year 6 area allows the oldest children at BASC the highest degree of responsibility over their play and spaces while educators still maintain adequate supervision from afar.

Educators' supervision levels add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification. Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

Partnerships with Families:

We recognise the diversity of the needs that children in our care possess, which may necessitate higher levels of supervision and adjustments to routines or expectations. The service, in collaboration with families, will create individualised plans to best support each child that may have additional needs to ensure our educators can supervise effectively.

Version	Action	Date
V.1	Original endorsement	11 th September 2020
V.2	Major update. Version control added.	1 st August 2024
V.2.1	Reviewed, formatting changes. Definitions added.	21 st January 2026
V2.1	Approved by PMC	18 th February 2026