

1. Purpose

The purpose of this procedure is to explain how Affinity Education Group (Affinity) ensures children are actively supervised at all times. It outlines Affinity's approach to supervision, focusing on safety, wellbeing and consistent practice across all services.

This procedure supports the delivery [POL3-P1 Providing a Child Safe Environment Policy and Procedure](#), where supervision is a key control for maintaining children's safety in everyday practice.

This document supports Affinity's responsibilities under the Education and Care Services National Law and Regulations, including requirements relating to supervision, ratios and children's safety and wellbeing.

2. Scope

This procedure applies to all staff, students, volunteers and contractors across Affinity services when supervising children or working in environments where children are present. This includes indoor and outdoor environments, daily routines, transitions and all activities where supervision is required.

This procedure must be read together with:

- [POL3-P1 Providing a Child Safe Environment Policy and Procedure](#) – when ensuring children's safety is maintained through supervision as part of a broader child safe environment;
- [POL4-P5 Grouping of Children Procedure](#) – when determining ratios, grouping arrangements and staffing requirements that support supervision; and
- [Promapp process 3.6.01 Manage Supervision Compliance](#) – when completing detailed steps, monitoring supervision practices and maintaining compliance with supervision requirements.
- Staffing and rostering policies and procedures

3. Definitions

The following definitions support consistent understanding of the terms used in this procedure.

Term	Definition
Supervision	The intentional and continuous process of monitoring and engaging of children —to ensure their safety, well-being, and learning. Rather than passively watching, staff constantly observe, actively listen within sight or sound, strategically position themselves, and anticipate potential risks to intervene before issues escalate
Sight and Sound	Means every child must be either in an educator's direct line of sight or within clear hearing range

4. Guiding principles

At Affinity, child safety is everyone's responsibility. We are committed to upholding the safety, rights and wellbeing of all children and promoting a culture of child safety with zero tolerance for harm.

This procedure supports the implementation of [POL3-P1 Providing a Child Safe Environment Policy and Procedure](#), which sets out Affinity's commitment to keeping children safe. Supervision is a key way we protect children from harm and support their wellbeing every day.

The Paramountcy Principle underpins this procedure. This means children's safety, rights and best interests must always come first when making decisions or taking action.

4.1. Active supervision approach

Affinity uses an active supervision approach to help keep children safe. Active supervision is a deliberate and continuous practice that requires educators to remain aware of children, their environment and any changing risks.

Active supervision means educators:

- know where children are and what they are doing at all times;
- engage with children and participate in their learning and play while remaining alert to their surroundings;
- position themselves strategically to see, hear and respond to children;
- observe, listen, scan and regularly monitor the environment for hazards and emerging risks;
- communicate effectively with other educators to maintain awareness of children's whereabouts, behaviours and needs;
- anticipate potential risks and take preventative action to support children's safety and wellbeing; and
- adjust their supervision practices based on children's age, abilities, needs, activities, group size and the learning environment.

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Active supervision is more than watching children. It involves a combination of engagement, observation, listening, strategic positioning, planning and risk awareness to ensure educators can identify concerns early and respond appropriately.

Supervision should support children's safety while respecting their dignity, privacy and growing independence. The level of supervision required will vary according to children's age, abilities, needs, activities and the level of risk within the environment.

The requirements in this procedure explain how Affinity's active supervision approach is applied in practice through **ACECQA's 6 Steps of Active Supervision**

5. Supervision framework

5.1. Supervision planning

These procedures describe the requirements that support safe, consistent and compliant practice, with detailed processes maintained in ProMapp [3.6.01 Manage Supervision Compliance](#) and aligned with ACECQA's 6 steps of Active Supervision.

Discussions on Supervision occurs regularly and upon induction and is documented in relevant forms such as [FRM 4-F5 Meeting Agenda Reflection and Action Tool](#) and team huddles.

- A risk assessment will be conducted to identify areas of the environment presenting higher risk therefore requiring higher supervision following [POL 3-P4 Risk Assessment Procedure](#)
- Supervision plans are to be developed and communicated for each environment to all staff and are used as a guide for educators rather than a permanent position to remain stationary in. [INF 1015 Sample Supervision Plan](#)
 - The supervision plan is a visual map of the area with high risk areas identified, this can be displayed as a photograph, map or diagram of the environment

5.2. Supervision reflection, monitoring and improvement

A centre will review and where required adapt their supervision strategies following a serious incident, complaint, series of events or following significant change to the environment. A [FRM 2-F67 Supervision Audit](#) and root cause analysis following [8.1.02 Conduct Root Cause Analysis](#) should be conducted to identify the causal factors and to inform the risk assessment. Supervision plans and strategies should also be regularly reflected upon in team huddles and documented in [FRM 4-F5 Meeting Agenda Reflection and Action Tool](#) updating any supervision plans or risk assessments.

5.3. Additional overarching supervision strategies

Outdoor Safety Coordinator. This person will wear a hi-vis vest and be responsible for ensuring all staff are fulfilling the supervision responsibilities including: -

- following the supervision plan
- wearing their lanyards
- communicating their movements
- passing the lanyards to the next employee taking over the supervision position
- Completed their Active Supervision module on Learning Hub

The Outdoor Safety Coordinator will be a permanent employee who is familiar with the centre, children, supervision plan and risk assessment. Some services may be instructed to implement the Outdoor Safety Coordinator role depending on compliance history or site-specific reasons such as difficult to supervise outdoor space. Record who was in the role of Outdoor Safety Coordinator on the [FRM 4-F40 Ratio Tracking Sheet](#).

Supervision Lanyards - It is recommended that supervision lanyards be used to communicate the position on the supervision plan allocated to each educator. The educator will wear the corresponding lanyard as a visual reminder of their responsibilities. They will communicate any movement to others in the vicinity and pass over the lanyard to the educator replacing them when leaving the space. They will return the lanyard to the storage hook/shelf, if the position no longer needs to be prioritised (e.g. if all children are transitioning indoors.) Some services may be instructed to use the lanyard system depending on compliance history or site-specific reasons such as difficult to supervise outdoor space [FRM 2-F61 Supervision Lanyard](#).

6. Active supervision practices

Affinity implements active supervision through ACECQA's 6 Steps to Active Supervision. These six practices work together to help educators maintain awareness of children, identify changing risks and support children's safety, wellbeing and participation in learning and play. The requirements below explain how each practice is applied across Affinity services.

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6.1. 6 Steps of Active Supervision



6.1.1. Set up the environment

Ensure supervision is planned and environments are arranged so all children can be seen, heard and effectively monitored at all times. This means supervision is organised in advance using supervision plans and positioning strategies that reflect how children use each space and where risks may occur. Educators adjust their positioning and supervision based on children's movements, the environment and identified risks.

Environments are set up to support supervision by reducing visual barriers and allowing clear lines of sight. Equipment, furniture and resources are arranged so educators can maintain awareness of children while they play, learn and move between areas. Supervision plans are used as a guide and are reviewed and adjusted as conditions change.

Key expectations

Key expectations describe the standard that must be met and what good practice looks like in everyday work:

- A risk assessment and Supervision plans are communicated for each environment to all staff and are used as a guide for educators rather than a permanent position to remain stationary in
- All areas used by children are able to be effectively supervised
- Educators position themselves to maintain visibility and awareness of children
- Environments are set up to support supervision and minimise blind spots and adjust supervision when conditions change (e.g. activity levels, group size, use of space)
- Supervision is adjusted based on where children are and where risk is highest

Additional Strategies

- Develop supervision plans relevant to the risks in the area
- Have an Outdoor Safety Supervisor to monitor supervision in the environment
- Arrange furniture, equipment and resources to avoid creating visual barriers that restrict supervision
- Set up experiences based on children's interests, developmental needs and current learning to promote sustained engagement and minimise unsafe behaviours
- Position higher risk experiences in locations where educators can maintain direct supervision and respond quickly if required
- Plan the environment to distribute children across the space, reducing crowding and supporting effective supervision
- Ensure viewing windows are kept unobstructed
- Provide a balance of high-risk and low-risk experiences so educators can maintain supervision across the environment

6.1.2. Position educators

Ensure educator-to-child ratios are maintained and staffing arrangements support continuous supervision of children at all times following [3.6.03 Monitor Ratios](#). Effective supervision requires a combination of observation, scanning, counting and engagement.

This means sufficient educators are present, positioned and available to supervise children, including during breaks, staff movements and routine tasks. Supervision must be maintained at all times, with no gaps in coverage when educators leave an area or are not working directly with children. Staffing arrangements must ensure children remain supervised and accounted for at all times.

Key actions

Responsibilities for maintaining ratios and supervision are shared and detailed in the **Rostering Procedure**, with specific responsibilities outlined by role below.

- **Centre Manager / Nominated Supervisor / Responsible Person must:**
 - plan staffing arrangements to ensure required ratios are maintained across all environments using [FRM 4-F40 Ratio Tracking Sheet](#)
 - ensure breaks are arranged and covered so supervision is maintained at all times
 - ensure systems (e.g. room registers or ratio tracking tools [FRM2-F64 Head Count Record](#)) are in place to monitor educator positions and ratios
 - adjust staffing or supervision arrangements when children's numbers, needs or risks change
 - A record of staff in attendance will be retained for each day
- **Educators must:**
 - remain with children and actively supervise when counted in ratio

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- conduct regular head count checks [FRM2-F64 Head Count Record](#) and communicate with other educators before leaving an area to confirm supervision coverage
- confirm coverage and positioning before taking breaks or undertaking non-contact tasks
- record when they are not working directly with children and ensure they are not counted in ratio
- ensure supervision is maintained while undertaking routine tasks by confirming coverage with other staff

Additional Strategies

- Display and follow supervision plans
- Implement the lanyard system to communicate your supervision position in the environment
- Implement Outdoor Safety Coordinator roles in each outdoor environment
- Adjust positions to move with the natural flow of children
- Roster new or inexperienced educators in environments with more experienced educators
- If running an indoor/ outdoor program, ensure educator/s are positioned in both spaces
- Educators in attendance for each room can be displayed

6.1.3.Scan and Count

Effective supervision is achieved through continuous observation, active scanning of the environment, regular communication and head counts, prompt identification of hazards, and maintaining accurate records to ensure children's safety and whereabouts are known at all times.

Key actions

Educators must:

- Continually scan and observe the environment to maintain awareness of where children are, what they are doing, and any changes in activity or behaviour.
- Regularly check for potential safety risks, including open doors or gates, unsafe equipment, sleeping or resting children, and attempts to access restricted areas.
- Conduct regular head counts and communicate with other educators to ensure each child's location, activity and wellbeing are known at all times.
- Keep enrolment records current and readily accessible to ensure educators can quickly confirm who is authorised or not authorised to collect each child.

Additional Strategies

- Plan and provide age and stage appropriate resources
- Use routines times as an opportunity to engage and connect with children
- Become involved in play with children rather than a bystander
- Provide suitable alternative play options where children can be redirected
- Move purposefully throughout the environment to maintain awareness of children's locations, movement and changing play patterns
- Adjust supervision in response to changes in children's numbers, engagement, movement and the level of risk within the environment
- Communicate changes in children's location or supervision responsibilities with other educators to maintain a shared awareness of where all children are.

6.1.4.Listen

Ensure children are actively supervised at all times so that they are safe, supported and protected from harm. This means educators are listening to their surroundings.

Key Actions

Key actions describe the high-level activities that must be undertaken to meet these expectations:

- Position Educators to see and hear children where possible;
- Move with children and adjust positioning as children move or activities change;
- Regularly scan the environment and remain alert to both activity and silence;
- Respond immediately when a child is distressed, at risk or requires support;

Additional Strategies

- Where children are not in educator's direct line of sight such as in a play tent or cot room, the educator must be able to hear the children and increase viewing checks

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- Keep ambient noise at a level that allows educators to hear if children are in distress
- Keep music at a comfortable level that doesn't interfere with hearing children, including during sleep and rest periods.

6.1.5. Anticipate Behaviour

Ensure educators are anticipating future behaviours and ensuring active supervision is dynamic.

Key Actions

- Observing children's play and anticipating what may occur next can allow educators to assist children as challenges arise and to intervene when there is potential danger to children.
- Educators should use what they know about each child's knowledge, culture, ideas, abilities and interests to anticipate what they may do.
- Create challenges that children are ready for and support them in succeeding.
- Understand the centre's patterns regarding incidents including when and where to mitigate and anticipate any supervision risks that may arise
- Maintain close or direct supervision during higher-risk activities or when children are learning new skills;

As a general rule, children of different ages and abilities require different levels of supervision. It is expected that educators will adjust the 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. Younger children will require an adult close by to support, help and nurture them. While older children are developing their autonomy and independence.

Table 1: Considerations when determining the appropriate level of supervision required (ACECQA Risk Management Tool)

Age	Considerations
Birth to three	Educators can see and hear the children at all times, especially when sleeping and eating. Educators actively supervise experiences, activities and environments. Supervising educators remain in close proximity to the children.
Three year old children	Educators actively supervise experiences and activities and indoor and outdoor environments.
Preschool-age children	Educators actively supervise indoor and outdoor environments including when they are being used simultaneously.
Over preschool-age children	Educators organise the environment to balance supervision and children's growing need for privacy and autonomy. Educators know where each child is and are in a position to respond if necessary. Educators actively supervise experiences that are identified as higher risk, such as the transition between school and the service. Educators take into account the different ages and capabilities of each child. Younger children will require closer supervision and support than older children where it is important to balance the need for adequate supervision with respect for their age and developing independence.

Additional Strategies

- Establish relationships with all children to understand individual needs, preferences, interests and abilities of children
- Adjust supervision according to temperament and activity of child
- Include specific supervision strategies in a Collaborative Support Plan, where relevant
- Consider group dynamics and plan supervision and engagement accordingly

Recognise behaviours or situations that may increase risk, such as heightened emotions, conflict, excitement or unfamiliar experiences, and adjust supervision accordingly

6.1.6. Engage, Redirect and Reflect

This means educators are aware of where children are, what they are doing and what risks may be present at any time. Educators supervise through ongoing observation, positioning, listening and engagement, and respond quickly when a child needs support or when risks increase.

Active supervision is not passive observation. It requires educators to stay alert, move with children, and adjust their supervision based on children's needs, abilities, behaviour and the environment. Discussions on Supervision is documented in relevant forms such as [FRM 4-F5 Meeting Agenda Reflection and Action Tool](#), [FRM 2-F67 Supervision Audit](#) and [INF 1015 Sample Supervision Plan](#).

Key actions

Key actions describe the high-level activities that must be undertaken to meet these expectations:

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- Use existing knowledge of each child to plan learning experiences and routines that are engaging and child-centred.
- When appropriate take part in play and planned activities to support engagement and minimise the risk of harm and injury.
- Stay close by to children who may need more support or to children engaging in high risk activities, such as when they are using high climbing equipment or using scissors.
- Plan for times of the day when children may need additional support, such as at the end of the day and before sleep or rest time.
- Be alert and ready to redirect children to other play before a situation becomes risky or escalates.
- Reflect on supervision regularly especially after any incidents or changes that occur and develop strategies to improve

Additional Strategies

- Know how many children you have on the roll and keep the roll updated as children arrive and depart
- Know the location of children in the environment at all times
- Complete the [FRM2-F64 Head Count Record](#) when transitioning from an area
- Conduct a sweep of the area prior to transitioning from an environment
- Keep a record of any children transitioning from other rooms
- Keep the [FRM 4-F40 Ratio Tracking Sheet](#) updated and accurate

6.1.7. Escalation and support

When supervision cannot be maintained, or if there is any uncertainty about children's safety or whereabouts, the matter must be escalated immediately to the Centre Manager / Nominated Supervisor and immediate action taken to restore safe supervision.

6.2. Applying active supervision in higher-risk situations

Ensure children are actively supervised and accounted for during routines and transitions so that they remain safe, supported and appropriately monitored at all times. These practices support children's safety during higher-risk times such as transitions, eating, rest and personal care.

Key expectations

Key expectations describe the standard that must be met and what good practice looks like in everyday work:

- Children are actively supervised during routines and transitions;
- Children are accounted for at all times, including knowing the number and location of children;
- Supervision is maintained during movement between spaces and routine activities;
- Supervision is adjusted based on children's needs and changing risks.
- Higher-risk activities, environments or situations receive increased supervision

Key situations

Situation	Minimum expectation	When risks change
Transitions between spaces (including indoor to outdoor)	• Children are supervised and accounted for when moving between rooms or environments in line with Promapp process 3.6.27 Transition Children Safely Between Spaces. • Headcounts are completed before and after transitions and confirmed on arrival using FRM 4-F40 Ratio Tracking Sheet and FRM2-F64 Head Count Record • The previous environment is checked to ensure no children remain. • Educators lead and follow transitions to maintain supervision of the group.	Additional staff positioning, reduced group size or alternative transition strategies are used when risks increase.
Outdoor environment	• Awareness of high risk areas and position themselves to maintain visibility of all children and have awareness and coverage of blind spots • 3.4.07 Manage Outdoor Environments	More physical play, child movement and exposure to outdoor elements
Mealtimes	• Children are actively supervised while eating in line with POL 2-P20 Food Handling, Safety and Nutrition Procedure and Promapp process 3.2.04 Facilitate Meal Times. • Educators monitor safety, including choking risks, food sharing and safe eating practices. • Educators remain present and attentive to the group.	Closer supervision is provided based on children's age, needs or identified risks (e.g. allergies, eating behaviours).

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Rest and sleep	- Children resting or sleeping are supervised and regularly checked in line with POL2-P12 Safe Sleep and Rest Procedure. - Educators maintain awareness of all children, including those not in direct line of sight, and complete required checks and records.	Frequency of checks and educator positioning is increased based on individual needs or health risks.
Toileting and nappy changes	- Children are supervised while maintaining dignity and privacy in line with POL2-P11 Nappy Changing and Toileting Procedure and Promapp process 3.2.07 Change Nappy and Support Toileting. - Supervision of other children is maintained during personal care routines, with Educators ensuring coverage before assisting.	Additional strategies are used to maintain supervision of all children when one educator is engaged in personal care, eg. Viewing windows
Arrival and departure	- Children are supervised, signed in and out, and only released to authorised persons in line with POL6-P2 Arrival Departure and Collection Policy and Procedure, Promapp process 3.1.25 Manage arrival of children and Promapp process 3.1.12 Manage Collection of Children. - Educators monitor entry and exit points to ensure children do not leave unsupervised.	Increased monitoring of access points and supervision coverage is implemented during peak times or when risks increase.
Excursion, extra-curricular or special occasions	Children are supervised, events are planned with supervision practices and safety at the forefront in line with POL 2-P6 Excursions Procedure, 3.1.17 Host a Centre Event or 3.6.26 Plan and Conduct Incursions	Increased educators and volunteers to cover for planned event
Split Staff Focus	- Educators move with the flow of the children and don't remain static in one location - Clear communication between staff and acknowledgement of changes to supervision - Focused on supervision of children rather than on other tasks such as personal conversations, communication with families, documentation and cleaning (1up, 1down strategy)	Escalate to Centre Manager

Escalation or support

When children cannot be adequately supervised or accounted for during routines or transitions, the situation must be escalated to the Centre Manager / Nominated Supervisor, and immediate action taken to restore safe supervision following [3.1.26 Monitor attendance of children](#)

7. Roles and responsibilities summary

The following table provides a summary of role responsibilities that align with the procedures and ProMapp processes referenced.

Role	Responsibilities
Centre Manager / Nominated Supervisor	- Ensures supervision practices are implemented in line with this procedure and regulatory requirements - Plans and oversees staffing arrangements to maintain required ratios across all environments - Ensures supervision plans are developed, communicated and followed - Ensures systems are in place to monitor ratios, staffing and supervision coverage - Supports educators to implement effective supervision practices and provides guidance where required - Adjusts staffing, supervision arrangements or environments when risks change or concerns are identified - Responds to and manages supervision concerns, including escalation where supervision cannot be maintained
Educators	- Actively supervise children at all times in line with this procedure - Know the number and location of children and maintain ongoing awareness of children's safety and wellbeing - Follow supervision plans and position themselves to maintain visibility and effective supervision - Adjust supervision based on children's needs, activities and identified risks - Maintain supervision during routines, transitions and higher-risk activities - Communicate movements and changes in positioning to maintain supervision coverage - Ensure children are accounted for when moving between areas and during daily routines - Only be counted in ratio when directly supervising children - Raise and escalate supervision concerns promptly
Students, volunteers and contractors	- Work under the supervision and direction of educators at all times - Do not take responsibility for supervising children independently - Follow educator instructions and supervision expectations - Maintain awareness of children's safety and immediately report any concerns to an educator

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All staff (including leaders and educators)	- Share responsibility for maintaining a safe and child-focused environment - Prioritise children's safety, rights and wellbeing in all decisions and actions - Follow this procedure and related policies and processes - Contribute to continuous supervision by supporting colleagues and maintaining awareness of children across environments
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8. Related legislation and internal documents

The following legislation, regulations and internal documents inform and support this policy/procedure, ensuring compliance with legal requirements and consistent implementation.

Legislation	• Education and Care Services National Regulations 2011 • Education and Care Services National Regulations WA 2012 • United Nations Convention on the Rights of the Child • Early Childhood Australia Code of Ethics • Child Safe Standards (VIC) (NSW) • Child and Youth Risk Management Strategy (QLD) • National Principles of Child Safe Organisations	
Policy/Procedure, Process	POL3-P1 Providing a Child Safe Environment Policy and Procedure POL4-P5 Grouping of Children Procedure POL 3-P4 Risk Assessment Procedure POL 2-P20 Food Handling, Safety and Nutrition Procedure POL2-P12 Safe Sleep and Rest Procedure. POL2-P11 Nappy Changing and Toileting Procedure POL6-P2 Arrival Departure and Collection Policy and Procedure POL 2-P6 Excursions Procedure	8.1.02 Conduct Root Cause Analysis 3.6.01 Manage Supervision Compliance 3.6.03 Monitor Ratios 3.6.27 Transition Children Safely Between Spaces. 3.4.07 Manage Outdoor Environments 3.2.04 Facilitate Meal Times. 3.2.07 Change Nappy and Support Toileting. 3.1.25 Manage arrival of children 3.1.12 Manage Collection of Children. 3.1.17 Host a Centre Event 3.6.26 Plan and Conduct Incursions
Forms	FRM 4-F5 Meeting Agenda Reflection and Action Tool INF 1015 Sample Supervision Plan FRM 2-F67 Supervision Audit FRM 4-F40 Ratio Tracking Sheet. FRM 2-F61 Supervision Lanyard FRM2-F64 Head Count Record	
Learning Resources	AEG001 - Active Supervision AEG420 - Regulatory Priority: Adequate Supervision	

9. Version history

The version history table below records updates to this document, including approval dates and a summary of changes made.

Version Control	Date	Author	Description of Change
1	Oct 2013	AEG	Update to reflect ECSNR
1.2	July 2015	AEG	Minor amendments
V9.15	Sept 2015	AEG	Minor amendments
V6.16	June 2016	AEG	Minor amendment
V7.17	July 2017	AEG	Revision
V11.17	Nov 2017	AEG	Break revision
V12.18	Dec 2018	AEG	Annual Review
V8.19	Aug 2019	AEG	Minor amendment
V8.20	AUG 2020	AEG	Scheduled review
V7.21	JUL 2021	AEG	Scheduled review

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V7.22	JUL 2022	AEG	Linked forms and process
V7.23	JUL 2023	AEG	Minor revision
V11.23	NOV 2023	AEG	Added Outdoor Safety Coordinator and lanyard system. RACI added.
V12.24	Dec 2024	AEG	Added addressing supervision challenges
V2.25	Feb 2025	AEG	Added supervision during adult tasks
V6.0	Dec 2025	AEG	Amendments to strategies and formatting. Removal of additional information, reference to relevant procedure provided
V13	July 2026	AEG	Major alignment of the structure to reflect ACECQA guidance, 6 steps of supervision and additional strategies that are reflected in our Learning

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