

YMCA Geelong –Child Safe Environment and Active Supervision in Education and Care Service Policy (Previously known as Active Supervision in Children’s Service Policy)

OFFICE USE ONLY

Policy Number	Date Approved	Date Last Amended	Status
YG 116-O	11/09/2025	08/09/2025	APPROVED

CHILD SAFE ENVIRONMENT AND ACTIVE SUPERVISION IN EDUCATION AND CARE SERVICE POLICY

1. INTRODUCTION

Y Geelong seeks to ensure the safety and wellbeing of children in care at our services at all times. Our programs will ensure we meet the legislative requirements in terms of quality and supervision. The Active Supervision Policy has been developed to guide all Educators on the requirements that need to be implemented in Education and Care Services and enhances the YMCA Geelong Safeguard Children and Young People Policy that focus on Child Safety as our number one priority.

2. POLICY

To ensure that the Y Geelong maintains the safety and wellbeing of children in the care of the service at all times by enforcing an active supervision policy.

All children have the right to experience quality education and care in a safe and healthy environment, be it physical, emotional or social.

Our policy guidelines ensure:

- That we promotion of a culture of child safety and wellbeing within the service
- children at the service are provided with a safe environment at all times, which extends to online environments
- approved providers, nominated supervisors, educators and other staff at a service meet their legislative obligations to prevent harm and hazard towards children
- there is timely and effective identification of, and response to, children who may be at risk of or who are experiencing abuse or neglect.

2.1 Educators will receive training and education on the policy guidelines which include the following processes;

3.1.1 Educators will comply with educator ratios as outlined by the Education and Care Services Regulations (R 123 and 355).

3.1.2 At all times there will be an Educators to child ratio of a minimum of 1:15 based on the total number of children in attendance at the centre.

3.1.3 Staffing within the centre will be based on Educators qualifications. Educators who has completed or working towards the relevant qualifications may work at a ratio of

1:15 These ratios may take affect where different activities appeal to different group sizes whilst in the centre, however there will be a 1:15 ratio for the total number of children in attendance at all times.

- 3.1.4 Educators will comply with educator ratios when on excursions as per activity risk assessments and work at a ratio of between 1:5 and 1:15 on excursion days outside of the centre, and a 1:5 ratio when attending pool/water play areas.
- 3.1.5 The centre plan, which clearly defines boundaries and areas where children may safely play, is displayed in the reception area and around the facility. Educators will become familiar with the plan and will reinforce the importance of staying within the boundaries with the children.
- 3.1.6 Educators will ensure that all play areas are always appropriately supervised.
- 3.1.7 To effectively supervise groups of children, educators need to conduct risk assessments and make professional judgements to determine an approach to supervision.
- 3.1.8 Consider the environment, the children, and the context of the activity's children participate in.
- 3.1.9 Educators will educate the children at the centre of the boundaries, and enforce the guidelines of supervision for each day of operation.
- 3.1.10 Educators will ensure children's supervision is appropriate to their stage of development, age and protects their safety and wellbeing at all times. Educators will join in the children's play and encourage them to try new challenges as appropriate.
- 3.1.11 Children will be regularly trained on safety procedures for play equipment/ activity.
- 3.1.12 Children will always be within sight or sound of Educators members, and regularly educated on the guidelines of these procedures.
- 3.1.13 Educators are required to position themselves in the play areas that allows for maximum supervision.
- 3.1.14 Students and volunteers or Educators under 18 years of age will not be left to supervise children alone.
- 3.1.15 Educators will familiarise themselves of the number of children in their care at all times, and will communicate with each other when coming or going from a play area.
- 3.1.16 Educators will ensure that when taking breaks another Educators member is able to take their position of supervisor in their designated area, or move the children to an area that is appropriately Educators for supervision.
- 3.1.17 Educators will be aware of activities and experiences that require extra supervision, E.g. water play, cooking, eating & drinking, etc.
- 3.1.18 Educators will be aware of places that require extra supervision and position themselves to minimise danger, E.g. program and sports equipment, change rooms, toilet areas, etc., and in particular ensure that the Toileting Policy is enforced at all times.
- 3.1.19 *Educators are required to actively supervision child while using authorised electronic devices such as iPad's, Computers, online games, web, mobile device, phones etc.*
- 3.1.20 *No Educator, support service or allied health professional or field student is permitted to have a personal electronic device or storage device on them during direct contact with children in education and care settings- refer to YG 115- Use of Electronic Devices in Education and Care settings for full details.*
- 3.1.21 *Educators are required to ensure that children are not exposed to smoking or vaping in the service areas or excursions.*

3.1.22 Educators member supervising water play activities are required to be over the age of 18 years.

3.1.23 Educators will closely monitor children whom are unwell.

3.1.24 Regular emergency drills will be undertaken to ensure that Educators and children become familiar with the procedures.

3.1.25 Active supervision of children can be achieved in a variety of ways, including:

- Careful planning of rosters to ensure that educators are always available to respond to children.
- Policies and procedures that address supervision clearly.
- Flexible supervision arrangements to allow for supervision of individual children or small groups, such as sleeping children or indoor and outdoor experiences offered simultaneously.
- Close observation of children to provide support and to extend on children's play experiences. Educators who closely observe children and are attuned to their needs and interests can recognise when children wish to play without adult involvement.
- Actively engaging with children to support their learning. Effective supervision requires a combination of observation and engagement. Educators need to assess and respond to children's supervision needs in conjunction with engaging with children to promote quality learning opportunities.
- Scanning or regularly looking around the area to observe all children in the environment ensures that all children are actively supervised. Educators who are aware of the environment can identify appropriate positions for maximum vision of children. Educators should avoid standing with their backs to children and undertaking tasks that will distract them from supervising children, such as administrative tasks.
- Listening carefully to children and noting any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.
- Evaluating situations to determine the potential risks and benefits for children's health, safety and wellbeing. Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to children.

4 SUPERVISION REQUIREMENTS

The Education and Care Services National Law and National Regulations require that all children being educated and cared for at an approved service are adequately supervised at all times and are protected from harm and hazards. There are also requirements to notify the regulatory authority of any serious incidents or complaints alleging the safety, health or wellbeing of children has been compromised. If children are not effectively supervised, a situation may arise in which the regulatory authority will need to be notified. The National Regulations also prescribe the minimum number of educators required to educate and care for children and prescribe the required qualifications for educators, including how many educators are to be early childhood teachers. Services must maintain set educator-to-child ratios at all times based on the ages and number of children being educated and cared for at the service. The requirements for educator-to child ratios can be found on the ACECQA website.

5 TEAMWORK AND COMMUNICATION

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, deal with an issue, talk to a parent or to go to the bathroom. Educators may also need to communicate details about individual children. For example, a child is being triggered by others and needs time to regulate in an area away from the activity.

6 CONSIDERATIONS FOR OUTSIDE OF SCHOOL HOURS CARE (OSHC) – Before and After school Care and Vacation care

OSHC settings cater for children of a wide range of ages. 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. Y 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 OSHC service
- supervision of children’s transportation to and from OSHC premises.

7. CHILD SAFE ENVIRONMENT

All decision-making should be carried out in accordance with the principles of Providing a child safe environment

- All children attending our service are provided with a safe environment, both physically and online, through the creation of a child safe culture
- children’s wellbeing is paramount and children will be actively involved in decision-making to provide an environment that encourages them to reach their potential
- management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
- child protection training has been completed by the relevant persons as required by the service’s jurisdiction, as required by section 162A of the National Law
- nominated supervisors, educators, and staff members, volunteers and students, at the service who work with children are advised of the existence and application of the current child protection law (or child safe standards, where applicable) and any obligations that they may have under that law, as required by regulation 84at all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

- procedures to effectively manage incidents and emergencies are in place and regularly rehearsed
- where the program involves simultaneous use of indoor and outdoor environments, educators will effectively supervise children in both environments.

8 REPORTING OF INCIDENTS

New requirements for incident reporting in Australian early childhood and care services include a reduced **24-hour notification timeframe for physical or sexual abuse allegations (from 7 days)**.

Educators are required to be training in the YMCA Incident Reporting and Management systems as part of the induction process and throughout their time at the Y.

Educators have an obligation to report all matters as outlined in the Incident reporting Policy to their supervisors.

9 DEFINITIONS

Term	Meaning	Source
ACECQA – Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children.	acecqa.gov.au
Active supervision	Educators promote children’s learning and development by creating physical and social environments that have a positive impact. It is necessary for educators 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 and online environment and be attuned to the needs of individual children.	
Mandatory reporting	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	State/territory based child protection legislation
Reasonably believes	Believes on grounds that are reasonable in the circumstances.	Schedule 3, <i>Child Protection Act 1999</i> (Queensland)

Term	Meaning	Source
Reasonable grounds	Suspect that a child may be at risk of significant harm based on your observations of the child or what has been reported to you about a child.	Schedule 3, <i>Child Protection Act 1999</i> (Queensland)
Reasonably suspects	Suspects on grounds that are reasonable in the circumstances.	Schedule 3, <i>Child Protection Act 1999</i> (Queensland)
Responsible person	In relation to an education and care service, means a person referred to in section 162(1)(a) to (c) of the <i>Education and Care Services National Law</i> .	National Law

Reportable conduct	Certain organisations or entities have legal obligations under Reportable Conduct Schemes. Under these Schemes, certain organisations or entities are required to notify and investigate certain allegations (reportable allegations) of abuse involving a child, when the allegation is against someone they employ, engage or contract in circumstances outlined by the legislation.	State/territory-based child protection legislation
Rights of the child	Human rights belonging to all children, as specified in the United Nations Convention on the Rights of the Child.	Guide to the NQF
Wellbeing	Sound wellbeing results from the satisfaction of basic needs – the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.	Guide to the NQF
Working directly with children	A person is working directly with children at a given time if at that time the person: <ul style="list-style-type: none"> • is physically present with the children, and • is directly engaged in providing education and care to the children. 	National Regulations
Working with children / Working with vulnerable people check (WWCC/WWVP)	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: <ul style="list-style-type: none"> • the person has been assessed as suitable to work with children; or • there has been no information that if the person worked with children the person would pose a risk to the children; or • the person is not prohibited from attempting to obtain, undertake or remain in child-related employment. 	National Law

10 SCOPE

This policy applies to YMCA Geelong Inc. operations and has coverage over all children’s programs regulated by the National Quality Standard Framework.

11 ROLES AND RESPONSIBILITIES

Department/Area	Role/Responsibility
School Holiday Program Co-ordinator/ Manager	Ensure the procedures are compliant to the regulations Implement training/education for Educators It is the responsibility of the Y to appoint a representative (Nominated Supervisors/ Responsible Person) at each Children’s Service to manage all aspects of program.
Education Leaders, Support and Co-ordinators	Ensure compliance to policy in program delivery. Attend training sessions and ensure the policy is implemented

	during your shift.
Educators	Required to Actively Supervise Children and young people in our care as outlined in the policy and on the job training.

12 MONITORING, EVALUATION AND REVIEW

School Holiday Program Co-ordinators will monitor the implementation of the policy during shifts. Educators who breach the policy will be counselled as to the correct procedure. Failure to comply may result in disciplinary action.

Policy will be reviewed on a three-year basis by the Senior Leadership Team.

Policy is available on Employment Hero Work App and in Services.

13 SUPPORTING DOCUMENTS (LINKS TO PROCEDURES, LEGISLATION, FORMS, WORK PRACTICES)

YMCA Geelong Safeguarding Children and Young People Policy

National Early Years Learning Framework

Victorian Early Years Learning and Development Framework

My Time, Our Place. Framework for School Aged Care in Australia (Draft)

The Convention on the Rights of the Child

REFERENCES AND RESOURCES- ACECQA website at acecqa.gov.au to download: Guide to the National Quality Framework Children's Health and Safety, Occasional paper 2 Find other useful resources: Early Childhood Resource hub at www.echr.edu.au

RELEVANT POLICY:

YMCA Geelong Occupational Health and Safety Policy

Children's Services Regulations 2009:

- Child Educators ratios (R 54)
- Minimum Educators requirements (R 50)
- Minimum training (R 60)
- Educators members to have first aid and anaphylaxis management training (R 63)
- Emergency procedures (R 76)

Children's Services Act 1996:

- Protection of children from hazards (section 26)
- Inadequate supervision of children (section 27)

RELEVANT DOCUMENTS:

YMCA Geelong Staff and Volunteer Handbook

RELEVANT REGULATIONS

Education and Care Services Regulations 2011

Children's Services Regulations 2009

NATIONAL QUALITY STANDARD

The importance of actively supervising children to promote children's health, safety and learning is reflected in Quality Area 2 of the National Quality Standard (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.

Section 162A	Child protection training
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Regulation 82	Tobacco, drug, and alcohol-free environment
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
Regulation 84	Awareness of child protection law
Regulation 101 (2)(f)	Supervision during excursions.
Regulation 103	Premises, furniture, and equipment to be safe, clean and in good repair
Regulation 115	Premises designed to facilitate supervision
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123	Educator to child ratios – centre-based services
Regulation 145	Staff record
Regulation 165	Record of visitors
Regulation 166	Children not to be alone with visitors
Regulation 167	Record of service’s compliance
Regulation 168	Education and care services must have policies and procedures
Regulation 169	Additional policies and procedures – family day care service
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 174	Offence to fail to notify certain information to Regulatory Authority
Regulation 175 (d)(e)	Prescribed information to be notified to Regulatory Authority
Regulation 176	Timeframes for notifying certain information to the Regulatory Authority

14 DOCUMENT HISTORY

Approved by: CEO

Effective date: 10/02/2014, 04/04/2019, 14/03/2024, 11/09/2025

Reviewed: 10/02/2017, 07/03/2019, 14/03/2024, 08/09/2025

Review date: 14/03/2027

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Amendment history:

Version	Date	Author	Change Description
V1	October 2010	Cindy Henderson	Policy approved
V2	August 2011	Kimberley Maher	Policy reviewed
V3	10/02/2014	Kimberley Maher	Review and updated template, included scope, monitoring requirements
V4	29/06/2016	Kimberley Maher	Review of excursion ratios
V5	07/03/2019	Brenda Bowell/ Chris Mawson	Update policy owner from Kimberley Maher, Community Programs Coordinator to Paul Barbagallo, Centre Director
V6	14/03/2024	Shona Eland	Changed Policy name to "Active "Supervision Updated Clause: 3.1.2 Updated ratio 1:15 from 1:30 3.1.22 Added -Active supervision of children can be achieved in a variety of ways Clause Clauses added: 4 SUPERVISION REQUIREMENTS 5 TEAMWORK AND COMMUNICATION 6 CONSIDERATIONS FOR OUTSIDE OF SCHOOL HOURS CARE (OSHC) – Before and After school Care and Vacation care 11- updated regulations reference
V7	08/09/2025	Shona Eland	Updated the Policy name to CHILD SAFE ENVIRONMENT AND ACTIVE SUPERVISION IN EDUCATION AND CARE SERVICE POLICY Updated Clause 3.1.19 Educators are required to actively supervision child while using authorised electronic devices such as iPad's, Computers, online games, web, mobile device, phones etc. Added Clause 3.1.20 No Personal Devices in ECEC Added 3.1.21 Educators are required to ensure that children are not exposed to smoking or vaping in the service areas or excursion Added Child Safe Environments Updated 8 Reporting Requirements Updated 9. Definitions

As Adopted by the YMCA Geelong on 14/09/2025



Shona Eland
Chief Executive Officer YMCA Geelong Inc.

YG 116-O Supervision in Children's Services Policy V7 (Approved) 14/09/2025

Date created: 10/02/2014

Date Approved: 10/02/2014, 04/04/2019, 14/03/2024, 11/09/2025

Next review 10/02/2022, 14/03/2027

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