

SUPERVISION OF CHILDREN

QUALITY AREA 2 | ELAA version 1.0



Working in partnership with Cancer Council Victoria, ELAA has aligned this policy to the key policies and guidelines of the Healthy Early Childhood Services Achievement Program

PURPOSE



This policy will provide guidelines to ensure:

- the adequate supervision of all enrolled children is maintained at all times.
- the provision of a safe and secure environment for all children at Barry Rd Pre School.



POLICY STATEMENT

VALUES

Barry Rd Pre School is committed to:

- providing appropriate supervision for all enrolled children in all aspects of the service's program that is reflective of the children's needs, abilities, age and circumstances
- ensuring all children are directly and actively supervised by educators employed or engaged by Barry Rd Pre School
- maintaining a duty of care (*refer to Definitions*) to all children at Barry Rd Pre School
- ensuring there is an understanding of the shared legal responsibility and accountability between, and a commitment by, all persons to implement the procedures and practices outlined in this policy.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Barry Rd Pre School including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
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R indicates legislation requirement, and should not be deleted					
Complying with the legislated ECT/educator-to-child ratios at all times (<i>National Law: Sections 169</i>) (<i>Regulations 123</i>)	R	R	√		
Counting only those educators who are working directly with children at the service in the educator-to-child ratios (<i>Regulation 122</i>)	R	R	√		
Keeping a record of ECT/educators working directly with children (<i>Regulation 151</i>)	R	√	√		
Ensuring any educator under the age of 18 is not left to supervise children on their own (<i>Regulation 120</i>)	R	√	√		
Ensuring an unauthorised person is under the direct supervision of an ECT/educator whilst at the service (<i>National Law: Section 170 (2)</i>)	R	R	√		
Ensuring, in addition to ratio requirements, that a minimum of two educators are rostered on duty at all times children are in attendance at the service	√	√	√		
Ensuring that children being educated and cared for by the service are adequately supervised (<i>refer to Definitions</i>) by being in sight and/or hearing of an educator at all times; including during eating, toileting, sleep, rest and transition routines (<i>National Law: Section 165 (1), (2)</i>)	R	R	√		
Considering the design and arrangement of the service environment to support active supervision (<i>Regulation 115</i>). This may be supported by a supervision plan (<i>refer to Attachment 1</i>)	R	√	√		
Managing potential risk of abuse or harm to each child, including fulfilling duty of care (<i>refer to Definitions</i>) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm (<i>refer to Child Safe Environment Policy</i>)	R	R	R		R
Identifying high-risk activities, including excursions (<i>refer to Excursions and Service Events Policy, Road Safety and Safe Transport Policy and Water Safety Policy</i>), through a risk management process, and implementing strategies to improve children's safety e.g. Considering increasing adult-to-child ratios in line with the identified risks (<i>Regulation 100, 101, 102B, 102C</i>)	R	R	√		
Ensuring supervision standards are maintained during ECT/educator breaks, including during lunch breaks	R	R	√		
Providing safe spaces for children, which allow for adequate supervision, and which include safe fall zones, good traffic flow, maintenance of buildings and equipment, and minimising trip hazards	R	√	√		
Implementing induction procedures to inform casual and relief staff about the supervision strategies outlined in this policy	√	√	√		√
Notifying the Regulatory Authority (DET) within 24 hours of: <ul style="list-style-type: none"> a serious incident (<i>refer to Definitions</i>) occurring at the service, including when a child appears to be missing or cannot be accounted for (<i>National Law: Section 174(2)(a)</i>), (<i>Regulations 176(2)(a)(ii)</i>) 	R	√	√		

<ul style="list-style-type: none"> a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached (<i>National Law: Section 174(2)(b), (Regulations 175(2)(c), 176(2)(b)</i>) 					
Notifying parents/guardians of a serious incident (<i>refer to Definitions</i>) involving their child as soon as possible, but not more than 24 hours after the occurrence (<i>Regulation 86, 87 (3)(e)</i>)	R	√	√		
Reporting notifiable incidents (<i>refer to Definitions</i>) to Worksafe Victoria	R	√			
Evaluating supervision procedures regularly	R	√	√		
Complying with the service's <i>Excursions and Service Events, Road Safety and Safe Transport and Water Safety Policy</i>	R	R	√	√	√
Identifying the potential for the risks of abuse or harm to each child, including fulfilling duty of care (<i>refer to Definitions</i>) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm	R	R	R		
Providing support to ECT/educators when children with challenging behaviours or additional leads are involved	√	√			
Ensuring that all children are accounted for, including by referring to attendance records (<i>refer to Definitions</i>) at various times throughout the day, e.g. during indoor/outdoor programs		√	√		
Adjusting supervision strategies to suit the service environment, educator skills, and age mix, dynamics and size of the group of children being supervised and the activities being undertaken	R	R	√		
Maintaining a duty of care to children at all times (including when the child is on the premises but not signed into or signed out of the care of the service and the parent/guardian or person delivering or collecting the child is responsible for supervising that child)		R	R	R	
Balancing supervision requirements with children's needs for privacy and independence		√	√		
Communicating with other educators regularly to ensure adequate supervision at all times		R	√		
Adhering to the <i>Child Sage Environment Policy</i>	R	R	R	R	R
Ensuring doors and gates are closed at all times to prevent children from leaving the service unaccompanied or from accessing unsupervised/unsafe areas of the service	√	√	√	√	√
Deciding when to interrupt and redirect children's play to ensure safety at all times		√	√		√
Identifying opportunities to support and extend children's learning while also recognising their need to play without adult intervention		√	√		√
Conducting daily safety checks of the environment to assess safety and to remove hazards		√	√		
Supervising/being aware of children's daily arrival and departure from the service and being aware of the person who has		√	√	√	

authority to collect the child (<i>refer to Delivery and Collection of Children Policy</i>)					
Supervising their own child/ren before signing them into the program and after they have signed them out of the program				√	
Enabling ECT/educators to supervise children at all times e.g. by making arrangements to speak with educators at a mutually suitable time				√	

BACKGROUND AND LEGISLATION



BACKGROUND

Supervision is essential in ensuring that children’s safety is protected in the service environment. Children have a right to be protected from potential hazards and dangers posed by products, plants, objects, animals and people in the immediate and wider environment.

Supervision is an integral part of the care and education of children and requires staff members to make ongoing assessments of the child and the activities in which they are engaged; utilising range of skills such as positioning and peripheral vision. Active supervision assists in the development of positive relationships between educators, children and their families, and informs ongoing assessment and future planning. Adequate supervision (*refer to Definitions*) requires teamwork and good communication between educators.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Child Safe Standards, Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 2: Children’s Health and Safety
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Worker Screening Act 2020
- Worker Screening Regulations 2021 (Vic)

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the *Definitions* file of the PolicyWorks catalogue.



SOURCES AND RELATED POLICIES

SOURCES

- Kidsafe: www.kidsafe.com.au
- The Royal Children's Hospital Community Information team (formerly Safety Centre) provides information on safety promotion and injury prevention: www.rch.org.au.
- WorkSafe Victoria: www.worksafe.vic.gov.au
- Guide to the National Quality Framework (ACECQA): <http://acecqa.gov.au/>
- Guide to the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011 (ACECQA): <http://acecqa.gov.au/>

RELATED POLICIES

- Administration of First Aid
- Child Safe Environment
- Complaints and Grievances
- Dealing with Medical Conditions
- Delivery and Collection of Children
- Excursions and Service Events
- Incident, Injury, Trauma and Illness
- Interactions with Children
- Occupational Health and Safety
- Relaxation and Sleep
- Road Safety and Safe Transport
- Staffing
- Tobacco Alcohol and other Drugs
- Water Safety

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- record and monitor complaints and incidents in relation to the supervision of children and amend the policy and procedures as required
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).



ATTACHMENTS

- Attachment 1: Supervision risk management template
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AUTHORISATION

This policy was adopted by the approved provider of Barry Rd Pre School on 07/02/2023.

REVIEW DATE: 07/02/2026.

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Area/equipment	Potential supervision risk	Action to reduce or eliminate risk
<p>Fixed equipment e.g. swings, fixed climbing equipment, slides etc.</p>	<p>Water tank – if children leave tap running it will cause a puddle.</p> <p>Swings- When children are swinging they may accidentally hit a child walking by.</p> <p>Slide- Children like to walk up the slide and when they are at the top of the slide they like to swing from the bar.</p> <p>Cubby House- shop windows are on a latch children may get fingers caught, visibility may be impaired from playground</p>	<p>Supervise children at the tap, remind them to turn off tap and at the end of the session remove tap so no children have access to the water.</p> <p>Children at the beginning of the year are reminded to be careful when walking behind the swings.</p> <p>On the slide we have 2 rules that children may need reminding of when playing on the slide:</p> <ol style="list-style-type: none"> 1. UP THE ROCKS AND DOWN THE SLIDE 2. SITTING AT THE TOP OF THE SLIDE AND SLIDING DOWN ONE AT A TIME. <p>Staff need to make sure that the shop windows are open and secured on the latch, if only one staff member is outside they need to stand near the slide area to be able to observe all children.</p>
<p>Layout of the internal and/or external areas of the service including a description of areas that provide challenges to supervision e.g. children’s bathrooms, L-shaped playgrounds or playrooms, behind structures or features in the playground etc.</p>	<p>Outdoor playground is very large and really needs 2 people to supervise it effectively. If only one educator is outside near the cubby house they have no vision of the sandpit.</p> <p>Part of the children’s bathroom is not visible from the playroom. From outdoors the children’s bathroom is also a challenge.</p> <p>The playroom for supervision of children is quite good the only place that you don’t have full supervision of children is if you are standing at the playroom sink</p>	<p>Ideally 2 educators would be best, one on both sides of the playground. If an educator needs to go indoors they need to let the other staff member know so that they can position themselves near the outdoor classroom so they have vision of the entire playground.</p> <p>Best visible points for the children’s bathroom is the use of the mirror hanging in the playroom, the bathroom window and the library corner of the playroom. For outdoors the best position to supervise children is the sandpit area but we also check the bathroom regularly while we are outdoors.</p> <p>Educators need to communicate and be aware of each other’s position in the room, if one educator is near the sink area or needs to leave the playroom the other educator needs to position themselves in the middle of the playroom.</p>

	<p>area you have no vision of the corner near the store room or front door.</p> <p>Awareness of children with medical needs/additional needs and how the environment effects the needs of these children.</p>	<p>Educators to make sure children’s safety is always first and how the environment may affect their safety. Make sure all educators, students, volunteers, emergency staff are aware of medical plans or risk assessment forms for children with medical needs. Also make sure educators are aware of the impact and how the environment effects children with special needs.</p>
<p>Staff supervision responsibilities including: quiet/active learning spaces; during indoor and outdoor programs; specific programmed experiences and also including the supervision of students and volunteers</p>	<p>Educators making sure that they are aware of their positioning and their co- workers.</p> <p>Snack time- Educators to be aware of allergies, hygiene and healthy eating.</p> <p>Indoor/Outdoor program- be very mindful of position both indoors and outdoors, because there are blind spots both indoors and outdoors if one staff member is left on their own.</p> <p>Entering the playroom from outdoor play will cause issues with supervision of all children.</p>	<p>Educators making sure they communicate when they are leaving the playroom.</p> <p>Educators to sit with children at meal times during free play time being aware where they position themselves so that they are still aware of what is happening in every area of the playroom or playground. Also to be aware of children with allergies, making sure children have washed their hands and the tables are clean.</p> <p>Be aware of the number of children attending and where they are situated. Staff to communicate when they are moving indoors or outdoors so other staff are aware of changes and covering blind spots.</p> <p>Before entering from outdoor play ask all the children to line up at the bathroom door. Once all the children are lined up send one educator indoors and one educator remains</p>

	<p>Scissors- When children are using scissors they sometimes like to experiment with them and have on a couple of occasions tried cutting their hair or someone else's hair.</p> <p>Water play or sand play indoors can cause the floor to become slippery if it falls on the ground.</p> <p>Students/Volunteers-As per handbooks.</p>	<p>with the children sending them in a couple at a time so they may wash their hands.</p> <p>Supervise use of scissors and remind children they are only allowed to cut paper products.</p> <p>Have mop or little broom and shovel located near the activity constantly check the area and clean it if required and also encourage children to be aware of sand and water on the floor being a hazard.</p> <p>Students are never left alone to supervise children. Educators need to be aware of their responsibilities as per student's handbook and also need to induct students into the Pre School and make them aware of centre policies and children's regulatory requirements.</p>
<p>Potential hazards e.g. protruding tree roots, small pieces of equipment etc.</p>	<p>Chairs- Sometimes children have a tendency to lean forward in their chairs and they slide off their chairs.</p> <p>Brick paving and rocks in the sandpit</p> <p>Ball Play- Only on the grass areas because the soft fall and brick paving areas have too many obstacles in the way and when chasing balls children are not aware of equipment around them.</p>	<p>If you see children leaning forward on their chairs just remind them that it is dangerous and that we need to sit right back in our chairs, because when children are sitting in the chair properly they are not able to lean forward.</p> <p>Brick paving area is <u>walk only</u> area children may need reminding on a daily basis. No running on the rocks around the sandpit.</p> <p>Ball Play- Only on the grass areas.</p>
<p>Arrival and departure of children</p>	<p>Arrival- Arrival of children in our sessions are scattered because of the early starts and because the four schools</p>	<p>For the first 30 minutes of the session on educator must be placed near the entrance to greet families and tick children into the role book, once most children have arrived educator must check children ticked on the</p>

	<p>surrounding us all have different start times.</p> <p>Departure- Foyer can become very busy and distracting especially with children excited to see their families and parents wanting to ask questions of Educators.</p>	<p>role book and check the children in the playroom and then check that all children have been signed in and if the numbers match write the time and number of children in the sign in/out book and notify other educators in the room of how many children in attendance.</p> <p>One educator to sit on the mat with children and the other educator to be placed at the door and call children one at a time. Also if parents want to ask a question ask them to come in and wait while the children are being dismissed.</p>
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