

SUPERVISION OF CHILDREN

QUALITY AREA 2



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 North Brighton Kindergarten.



POLICY STATEMENT

VALUES

North Brighton Kindergarten 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 North Brighton Kindergarten;
- maintaining a duty of care (*refer to Definitions*) to all children at North Brighton Kindergarten; and
- 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 North Brighton Kindergarten including during off site 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	Parent / guardian	Contractors, volunteers and students
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	R	R	R		R

reasonable, foreseeable risk of injury or harm (<i>refer to Child Safe Environment Policy</i>).					
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>); and/or 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)</i>), (<i>Regulations 175(2)(c), 176(2)(b)</i>). 	R	√			
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 Safe 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				√	
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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 a 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)



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 and Wellbeing
- Compliments and Complaints
- 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



AUTHORISATION

This policy was adopted by the approved provider of North Brighton Kindergarten on 7/7/2023.

REVIEW DATE :February 2026

Version 2.1

ATTACHMENT 1: SUPERVISION BY NBK

1. **Listening;** hear what's going on around you. Know what 'productive play' sounds like rather than 'unproductive play'. Productive play is when children are laughing, talking, negotiating (sometimes loudly, a reminder to lower voices is appropriate). Unproductive play can lead to difficulty regulating their emotions etc. This is when they are loud, shouting and often with aimless running. The other type of play I like to redirect is when they are 'getting' another group of children. It is not ok to disrupt others' play. Eg. children playing productively in the cubby house and others shout at them to chase etc.
2. **Know where your team is and what they are doing.** Try and keep track of where your team members are. This means making eye contact, letting someone know when you are moving areas etc. and making sure you move around on a regular basis so you can see where your fellow team members are. This helps when we are doing the 'listening' part of our supervision as we can then know if there is a team member to help or intervene when we hear the kinds of noises that we know need intervention. Ensure that between 2 or 3 staff members (depending on how many we have in the room at that time) there is good coverage of being able to see the tricky areas, so you need to know your environment and where you can supervise well from. It's also good to know if your team members are working on something with a group of children, so might find it harder to step away for a moment. Thinking about balance. It's good to have one person at a time who is the 'general' supervisor. That person keeps an eye on the play, puts out spot fires before they become a problem and keep the energy levels on an even keel. This frees the other two staff to get involved in the shared sustained conversations which are the really important thing for learning.
3. **Scanning,** Even when working with a group and having a good sustained conversation, it is still important to know what's going on around you, so regularly looking around to see what kind of activity is happening. We can often guide play into a more engaging type early on before it gets out of control, so regularly scanning to keep an eye on the type of play is important. We are looking at facial expressions, body language, and hearing snippets as well if we can.
4. **Placement,** when sitting at an activity with the children, ensure you don't have your back to the room, make sure you can see a large portion of the space with minimal head movement. This makes scanning easier.
5. **Know your group.** Self-regulation is the ability to calm yourself down once you are excited. This is a developing skill for children this age, some children will be good at this, some will not. Know which ones struggle with this and get in early before they lose their ability to regulate themselves. Children who are dysregulated are a risk to themselves and to others, it's when we get accidents and others get hurt, so it's good to get in early.
6. **Providing ideas.** Sometimes children need an idea for play and a bit of direction (particularly at bush kinder). Helping children to notice what's in the environment. Can you see any birds? Could we make a nest for them? How many sticks would we need, can you find something soft? So, lots of open-ended questions to get the children thinking, creating and problem solving, while also giving them just enough direction to get them started. Sometimes doing something as well. E.g., Start making a mandala or something and someone will inevitably come up and ask what I'm doing and then join in.
7. **Knowing the environment.** When setting up the environment, think about blind spots, have we created blind spots where we can't see children? Think about 'risky' activities, or activities that need supervision. Think about who will be where and consider; if children will need adults at 4 different spaces at once, perhaps don't offer all those on the one day? Supervision is an essential tool to be able to create a safe environment where our team can engage is shared, sustained learning with the children and the children with each other.

8. Special considerations for Outdoor play and out and about excursions/Bush kinder. Make sure there is a good spread of adults, e.g., don't all congregate in one area. All staff keep an eye on boundary and all staff remind children to stay in boundary. For spaces that are more challenging to supervise. E.g., tree climbing, it's good to take turns with these. All staff keep an eye on boundary and all staff remind children to stay in boundary. Again, notice what your team members are doing. If one team member is working closely with a group of children to support social play; then the other/s may need to take on more of a general supervision role.

Action Plan

Action/responsibilities	Completed by	When
Complying with Educator to child ratios*	All - KS with staff to ensure	All times
Ensuring 2 educators rostered on at all times*	All - KS with staff to ensure	All times
Consider design & arrangement of environment to support supervision (refer to Supervision Risk Management Template) & evaluate supervision procedures	Nominated Supervisor / Educators	All times/when changing spaces
Managing risks of abuse or harm to children	Educators	All times
Identifying high risk activities (including excursions) through a risk management process	Educators	When needed
Inform casual and relief staff about supervision strategies	Educators	When required
<ul style="list-style-type: none"> developing procedures to inform casual and relief staff about the supervision strategies outlined in this policy 	Nominated Supervisor	Staff are provided with the supervision of NBK document
Notifying DET within 24 hours of a serious incident & complaints	NS/HR	When required
Notify parents of a serious incident involving their child	Educators	When required
Conducting daily safety checks to assess safety and hazards	Educators	Daily
	KS to complete Worksafe safety checks	Bi Annual

*KS to share all roster changes with staff to ensure ratios and breaks align with this policy and the staffing policy.