



Policy Title	Supervision of Children
Quality Area	2
Category	Best Practice

## SUPERVISION OF CHILDREN

### PURPOSE



This policy provides a clear set of guidelines and procedures for Thornbury Kindergarten to:

- ensure active and intentional supervision of all enrolled children is maintained at all times
- provide a safe environment for all children which ensures their safety, health and wellbeing
- promote the cultural safety of all children
- identify, reduce and remove risks of child abuse
- intervene when a child may be at risk of abuse or neglect
- involve children in child safety including listening to children and incorporating their views about how to provide a safe environment
- make staff aware of their legal and duty of care obligations to report child abuse and neglect
- respond to requests, share and request information to promote child wellbeing or safety and/or manage risk of family violence.



### POLICY STATEMENT

#### VALUES

Thornbury Kindergarten is committed to:

- providing active and intentional 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 Thornbury Kindergarten
- 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
- actively engaging with children to support their learning, recognising that a combination of observation and engagement is required to be able to assess and respond to children's supervision needs
- promoting the culture of child safety and wellbeing within the service
- always acting in the best interests of each child and has zero tolerance of child abuse
- actively managing the risks of abuse or harm to each child, including fulfilling our duty of care (*refer to Definitions*) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm
- continuously improving the way our service identifies risks of and responds to child abuse and encourages reporting and improved responses to allegations of abuse.
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining the dignity, agency and rights of each child at the service

#### SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, staff, students, volunteers, parents/carers, children, and others attending the programs and activities of Thornbury Kindergarten including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Staff	Parents/carers	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 reasonable, foreseeable risk of injury or harm ( <i>refer to Child Safe Environment and Wellbeing 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, including the COC requirements and knowledge of the <i>Child Safe Environment &amp; Wellbeing Policy</i>	√	√			√
Notifying the Regulatory Authority (DET) within 24 hours of: <ul style="list-style-type: none"> <li>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>)</li> <li>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)</i>, <i>176(2)(b)</i>)</li> </ul>	R	√			
Notifying parents/carers 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		
Ensuring that staff at the service are provided with appropriate training to reflect on their pedagogical decisions and role in supporting children to begin to regulate their own behaviour	√	√			
Ensuring staff at the service are provided with appropriate training and support to effectively use co-regulation strategies	√	√			
Ensuring that all children are accounted for, including by referring to attendance records ( <i>refer to Definitions</i> ) at various times throughout the day, regular head counts by more than one staff member and communicated/checked between staff		√	√		
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/carer 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, autonomy and independence		√	√		
Communicating with other educators regularly to ensure active and responsive supervision at all times		R	√		
Adhering to the <i>Child Safe Environment &amp; Wellbeing 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	√	√	√	√	√
Upholding children's agency by supporting adventurous play and assessing risk thoughtfully, making intentional decisions about when to intervene to ensure each child's safety, wellbeing and right to explore		√	√		√
Using professional judgment to identify meaningful opportunities to extend children's learning through intentional interactions, while also recognising and respecting their right to lead their own play experiences without unnecessary adult intervention		√	√		√
Conducting daily and ongoing safety checks of the environment to assess safety and to remove hazards		√	√		
Regular scanning of the environment to identify appropriate positions for active and responsive supervision of children.		√	√		
Educators are attentive and responsive during children's daily arrivals and departures, maintaining awareness of who is authorised to collect each child, and working in partnership with families to ensure children's safety, wellbeing, and a sense of security ( <i>refer to Delivery and Collection of Children Policy</i> )		√	√	√	
Families are responsible for supervising their child/ren before they are signed into the program and after they have been signed out				√	
Families are encouraged to support continuous supervision of children by arranging to speak with Early Childhood Teachers (ECTs) and educators at mutually suitable times, enabling educators to remain focused on actively supervising and ensuring the safety and wellbeing of all children				√	



## 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](http://www.legislation.vic.gov.au)
- Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://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](http://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](http://www.rch.org.au).
- WorkSafe Victoria: [www.worksafe.vic.gov.au](http://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
- Code of Conduct
- 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
- Sleep and Rest
- Road Safety Education and Safe Transport
- Staffing
- Tobacco, E-Cigarettes, 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 Thornbury Kindergarten on 5<sup>th</sup> November 2025.

**REVIEW DATE:** 05/11/2028.

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT TEMPLATE

This template has been developed from the Thornbury Kindergarten Emergency Management Plan Risk Assessment, as a tool to be used by all educators involved in the supervision of children at the service.

1.	2.	3.	4.	5.			6.	7.		
Identified Hazard or Threat	Description of Risk	Current Risk Control Measures at our Service	Effective-ness of existing controls	Risk Rating			Treatments to be Implemented	Revised Risk Rating After implementing Treatments		
				Consequence	Likelihood	Risk Level		Consequence	Likelihood	Risk Level
Child safety Falling/ tripping/ slipping/ crushing Cutting Choking and Suffocation and strangulation Intruders/ personal threat Road Safety Arrival and departure of children Potential hazards e.g. protruding tree roots, small pieces of equipment etc 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.										