

SUPERVISION OF CHILDREN

QUALITY AREA 2 | VERSION 1



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 Beaconsfield Kindergarten Inc.



POLICY STATEMENT

VALUES

Beaconsfield Kindergarten Inc 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 Beaconsfield Kindergarten Inc
- maintaining a duty of care (*refer to Definitions*) to all children at Beaconsfield Kindergarten Inc
- 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 Beaconsfield Kindergarten Inc 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
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 Beaconsfield Kindergarten has a minimum of three educators rostered on at all times when children are in attendance.	√	√	√		
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>) Staff assess supervision risks twice per year; Term 1 and 3.	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>) a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has 	R	√			

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 needs 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				√	

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 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
- Sleep and Rest
- Road Safety Education 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
- Attachment 2: Service Supervision risk minimisation plan



AUTHORISATION

This policy was adopted by the approved provider of Beaconsfield Kindergarten Inc on 15 SEP,2025

REVIEW DATE: 14/02/2026

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT TEMPLATE

This template is designed as a tool to be developed and used by all educators involved in the supervision of children at the service and should be reviewed regularly and made available to all staff working in the program. There may be additional areas that your service will want to include in the supervision risk management template. *Beaconsfield Kindergarten Inc.* review and update Supervision Risk Management Template termly. The below template is a guide only.

Area/equipment	Potential supervision risk	Action to reduce or eliminate risk
For example: Fixed equipment e.g. swings, fixed climbing equipment, slides etc.		
For example: 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.		
For example: Staff supervision responsibilities including: quiet/active learning spaces; during indoor and outdoor programs; specific programmed experiences; and the supervision of students and volunteers		
For example: Potential hazards e.g. protruding tree roots, small pieces of equipment etc.		
For example: Arrival and departure of children		

ATTACHMENT 2
Service Supervision risk management – 2025

Area/equipment	Potential Supervision Risk	Action to Reduce or Eliminate Risk
	<p>The playground/playroom has areas that have the potential to cause harm/injury if not supervised adequately.</p>	<p><u>In all instances, please ensure:</u></p> <ul style="list-style-type: none"> -grounds check outdoors and internal check to ensure all environments are clear from hazards; sign in diary/daily grounds check -see expectations -check padlocks are on external gates – near sandpit & double front gates -one staff member in each zone/area or close to area at all times. Staff should be scanning all areas of each environment regularly -students/volunteers are not to be left alone with children -discuss expectations with children at the start Term 1 (or as new chn arrive) as to how the environment is to be used -ensure new staff/ relief are aware of challenging sight areas, spread supervising staff throughout areas to assist with viewing -best viewing positions outdoors: 1 at corner of veranda/playground; 1 in tanbark area to assist/supervise with climbing; 1 near swings/sandpit/green slide if in use -best viewing positions indoor: 1 on wet area; 1 on carpeted area; 1 staff member with view to bathroom - Children should be always within view when in bathroom. Educators to move when children move. Children are encouraged to tell an adult when they are going inside to the bathroom. - supervision of children near fences - be aware of children talking to/interacting with strangers through fence, as well as dogs near the fence. - only open the nature garden for play when appropriate supervision is available
<p>Fixed equipment e.g. swings, fixed climbing equipment, slides etc.</p>	<p><u>Challenges:</u> Slides -children kicked/hit by one another if more than one child on slide/ladder. -children could suffer burns on slides on hot weather days – close with cones</p>	<ul style="list-style-type: none"> -staff to check slides are clean before children use (check for possum/bird droppings) -1 child at time on ladder & 1 child on slide <u>down only/bottom or back facing forward</u> -monitor slide on hot weather days and close with signage as required -STOP/GO with fire pic

	<p>Fireman pole -children could slide down onto another child or fall from this height</p> <p>Monkey bars/high frames/high ladders/fort: -children could fall and hurt themselves</p> <p>Swings -collisions with peers</p> <p>Reset swing zone at end of sessions</p>	<ul style="list-style-type: none"> - monitor tanbark levels along edges of large slide to ensure no entrapment is visible. - ensure children do not swing from support bar on fort slide -close supervision when children using pole, ensure children hold onto safety bars before climbing onto pole. one at a time on pole, next in line not too close to child who is waiting. Add 'no pushing' visual to post beside opening -ensure area at bottom of pole is clear before next child has their turn - chn encouraged to seek assistance if needed/when learning to use pole. Complete own risk assessment -ensure soft fall area is appropriate height (there should be same distance around obstacle as height) -soft fall coverage needs raked regularly, or use soft fall mats when required -one child at a time using ladders. -ensure ladders are fixed using rubber cleats and/or velcro supplied -monkey bars-monitor to ensure children are aware of anyone underneath them or in close proximity - demonstration of how equipment is expected to be used -ensure children keep 2 hands on equipment when climbing - not to carry other equipment when climbing - cones around safe fall area - one child to push, only from the back - soft fall to be raked regularly - 2 hands on swing at all times - bottom on swing, facing forward to ensure children can see others approaching them - Children not to twist ropes to avoid finger entrapment
<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>Challenges: L-shaped playground: -staff need to be strategically placed around playground to have clear vision of all play spaces, including: -steps going down the hill to lower-level playground -large green slide -rocks under trees -raised outdoor platform -amphitheatre</p>	<ul style="list-style-type: none"> -cones in place at top of green slide and steps at top of lower playground as a visual reminder to children not to enter. -open when yard is mostly packed up to ensure adequate number of staff are in appropriate place to supervise -behind & under raised platform (out of clear view & fence slightly shorter) staff member to ensure children are not left alone in this space -children should walk up and down steps -children should walk on rocks -ensure staff are aware that children could be hiding under trees/bushes

	<p><u>Bathroom</u></p> <ul style="list-style-type: none"> -wet floors -difficult to see and hear children when staff outside -tripping hazards -hygiene practices in place <p><u>Playroom</u></p> <p><u>Nature Garden/ dry creek bed</u></p> <ul style="list-style-type: none"> -can be difficult to see children behind hedges/trees -water pump: children's hands becoming jammed in mechanism -tripping hazards -gates in maze -low tree branch 	<ul style="list-style-type: none"> -regular head count to ensure all children are accounted for -children not to pull themselves up on fence -staff to be aware of children talking to people through the fence/patting dogs-explain what is expected <p>Families not permitted to enter this area</p> <ul style="list-style-type: none"> - put out board warning the children of a slipping hazard -use of two-way mirrors to ensure clear view of children using bathroom -expectation for the children to tell educators if they are going to the toilet or having a drink -ensure all belongings are stored safely in bags and not left on the floor -minimising numbers of children in bathroom at one time during routines -use of internal/external doors to help with traffic flow -educators regularly checking children are washing hands, flushing toilets. Cleaning as required. This needs to be checked especially on longer sessions on Fridays - mirrors under veranda assist with supervision when children are at their lockers. - staff placed in or near undercover area even with no children using that space, so they can see and hear children in toilet, when children in bathroom <ul style="list-style-type: none"> -kitchen, storeroom doors, office doors to be closed during session times -electricity safety plugs inserted into empty sockets -cords are secure and out of children's reach -children not to hold/pull on glass on turtle tank -ensure chemicals/cleaners are stored in labelled/top cupboards <ul style="list-style-type: none"> -staff regularly checking & viewing -children asked not to play along fence line - only open the nature garden for play with appropriate supervision is available -one child using water pump at a time -walking only permitted in nature garden area -gates should be regularly checked to ensure nails are not protruding -cones may be put in place if staff feel this is a recurring hazard - pit lid can be slippery when wet – grip tape has been applied
Staff supervision responsibilities including:	<p><u>Challenges:</u></p> <p><u>Specific Experiences:</u></p>	<p><u>-New experiences</u></p>

<p>quiet/active learning spaces; during indoor and outdoor programs; specific programmed experiences and also including the supervision of students and volunteers</p>	<p>-experiences involving tools/machines, such as cooking, heat for cooking, bikes, hammering, sewing etc. increased risk of injury</p> <p>Risk assessments in place</p> <p><u>Volunteers/students</u></p> <p>-potential for inappropriate interactions -lack of knowledge/experience in service environment</p>	<p>-clear discussion with the children and educators regarding expectations and safety use of equipment and rules.</p> <p>-ensure developmental level of children is considered, including children with additional needs, when providing specific experiences involving tools/machines. All children should have access to all areas of the program</p> <p>- ensure an adequate level of supervision can be maintained, consider number of children that should be engaged in the activity at one time</p> <p>-consider whole program and removing other high supervision experiences while in place</p> <p>- flexibility in planning and remove/defer experiences if adequate supervision is not available at that time</p> <p>- additional staff rostered for Bush Kinder sessions</p> <p>- all visitors to sign in to Visitors' register and WWCC/Vit cards sighted by staff</p> <p>-students/volunteers to be under constant supervision of service-employed staff</p> <p>-students/volunteers have access to and are encouraged to be familiar with supervision policy</p> <p>-staff to assess skills/experience of all volunteers/students when allocating roles</p> <p>- communication to include that volunteers/students do not do any first aid and are not counted in supervision ratio</p>
<p>Potential hazards e.g. protruding tree roots, small pieces of equipment etc.</p>	<p><u>Challenges:</u></p> <p><u>Potential Hazards:</u></p> <p>-unexpected items of harm/hazard found in yard (rubbish, animal droppings)</p> <p>-broken equipment</p> <p>-tree roots, etc</p> <p><u>Weather:</u></p> <p>-high wind days-monitor for risk of falling branches</p> <p>-high temperature days-monitor for risk of burns from equipment (slides, firepole)</p> <p>-potential dangers from thunderstorm asthma, high winds/pollen for hayfever, etc</p>	<p>- regular ground checks each day by staff, signed in diary and complete grounds checklist</p> <p>-environments cleared of hazards prior to children's arrival</p> <p>- maintenance items reported to NS and/or CM</p> <p>-first aid hazard identification table is competed regularly (twice per year) by NS</p> <p>- completed</p> <p>-check weather information regularly, including UV/ pollen levels, thunderstorm asthma and severe weather warnings</p> <p>-check for fallen/loose branches</p> <p>-reschedule play to indoors & monitor weather conditions, clothing on hot/cold weather days</p> <p>-ensure children are protected from heat using sunscreen, shade, adequate clothing and hydrated with frequent drink breaks</p>

	<p>Staff Breaks: Staff Bathroom breaks Staff answering of phone for kinder communication</p> <p>Mobile phones – only to be used when on a break/bush kinder/in an emergency</p>	<p>- Bathroom breaks taken before/after session when possible: Staff required to tell other staff in room/playground before leaving supervision of chn for any reason,</p> <p>-use of phone for any reason, kitchen, adult bathroom etc.</p> <p>- Any errands including phone calls (work related or personal) during contact supervision times are discouraged.</p> <p>-personal phones not to be in playrooms during sessions</p> <p>-Staff are encouraged to have the Kinder’s phone number as an emergency number for their family and appropriate services.</p> <p>personal phone use -is requested to be outside contact supervision times.</p>
<p>Arrival and departure of children</p>	<p>Challenges: Gates: -children are supervised at all times -children leaving service unattended -children leaving service with unauthorised person</p> <p>-children are not signed in/out of attendance book</p> <p>-unauthorised persons onsite</p>	<p>Arrival: staff member at front to greet and direct flow of children. -20 minutes after session starts (or when all expected children are in attendance, whichever is first), gate into service is locked and key is placed in parent room -all children signed in/out of service as per regulations</p> <p>Departure: 1 staff member at exit gate to ensure each child leaves with authorised person -1 staff member dismissing children as parents/guardians arrive - authorised persons forms available to ensure children are leaving service with nominated adults -follow authorisation procedure when parent/guardian organises an unauthorised person to collect, sighting ID - 2 staff members are always present until all children have left the service</p> <p>-staff to monitor attendance book and sign children in/out if/when required -regular head count to ensure all children are signed in/out & attendance book is an accurate record of children onsite. -numbers of children communicated to all educators. -attendance book should travel with children at all times – for example indoors/outdoors/excursions -Responsible person is recorded in attendance book each day</p> <p>-gate is locked during session time -visitor’s book with WWCC/MIT details completed -lanyards for authorised visitors</p>

Some points to consider when discussing this are:

- Do the procedures expected of you reflect your day to day work practices?
 - Yes
- How do teams ensure they are supervising effectively?
 - Communication about daily/new experiences that require further supervision, activities, communication who is supervising where, including routines and transition times
 - Communication when moving to another area, or about incidents including accident/injury/illness
 - Constant scanning and altering position according to where children are playing, to ensure adequate supervision
 - Consider individual needs of children, including making adaptations when needed
- How is educator placement organised?
 - As above
- How does educator placement ensure that our large outdoor areas are properly supervised?
 1. As above
- Do non-work matters impose on supervision requirements; for example, phones, social catch ups, etc?
 - No
- Does anything need to change
 - in the written policy/procedures? – these have been discussed and new strategies added for individual groups –
 - in the day to day operations of the team? Any changes are discussed as they arise, either daily or if ongoing, at team meetings and new strategies implemented