

BUSH KINDER: SUPERVISION

QUALITY AREA 2



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.

This policy, Bush Kinder Supervision, is a special circumstance policy which augments the main Ferguson Park Preschool *Supervision of Children Policy* and should be read in conjunction with this policy.



PURPOSE

This policy provides a clear set of guidelines and procedures for Ferguson Park Preschool to:

- the adequate supervision of all enrolled children attending the Ferguson Park Preschool Bush Kinder program is always maintained
- the provision of a safe and secure environment for all enrolled children attending the Ferguson Park Preschool Bush Kinder program.



POLICY STATEMENT

VALUES

Ferguson Park Preschool is committed to:

- providing appropriate supervision for all enrolled children attending the Bush Kinder 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 Ferguson Park Preschool maintaining a duty of care (*refer to Definitions*) to all enrolled children attending the Ferguson Park Preschool Bush Kinder program
- 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 Ferguson Park Preschool Bush Kinder program.



| 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 | | | | |
| Counting only those educators who are working directly with children at the service in the educator-to-child ratios (<i>Regulation 122</i>) | 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 | | | | |
| Reviewing and adjusting policies, risk minimisation plans, protocols and strategies as required to continually ensure the and ensure this is shared with staff and families | R | ✓ | | | |
| Ensuring staff are equipped and have the resources to ensure the Bush Kinder program policies and strategies are followed | R | ✓ | ✓ | | |
| Ensuring discussions are held with parents in regard to the needs of their child and any concerns/red flags raised that may affect their child' s participation in the bush kinder program | | ✓ | ✓ | | |
| Ensuring children are observed/assessed at the beginning of the year to ascertain if additional supports or strategies are required for inclusion in the Bush Kinder program, if support and strategies required, information is supplied to all staff and child' s family | | ✓ | ✓ | | |
| 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, rest and transition routines (<i>National Law: Section 165 (1), (2)</i>) | | ✓ | ✓ | | |
| Ensuring each child participating in the Bush Kinder program will wear a hi-visibility vest and Bush Kinder clothing | | ✓ | ✓ | | |
| Staff will conduct frequent checks of the children throughout the session – accounting for each child | | | ✓ | | |

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| Ensuring that staff have the required equipment to effectively implement this policy | | | | | |
| Children will be a part of a smaller supervision group attached to one educator | | | ✓ | | |
| Utilise safety cones to identify boundaries to the free play space | | ✓ | ✓ | | |
| Positioning themselves appropriately to ensure suitable supervision of the children attending the Bush Kinder program. Positioning at the front, middle and end of the children's line during bush walks | | ✓ | ✓ | | |
| 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 | ✓ | | | |
| 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 | | ✓ | | | |
| Ensuring that two educators are always rostered on duty when children are in attendance at the Bush Kinder site | R | ✓ | | | |
| Providing safe spaces for children, which allow for adequate supervision, and allowing children, through play, to experience challenges and develop self-awareness in managing risk according to ability and self confidence | | ✓ | | | |
| Notifying the Regulatory Authority (DE) 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 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>) 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 Policy, Road Safety and Safe Transport Policy and Water Safety Policy</i> | 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 | R | ✓ | | | |



| | | | | | |
|---|---|---|---|---|---|
| legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm | | | | | |
| Providing support to ECT/educators from the families 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 | | | ✓ | | |
| 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) (<i>Regulation 99</i>) | | ✓ | ✓ | | ✓ |
| Balancing supervision requirements with children’s needs for privacy and independence | | | ✓ | | |
| Communicating with other educators regularly to ensure adequate supervision at all times | | | ✓ | ✓ | |
| Adhering to the <i>Child Safe Environment and Wellbeing Policy</i> | R | ✓ | ✓ | ✓ | ✓ |
| 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 within reason at the Bush Kinder site | | ✓ | ✓ | | |
| Parents - being available to collect your child if required at any time during the Bush Kinder program | | | | ✓ | |
| Reinforcing appropriate safety and behaviour strategies and expectations of the Bush Kinder program with your children e.g. Social stories, listening to your teachers | | | | ✓ | |
| Supervising their own child/ren before signing them into the program and after (in case of late drop off or early pick up) 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 | | | | ✓ | |



PROCEDURES

Implementing and maintaining a Bush Kinder Policy which provides clarity to parents and staff as to the appropriate supervision of children are required to ensure their safety and wellbeing.

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)

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
- Administration of Medication



- Anaphylaxis and Allergic Reactions
- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Dealing with Medical Conditions
- Diabetes
- Epilepsy and Seizures
- Excursions and Service Events
- Food Safety
- Incident, Injury, Trauma and Illness
- Interaction with Children
- Occupational Health and Safety
- Road Safety Education and Safe Transport
- Participation of Students and Volunteers
- Staffing
- Sun Protection
- Tobacco, E-cigarettes, Alcohol and other Drugs
- Bush Kinder: Dog Awareness
- Bush Kinder: Extreme Weather
- Bush Kinder: Play Benefit and Risk
- Bush Kinder: Protective Clothing
- Bush Kinder: Snake Awareness
- Safe use of Digital Technologies and Online Environments

EVALUATION



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

- notify 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 \(2\)](#))
- 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.



ATTACHMENTS

- Attachment 1: Supervision Risk Management Plan
- Attachment 2: Supervision Site Map
- Attachment 3: Essential Purpose Authorizations Form

AUTHORISATION

This policy was adopted by the approved provider of Ferguson Park Preschool on **01/09/2025**.

REVIEW DATE: 01/09/2025.



ATTACHMENT 1. SUPERVISION RISK MANAGEMENT PLAN

This template is designed as a tool to be developed and used by all educators involved in the supervision of children whilst at Bush Kindergarten and should be reviewed regularly and made available to all staff working in the program.

| AREA | POTENTIAL SUPERVISION RISK | Action to reduce or eliminate risk |
|----------------|--|---|
| Toilets | Out of sight of the group | Staff take children to the toilet before the beginning of the bush kinder session. Staff member accompanies the child / children to the camp toilet tent |
| Bush Walks | Out of sight of group Child separates from the group. | Children are divided into small supervision groups. Children have an identifying colour hi-visibility vest for quick visual identification. Missing child protocol actioned as per instructions in each teacher's bag. |
| Toilets | Out of sight of the group | Staff take children to the toilet before the beginning of the bush kinder session. Staff member accompanies the child / children to the camp toilet tent |
| Free Play Area | Out of sight of group Child separates from the group. | 2 staff members actively engaged with the children. All staff frequently check in on their small supervision group, conducting head counts. 2 staff members positioned according to the Supervision Site Map (<i>see Attachment 2.</i>) |



ATTACHMENT 2. SUPERVISION SITE MAP



ATTACHMENT 3: ESSENTIAL PURPOSE AUTHORISATIONS FORM

Section 1: Personal Details

Staff Member / Visitor Name: _____ Position: _____
Personal Device Type (e.g., Smartphone, Smart watch): _____
Date of use: _____

Section 2: Purpose

This form grants permission for the above-named staff member to use their personal device for the purposes of: _____ at [Company] .

Section 3: Guidelines

1. Usage:

The National Model Code lists the following essential purposes for which the use or possession of a personal devices may be authorised where access does not impede the active supervision of children:

- communication in an emergency situation to ensure safety
 - involving a lost child, injury to child or staff member, or other serious incident
 - in the case of a lockdown or evacuation of the service premises
- personal health requirements
 - for example, heart or blood sugar level monitoring
- disability
 - for example, where a personal electronic device is an essential means of communication for an educator or other staff member
- family necessity
 - for example, an early childhood staff member with an ill family member
- technology failure
 - for example, when a temporary outage of service-issued electronic devices has occurred
- during a local emergency event to receive emergency notifications. This could include government warning systems such as a bushfire evacuation text notification.

2. Professional Conduct:

- Staff must maintain a professional demeanour while using personal devices.
- Authorised essential purpose authorisations form must be on file and accessible at all times.
- Devices should not be used for personal matters during work hours, unless authorised.

Section 5: Acknowledgement and Agreement

I, _____ (Staff Member Name), acknowledge that I have read, understood, and agree to comply with the guidelines outlined in this form. I understand the importance of protecting the privacy and security of the children in my care and the potential repercussions of failing to adhere to these guidelines.

Staff Member / Visitor Signature: _____

Date: _____

Approved Provide/Nominated Supervisor Name: _____

Approved Provide/Nominated Supervisor Signature: _____

Date: _____

