

SUPERVISION OF CHILDREN

QUALITY AREA 2 | ELAA version 1.1

This document is provided as a guiding framework and has been thoughtfully adapted to reflect the values, philosophy, and community in context of Ferguson Park Pre-School. Our service is committed to fostering a welcoming, inclusive and play-based learning environment that respects the diverse cultural backgrounds, identities and experiences of all children and families within our local community. While every effort has been made to ensure the information contained within this policy is accurate and relevant at the time of review, Ferguson Park Pre-School acknowledges that Legislation, regulations, and best practice standards are subject to change. It is the responsibility of the Approved Provider and leadership team to regularly review and update the policies to maintain compliance and alignment with current requirements, as well as with the evolving needs of children, families and community.



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 Ferguson Park-Pre-School.



POLICY STATEMENT

The safety, health, wellbeing, rights and best interests of every child are the paramount consideration and must guide all decisions, actions and practices of educators within the education and care service.

Ferguson Park-Pre-School is committed to maintaining a child safe culture. Supervision practices must support the safety, wellbeing and rights of every child and actively reduce the risk of harm, abuse or neglect. Educators and staff must remain vigilant and take all reasonable steps to protect children from foreseeable risks while they are being educated and cared for by the service.

VALUES

Ferguson Park-Pre-School is committed to:

- promoting a child safe culture by implementing supervision practices that actively reduce the risk of harm and support the safety and wellbeing of all children
- 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 Ferguson Park-Pre-School
- maintaining a duty of care (*refer to Definitions*) to all children at Ferguson Park-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 Ferguson Park-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
R indicates legislation requirement, and should not be deleted					
1. Complying with the legislated ECT/educator-to-child ratios at all times (<i>National Law: Sections 169</i>) (<i>Regulations 123</i>)	R	R	√		
2. 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	√		
3. Keeping a record of ECT/educators working directly with children (<i>Regulation 151</i>)	R	√			
4. Ensuring any educator under the age of 18 is not left to supervise children on their own (<i>Regulation 120</i>)	R	√	√		
5. 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	√		
6. 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	√	√	√		
7. 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	√		
8. Implementing active supervision practices including positioning educators so children remain within sight or hearing, regularly scanning the environment, anticipating potential risks and responding quickly to ensure children remain safe at all times		√	√		√
9. 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	√	√		
10. Developing and maintaining a documented supervision plan that identifies supervision zones, high risk areas of the	√	√	√		√



environment and strategies educators use to ensure children are adequately supervised at all times.					
11. 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
12. 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	√		
13. Ensuring supervision standards are maintained during ECT/educator breaks, including during lunch breaks	R	R	√		
14. 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	√	√		
15. Implementing induction procedures to inform casual and relief staff about the supervision strategies outlined in this policy	√	√			√
16. Immediately reporting any instance where a child appears to be missing, cannot be accounted for, has been removed from the service in contravention of the regulations or has been locked in or out of the premises	R	R	R		R
17. Notifying the Regulatory Authority within 24 hours of: - 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	√			
18. 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	√	√		
19. Reporting notifiable incidents (<i>refer to Definitions</i>) to Worksafe Victoria	R	√			
20. Evaluating supervision procedures regularly	R	√	√		
21. Complying with the service's <i>Excursions and Service Events, Road Safety and Safe Transport and Water Safety Policy</i>	R	R	√	√	√
22. 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		



23. Providing support to ECT/educators when children with challenging behaviours or additional leads are involved	√	√			
24. 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		√	√		√
25. 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	√		
26. 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	
27. Balancing supervision requirements with children's needs for privacy and independence		√	√		
28. Conducting regular physical and visual checks of sleeping or resting children and monitoring their breathing, body position and general wellbeing in accordance with the <i>Sleep and Rest Policy</i>	R	R	R		R
29. Communicating with other educators regularly to ensure adequate supervision at all times		R	√		
30. Adhering to the <i>Child Safe Environment and Wellbeing Policy</i> and <i>Interaction with Children Policy</i>	R	R	R	R	R
31. 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	√	√	√	√	√
32. Deciding when to interrupt and redirect children's play to ensure safety at all times		√	√		√
33. Identifying opportunities to support and extend children's learning while also recognising their need to play without adult intervention		√	√		√
34. Conducting daily safety checks of the environment to assess safety and to remove hazards		√	√		
35. Ensuring personal devices, including mobile phones, are not used while supervising children. Service owned digital devices may be required for service communication, program documentation or safety purposes	R	R	R		R
36. Avoiding inappropriate conduct (<i>Refer to Definitions</i>) and at all times, maintaining professional boundaries, and act in line with the <i>Code of Conduct, Child Safe Environment and Wellbeing Policy</i>	R	R	R		R
37. 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>)		√	√	√	



38. Supervising their own child/ren before signing them into the program and after they have signed them out of the program				√	
39. 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 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.

Effective supervision requires educators to remain aware of children's location, activities and behaviour at all times. Supervision strategies should consider the service environment, the number and ages of children, individual needs, and the potential risks associated with activities and equipment. Supervision also plays an important role in preventing incidents and supporting children's learning, wellbeing and development.

Supervision arrangements must ensure that children are protected from harm, including during high risk activities, transitions between environments, and routines such as sleep, rest, toileting, arrival and departure.

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
- Victorian Child Safe Standards
- Reportable Conduct Scheme
- 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

- ACECQA: [Guide to the National Quality Framework](#)
- ACECQA: [National Law and Regulations](#)
- ACECQA: [QA2 information sheet - Active Supervision: Ensuring safety and promoting learning](#)
- Kidsafe: www.kidsafe.com.au
- Victorian Government: [Supervision in early childhood services](#)
- WorkSafe Victoria: www.worksafe.vic.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, Regular Outings and Service Events
 - Incident, Injury, Trauma and Illness
 - Interactions with Children
 - Occupational Health and Safety
 - Sleep and Rest
 - Safe Arrival of Children
 - 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: Outdoor Environment Risk Management Plan
- Attachment 2: Outdoors Supervision Map Wattle Building
- Attachment 3: Outdoors Supervision Map Banksia Building



AUTHORISATION

This policy was adopted by the approved provider of Ferguson Park-Pre-School on **05/05/2014**. Reviewed and revised on **22/6/2018, 30/8/2019, 11/10/2021, 11/09/2022, 12/05/2026**.

REVIEW DATE: 12/05/2029.



ATTACHMENT 1: FERGUSON PARK PRESCHOOL OUTDOOR ENVIRONMENT RISK MANAGEMENT PLAN

OUTDOOR ENVIRONMENT RISK ASSESSMENT		
Area: Wattle Building Outdoor Area Banksia Building Outdoor Area		Address: 4 Graysharps Road, Hurstbridge 3099 4-6 Graysharps Road, Hurstbridge 3099
Service Name	Ferguson Park Preschool	
Nominated Supervisor	Asli Mert	
Wattle Building Staff	Shawn Hillen Kacey Battenally Erika McGowan	Phone: 9718 1571
Banksia Building Staff	Donna Derons Ayako Hutchins Marg Rickard Grace Debono	
Max Number of children attending (each building) 22	Number of staff at each session 2	

Risk assessment					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When
Children falling off equipment	Risk of children harming themselves	High	Group time conversations about using equipment safely and intentional teaching opportunities will occur as needed	Staff	Daily



	(Monkey bars, slide. A Frames) Children using outdoor equipment inappropriately Lack of supervision		• Educators have developed a supervision plan to ensure all areas in the outdoor yard are being monitored • Educators will employ 'active' supervision techniques at all times • Educators will assess daily the likelihood of hazard based on the group present • First Aid qualifications renewed for all staff • An incident report will be completed if a child has an accident • A first aid kit is accessible by exit door • Educators will supervise children and try to prevent serious injuries from occurring Educators to scaffold and model strategies		
Walking on the bricks / Concrete	Slippery surface due to weather, water or sand	High	• Sweeping the brick and concrete before and after session (air blower) • If needed sweeping during session with the help of children • Children to be warned and discussions shared around safety • Putting a slippery sign if wet	Staff	Daily
Child hit by fallen branch/tree	Causing serious injury	Moderate	• Council tree audit and pruning (yearly) • first aid kit present outdoors /exit door and operational mobile phone carried at all times. • First aid trained staff • Check for loose/hanging branches especially on windy days	Staff	During/Daily



Child fall from tree	Causing injury/serious injury	Moderate	- Adult/child ratio and constant supervision - Educate children about risk-taking - first aid kit present and operational mobile - First aid trained staff	Staff	Daily
Bites and stings	Being bitten/stung by an insect/bug	Moderate	- Children to be reminded on how to keep safe when exploring and to not touch spiders or spider webs. - Adults are to be supervising children in play areas and observing their areas of play ensuring it is safe. - Providing a first aid pack with wipes and band aids - Recording any bites and taking photos of the bite, contacting parents. - Mark around the bite area using a permanent marker and document time of bite.	Staff	Daily
Blossoming trees and weather	Triggering asthmas and allergies	High	- Educators to check weather app and be alert to any asthma or pollen warnings on the day and notify families. - Childrens medical bags are to be present at designated areas - Ensure teachers have updated first aid training.	Staff	Before session/During session
Extreme heat or cold	Hypothermia or heat stroke/sunburn	Moderate	- Check weather app a few days leading up to the session - Monitor the UV index the morning of session - Ensure children are dressed for the appropriate weather conditions. - Outdoor play restricted/cancelled due to extreme weather	Staff	Before session/During session
Branches, sticks, rocks	Throwing and injuring a child Moving the big rocks/Rolling	High	- Children are to be informed of how to play safe - Discussion with children about safety with natural resources during group times - Adequate supervision and guidance to encourage children to play with natural resources in a safe way.	Staff	Daily



	Carrying rocks, branches, sticks and hurting friends and themselves		- Providing alternative ideas in how children can play with the items found. - Risky play to be discussed amongst staff and children to be involved in the process of decision making of which rocks / bricks to be moved, carried safely		
Trips and falls	Injury	Low	- Safety talks during discussion times with children - Green Thumbs to check the yard before outdoor time to identify hazards - Ensure first aid kit is close by - Make sure tripping hazard is removed/checked, if appropriate council notified	Staff	Daily
Equipment	Risk of children harming themselves - Faulty equipment - Children risk using play equipment that is too hot	High	- A daily inspection of the yard is completed to identify any potential risk of harm to children - Educators show 'active' supervision techniques at all times - Educators will encourage children to use equipment appropriately, feelings around risk taking to be discussed with children - Educators will inspect equipment daily to ensure its safe, clean, and well maintained - Educators will make informed decisions about not permitting children to play on equipment or use the outdoor space if the surface temperature is too hot or is extreme	Staff	Daily
Snakes	Being bitten	Low	- Educate children on snake safety in program and remind children to stamp their feet to make vibrations in the ground to scare snakes away. - Check the yard in the mornings especially around the fences and in tyres, logs - Children are informed not to place their hands in bush dense areas or in holes they may find and to ask and adult to help them retrieve natural resources from high density areas.	Staff	Daily, especially during snake season



			• Staff to supervise children at all times and be vigilant of their surroundings and those of the children. • Snake bite kit present at the exit door • First aid trained staff		
Sandpit	The sandpit is not clean - The sandpit contains foreign matter - The sandpit is not at a safe depth	Medium	• Checked daily during the outdoor inspection to check for rubbish, needles, and sharp objects which will be removed and of appropriately • The sandpit will be raked at regular intervals each day to remove any dangerous or foreign matter • Exposed to sunshine and fresh air which act as a regular disinfectant • Cleaned and disinfected in the event of accident or faeces from an animal is found • Kept at a safe depth and topped up at least annually • Filled with appropriate sand that meets health and safety requirements • Free from toys at the end of each day	Staff	Daily
Sun Safety	Children are exposed to the outdoor elements - Children are running around outside and risk becoming dehydrated	Low	• SunSmart procedures to be followed and applied all year • Sunscreen will be applied to children if the UV rating is above 3 (under UV 3, 30mins outside allows vitamin D absorption) • The drink bottle trolley is brought outside so children have access to a drink at anytime • Educators supervise children and encourage children to have a break and a drink if needed • During the warmer summer months, extended inside activities will be offered so a child may choose to escape the heat.	Staff	Daily



Supervision	Children unaccounted for	Low	- Staff positioned in various parts of the designated area to always ensure adequate supervision. - Head count to take place; before going outside, entering the room.	Staff	Before and after outdoor times
Stranger interference	Talking to strangers, strangers throwing things over the fence	Low	- Adult child ratio - Constant supervision - Protocol established for kinder staff to model appropriate interactions with other members of community - To limit contact with other parties that could disrupt the program. - Applying EMP and having termly drills with the children to practice managing threatening outdoor conditions	Staff	Outdoor times
Medical emergencies	Medical Emergencies	Low - Moderate	- All children with medical conditions have appropriate and current medications in their medical bags in designated areas in each building - Educators with first aid with group at all times - Expiry dates checked, condition of EpiPen checked. Medications only administered by educators with first aid qualification.	Staff	Daily
Ingestion/reaction to a plant/other material	Risk of reaction	Minor	- Stocked first aid kit present and operational mobile phone, carried at all times - First aid trained staff - Request allergy information from parents as per normal kinder procedure - Use of repellent approved by Parents and teachers in case of medical conditions	Staff	Daily



Dangerous of toxics/dangerous rubbish	Reactions	Low	- Prior to visiting the session, educators are to checked the yard of any rubbish in the area - A rubbish bag, gloves and large tongs to be used when removing rubbish - Ensure children are educated to leave rubbish they find for their educators to pick up and the dangers of touching rubbish.	Staff	Daily

Plan and Review		
Plan prepared by	Full name: Asli Mert Signature: Role/Position: Kindergarten Teacher /NS/EL	Date: 15/05/2026
Prepared in consultation with:	Full name: Shawn Hillen – Donna Derons – Grace Debono Signature: Role/Position: Kindergarten Teachers Kangaroo Group – Possum Group – Koala Group	Date: /05/2026
Communicated to all relevant staff:	Yes/No Comment if needed:	



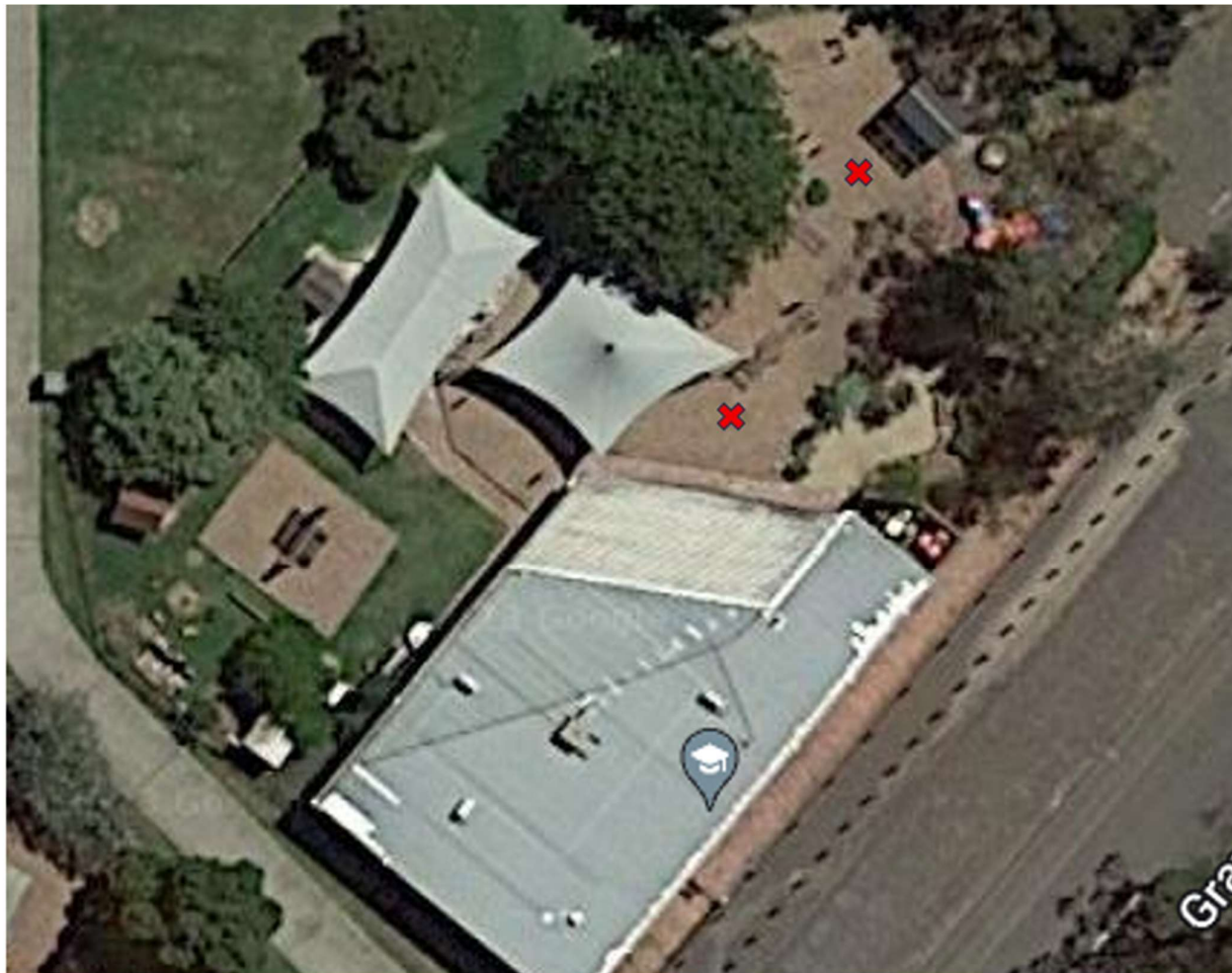
Venue and safety information reviewed and attached	Yes/No
Evaluation and Review A risk assessment must be undertaken prior to an excursion being undertaken (and before seeking authorisation for that excursion to be undertaken-see regulation 102). If the excursion is a 'regular outing', a risk assessment must be taken at least annually.	
Empty space for evaluation and review content	



Risk Matrix						
L i k e l i h o o d	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High



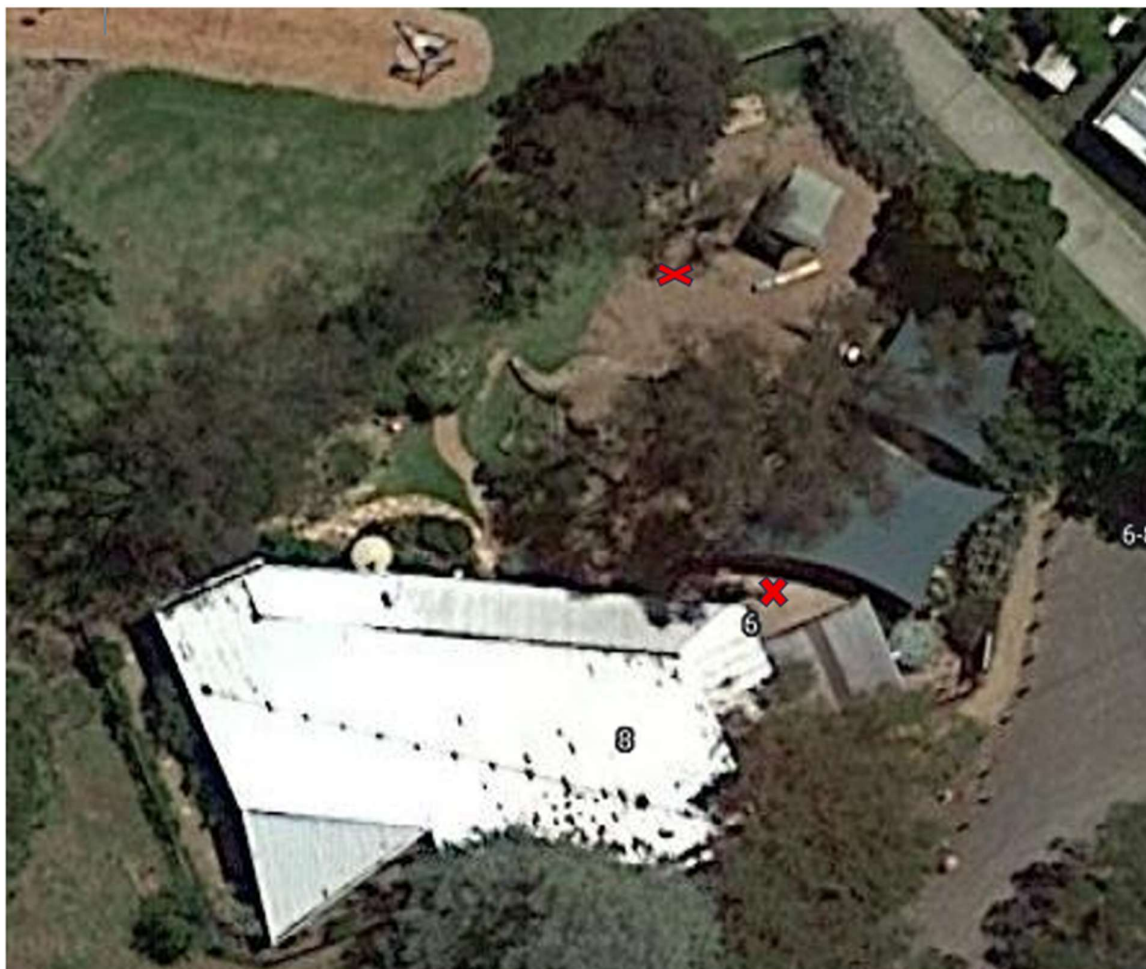
ATTACHMENT 2: OUTDOORS SUPERVISION MAP WATTLE BUILDING:



- ✗ EDUCATOR POSITIONS
- ✗ APPLIES TO ONLY OUTDOOR PLAY TIMES



ATTACHMENT 3: OUTDOORS SUPERVISION MAP BANKSIA BUILDING:



- ✖ EDUCATOR POSITIONS
- ✖ APPLIES TO ONLY OUTDOOR PLAY TIMES

