



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 Chelsea Heights Kindergarten.



POLICY STATEMENT

VALUES

Chelsea Heights 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 Chelsea Heights Kindergarten
- maintaining a duty of care (*refer to Definitions*) to all children at Chelsea Heights 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.

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 Chelsea Heights 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	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	Ö		
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	Ö		



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Keeping a record of ECT/educators working directly with children (<i>Regulation 151</i>)	R	Ö			
Ensuring any educator under the age of 18 is not left to supervise children on their own (<i>Regulation 120</i>)	R	Ö	Ö		
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	Ö		
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	Ö	Ö	Ö		
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	Ö		
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	Ö	Ö		
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	Ö		
Ensuring supervision standards are maintained during ECT/educator breaks, including during lunch breaks	R	R	Ö		
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	Ö	Ö		
Implementing induction procedures to inform casual and relief staff about the supervision strategies outlined in this policy	Ö	Ö			Ö
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 been breached (<i>National Law: Section 174(2)(b)</i>), (<i>Regulations 175(2)(c), 176(2)(b)</i>) 	R	Ö			
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	Ö	Ö		

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Reporting notifiable incidents (<i>refer to Definitions</i>) to Worksafe Victoria	R	Ö			
Evaluating supervision procedures regularly	R	Ö	Ö		
Complying with the service's <i>Excursions and Service Events, Road Safety and Safe Transport and Water Safety Policy</i>	R	R	Ö	Ö	Ö
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	Ö	Ö			
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		Ö	Ö		
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	Ö		
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		Ö	Ö		
Communicating with other educators regularly to ensure adequate supervision at all times		R	Ö		
Adhering to the <i>Child Sage 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	Ö	Ö	Ö	Ö	Ö
Deciding when to interrupt and redirect children's play to ensure safety at all times		Ö	Ö		Ö
Identifying opportunities to support and extend children's learning while also recognising their need to play without adult intervention		Ö	Ö		Ö
Conducting daily safety checks of the environment to assess safety and to remove hazards		Ö	Ö		
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>)		Ö	Ö	Ö	
Supervising their own child/ren before signing them into the program and after they have signed them out of the program				Ö	
Enabling ECT/educators to supervise children at all times e.g. by making arrangements to speak with educators at a mutually suitable time				Ö	

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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 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

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

- Attachment 1: Supervision risk management template



AUTHORISATION

This policy was adopted by the approved provider of Chelsea Heights Kindergarten on 18 June 2026

REVIEW DATE: 18 June 2029

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT

Purpose: This plan identifies areas and activities requiring increased supervision and outlines strategies educators use to promote children's safety, wellbeing and learning while supporting appropriate risk-taking and challenge.

Fixed Outdoor Equipment

Area	Potential Risk	Control Measures
Fort	Falls from height	No equipment allowed on upper levels. Identify children requiring support and increased supervision to stay safe. Children will often assess risk according to their abilities when jumping from fort, however, reminders not to jump from top of platform or from scramble net are in place to keep all children safe.
Monkey Bars	Falls, collisions	Soft fall mats positioned underneath. Children reminded not to sit on top of bars or grab other children or their clothes while swinging across the bars
Swings	Collision injuries	Children encouraged to sit while swinging. Waiting bench used to support turn-taking. Educators actively supervise during busy periods.
Climbing Tree	Falls from height	Visual markers indicate maximum climbing height. Discussions with children include reminders about choosing thicker suitable branches that will hold their weight, moving slowly up and down the tree, using hands to hold at all time, one at a time when going up or down.
Outdoor	Incidents of glass or hazardous material being thrown over park fence	Daily playground checks undertaken prior to arrival of children
Cubby House	Reduced visibility within the cubby. Children standing, climbing or leaning on the shop window, increasing the risk of falls.	Educators maintain active supervision and regular visual checks of the cubby area. The cubby is positioned within educators' line of sight. Children are reminded of safe use expectations, including keeping feet on the ground and not standing on the shop window.
Outdoor	Broken equipment	Broken/unsafe equipment to be removed or taped off so that children can not access until repaired/removed
Fort Tunnel	Limited visibility	Active supervision maintained. Educators monitor how the space is being used and by whom.

Moveable Equipment & Obstacle Courses

Area	Potential Risk	Control Measures
A-Frames, Planks, Bridges & Ladders	Falls, equipment collapse	<p>Ensure that planks/bridge/ladders are securely attached to a-frames and that rubbers and the straps are firmly attached. Planks must not be used unless all straps are correctly secured.</p> <p>Inspect tyres regularly for metal and insects</p> <p>When children are setting up obstacle course/moving equipment, they are supported by adults who will ensure that placement and set up is safe before use</p> <p>Climbing equipment to be 1.5mt from other equipment in the environment.</p>

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Tyres	Cuts, insect bites	Regular inspections conducted for damage, exposed metal, insects and other hazards.
Obstacle Courses	Unsafe setup	Educators support children when designing obstacle courses and assess safety prior to use.
Equipment Spacing	Collision risk	Minimum 1.5 metre clearance maintained between climbing equipment and other structures.
Woodworking	Tool misuse and nails on ground	Direct educator supervision. Magnetic wand used after activity. Area checked before reopening.
Sandpit Diggers	Collision with moving digger arms. Instability of digger, children standing or sitting too close to equipment	Educators actively supervise children using diggers. Children are supported to be aware of others working nearby and to maintain a safe distance from moving equipment. Children encouraged to assess risk and use the equipment safely and responsibly.
Block Area	Enclosed spaces and heavy equipment	Educators supervise construction play and monitor use of blankets and enclosed structures.

Environmental Supervision Challenges

Area	Potential Risk	Control Measures
Side Gate	Unauthorised exit	Increased supervision. No equipment positioned near gate. Relief educators provided with access and emergency information during induction.
Park Gate	Gate inadvertently left open by staff, contractors or visitors. Members of the public or animals (e.g. dogs) approaching or looking through the fence.	Educators complete a daily outdoor safety checklist before children access the outdoor environment. Educators actively supervise the gate and fence line throughout outdoor play. Privacy mesh is installed on the fence to reduce visibility into the service and minimise interaction from members of the public. Any gate security concerns are addressed immediately.

Indoor Supervision Challenges

Area	Potential Risk	Control Measures
Meal times	Choking incident	Active supervision while children eat. Awareness of medical needs.
Indoor/Outdoor transition	Children moving unnoticed	Educators positioned at transition points. Communication and head counts
Toilets	Slipping, privacy concerns, reduced supervision	Educators maintain awareness of children accessing toileting areas while respecting privacy and independence. Only teachers and educators are permitted to enter. Students/volunteers/visitors are not permitted to enter. Floors monitored throughout sessions. Spills cleaned immediately. Wet floor signs used as required.
Black tent	Reduced visibility, hidden play.	Tent positioned in an area visible to educators. Educators conduct regular visual checks and actively supervise childrens interactions within the tent.
Kinder room	Children running inside, throwing toys or equipment,	Involve children in discussion around safe and unsafe play, how to be a good friend, kindness and respect.

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	disrupting play of/ and hurting others,	Involve children in establishing group expectations and provide modelling and support to children when needed. All children have the opportunity to help create their classroom promise at start of year ...'At kinder we all want to feel happy and safe'
Storerooms/kitchen	Children being locked in storeroom	All doors leading from kinder rooms to be kept closed and staff to be mindful of children using furniture to access door handles. Add child locks to handled doors where possible/needed
Students/Volunteers	Child safety with students and volunteers in attendance	Students and volunteers (over 18) to have a current WWC and are supervised in their contact with children. Induction process in place to support child safety including codes of conduct.
Extended Care	Staff may choose to 'close off' or 'shut down' areas that require a higher level of supervision such as the cubby house, climbing tree and block area.	Staff may choose to 'close off' or 'shut down' areas that require a higher level of supervision such as the cubby house, climbing tree and block area.

Arrival and Departure

Area	Potential Risk	Control Measures
Arrival and departure of Children	Children exiting building unaccompanied by authorised adult	One staff member remains with children on mat and second staff member remains at external door to supervise children's safe departure from premises. Children are not called to the foyer area until parent/carer has signed out.
	Children not signed in or out	Staff member greeting families to remind families to sign in and out and to check Enrol now once children have arrived and settled, signing in children that had not been signed in by family member/authorised person and marking others as absent to determine attendance numbers for the session.
	Children collected by unauthorised person	Staff to confirm child's enrolment record if a new person is collecting a child to determine if they are authorised to collect. Staff will also request ID for a new authorised person. A record of authorised nominees is kept at the sign in desk and Liz will add names as they are entered into Enrol Now Processes are in place for families to add additional authorised persons and staff can support families to do so using the yellow slips available under the sign in desk. Once completed, hand to Liz for entering info into enrolnow (unless a one off authorisation)

Staff Supervision Responsibilities

Educators actively supervise indoor and outdoor environments, support children to develop safe behaviours, and position themselves strategically to maintain sight and sound supervision.

Related Legislation and Standards

- Education and Care Services National Regulations
- Regulation 115 – Premises designed to facilitate supervision
- Regulation 122 – Educators working directly with children
- NQS Quality Area 2 – Children’s Health and Safety
- NQS Quality Area 3 – Physical Environment
- Victorian Child Safe Standards