

# Supervision of Children Policy

## Policy Details

<b>Classification</b>	Best Practice
<b>Quality area/s</b>	2 – Children’s Health and Safety
<b>Policy owner</b>	President <a href="mailto:president@raleighst.org">president@raleighst.org</a>
<b>Date of approval/most recent review</b>	April 2026
<b>Date of next review</b>	April 2029



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 Raleigh Street Children’s Community Centres (Raleigh St).



### 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.

Raleigh St 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

Raleigh St 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 Raleigh St
- maintaining a duty of care (*refer to Definitions*) to all children at Raleigh St
- 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 Committee of Management (CoM) (the approved provider), Director (nominated supervisor), Responsible Persons (persons in day-to-day charge), early childhood teachers, educators, staff, students, volunteers, parents/guardians, children and others attending the programs and activities of Raleigh St, including during offsite excursions and activities.

RESPONSIBILITIES	CoM (approved provider)	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	✓	✓	✓		
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. Being particularly vigilant during times of transition to the changing supervision needs of the cohort ( <i>National Law: Section 165 (1), (2)</i> ) ( <i>Child Safe Standard 9 – 9.3</i> )	R	R	✓		
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		✓	✓		✓
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	✓	✓		

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.	✓	✓	✓		✓
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	✓	✓			✓
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
Notifying the Regulatory Authority (Department of Education) 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), 176(2)(b)</i>)</li> </ul>	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> )	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 (including children on site that are not enrolled and are in the company of a guardian) 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		✓	✓		
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
Communicating with other educators regularly to ensure adequate supervision at all times		R	✓		
Adhering to the <i>Child Safe Environment and Wellbeing Policy</i> and <i>Interaction with Children 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		✓	✓		
Ensuring personal devices, including mobile phones, are not used while supervising children unless required for service communication, program documentation or safety purposes	R	R	R		R
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
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				✓	
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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.

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](http://www.legislation.vic.gov.au)
- Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://www.legislation.gov.au)



### DEFINITIONS

For regularly used terms e.g. CoM, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the *Definitions* file of the PolicyWorks catalogue.

### Supervision types at Raleigh St

- **Active supervision:** A deliberate, planned approach to supervision involving positioning, scanning, listening, anticipating, engaging and counting children. Active supervision is not passive observation; educators continually move, scan and reposition to maintain awareness of all children in their care.
- **Sight and sound supervision:** The practice of maintaining direct visual contact and/or auditory awareness of children at all times, including during routines such as sleep, rest, toileting and nappy changes.
- **Supervision plan:** A documented arrangement describing how educators are positioned across the indoor and outdoor environments, how transitions are managed, how breaks are covered, and how supervision is adjusted during high-risk activities.
- **High-risk times and activities:** Periods or activities that require heightened supervision due to elevated risk of harm. These include arrivals and departures, transitions between spaces, sleep and rest, toileting and nappy changing, mealtimes, water play, excursions and regular outings, and any activity involving tools, climbing equipment or animals.
- **Scanning:** The continuous practice of sweeping the environment with eyes and ears to maintain awareness of all children, not only those an educator is directly engaged with.
- **Direct supervision:** Constant proximity and uninterrupted visual contact with a child or small group, used during high-risk activities or with children who require closer support.
- **Supervision zones:** Designated areas of the indoor or outdoor environment assigned to specific educators during a session, ensuring that all spaces accessible to children are continuously supervised.

**Inappropriate conduct:** Conduct that a reasonable person would consider inappropriate in an education and care service, taking into account any of the following circumstances:

- Whether the conduct aligns with generally accepted education and care practice
- The child's age and developmental stage
- Whether the conduct is likely to cause or result in harm (including emotional, psychological or physical harm) or injury to a child or children
- Whether the conduct is sexual, aggressive or violent.

In deciding if the conduct is inappropriate, it does not matter if:

- the child consented (agreed to the conduct, either by directly expressing their consent or implying consent through their actions)
- the person subjecting the child to the conduct believes the child has consented
- the person subjecting the child to the conduct is related to the child.

Subjecting a child to inappropriate conduct can occur in a number of ways including, but not limited to:

- in-person via words or behaviour, including both adult to child or between adults in the presence of a child/ren
- filming and capturing images or recordings
- as a single occasion or as part of a pattern over time
- either directly or indirectly (for example, exposure to inappropriate language or conversations, or leaving inappropriate material accessible to children)
- online
- as an omission (for example, deliberately excluding a child).



## 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](http://www.kidsafe.com.au)
- Victorian Government: [Supervision in early childhood services](#)
- WorkSafe Victoria: [www.worksafe.vic.gov.au](http://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 CoM 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 CoM of Raleigh Street Children's Community Centre on 18<sup>th</sup> April 2023, last reviewed in April 2026.

**NEXT REVIEW DATE:** April 2029

## POLICY REVIEW HISTORY

Date	Modification
Apr 2026	Addition of detail around types of supervision added in definitions, reqm't for a documented supervision plan. In line with ELAA VER 1.1

April 2023	Policy reviewed and updated to align with ELAA Version 1.0
July 2017	Policy created and endorsed by CoM

## 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.

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		