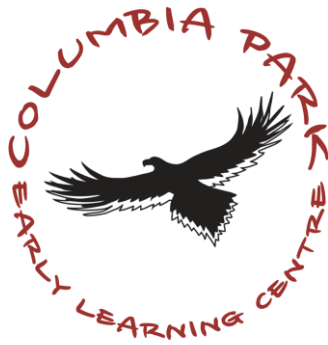




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SUPERVISION OF CHILDREN

QUALITY AREA 2 |

Version no.	Reviewed by	Authorised by	Date of issue	Amendments made
V1.0	CPELC FY2022 Committee & Management	Committee & Management	30/5/23	
V1.1	CPELC FY23 Committee and Management	CPELC FY23 Committee and Management	24/5/23	Emotional coaching for all team members to support children's emotional literacy
V1.2	CPELC FY24 Committee and Management	CPELC FY24 Committee and Management	6/6/24	Continual professional development with teaching team in emotional coaching journey.
V1.3	CPELC FY25 Committee and Management	CPELC FY25 Committee and Management	27/6/25	Embedding continuous professional learning within the teaching team's emotional coaching approach.
V1.4	CPELC FY26 Committee and Management	CPELC FY26 Committee and Management	4/5/2026	Updated 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. Columbia Park ELC 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 Bullet point 1 added

				• 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 <u>Table of Responsibilities</u> Row 8 - added 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 Row 10 - added 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. Row 16 - added 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 Row 28 - added 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 Sleep and Rest Policy Row 30 - updated 30. Adhering to the Child Safe Environment and Wellbeing Policy and Interaction with Children Policy Row 35 - added 35. Ensuring personal devices, including mobile phones, are not used while supervising children unless required for service communication, program documentation or safety purposes Row 36 - added 36. Avoiding inappropriate conduct (Refer to Definitions) and at all times, maintaining professional boundaries, and act in line with the Code of Conduct, Child Safe Environment and Wellbeing Policy <u>Background</u> Paragraph 3 and 4 added 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
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				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. <u>Legislation and Standards</u> added • Victorian Child Safe Standards • Reportable Conduct Scheme <u>Sources</u> Added • ACECQA: QA2 information sheet - Active Supervision: Ensuring safety and promoting learning • Victorian Government: Supervision in early childhood services <u>Relates policies</u> Updated: • Excursions, Regular Outings and Service Events Added: • Safe Arrival of Children
V1.5	CPELC FY26 Committee and Management	CPELC FY26 Committee and Management	07/09/2026	<u>Value - Added</u> support children's rights, participation, agency and wellbeing by implementing supervision practices that enable children to express their views, make choices and seek support from trusted adults. <u>Table of Responsibilities - Updated</u> 19. Reporting notifiable incidents (refer to Definitions) to WorkSafe Victoria

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 Columbia Park Early Learning Centre.
- support children's rights, participation, agency and wellbeing by implementing supervision practices that enable children to express their views, make choices and seek support from trusted adults.



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.

Columbia Park Early Learning Centre 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

Columbia Park Early Learning Centre 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 Columbia Park Early Learning Centre
- maintaining a duty of care (*refer to Definitions*) to all children at Columbia Park Early Learning Centre
- 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 Columbia Park Early Learning Centre 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) (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 needs 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 unless 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	R	R	R		R

line with the <i>Code of Conduct, Child Safe Environment and Wellbeing Policy</i>					
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 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: [Health, safety and wellbeing 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: Supervision risk management
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AUTHORISATION

This policy was adopted by the approved provider of Columbia Park Early Learning Centre on 07/09/2026.

REVIEW DATE: 07/09/2026

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT

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

[Active supervision in 6 steps | ACECQA](#)



1. Set up the environment

- Regularly review risk assessments to determine the level of supervision for specific situations and identify the best locations and approaches to supervision.
- Arrange the environment to ensure maximum visibility and accessibility, while maintaining good flow around furniture and opportunities for large and small group play.
- Using child and adult-sized furniture at waist height can allow for a clear view across learning spaces, from various angles and can be easily rearranged to accommodate different interests, needs and abilities of children.
- Be mindful of where children are and how they will use equipment and spaces. For instance, set up climbing equipment away from fences and arrange high-risk activities, such as carpentry, in areas where supervising educators can assist and engage with children while also adequately supervising the rest of the environment.

2. Position educator

- Careful planning of rosters can ensure educators are always available to respond to children.
- Be conscious of facing the majority of the group and consider a 'back to the wall' strategy where educators can see most of the children.
- Collaborate and communicate with other educators and decide on the best positions for supervision. This includes when educators are supporting children with care routines, starting a new activity or during arrival and departure times.
- Consider where other educators are located and ensure educators are distributed throughout the environment. Educators should position themselves near areas that have less visibility or that may be a hazard.
- Supervision arrangements should be flexible to allow for supervision of individual or small groups of children, such as sleeping children or indoor and outdoor experiences offered simultaneously.

3. Scan and count

- Effective supervision requires a combination of observation, scanning, counting and engagement.
- Continually scan and observe the environment to know where everyone is and what they are doing.

- Scan and check the environment for hazards such as open doors or gates, play equipment in unsafe positions, sleeping or resting children or children trying to enter out-of-bounds areas.
- Develop a system of regular head counts and communicate with other educators about children's whereabouts, activity and behaviour, it is important to know where each child is at all times.
- Make sure enrolment records are easily accessible and up to date with the names of people authorised or not authorised to collect each child.

4. Listen

- Identify signs of potential danger by paying attention to the sounds, or the absence of sounds in children's play, for example splashing water, crying, gasping, changes in language, or silence.
- Listen carefully to children and noting any changes of tone or volume in their voice.
- Listen to the language of other educators for cues (such as signs of fatigue or tiredness) that might mean support, engagement or redirection is needed.

5. Anticipate behaviour

- Observing children's play and anticipating what may occur next can allow educators to assist children as challenges arise and to intervene when there is potential danger to children.
- Educators should use what they know about each child's knowledge, culture, ideas, abilities and interests to anticipate what they may do.
- Create challenges that children are ready for and support them in succeeding.
- Utilise your service's available data to understand when (time of day) and where (locations) incidents are most likely to occur, to anticipate behaviour and supervision needs. You can also utilise ACECQA's [Occasional Paper 9](#), to consider national trends and data on serious incidents that resulted in injury, trauma or illness in Australian children's education and care services.

6. Engage and redirect

- Use existing knowledge of each child to plan learning experiences and routines that are engaging and child-centred.
- When appropriate take part in play and planned activities to support engagement and minimise the risk of harm and injury.
- Stay close by to children who may need more support or to children engaging in high risk activities, such as when they are using high climbing equipment or using scissors.
- Plan for times of the day when children may need additional support, such as at the end of the day and before sleep or rest time.
- Be alert and ready to redirect children to other play before a situation becomes risky or escalates.

Area/equipment	Potential supervision risk	Action to reduce or eliminate risk
Fixed equipment e.g. fixed climbing equipment, slides etc.	Children may require different levels of support and may be at risk of falls, collisions or unsafe use of equipment. Areas may also create blind spots for team members.	Team members position themselves to maintain clear sight and sound of children. Maintain checks on equipment before use and ensure children use equipment. Maintain appropriate educator-to-child ratios and actively supervise high-risk areas. Position yourselves where they can see and hear the maximum number of children and regularly scan the room. Avoid creating enclosed or hidden spaces. Ensure team members communicate when moving between areas and maintain active supervision at all times.
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.	Blind spots or areas with limited visibility may result in children being temporarily out of sight. Bathrooms, corners, storage areas and spaces behind equipment may create supervision challenges.	Team position themselves strategically and regularly scan all areas. Conduct regular head counts and communicate when moving between areas. Ensure children are not left unsupervised in bathrooms or secluded spaces
Staff supervision responsibilities including: quiet/active learning spaces; during indoor and outdoor programs; specific programmed experiences; and the supervision of students and volunteers. Nappy changing time for Coobaaroo and Mirram as Babajin and Wollert have open space team members always around.	Team may become focused on an individual experience or task and lose awareness of the wider environment. Team may be unclear about their supervision responsibilities. Poor communication or positioning between educators may result in reduced visibility of children, creating gaps in active supervision, particularly while another educator is completing a nappy change.	Clearly allocate supervision zones and responsibilities before experiences commence discuss as a team. Team maintain active supervision. Ensure all team members understand that supervision remains a responsibility. Communicate changes in staffing, routines and transitions. Teams should communicate with each other and position themselves to maintain clear visibility of the room.
Potential hazards e.g. protruding tree roots, small pieces of equipment etc.	Hazards may cause falls, trips, injuries or require educators to divert attention from supervising children. Small equipment may also present a risk if used inappropriately.	Complete daily safety checks. Remove, repair or isolate hazards immediately. Ensure equipment is age and developmentally appropriate and stored safely. Report maintenance issues promptly and monitor high-risk areas during play.

Arrival and departure of children	Children may leave the designated area or become separated from their family/educator. Busy arrival and departure periods can create distractions and reduced supervision.	Maintain clear sign-in/sign-out procedures. Actively monitor entry and exit points. Confirm the authorised person collecting the child and ensure children are handed over appropriately. Keep gates and doors secure and maintain awareness of all children during busy transition periods.
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