Glen Iris Child Care and Kindergarten

GI-034 – Supervision Policy

Policy Number	GI-034
Quality Area	QA2 – Children's Health and Safety
National Law	s.165 • s.167
National Regulations	Regs. 122 • 123 • 168
Related NQS	QA2.2.1 • QA2.2.2
EYLF V2.0	Principles – Secure, Respectful and Reciprocal Relationships • Equity, Inclusion and High Expectations
Victorian Child Safe Standards:	Standards 2, 5 & 11
Version:	1.0
Approved By:	Centre Director
Approved Date:	July 2026
Review Date:	July 2027

OUR COMMITMENT

At **Glen Iris Childcare Centre & Kindergarten Child Care Centre**, the safety, wellbeing and protection of every child is our highest priority.

We are committed to providing active supervision at all times to ensure children are protected from harm while encouraging independence, exploration and learning. Educators intentionally position themselves, monitor children's movements and assess risks within both indoor and outdoor environments to create safe and engaging learning experiences.

Effective supervision is embedded into every aspect of our daily practice and is supported through teamwork, communication, professional judgement and ongoing risk assessment.

LEGISLATIVE INTENT

This policy supports Glen Iris Childcare Centre & Kindergarten Child Care Centre in meeting its obligations under the Education and Care Services National Law and National Regulations by ensuring children are adequately supervised at all times to minimise risks, protect their safety and support their wellbeing.

PURPOSE

The purpose of this policy is to provide clear expectations for active supervision throughout the service.

This policy aims to ensure educators consistently implement supervision practices that protect children from harm, respond to changing environments and support children's learning, development and wellbeing.

WHO THIS POLICY APPLIES TO

This policy applies to:

- Approved Providers
- Centre Director
- Nominated Supervisor
- Responsible Persons
- Educational Leader
- Educators
- Students
- Volunteers
- Relief Educators
- Contractors (where applicable)

DEFINITIONS

Active Supervision
A continuous process where educators intentionally observe, position themselves, listen, anticipate risks and respond immediately to ensure children's safety while supporting their learning and independence.

Risk Assessment
The ongoing process of identifying potential hazards, assessing the level of risk and implementing strategies to minimise or eliminate those risks.

Line of Sight
Maintaining a position where educators can see and effectively monitor children and respond immediately when required.

WHY THIS POLICY MATTERS

Children learn best when they feel safe, secure and supported to explore their environment.

Effective supervision protects children from harm while allowing them to participate confidently in play, learning and daily routines. It enables educators to anticipate risks, respond quickly to changing situations and provide appropriate support based on each child's age, abilities and individual needs.

Consistent supervision practices also strengthen children's wellbeing, promote positive relationships and provide reassurance for families that their children are cared for in a safe and responsive environment.

GUIDING PRINCIPLES

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to:

- Maintaining active supervision at all times.
- Protecting children from harm and hazards.
- Supporting children's independence while managing risk appropriately.
- Ensuring educators remain aware of children's whereabouts.
- Maintaining effective communication between team members.
- Regularly assessing environments for potential hazards.
- Promoting a shared responsibility for children's safety.
- Embedding supervision into every aspect of daily practice.

OUR POLICY

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to ensuring all children are actively supervised at all times during education and care, including indoor and outdoor play, routines, transitions, excursions and emergency situations.

Educators will use active supervision strategies that include intentional positioning, regular head counts, effective communication, ongoing risk assessment and continuous observation of children's engagement and wellbeing. Supervision practices will be responsive to the changing needs of children, the environment and daily routines.

Children will be supported to explore, investigate and develop independence within environments that are thoughtfully planned, closely monitored and regularly reviewed to minimise risks while promoting learning opportunities.

HOW WE PUT THIS POLICY INTO PRACTICE

Active Supervision

Educators at Glen Iris Childcare Centre & Kindergarten Child Care Centre will:

- Maintain active supervision of children at all times.
- Position themselves to maximise visibility of all children and learning environments.
- Regularly scan the environment and anticipate potential risks.
- Listen carefully to children's conversations and play.
- Move throughout the environment rather than remaining in one location.
- Ensure every child is accounted for throughout the day.

Indoor and Outdoor Environments

The service will:

- Arrange learning environments to support clear lines of sight wherever possible.
- Regularly inspect indoor and outdoor areas for potential hazards.
- Position educators according to children's ages, abilities, interests and activities.
- Adjust supervision levels when higher-risk experiences are offered.
- Ensure gates, doors and entry points remain secure.
- Monitor areas that may present reduced visibility or increased risk.

Supervision During Routines and Transitions

Educators will:

- Maintain active supervision during toileting, nappy changing and handwashing routines while respecting each child's privacy and dignity.
- Closely supervise meal and snack times.
- Ensure children are supervised during rest and sleep periods in accordance with the Sleep and Rest Policy.
- Maintain supervision during arrivals, departures and transitions between indoor and outdoor environments.
- Conduct regular head counts during transitions and throughout the day.
- Communicate clearly with other educators during staff changes and routine transitions.

Excursions and Regular Outings

Glen Iris Childcare Centre & Kindergarten Child Care Centre will:

- Conduct risk assessments before excursions and regular outings.
- Maintain educator-to-child ratios at all times.
- Allocate supervision responsibilities before leaving the service.

- Conduct head counts before departure, during the outing and upon returning.
- Ensure children remain within sight or hearing of educators at all times.

Managing Risks

Educators will:

- Continuously assess the environment for hazards.
- Remove or minimise identified risks immediately where possible.
- Report maintenance or safety concerns promptly.
- Adapt supervision strategies to changing weather conditions, group dynamics and children's needs.
- Respond immediately to incidents or emerging risks.

Team Communication

Effective supervision relies on strong communication. Educators will:

- Inform colleagues when moving between learning environments.
- Communicate changes in children's locations or supervision responsibilities.
- Share information about children requiring additional supervision.
- Support one another to ensure no area is left unsupervised.
- Maintain awareness of educator positioning throughout the day.

Supporting Children's Independence

While maintaining children's safety, educators will:

- Encourage children to assess and manage appropriate risks.
- Support children to make safe choices.
- Foster independence through age-appropriate experiences.
- Balance children's freedom to explore with effective supervision.
- Recognise that positive risk-taking supports learning, resilience and confidence when appropriately supervised.

ROLES & RESPONSIBILITIES

Approved Providers

Will:

- Ensure appropriate systems and resources support effective supervision.
- Maintain compliance with legislative requirements.
- Provide professional learning relating to supervision and child safety.

Centre Director

Will:

- Monitor supervision practices across the service.
- Ensure supervision arrangements reflect children's needs and the learning environment.
- Support educators to identify and manage risks.
- Review incidents to strengthen supervision practices.
- Promote a culture where child safety is everyone's responsibility.

Educational Leader
Will:

- Support educators to reflect on supervision practices.
- Encourage intentional educator positioning within learning environments.
- Promote supervision strategies that support both safety and learning.
- Mentor educators in recognising and responding to emerging risks.

Educators
Will:

- Maintain active supervision at all times.
- Position themselves effectively throughout the learning environment.
- Conduct ongoing risk assessments.
- Communicate clearly with colleagues regarding supervision responsibilities.
- Respond immediately to safety concerns.
- Support children's independence while ensuring their safety and wellbeing.

Students, Volunteers and Relief Educators
Will:

- Work under the guidance and direction of qualified educators.
- Follow all supervision procedures and instructions.
- Never be left solely responsible for supervising children.
- Report hazards or concerns immediately.
- Contribute to maintaining safe learning environments.

GLEN IRIS CHILDCARE CENTRE & KINDERGARTEN IN PRACTICE

At Glen Iris Childcare Centre & Kindergarten Child Care Centre, supervision is an intentional and dynamic practice that supports both children's safety and their learning. Educators are actively engaged with children throughout the day, positioning themselves to observe play, anticipate potential risks and respond promptly to children's needs.

Supervision strategies are regularly discussed during team meetings and adjusted to reflect children's ages, abilities, interests and the changing learning environment. During transitions, meal times, outdoor play and group experiences, educators communicate closely to ensure every child remains accounted for and appropriately supported.

We believe effective supervision is not about restricting children's exploration, it is about creating environments where children can confidently investigate, take appropriate risks and develop independence while knowing trusted adults are nearby to support and protect them.

CHILDREN'S VOICE IN ACTION

Children are encouraged to contribute to creating safe learning environments by participating in conversations about safety, caring for resources and recognising potential hazards.

Educators listen to children's ideas about managing risks during play and support them to develop confidence in making safe decisions. By involving children in age-appropriate discussions about safety, we strengthen their sense of responsibility, agency and wellbeing.

EXCEEDING PRACTICE

Glen Iris Childcare Centre & Kindergarten Child Care Centre recognises that effective supervision extends beyond meeting educator-to-child ratios. It requires intentional planning, continuous observation, teamwork and reflective practice.

Educators regularly evaluate supervision strategies, analyse learning environments and reflect on incidents and near misses to identify opportunities for improvement. Our approach balances children's right to explore, investigate and take appropriate risks with our commitment to providing safe, responsive and well-supervised learning environments.

Through ongoing professional learning, collaborative reflection and strong leadership, supervision practices continue to evolve to meet the changing needs of children, families and the service.

CONTINUOUS IMPROVEMENT

Glen Iris Childcare Centre & Kindergarten Child Care Centre is committed to continuously strengthening supervision practices to ensure children's safety, wellbeing and learning remain at the centre of our daily practice.
This policy will be reviewed through:

- Feedback from children, families and educators.
- Supervision observations and audits.
- Incident and near-miss reviews.
- Staff and leadership meetings.
- Critical reflection.
- Quality Improvement Plan goals.
- Changes to legislation or best practice guidance.
- Assessment and Rating outcomes.

Continuous improvement ensures our supervision practices remain proactive, responsive and reflective of current best practice.

RELATED LEGISLATION

Education and Care Services National Law Act 2010

- **s.165 –** Offence to inadequately supervise children**.**
- **s.167 –** Offence relating to protection of children from harm and hazards**.**

Education and Care Services National Regulations 2011

- **Reg. 122 –** Educator-to-child ratios**.**
- **Reg. 123 –** Educator-to-child ratios – centre-based services**.**
- **Reg. 168 –** Education and care service policies and procedures**.**

National Quality Standard

Quality Area 2 – Children's Health and Safety

- **QA2.2.1** – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- **QA2.2.2** – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

Early Years Learning Framework (EYLF) V2.0
Principles

- Secure, Respectful and Reciprocal Relationships
- Equity, Inclusion and High Expectations

Practices

- Responsiveness to Children
- Holistic, Integrated and Interconnected Approaches
- Learning Through Play
- Collaborative Leadership and Teamwork

Outcomes

- **Outcome 1 –** Children have a strong sense of identity.
- **Outcome 3 –** Children have a strong sense of wellbeing**.**
- **Outcome 4 –** Children are confident and involved learners.

Victorian Child Safe Standards
This policy supports:

- **Standard 2** – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
- **Standard 5** – Equity is upheld and diverse needs respected in policy and practice.
- **Standard 11** – Policies and procedures document how the organisation is safe for children and young people.

RELATED DOCUMENTS

This policy should be read in conjunction with:

- Child Safe Environment Policy
- Delivery and Collection of Children Policy
- Emergency and Evacuation Policy
- Excursions Policy
- Incident, Injury, Trauma and Illness Policy
- Interactions with Children Policy
- Risk Management Policy
- Sleep and Rest Policy
- Water Safety Policy
- Workplace Health and Safety Policy

SUPPORTING DOCUMENTS

The following documents support the implementation of this policy:

- Supervision Plans
- Daily Risk Assessments
- Indoor and Outdoor Safety Checklists
- Excursion Risk Assessments
- Head Count Records (where applicable)
- Incident, Injury, Trauma and Illness Records
- Staff Rosters
- Professional Learning Records
- Critical Reflection Records
- Quality Improvement Plan

EVIDENCE OF PRACTICE

Glen Iris Childcare Centre & Kindergarten Child Care Centre demonstrates this policy through:

- Active supervision of children throughout all learning environments.
- Educators intentionally positioned to maintain effective supervision.
- Daily indoor and outdoor risk assessments.
- Regular environmental safety checks.
- Head counts completed during transitions, excursions and routine changes.
- Effective communication between educators regarding supervision responsibilities.
- Ongoing professional learning in supervision and risk management.
- Critical reflection following incidents, near misses or identified hazards.
- Quality Improvement Plan goals focused on children's safety and wellbeing.

REFLECTION & CONTINUOUS IMPROVEMENT

Critical reflection supports our commitment to maintaining safe, responsive and effective supervision practices.

Reflective questions include:

- How effectively do our supervision strategies protect children while supporting their learning and independence?
- Are educators positioned to actively supervise all areas of the environment?
- How do we identify and respond to changing risks throughout the day?
- Do our indoor and outdoor environments support effective supervision?
- How do we communicate supervision responsibilities during transitions and staff changes?
- What have we learnt from incidents, near misses or family feedback?
- What improvements can we make to further strengthen supervision across the service?

Outcomes from these reflections inform policy reviews, professional learning, environmental planning and our Quality Improvement Plan.

VERSION HISTORY

Version	Date Approved	Approved By	Summary of Changes
1.0	July 2026	Centre Director	Initial policy developed as part of the Glen Iris Childcare Centre & Kindergarten Child Care Centre Governance, Policy and Procedures Manual. Developed to align with the Education and Care Services National Law, National Regulations, National Quality Standard, EYLF V2.0 and Victorian Child Safe Standards.