SUPERVISION OF CHILDREN

QUALITY AREA 2 |EEYS VERSION: 2.3

Emerge Early Years Services (EEYS) are committed to the safety and wellbeing of all children, and this will be the primary focus of our education, care and decision-making. Our commitment will be enacted through the implementation and monitoring of the Child Safe Standards.

EEYS have zero tolerance to child abuse.

EEYS are committed to providing a child safe environment where children feel safe, secure and empowered and their voices are heard about decisions that affect their lives. Particular attention will be paid to the Cultural safety of Aboriginal Children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

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 EEYS.
- 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.

EEYS 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

EEYS 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
- 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
- ensuring all children are directly and actively supervised by educators employed or engaged by EEYS
- maintaining a duty of care *(refer to Definitions)* to all children at EEYS
- 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.

- ensuring supervision practices support child-safe environments by preventing opportunities for harm, abuse, grooming or inappropriate conduct by adults or other children.

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 EEYS 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 *(National Law: Sections 169) (Regulations 123)*	**R**	**R**	√		
Counting only those educators who are working directly with children at the service in the educator-to-child ratios *(Regulation 122)*	**R**	**R**	√		
Keeping a record of ECT/educators working directly with children *(Regulation 151)*	**R**	√			
Ensuring any educator under the age of 18 is not left to supervise children on their own *(Regulation 120)*	**R**	√	√		
Ensuring an unauthorised person is under the direct supervision of an ECT/educator whilst at the service *(National Law: Section 170 (2))*	**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 *(refer to Definitions)* by being in sight and/or hearing of an educator at all times; including during eating, toileting, sleep, rest, transition routines and when specialists are working with children. *(National Law: Section 165 (1), (2))*	**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 *(Regulation 115)*. This may be supported by a supervision plan *(refer to Attachment 1)*	**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 *(refer to Definitions)* and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm *(refer to Child Safe Environment Policy)*	**R**	**R**	**R**		**R**
Identifying high-risk activities, including excursions *(refer to Excursions and Service Events Policy, Road Safety and Safe Transport Policy and Water Safety Policy*), 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 *(Regulation 100, 101, 102B, 102C)*	**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 Nominated Supervisor and Approved provider in the event of a serious incident occurring at the service or of a complaint being made alleging health, safety, wellbeing of a child has been compromised.			√		
Notifying the Regulatory Authority (DET) within 24 hours of: • a serious incident *(refer to Definitions)* occurring at the service, including when a child appears to be missing or cannot be accounted for *(National Law: Section 174(2)(a)), (Regulations 176(2)(a)(ii))*	**R**	√			

• a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached *(National Law: Section 174(2)(b)), (Regulations 175(2)(c), 176(2)(b))*					
Notifying parents/guardians of a serious incident *(refer to Definitions)* involving their child as soon as possible, but not more than 24 hours after the occurrence *(Regulation 86, 87 (3)(e))*	**R**	√	√		
Reporting notifiable incidents *(refer to Definitions)* to Worksafe Victoria	**R**	√			
Evaluating supervision procedures regularly	**R**	√	√		
Complying with the service's *Excursions and Service Events, Road Safety and Safe Transport and Water Safety Policy*	**R**	**R**	√	√	√
Identifying the potential for the risks of abuse or harm to each child, including fulfilling duty of care *(refer to Definitions)* 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 *(refer to Definitions)* at various times throughout the day, e.g. during indoor/outdoor programs and doing regular headcounts through transitions and routines.		√	√		
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**	√		
Where possible educators are not to leave trainees in sole supervision of children.		√	√		
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		√	√		
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*	**R**	**R**	**R**		**R**
Communicating with other educators regularly to ensure adequate supervision at all times		**R**	√		

Adhering to the *Child Safe Environment and Wellbeing Policy* and Interactions with Children Policy	**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 *(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*	**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 *(refer to Delivery and Collection of Children Policy)*		√	√	√	
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				√	
Ensuring that volunteers, students, contractors and other adults engaged in child-related work are appropriately screened, assessed as suitable to work with children, and hold and maintain any required Working with Children Check Clearance before commencing child-related work. Where required, individuals are supervised and monitored in accordance with service policies, procedures and risk management practices. *(Child Safe Standard 6 – 6.3; Child Safe Standard 8 – 8.1, 8.2, 8.3, 8.4)*	R	R	√		√
Ensuring all persons required under the Education and Care Services National Regulations complete mandatory National Child Safety Training and Child Protection Training within prescribed timeframes and undertake refresher training as required. Maintaining evidence of completion and monitoring ongoing compliance through staff records and training registers. *(Child Safe Standard 6 – 6.3; Child Safe Standard 8 – 8.1, 8.2, 8.3, 8.4)*	R	R	R		R

Maintaining records of mandatory child safety training and child protection training completed by staff members, volunteers, students, nominated supervisors, persons in day-to-day charge and persons with management or control, as required.*(Child Safe Standard 6 – 6.3; Child Safe Standard 8 – 8.1, 8.2, 8.3, 8.4)*	R	R			

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.

Effective supervision relies on educators and other adults understanding and fulfilling their child-safe responsibilities. All educators, staff members, volunteers, students, contractors and other adults engaged by the service must receive child safety information, instruction or training appropriate to their role. Where required by legislation, professional responsibilities or service policy, personnel must also complete child protection training. These requirements support the identification, prevention, response to and reporting of child abuse, neglect, grooming and other risks to children.

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.

Effective supervision is supported by robust child-safe workforce screening practices. The service will maintain systems to verify Working with Children Check Clearances and comply with Victorian Working with Children Connect requirements to support ongoing oversight of the child-related workforce and notification of changes to worker status.

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
- Social Services Regulator (SSR) Working with Children Connect
- Worker Screening Act 2020
- Worker Screening Regulations 2021 (Vic)
- Victorian Child Safe Standards
- Working with children Act 2005 (VIC)

- Work Screener Act 2005 (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.

Abuse: see Child abuse definition below.

Child abuse: (In the context of this policy) refers to an act or omission by an adult that endangers or impairs a child's physical and/or emotional health or development. Child abuse can be a single incident but often takes place over time. Abuse, neglect and maltreatment *(refer to Definitions)* are generic terms used to describe situations in which a child may need protection. Child abuse includes any and all of the following:

Physical abuse: When a child suffers or is likely to suffer significant harm from an injury inflicted by a parent/guardian, caregiver or other adult. The injury may be inflicted intentionally, or be the consequence of physical punishment or the physically aggressive treatment of a child. Physical injury and significant harm to a child can also result from neglect by a parent/guardian, caregiver or other adult. The injury may take the form of bruises, cuts, burns or fractures, poisoning, internal injuries, shaking injuries or strangulation.

Sexual abuse: When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child and grooming with the intent of committing child sexual abuse.

Emotional and psychological abuse: When a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.

Neglect: The failure to provide a child with the basic necessities of life, such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.

Family violence: Family violence occurs when a person is subjected to ongoing patterns of domination, coercion, intimidation, and victimisation by another person within a family, domestic, or close personal relationship. This abuse may be physical, sexual, emotional, psychological, social, or financial in nature. Children and young people can be significantly affected by family violence, regardless of whether they are directly targeted. Witnessing violence, abuse, or controlling behaviours between people they know and care about can

have impacts comparable to experiencing the violence themselves. Exposure to ongoing family violence is associated with increased emotional, behavioural, developmental, and wellbeing challenges for children and young people.

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).

Racial, cultural, religious abuse: Conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Child Information Sharing Scheme (CISS): enables Information Sharing Entities (ISE) *(refer to Definitions)* to share confidential information about any person to promote the wellbeing and/or safety of a child or group of children. The CISS works in conjunction with existing information sharing legislative provisions. All Victorian children from birth to 18 years of age are covered. Unborn children are only captured when there has been a report to Child First or Child Protection. Consent is not required from any person when sharing under CISS. The CISS does not affect reporting obligations created under other legislation, such as mandatory reporting obligations under the Children, Youth and Families Act 2005.

Child Safe Standards: Promotes the safety of children, prevent child abuse, and ensure organisations have effective processes in place to respond to and report all allegations of child abuse.

Child sexual exploitation: When a child is manipulated or coerced to participate in a sexual activity in exchange for, or the promise of, an incentive. This can include incentives such as food, accommodation, clothing, drugs, alcohol or money. It can also include incentives such as love, affection, or safety. Child sexual exploitation is a distinct form of child sexual abuse because of this notion or exchange or reward.

Child protection: The term used to describe the whole-of-community approach to the prevention of harm to children. It includes strategic action for early intervention, for the protection of those considered most vulnerable and for responses to all forms of abuse.

Child protection notification: A notification to the Child Protection Service by a person who believes that a child is in need of protection.

Child Protection Service (also referred to as Child Protection): The statutory child protection service provided by the Victorian Department of Families, Fairness and Housing to protect children and young people at risk of abuse and neglect. This service also works closely with Family Services (including Child FIRST) to support the assessment and engagement of vulnerable children and families in community-based services. Code of conduct: A set of rules or practices that establish a standard of behaviour to be followed by individuals and organisations. A code of conduct defines how individuals should behave towards each other and towards other organisations and individuals in the community *(refer to Code of Conduct Policy)*.

Contractor: A person or company that undertakes a contract to provide materials or labour to perform a service or do a job. Examples include photographer, tradesperson, people contracted to provide an incursion.

Department of Families, Fairness and Housing (DFFH): The department is responsible for child protection, prevention of family violence, housing, disability, multicultural affairs, LGBTIQ+ equality, veterans, and the offices for Women and Youth.

Disclosure: (In the context of this policy) refers to a process by which a child conveys or attempts to convey that they are being or have been sexually abused, or by which an adult conveys or attempts to convey that they were sexually abused as a child. This may take many forms and might be verbal or non-verbal. Nonverbal disclosures using painting or drawing, gesticulating, or through behavioural changes, are more common among young children and children with cognitive or communication impairments. Children, in particular, may also seek to disclose sexual abuse through emotional or behavioural cues, such as heightened anxiety, withdrawal or aggression.

Failure to Disclose: Failure to disclose is when an adult does not report information they have about child sexual abuse to the police. In Victoria, all adults have a legal obligation to report this information, not doing so is a criminal offence.

Failure to Protect: Failure to protect is when someone in a position of authority (such as a staff member or leader in an organisation) knows that a child is at risk of sexual abuse and has the power to reduce or remove that risk but does not take reasonable action.

Family Violence Information Sharing Scheme (FVISS): enables the sharing of relevant information between authorised organisations to assess or manage risk of family violence.

Grooming: Grooming is when an adult builds a relationship with a child, their family, or community to gain trust for the purpose of sexually abusing the child. It often involves manipulation, secrecy, and gradual boundary-breaking to make the child (and sometimes others) less likely to recognise or report the abuse.

Head of organisation: The heads of organisations under the Reportable Conduct Scheme are required to have systems in place to prevent reportable conduct within their organisation, and systems to enable staff to make reportable allegations. The head of organisation has the powers of the employer. A CEO or Principle Officer may be a head of organisation. For stand-alone kindergartens, the head of organisation will usually be the president or another office bearer who consents to the nomination.

Information Sharing Entities (ISE): are authorised to share and request relevant information under the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme (the Schemes) and required to respond to requests from other ISE's. All ISE's are mandated to respond to all requests for information.

Maltreatment: (In the context of this policy) refers to physical and/or emotional mistreatment, and/or lack of care of the child. Examples include sexual abuse, the witnessing of family violence and any non-accidental injury to a child.

Mandatory reporting: The legal obligation of certain professionals and community members to report when they believe, on reasonable grounds, that a child is in need of protection from harm. A broad range of professional groups are identified in the Children, Youth and Families Act 2005 as 'mandatory reporters', including:

- all educators with post-secondary qualifications in the care, education or minding of children and employed or engaged in an education and care service or a children's service
- all proprietors, nominees of a children's service, approved providers, and nominated supervisors of an education and care service.
- educators registered with the Victorian Institute of Teaching (VIT).
- Mandated staff members must make a report to Victoria Police and/or Child Protection as soon as is practicable if, during the course of acting out their professional roles and responsibilities, they form a belief on reasonable grounds (refer to Definitions) that:
- a child has suffered, or is likely to suffer, significant harm as a result of physical and/or sexual abuse (refer to Definitions) and
- the child's parents/guardians have not protected, or are unlikely to protect, the child from harm of that type.

Mandatory reporters must also follow processes for responding to incidents, disclosures or suspicions of child abuse to fulfil all their legal obligations *(refer to Attachment 3: Processes for responding to incidents, disclosure and suspicions of child abuse).*

Neglect: see Child abuse definition above.

Negligence: Doing, or failing to do something that a reasonable person would, or would not do in a certain situation, and which causes another person damage, injury or loss as a result

Organisational duty of care: The statutory duty organisations have to take reasonable precautions to prevent sexual and/or physical abuse of a child.

Orange Door: A free service for adults, children and young people who are experiencing or have experienced family violence and families who need extra support with the care of children

Perpetrator: A person who mistreats and/or harms a child or young person. The person may or may not have been charged with or convicted of a criminal offence.

Reasonable belief/reasonable grounds: A person may form a belief on reasonable grounds that a child or young person is in need of protection after becoming aware that the child or young person's safety, health or wellbeing is at risk and the child's parents/guardians are unwilling or unable to protect them. There may be reasonable grounds for forming such a belief if:

- a child or young person states that they have been physically or sexually abused
- a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be referring to themselves)
- someone who knows the child or young person states that the child or young person has been physically or sexually abused
- a child shows signs of being physically or sexually abused
- the person is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability or other factors that are impacting on the child or young person's safety, stability or development
- the person observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- a child's/young person's actions or behaviour may place them at risk of significant harm and the parents/guardians are unwilling or unable to protect the child.

Reportable allegation: any allegation that an employee (including agency/relief staff or contractor provided by a labour hire agency), volunteer or student has committed child abuse *(refer to Definitions)*

Reportable Conduct Scheme: aims to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by their workers (including agency/relief staff or contractor provided by a labour hire agency), and volunteers. There are five types of 'reportable conduct':

- sexual offences committed against, with or in the presence of a child
- sexual misconduct committed against, with or in the presence of a child
- physical violence against, with or in the presence of a child
- any behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

Working with Children (WWC) Check: is a legal requirement under the Worker Screening Act 2020 for those undertaking paid or voluntary child-related work in Victoria.

Working with Children Connect (WWC Connect): An online Social Services Regulator system that enables organisations to verify and connect workers undertaking child-related work, maintain workforce records, receive WWC status notifications and meet notification requirements under the Worker Screening framework.

Working with Children Check Clearance: A WWC Clearance is granted to a person under working with children legislation if:

- they have been assessed as suitable to work with children
- there has been no information that, if the person worked with children, they would pose a risk to those children
- they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

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
- Department of Education: Mandatory Child Safety Training for Working with Children Check Clearance Holders
- Victorian Government: Health, safety and wellbeing in early childhood services
- WorkSafe Victoria: www.worksafe.vic.gov.au
- Working with Children Connect

RELATED POLICIES

- Administration of First Aid
- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Dealing with Medical Conditions

- Delivery and Collection of Children
- Safe Arrival of Children
- 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
- Excursions, Regular Outings and Service Events

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 template- Indoor
- Attachment 2: Supervision risk assessment template - Outdoor

AUTHORISATION

This policy was adopted by the approved provider of EEYS on 24/11/2026

NEXT REVIEW DATE: November 2027

VERSION	REVIEW DATE	DOCUMENT WRITER	REVISION DESCRIPTION	APPROVED BY
V1	March 2020	Policy Team		CEO PB
V2	October 2025	Policy Officer	New Format/ layout and updated information based on ELAA	CEO EN
V2.1	25/8/2026 8/09/2026	Policy Officer	ELAA updates 20/4/2026 ELAA Updates 31/08/2026	CEO EN

V 2.2	20/10/2026	Policy Officer	ElAA updates to align with recent Child Safe Standards, WWCC obligations and Regulatory and terminology changes – 16 Oct 2026	CEO EN
V 2.3	24/11/26	Policy Officer	Implemented Feedback to support best practice updates.	CEO EN

ATTACHMENT 1: SUPERVISION RISK MANAGEMENT TEMPLATE INDOOR – EACH SERVICE WILL ALTER ACCORDING TO SERVICE RISKS

Indoor Supervision Risk Assessment – Example			
Service Name:			
Date reviewed and completed:	23/1/2026 (example)		
Proposed activities	Indoor Risk areas e.g. bathroom, drop off and collection times, kitchen/basic cooking, storerooms, office, adult toilets, bag rooms and using equipment such as water trough, rock salt, slime, sand, dirt, goop, playdough, clay, construction materials such as– Lego, Duplo etc	Water hazards? Yes/No If yes, detail in risk assessment below.	
Number of children attending service:	17	**Number of educators:**	2

Supervision Risk Management Plan: Indoor spaces					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When
Drop off and collection times	Children going outside before its time to, unattended. Children leaving the room through the kinder door and foyer door.	High	Educator in foyer area to monitor the door at arrival and departure times. Families redirected to wait to discuss concerns or redirected to another person when appropriate. Signs on door and gate – please only take your child out of the doors, hold hands at all times when leaving the premises.	All educators ECT/ Lead educator to be responsible for overseeing	At drop off and collection times At the start and end of sessions at the beginning

	Parents letting other children, that do not belong to them, out of the front door. Different person collecting that is not on the collection list.		Collection Information for all families to be close at hand for anyone entering to collect child that is not on the collection list. Discussion with families about only collection people having the code to the door. Licences/ID are to be viewed if the person has not been to the service or collected before as proof of what is on the enrolment form. Regular head checks throughout the day and extra attention during transition times such as moving from outside to inside, from bathroom to meal times Inform Management of any serious incidents		of the year till families and collection people become familiar. Throughout the day.
Kitchen supervision	Children walking into the kitchen. Stove / Oven / frying pan is in use Knives left on benches for easy access. Disinfectant left on benches. This can be in the room also. Disinfectant/Chemicals being swallowed/ placed into children's eyes.	High	Door to kitchens to remain closed at all times. Children required to stay out of kitchen while oven, stove or hot implements are in use. Educators to check in kitchen pathways before exiting the kitchen. Discussion with families to also discourage their children from entering the kitchen when helping with meal preparation e.g. fruit times, breakfast club (SRF) Knives to be washed and placed away or into the kitchen sink out or reach of children's grasp. Disinfected to be placed up high in the room, away on benches out of reach of children. Bottles of disinfectant to be clearly labelled Regular headcounts during the day Safety data sheets to be available in the service Educators to contact 000 or Poisons number 131126 in the event of an emergency	All educators ECT/ Lead educator to be responsible for overseeing	Throughout the day When entering the kitchen spaces At the beginning of cooking experience

	Cooking in the room/kitchen with children – pancakes, muffins, pizzas, sandwiches, piklets, cutting up vegetables for soup, gingerbread men, biscuits, Honey Joys, truffles. - Knives - Frypan		Discussions with children around health and safety, implements are dropped on the ground need to be washed, children putting fingers in mouth or utensils in mouths, hands and utensils need to be washed. Germs - Catching sneezes and handwashing before starting experience and if touching face, coughing. Looking at allergies and allowing for these, can we use substitute ingredients to accommodate allergies and still do experience. Educators trained in first aid. Discussion with children around knife safety before starting eg not waving them around, keeping fingers back and tucked under, placing the knife on the cutting board when they finish cutting. Educator not to leave table till all knives have been collected and put in kitchen If using electric frypan – have an educator seated at experience the whole time. Frypan to be moved out of reach of children discussion around hot surfaces and discussions with children around what they would do if they burnt their finger eg running water. Inform Management of any serious incidents Safety Data Sheets available on site	Educator leading this experiences to be mindful of little fingers getting into mixtures and procedure to follow. Lead Educator who is running cooking experience before starting	
Storerooms, office, adult toilets supervision	Children hiding in storerooms, office, adult toilets.	High	Storeroom doors, adult toilet door and office doors to remain shut at all times throughout the day. With regular head checks spot checks may be only minimal.	All educators ECT/ Lead educator to be responsible for overseeing	Throughout the day

	Children move into storeroom or office with educator.		Educators to check all spaces and pathways before leaving these areas. Regular headcounts during the day Inform Management of any serious incidents		
Windows open and closed	Windows dropping on children's / Adults fingers	M	Windows to be locked in place by locking mechanism when they have been raised every time.	All Educators	Throughout the day.
Supervision plan added near wall plan in room	Staff not adequately supervising children leaving space/areas unsupervised	H	Create a plan outlining the fixed areas of the space and add in points where educators can be to optimise supervision and safety of children. Eg: focus on a triangle effect – to ensure all parts of the room are supervised.	Lead educators to explain and facilitate at beginning of year All educators to communicate and implement at all times	
Bathroom supervision	Visibility from the room to the bathroom. Water being sprayed all over the bathroom. Paper towel being dropped onto the floor. Excess soap left on the floor after children have washed their hands. Hand sanitiser being swallowed/ placed into other children's eyes.	High	Educators to monitor bathrooms regularly. Educators to position themselves to see bathroom at all times throughout the room and outside. Educators to have discussion with children around safety in the bathroom with water, paper towel and soap. Encourage children to come up with some safety rules for the kitchen, storerooms, bathroom. Discussions with children around body safety – what is appropriate and what is not e.g. bathers' areas for self only, talking to educators if child is feeling uncomfortable and what those uncomfortable signs might look like. Hand sanitiser to be monitored throughout the day. Discussion with children around how to use this safely. Call poisons hotline if required 131126. Contact parent/guardian Regular headcounts during the day Inform Management of any serious incidents and fill in appropriate forms	All educators ECT/ Lead educator to be responsible for overseeing	Throughout the day

	Children touching other children in the bathroom Parent taking their child to bathroom		Follow mandatory reporting procedures if required Educator to supervise children using the bathroom during session. Parent can take their child to the bathroom if not in use by other children, educator will ask parent to step out of the bathroom if another child needs to use the toilet, or educator can encourage parent to take their smaller child (not enrolled in the service) to the staff toilet.		
Resources – water trough, rock salt, slime, goop, sand, dirt, mud, playdough, clay. Ever Foam	Materials left on the floor for slipping. Ever Foam not to be used with children under 3 yrs of age.	High High	Discussions with children around keeping their space neat and tidy and what safety rules there need to be to keep everyone safe. Educators monitor substances on the floor, child size brooms and brush and shovels could be purchased to have at these spaces to encourage independence and responsibility for their space. Educators to sweep the floor if it is becoming slippery. Discussions with children around not placing in mouth at all. Making sure that all small beads are off fingers and clothing before leaving the table. Call poisons hotline if required 131126 if ingested and follow emergency procedures. Contact parent/guardian	All educators ECT/ Lead educator to be responsible for overseeing Lead educators	At the beginning of the year and throughout the day Discussion with children before using new experience.
Resources – construction materials such as lego, duplo	Materials left on the floor for slipping, tripping	High	Discussions with children around keeping their space neat and tidy and what safety rules there need to be to keep everyone safe to encourage independence and responsibility for their space. Educators monitor materials on the floor,	All educators ECT/ Lead educator to be responsible for overseeing	At the beginning of the year and throughout the day.

			Educators encourage the children to tidy the floor if it is becoming too dangerous and tripping hazards are forming.		
Water Play Ice Block Play	Drowning Chocking	High	Children will be adequately supervised at all times at this experience- staff member always at water play when it is out. Water will be tipped out in garden beds when not in use and after session. Ice will only be played with when has been out a little bit from freezer, to ensure no ice burns and is safe for children to play with. Educators can add a little water to ensure no fingers/skin sticks to the ice. Educator to continue to monitor this throughout the day. Educator will be with experience at all times.	All educators ECT/ Lead educator to be responsible for overseeing	At all times.
Water play	Choking on small ice cubes/pieces	Moderate-High	Educators will ensure that ice cubes are at appropriately safe size for the age group and mouthing behaviours intended. Educators supervise mouthing of ice cubes/pieces to monitor the changing size and form as they melt to ensure they remain safe. Educators remain at the activity to supervise and monitor the water depth as the ice melts. Educator will be with experience at all times	All educators ECT/ Lead educator to be responsible for overseeing	At all times the activity is active.
Water Play	Slippery surfaces	High	Staff will role model and guide children walking around the water experience. Water will be wiped off floor where it can be to reduce slippery risks. Water activities will be set up in the safest areas, considering floor surface (grass and soft fall), ease of wiping up spills, traffic flow.	All educators ECT/ Lead educator to be responsible for overseeing	At all times.

			Children will be guided by expectations about safe water play from Educators. Educator will be with experience at all times		
Water play	Combination of cold weather and wet clothing causing a drop in children's skin surface and body temperature	Low – Summer months Low-Moderate – Spring, Autumn months Moderate-High – Winter months	Educators will adapt the waterplay experiences according to the presenting/expectant weather e.g. waterplay inside where it is temperature controlled in cold weather, smaller amounts of water used, warm water used, water spray bottles used to contain water to specific area, substituting ice-play for water play if the experience allows. Children changed out of wet clothing on cool days as soon as practicable. Refrain from uncontained waterplay on extreme cold weather days i.e. in the water trough. Educator will be with experience at all times	All educators ECT/ Lead educator to be responsible for overseeing	All Educators continually monitoring and adapting waterplay activities to suit the weather conditions.
Phone and device use	Parents use phone while in service	H	Parents cannot use their devices when in the service, parents will be asked to put them away if seen on their device. Signage of the new legislative regulations regarding phone use will be visible to families on arrival at the service. Volunteers will need to declare their personal devices when signing in and need to place them in a secure location while at the service. Staff will ensure they follow policies and procedures with smart watches, devices and permissions. All Emerge devices will have emerge stickers to identify they are work devices. All staff are up to date with mandatory reporting, procedures and act accordingly where needed. All volunteer and staff have current wwcc and or VIT.		
Mandatory reporting	Supervising without appropriate training		All staff are up to date with mandatory reporting, procedures and act accordingly where needed.	Lead educator	All educators

			All volunteer and staff have current wwcc/VIT		

Plan prepared by:	Gabrielle Mills and Aimee Jochinke	Date:	
Prepared in consultation with:			
Communicated to:	All educators in the program		
Venue and safety information reviewed and attached	Yes / No Comment if needed:		
Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.			

Plan and Review		
Plan prepared by:	Full name: Aimee Papst and Gabrielle Mills Signature: Role/Position: Early Years Coordinator	27/01/2026
Prepared in consultation with:	Full name: Elicia Napoli Signature: Role/Position: Executive Officer	
Communicated to all relevant staff:	Yes / No Comment if needed:	
Risk Assessment Approved by: Aimee Jochinke	Signature	Date 17.2.2025

Risk assessment to be reviewed at least once every 12 months or as soon as practicable after staff becoming aware of any circumstance that may affect the safety and health and wellbeing of children This is an evolving and regularly updated documented to be amended as circumstance and new hazards arise. Once completed it is also important to schedule regular reviews of this document to make sure hazards in your services are identified, risks are managed before they cause harm, and identified risks are addressed within policies and procedures.	Date for next review: February 2026 Staff responsible for review: Kindergarten Teacher Emerge Leadership Staff	

Indoor Supervision Plan

-One staff member at each end of the room, inside the shelves.

-Staff to rove continually around the room.

-One staff member to stand near student toilet when in use-either at doorway or with a view through the window.

-Doors to all connecting rooms to be closed.

-Staff to do regular headcounts, and update on sheet.

-Continual communication between staff on their location, if they need assistance, or are needed outside of the room.

Please read and sign:

I have read and understood this risk assessment:

Name	Role	Date Read	Signed

Risk Matrix						
		Consequence				
Likelihood		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: SUPERVISION RISK MANAGEMENT TEMPLATE OUTDOOR – EACH SERVICE WILL ALTER THIS FORM ACCORDING TO SERVICE RISKS

Outdoor Supervision Risk Assessment			
Service Name:			
Date reviewed and completed:			
Proposed activities	Outdoor high-risk areas e.g. climbing, supervision, trampoline, swings and water play	Water hazards? Yes/No If yes, detail in risk assessment below.	
Number of children attending service:		**Number of educators:**	

Risk assessment					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When
Outdoor play Trampoline add photo here	Falling Jumping too high Other people on the trampoline	High	Children will be adequately supervised at this experience- staff member within nearby proximity Children will be assisted when verbally or non-verbally indicate, or as needed, having an educator close by Soft Fall is maintained and refilled when required- in compliance to soft fall regulations Trampoline is stable and free from any damage	All educators ECT/ Lead educator to be responsible for overseeing	At all times that children are on the Trampoline

	Loose springs Wear and tear in the material		Trampoline will be located on a surface that support stability. Trampoline will be located in a space that has other equipment at a safe distance. Trampoline will have padding over springs to prevent any injury from springs. One child will be on the Trampoline at once. If Trampoline is damaged it will be removed from area- for children not to use Staff will complete a safety check at the start of each the day to ensure equipment is in safe condition Children are closely supervised for safety management, ensuring children are competent to attempt the task within the boundaries of what is allowed. Staff will guide, explain and set safe boundaries for the use of the trampoline. Inform Management of any serious incidents		
Swings	Falling Children behind the swings Children in front of the swings Children in the middle of two swings Children pushing the swings for other children	High	Children will be adequately supervised at all times at this experience- staff member nearby observing Children will be assisted when needed Children can be pushed on swing at a safe height and staff will ensure children are safe on the swing before pushing. Children will be encouraged to move the swing themselves with staff guidance, by swinging their legs. Soft Fall is maintained and refilled when required in accordance to regulations Swing used is stable and free from any damage If swing is damaged it will be closed off and not used. Staff complete a safety check at the start of the day to ensure all equipment is in safe condition	All educators ECT/ Lead educator to be responsible for overseeing	At all times that children are on the swings

			Children are encouraged to keep a safe distance from full swing circumference when moving nearby. Inform Management of any serious incidents		
Climbing general climbing equipment (a frames, ladders, monkey bars.) add photo here	Falling Feet becoming stuck on the rungs Children jumping from high rungs	High	Educators will supervise children when on climbing equipment When children are on this equipment, they are fully supervised. Adequate soft fall will be around any climbing equipment climbing equipment will be checked weekly for any structural stability and safety Regular discussion with children about safety, supervision, seeking educators when needed help If there are children with physical impairments, disabilities, or climbing fears, educators may assist them to climb by helping their balance or standing close by and talking and guiding through the climbing steps If there are impaired or unskilled climbers, there may be need for increased supervision to ensure the inclusion, support and safety of all children in the climbing area. This can be determined by the educator supervising the climbing area at the time. Children are to wait before climbing if there need to be increased supervision due to any safety risks. Advise children to use alternative equipment if surface is continually slippery from rain Surfaces will be wiped in the morning if affected by dew, rain etc. Educators will ensure children have free hands so they can climb safely	All educators ECT/ Lead educator to be responsible for overseeing	At all times that children are climbing

			Educators coach (guide) children in movements to complete the task if needed, giving guidance for foot placement etc as they attempt the task. Educators will ensure children have free hands so they can climb safely Educators coach (guide) children in movements to complete the task if needed, giving guidance for foot placement etc as they attempt the task. Children are closely supervised for safety management, ensuring children are competent to attempt the task within the boundaries of what is allowed Inform Management of any serious incidents		
General safety	Climbing equipment maintenance Potential to climb over fencing	High	Make sure equipment is regularly checked to make sure it is safe to use. Yard checklist completed every morning before session starts. Ensure there are no items that children could potentially climb over placed around fence lines	All educators ECT/ Lead educator to be responsible for overseeing	Daily
Supervision plan added near outside door	Staff not adequately supervising children leaving space/areas unsupervised	High	Create a plan outlining the fixed areas of the space and add in points where educators can be to optimise supervision and safety of children. Eg: focus on a triangle effect – to ensure all parts of the room are supervised.	Lead educators to explain and facilitate at beginning of year All educators to communicate and implement at all times	Followed at all times while in operation
Flying fox add photo here	Platform is unsteady Pole at end of the flying fox Children jumping when not ready	High	Daily checks for platform stability. A combination lock to hold the Flying fox bar in place at the top of the platform. This can be a key lock also. A large jumping mat is placed on floor at the platform edge. Discussion around rules and safety before the Flying fox is used. Rules include 2 hands on the flying fox at all times, stepping off the platform only, a rope is used to	Educator that is first to unlock the flying fox checks stability. Educators only to open flying fox experience, usually 4th term only.	Daily when in use.

	Children being pushed off the platform and not holding on to the flying fox bar enough Two or more children using the flying fox at a time. Children not confident to use the equipment.		pull the flying fox bar back to the platform. Children are required to ask – 'Are you ready' before the person bringing it back can let go, they are also required to look at the person asking the question for a yes of no answer before releasing the rope. There will be soft fall cushions wrapped around the pole at the end of the wire for children to place their feet when coming to the end. Children will be asked to raise their feet up in air when near pole. Children who are not confident may like an educator to hold and support them around the waist as they step off the platform and to walk with them as they go down the wire. Only releasing when child requests to do so. Inform Management of any serious incidents	ECT/ Lead educator to be responsible for overseeing All educators Teachers/educators	
Outdoor program - supervision add photo here	Busy children that touch, fall into and trip over anything. Hiding behind trees and bushes Unable to find children	Moderate	Team tagging when child is in area of other educators – letting educator know the child in in their area now. Offer outdoor program so all children and educators are outdoors together – no indoor/outdoor program **(service to amend based on their needs)** Educators to be located at either end of the yard (when only 2 educators) When 3 educators, the 3rd educator to be in the middle of the yard Educators to be moving between areas depending on the numbers of children, where there is a need, where children need assistance such as in the bathroom etc. Regular discussion with children about safety, supervision, seeking educators when needed help Providing children with opportunities to discuss and demonstrate appropriate use of equipment, for example keeping sand low, and keeping shovels in the	All educators ECT/ Lead educator to be responsible for overseeing	Daily

			sand pit to support supervision (e.g children aware of safety rules). Intentional teaching around outdoor safety Educators to be aware of children's learning and development and those that require supports. Providing individual strategies for behaviour management or redirection for children that need additional support When outdoors, educators are to position themselves to allow a clear view, thus optimal supervision of children. Educators are required to have constant supervision of blind spots in the yard including the bush areas that children may hide in – moving around the space to adjust the view of children when playing in the tree/bush area. Regular headcounts throughout outdoor play Educators regular communicating -using phones as required for safety measures and regular communication One 1 educator to be sitting at any given time (1 up 1 down) Educators to be actively supervising at all times – engaging with children, involving children in play, redirecting when necessary. Educators to position themselves so that they can see the whole area they are responsible for Ensure that materials to potentially climb on (e.g. chairs) are not placed close to fences or gates		
Animals	Swooping Plovers/Magpies. Snake sighting/encounter	High	Not approaching dogs cats that may come up to the fence Observing animals and not touching.	All educators ECT/ Lead educator to be responsible for overseeing	Prior to excursion, and reinforcing concepts during.

	Bees/wasps/flying inspects that may cause bite		In the event of snake: DO NOT APPROACH SNAKE. Children stop freeze and educators support children to withdraw quietly and slowly. Snake kit in emergency bag if available. If possible call ranger to report if safe and possible. Involving children in the development of the risk assessment and personal safety measures. Follow first aid training Hodgsons Snakes - Rescue and Removal - Snake Catcher 0490415734 – Horsham, Stawell, Grampians Hindmarsh Shire Council PO Box 250 , Nhill, VIC 3418 • 92 Nelson Street, Nhill, VIC 3418 • 03 5391 4444 • info@hindmarsh.vic.gov.au • hindmarsh.vic.gov.au apply appropriate first aid, follow policies and procedures, call families and emergency services if required.		
Introduction to a fire pit	Unknown knowledge around fire safety Educators may have little knowledge on how to start this process.	High	**Bush kinder SRF menu** – introductory training to implementing firepits and fire discussions E.g.: possibly starting with tea candles, leading up to a small bowl with a small fire and then a large fire pit.	All educators ECT/ Lead educator to be responsible for overseeing	When introducing fires
Tea Light experience	Matches being used for the lighting.	High	Educators have a range of questions to discuss around being safe around fires.	All educators	On set days and prior again to fire pit days.

Fire pit – lighting fire	Children too close, children being burned.	High	Educators to stay at fire pit at all times while the fire is lit. Discussion around fire safety at home in the bush and at kinder around fire. Educator to stay with children until all children have moved away, we will then start looking at shutting the fire pit down. Until finished and at all times one educator to be with children at fire pit. Children will be sitting in a circle on rocks provided, a safe distance away from fire. No children will be moving around fire once it is started. Where will you light it, position of the pit, what's overhead - Maybe create a line on the ground as a visual indicator for children not to go beyond it without an adult I would also have a bucket of water nearby for the purpose of possible burn as dunking their arms or burnt area in water is more effective and quicker	All educators	On set days.
Cooking marshmallows	Children too close to fire, burning themselves on hot marshmallows	High	One educator to one child while cooking. Educator to be standing behind or beside one child at a time while cooking the marshmallow. Children will use a long stick or long marshmallow prong fork for cooking. Other children will be seated around edge of fire area. Educator to reiterate to wait for marshmallow to cool before eating. Blow on it 3 times. Child will be sitting down before next child is brought up to cook. Have drinking water in case marshmallow too hot to stop immediate burn lips and mouth	All educators	During experience
Putting fire out.	Children being burned by fire if too close, fire sparking up if children too close.	High	Discussion around how to put a fire out safely at kinder and in the bush. Educator to tip water slowly onto fire to demonstrate how it steams up and is hot. Educator to cool sides of the fire pit before moving away and reiterate no one to be near when staff are away from pit.	Teacher/ educators	Prior/during/after experience

Fire getting away from fire pit	This may happen if sparks fly or wind blows amber	Extreme	have water buckets or hose nearby, buckets are effective, Follow emergency evacuation Procedure if this happens ensure the children are at a safe distance and complete a roll call of staff and children Call emergency services and notify managers. Conduct regular termly practise evacuations	Teacher/ educators	Prior/during experience
The fire is not started and controlled safely	Fire spreading	Moderate	If weather turns during fire pit use, the fire will be put out immediately Only educators with experience of fire pits are to start and maintain fire pit, remain with fire pit until safe to touch the side of the fire pit.	All educators ECT/ Lead educator to be responsible for overseeing	At all times
Cooking food over the fire – marshmallows (see above), toasted sandwiches, popcorn	Food too hot and able to burn children's mouths	High	Sieves can be used with fire pit eg two small sieves on top of each other to form a bowl, possibly add aluminium foil to bottom of sieve to ensure popcorn is not burnt. Bread toasters for over fire pits can be used to support bread when being toasted.	Educators to monitor and support child when this is in operation.	When being conducted by educators.
A child or educator being burned	Child falls into fire pit, touches sides of fire pit. Hot surfaces	High	Supervision will be strict, with minimum of one staff member in attendance always, one in charge of fire, whilst other to strictly supervise. If attendance around fire exceeds 20 children, a third educator must be in attendance Strict rules will be set, e.g. a perimeter around the fire pit that cannot be crossed, this could possibly be called the safe zone and children are invited into this area by an educator, if roasting marshmallows, children are called up to roast their marshmallow with an educator.	All educators ECT/ Lead educator to be responsible for overseeing	At all times

	Eating Marshmallows		When children step away they will need to be asked to step backwards away from the fire pit. if children run/ big movements they will be asked to move away with educator supervision. Rules will be spoken about prior to fire pit use, with children understanding they will be moved away instantly If they do not follow the rules Water buckets are filled with water and collected prior to starting the fire pit for extinguishing at the end. Tap or hose to be ready nearby in case of someone being burned for running water. Service to seek permission from families before allowing children to take part in fire pit zone		
Using a firepit in the service Fire produces unnecessary smoke, smells and embers, could result in asthma flair ups and fires	Children unable to breath, smoke in eyes	Extreme	Untreated wood to be used and small sticks. We WILL NOT USE leaves, grass clippings, treated wood Children with asthma will be closely monitored, and if smoke becomes too much they will move away	All educators ECT/ Lead educator to be responsible for overseeing	When Smokey
Hosting a fire during unsafe weather (wind) (fire ban/extreme weather)	Fire danger	High	If weather turns during fire pit use, the fire will be put out immediately The fire pit will not be used during fire restriction periods. The fire pit will not be used on windy days or on high-risk bush fire days. Will check local fire rating prior to use Service will practice emergency evacuations every 3 months	All educators ECT/ Lead educator to be responsible for overseeing	At all times

No experiences setup on the ramp/rail -No play area	Tripping hazard of experiences setup on the ramp area	Moderate	Educator not to setup experiences on the ramp to lower time spent on the ramp	All educators ECT/ Lead educator to be responsible for overseeing	All the times
Going down/up the ramp to get to our yard	Climbing hazard Children climbing rail - absconding	High	Discussions with all children about safety while on the ramp. We don't climb on rail, we walk and we have the stop sign at the end of the ramp to show no entry or bikes, during outdoor play. Encourage the use of the stairs instead of the ramp Outdoor supervision plan developed to ensure educator is monitoring area (near fence) to ensure children re not climbing the rail Regular headcounts throughout day	All educators ECT/ Lead educator to be responsible for overseeing	All the time when outdoors
Ensure ramp is kept tidy and clear of tripping hazards: including cracks or unlevel surface due to ground movement	Tripping hazards Hazard of falling if wheelchair is in use	High	Ensuring there is always clear access in case of an emergency. Educating and guiding the children to keep the ramp clear, that resources, toys and tripping hazards are not left on the ramp. Make a OH&S report and seek rectifying cracks in ramp surface as they may cause tripping hazards. Inform management of any OH&S issues	All educators ECT/ Lead educator to be responsible for overseeing	All the time when outdoors
Slippery surface due to rain, sand,	Slipping/ falling	Moderate	Ensure children move at a safe pace when walking up/down the ramp. Teach the children to walk up/down the ramp, keeping to one side so they move safely.	All educators ECT/ Lead educator to be responsible for overseeing	All the time when outdoors

			If a child is in need of a wheelchair, ensure an educator aids them up/down the ramp if needed and if wet/ slippery.		
Water Play Ice Block Play	Drowning Chocking	High	Children will be adequately supervised at all times at this experience- staff member always at water play when it is out. Water will be tipped out in garden beds when not in use and after session. Ice will only be played with when has been out a little bit from freezer, to ensure no ice burns and is safe for children to play with. Educators can add a little water to ensure no fingers/skin sticks to the ice. Educator to continue to monitor this throughout the day. Educator will be with experience at all times.	All educators ECT/ Lead educator to be responsible for overseeing	At all times.
Water play	Choking on small ice cubes/pieces	Moderate-High	Educators will ensure that ice cubes are at appropriately safe size for the age group and mouthing behaviours intended. Educators supervise mouthing of ice cubes/pieces to monitor the changing size and form as they melt to ensure they remain safe. Educators remain at the activity to supervise and monitor the water depth as the ice melts. Educator will be with experience at all times	All educators ECT/ Lead educator to be responsible for overseeing	At all times the activity is active.
Water Play	Slippery surfaces	High	Staff will role model and guide children walking around the water experience. Water will be wiped off floor where it can be to reduce slippery risks. Water activities will be set up in the safest areas, considering floor surface (grass and soft fall), ease of wiping up spills, traffic flow.	All educators ECT/ Lead educator to be responsible for overseeing	At all times.

			Children will be guided by expectations about safe water play from Educators. Educator will be with experience at all times		
Water play	Combination of cold weather and wet clothing causing a drop in children's skin surface and body temperature	Low – Summer months Low-Moderate – Spring, Autumn months Moderate-High – Winter months	Educators will adapt the waterplay experiences according to the presenting/expectant weather e.g. waterplay inside where it is temperature controlled in cold weather, smaller amounts of water used, warm water used, water spray bottles used to contain water to specific area, substituting ice-play for water play if the experience allows. Children changed out of wet clothing on cool days as soon as practicable. Refrain from uncontained waterplay on extreme cold weather days i.e. in the water trough. Educator will be with experience at all times	All educators ECT/ Lead educator to be responsible for overseeing	All Educators continually monitoring and adapting waterplay activities to suit the weather conditions.
Pond at service	Child falling in	High	Educators will ensure there is a sturdy metal grate approx. 5-10cm below water level to ensure children cannot fall past this. This will be checked regularly in the regular yard checks to ensure it is up to standard and will be blocked off and fixed promptly where needed. There will be several group times and discussions around water safety and rules regarding the use of the pond, feeding the fish and the process. Children will wash hands after feeding the fish food. Encouraging the children to crouch down beside the pond, not stepping on the grate, keeping a safe distance and ensuring how we can maintain and look after the pond.	All educators and lead teachers	Daily checks and during session
Gardening at the service	Using potting mix at the service	High	Educators to ensure that the potting mix is not where children can reach and is stored following appropriate instructions as per the potting mix instruction.	Teacher/lead educator	Prior/during and after activity

	Allergies to foods/plants Using gardening equipment	High Medium	Educators to supervise the children when potting mix is being prepared for and used in the activity of gardening. Educators will ensure that safe handling including wearing appropriate garden gloves are in use while participating in the gardening activity. Staff will ensure the MSDS has been downloaded and printed, placed in the MSDS folder and instruction read to maintaining any consumption of potting mixture. Staff will rinse children's immediately if potting mixture is on face/mouth and will call poisons, and family/carer's if potting mixture is consumed. Staff will follow this up with an incident form and call/inform managers- forwarding a copy of the incident form Families/carers will be informed prior to gardening happening through communication and notice boards. As children may need to bring gardening boots, gloves and other appropriate clothing. Staff will ensure all foods/seeds/plants planted in the garden are safe, and that no children have an allergy or serious illness from this selection of foods/seeds/plants. If a child develops an allergy to these, they will be removed and depending on level of allergy- the soil may need to be replaced. Many demonstrations, instructions and discussions around the safety and expectations of using gardening tools safety will be had prior to gardening and during gardening activities- children will be always supervised. If children do not use the equipment appropriately, staff will redirect, demonstrate and assist those wanting to participate to do so safely.	All educators All educators	During and after activity Prior/during and after activity

Phone and device use	Parents/staff phone use while in service	High	Parents cannot use their devices when in the service, parents will be asked to put them away if seen on their device. Signage of the new legislative regulations regarding phone use will be visible to families on arrival at the service. Volunteers will need to declare their personal devices when signing in and need to place them in a secure location while at the service. Staff will ensure they follow policies and procedures with smart watches, devices and permissions. All Emerge devices will have emerge stickers to identify they are work devices. These devices are the only devices to record and photograph activities All staff are up to date with mandatory reporting, procedures and act accordingly where needed. All volunteer and staff have current wwcc and or VIT.	All educators and lead teacher	While parents, volunteers and staff are present

Plan and Review		
Plan prepared by:	Full name: Signature: Role/Position:	Date:
Prepared in consultation with:	Full name: Aimee Papst and Gabrielle Mills Signature: Role/Position: Early Years educational leader	
Communicated to all relevant staff:	Yes / No	

	Comment if needed:	
Risk Assessment Approved by:	Signature	Date
Risk assessment to be reviewed at least once every 12 months or as soon as practicable after staff becoming aware of any circumstance that may affect the safety and health and wellbeing of children. This is an evolving and regularly updated documented to be amended as circumstance and new hazards arise. Once completed it is also important to schedule regular reviews of this document to make sure hazards in your services are identified, risks are managed before they cause harm, and identified risks are addressed within policies and procedures.	Date for next review: January 01/01/ 2027 Staff responsible for review: Kindergarten Teacher Emerge Leadership Staff	

Outdoor supervision Plan

-One staff member at each end of the yard.

-Staff to rove continually around the outdoor space including on the deck

-One staff member to stand near student toilet.

-Doors to inside to be closed.

-Staff to do regular headcounts, and update on sheet.

-Staff to communicate if they are distracted (eg dealing with an incident), or need to go inside.

Please read and sign:

I have read and understood this risk assessment:

Name	Role	Date Read	Signed

Risk Matrix

Likelihood	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

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