Child centred, inclusive, trauma informed and culturally responsive strategies to support active and effective supervision



Step 1: Child centred

- Use your knowledge of individual children to anticipate needs, risks or challenges. Recognise that some children may need closer supervision, additional support or different approaches depending on their age, development, abilities, experiences or the activity.
- Adjust supervision based on the environment, activity and children present. Recognise that different situations may require different levels of supervision to support both safety and meaningful participation.
- Avoid distractions that reduce awareness, such as becoming focused on administrative tasks, extended conversations with colleagues or other activities that take attention away from children.
- Position yourself so children remain visible and accessible, particularly during higher-risk times such as transitions, outdoor play, mealtimes, rest or personal care routines.



Step 2: Inclusive

- Use your knowledge of individual children to anticipate needs, risks or challenges, recognising differences in age, development, abilities and support needs.
- Communicate clearly with colleagues about supervision responsibilities, including children's whereabouts, individual support needs and when supervision arrangements need to change. For example, this may be necessary when moving between spaces or stepping away briefly.
- Adjust supervision based on the environment, activity and children present. Recognise that different situations may require different levels of supervision to support both safety and meaningful participation.

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A national Child Safety Reform initiative

Step 3: Culturally responsive

Use your knowledge of individual children to anticipate needs, risks or challenges. Recognise that children's experiences, behaviours and interactions may be influenced by their background, culture and family context.

Step 4: Trauma informed

- Stay alert, observant and aware of potential risks and hazards. Pay attention to what children are doing, where they are and how they are interacting with others.
- Regularly scan the environment and actively listen for changes that may signal concern. This includes shifts in children's behaviour, tone of voice, noise levels or signs of distress in areas that may not be in direct view.
- Respond early when risks, distress or challenges begin to emerge. Step in to provide support, guidance or redirection before situations escalate or children become unsafe.