

WORKING ALONE POLICY

It is the responsibility of the approved provider to ensure the health, safety and wellbeing of all children in their care and to provide a safe working environment for the employees of the Service. This policy has been developed to ensure appropriate measures are in place in situations when an educator is required to work alone at an Out of School Hours Care (OSHC) Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child safety and protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration — safety, rights and best interests of children
S. 3A	Paramount consideration [NSW]
S. 162	Offence to operate education and care service unless responsible person is present
S. 162A	Child protection training
S. 162B	Child safety training
115	Premises designed to facilitate supervision

117B	Minimum requirements for a person in day-to-day charge
123	Educator to child ratios — centre-based services
136	First aid qualifications

RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Child Protection Policy Code of Conduct Policy Delivery of Children to and Collection from Education and Care Service Premises Policy Emergency and Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Interactions with Children, Families and Staff Policy Responsible Person Policy Safe Transportation of Children Policy Safe Use of Digital Technologies and Online Environments Policy Student, Volunteer and Visitors Policy Supervision Policy Work Health and Safety Policy
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PURPOSE

The purpose of this policy is to provide guidance for educators who are required to work alone in an OSHC Service. It outlines the procedures, measures and support available to educators to help ensure children are adequately supervised, and their safety, rights and wellbeing are protected when an educator is working alone.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor and visitors of the OSHC Service.

DEFINITION

Working alone: For the purpose of this policy, working alone refers to one educator working on their own as part of the Service, either without children present or while educating and caring for children without another educator or staff member present.

IMPLEMENTATION

The safety, rights and best interests of children are the paramount consideration when making decisions

about working-alone arrangements. An educator may work alone for part or all of the day, including before children arrive, while educating and caring for children, or when transporting or accompanying children as part of the Service.

Our OSHC Service will, where practicable, ensure that at least two educators or staff members are present. However, circumstances such as reduced enrolment due to infectious disease, natural disaster or other reasons may result in only one educator or staff member being present.

When an educator is required to work alone, the OSHC Service will consider the circumstances and risks and ensure appropriate measures are in place to support children's safety, adequate supervision and the educator's safety. This includes considering the required educator to child ratio, children's individual needs, the environment, activities and experiences, emergency procedures, communication, and access to additional support.

Where an educator is working alone, the OSHC Service will also consider appropriate breaks, wellbeing and regular check-ins, where applicable.

STAFFING

The OSHC Service will ensure appropriate staffing arrangements are in place when an educator is required to work alone, including:

- meeting the responsible person requirements and ensuring a responsible person is present at all times that the OSHC Service provides education and care for children, in accordance with the *Responsible Person Policy*
- meeting the required educator to child ratios at all times, including when children are being transported or accompanied as part of the OSHC Service
- meeting the requirements for first aid, anaphylaxis management and emergency asthma management in accordance with the *Administration of First Aid Policy*
- meeting applicable child safety and protection training requirements
- considering the educator's skills, experience and ability to work alone safely and effectively, including their ability to supervise children and manage a range of situations and emergencies
- maintaining appropriate contingency plans for situations where a rostered educator is unavailable or does not attend work
- considering whether additional educators or staff are required, having regard to the period the educator is required to work alone, the number of children, their individual needs, the environment,

activities and experiences, and the educator's ability to supervise effectively and manage a range of situations, including emergencies.

PHYSICAL PREMISES

The OSHC Service will ensure the physical environment, including indoor and outdoor areas, is safe, suitable and practical for an educator working alone and supports the safe supervision and care of children. The OSHC Service will consider:

- the layout and visibility of the environment, including any areas that may create blind spots or limit the educator's ability to effectively supervise children
- the location and accessibility of essential resources, equipment and supplies, ensuring these are readily available to the educator and children without unnecessarily requiring the educator to leave the supervised area
- the accessibility of first aid equipment, emergency equipment, communication devices and other essential items
- whether the educator can move between indoor and outdoor areas, access facilities and respond to children's needs without compromising supervision or safety
- the condition of indoor and outdoor areas, including any hazards, maintenance issues or other conditions that may affect the safety and suitability of the environment
- the activities and experiences planned, including the resources required and the educator's ability to safely manage these when working alone
- measures for restricting access to areas that cannot be safely or adequately supervised when an educator is working alone
- safe access to and from the OSHC Service, including appropriate parking, lighting and arrangements for the educator to arrive and leave the premises safely.

MANAGING SITUATIONS WHEN WORKING ALONE

The OSHC Service will have appropriate measures in place to support educators to safely manage situations that may arise when working alone. This includes consideration of:

- arrival and departure of children, including procedures for following up a child who is expected to attend but cannot be located
- visitors to the OSHC Service, including how unexpected visitors will be safely managed when only one educator is present
- children requiring toileting assistance or other personal care
- children with individual or additional needs

- transportation or accompanying children as part of the Service
- illness, injury, first aid or other incidents
- challenging or unexpected behaviour
- the educator becoming unwell or injured while working alone
- emergencies requiring assistance or communication with the approved provider, nominated supervisor, school staff, parents/guardians or emergency services
- obtaining assistance when a situation cannot be safely managed by one educator
- end of session procedures, including the safe collection of children and the educator's ability to close and leave the Service safely.

Measures will be appropriate to the OSHC Service's circumstances and may include procedures for particular situations, including for OSHC Services operating on school grounds. Educators will follow relevant Service policies and procedures and seek assistance when required.

SUPPORT AND COMMUNICATION

The OSHC Service will also ensure appropriate support and communication are available for educators working alone, including:

- using the working-alone risk assessment to identify and manage risks associated with the environment, activities, supervision, different situations and emergencies
- ensuring a list of supports and emergency contact details, including the approved provider's contact details, is readily available to the educator
- providing an appropriate means of communication to the educator when working alone, in accordance with the *Safe Use of Digital Technologies and Environments* and *Emergency and Evacuation* policies
- where the OSHC Service operates on a school site, enabling the educator to contact school staff for assistance when required and, where applicable, the educator will check in at the school office periodically
- providing access to additional staff, volunteers, school staff or other appropriate support when required, where applicable
- conducting regular check-ins with the educator, having regard to the circumstances and duration of the working-alone arrangement
- providing educators with appropriate breaks and support for their wellbeing while working alone.

APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure relevant Service policies and procedures provide guidance for situations that may arise
- consider the skills, experience and ability of educators when determining whether they are suitable to work alone
- ensure staffing, supervision, premises and other measures comply with legislative requirements
- ensure appropriate support is available to promote the safety and wellbeing of children and educators, including access to appropriate means of communication, support and resources
- ensure educators can obtain assistance when required, including through school staff where applicable
- ensure these measures are regularly reviewed and adjusted when circumstances or risks change.

EDUCATORS WORKING ALONE WILL:

- follow relevant Service policies and procedures, including those relating to emergency and evacuation, transportation, incident and illness, and work health and safety
- maintain the qualifications, training, skills and knowledge required for their role and working-alone responsibilities
- ensure essential resources and equipment are readily accessible
- take reasonable steps to maintain their own safety and wellbeing when working alone
- maintain accurate attendance records and regularly check attendance and head counts to ensure all children are accounted for
- maintain adequate supervision of children at all times
- use available communication methods and seek assistance when required
- promptly report any concerns, hazards, incidents or circumstances that may affect the safe operation of the Service to the approved provider/nominated supervisor.

FAMILIES WILL:

- follow the Service's procedures for signing children into and out of the OSHC Service
- provide the Service with accurate and current information about their child's needs, attendance and emergency contacts
- provide required authorisations for transportation and other activities
- notify the Service when their child will not attend as expected
- cooperate with the Service and follow reasonable measures that support the safety and wellbeing of children and educators, including specific procedures for arrival, departure, communication and access to the Service.

SCHOOL STAFF WILL, WHERE APPLICABLE:

- collaborate with OSHC educators and provide assistance when required, in accordance with agreed arrangements with the OSHC Service
- support regular check-ins with OSHC educators, where agreed
- where located on school grounds, be available to assist with emergencies or other situations requiring support
- where located on school grounds, advise OSHC educators of relevant school activities, events or circumstances that may affect the operation of the OSHC Service.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Working Alone Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management. All families will be notified 14 days before any policy change that may have a significant impact on the provision of education and care to any child enrolled at the Service or the family's ability to utilise the OSHC Service, or earlier in line with the *Governance Policy*.

SOURCES

Australian Children's Education & Care Quality Authority. (n.d.). [QA2 information sheet - Active Supervision: Ensuring safety and promoting learning](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework Education and Care Services National Law Act 2010](#)
[Education and Care Services National Regulations 2011](#)

Government of South Australia. Department for Education. (2022) [Guidelines for educators working alone in OSHC services operating on Department for Education \(DfE\) sites.](#)

REVIEW

POLICY REVIEWED BY	Libby Haines	Director	October 2026
POLICY REVIEWED	OCTOBER 2026	NEXT REVIEW DATE	OCTOBER 2027
VERSION NUMBER	V7.10.26		
MODIFICATIONS	• major policy review • refocused the policy on working alone and related responsibilities • replaced detailed procedures with a policy-level approach to managing situations when working alone • added responsibilities for management, educators, families, and school staff, with relevant policies and procedures cross-referenced		

	checked and updated resources and references
PREVIOUS MODIFICATIONS	
OCTOBER 2025	- annual policy review - small edits to ensure person working alone has mandatory first aid, asthma and anaphylaxis management training - sources checked and updated as required