



# **Safe Kids in Daily Supervision Ltd**

## **Policies and Procedures Manual**

**June 2020**

**This document is the property of  
Safe Kids in Daily Supervision Limited (sKids)**

# Contents

<b>Introduction.....</b>	<b>5</b>
The sKids Family .....	5
Mission Statement.....	5
Core Values.....	5
Wellbeing and best interests of child or young person .....	6
Review of Policies .....	6
Best Practice .....	6
<b>Programme Environment .....</b>	<b>7</b>
Positive and Child-Focused .....	7
Cultural Diversity .....	7
Treaty of Waitangi .....	7
Equal Rights.....	7
Behaviour Guidance .....	7
Preventative Planning.....	8
Setting Rules and Boundaries .....	8
Process of Managing Unacceptable Behaviour .....	9
sKids Constructive Discipline Model*.....	10
Serious Behaviour Problems & Exclusion of Children .....	11
Conflict Resolution.....	11
Physical Intervention .....	12
Implementation of Existing Behaviour Plans .....	12
Staff Conduct.....	12
Children with Special Needs.....	13
Guidelines for Collecting Information about Children with Special Needs .....	14
After School - Daily Format.....	15
Special Activity Time (Recommended Format) .....	15
Adequate and Appropriate Space.....	16
Electronic Devices .....	16
Social Media Policy .....	17
Telephone Services.....	19
<b>Programme Operations .....</b>	<b>20</b>
Enrolment.....	20
Bookings .....	20
Drop Off and Pick-Up of Children .....	20
Custody and Protection Orders.....	21
Permissions.....	21
Non-Arrival of Children .....	21
Holiday Programme Absences .....	22
Late Pick-Up.....	22
Transportation .....	22
Staff Transportation Procedure.....	25
Feedback on sKids Services .....	25
Complaint Procedure.....	26
Compliance .....	27
<b>Health and Safety.....</b>	<b>28</b>
Facilities .....	28
Health & Safety Meeting.....	28
Building Warrant of Fitness.....	28
Staff Training.....	29
Hazard Identification & Site Safety Checks.....	29

Risk Analysis Management System.....	29
On- and Off-Site Activities .....	30
Animals .....	31
Water Activities.....	31
Accident/Illness and Incident Reporting .....	32
Near Miss incidents .....	33
First Aid Kits .....	34
Medication.....	34
Sick Children .....	36
Toilet Facilities.....	36
Cleaning Equipment & Materials.....	37
Food Safety & Preparation .....	37
Smoke-Free.....	39
Sun Smart .....	39
Missing Child.....	40
<b>Emergencies .....</b>	<b>41</b>
Emergency Procedures .....	41
Fire.....	42
Earthquake.....	43
Lockdown .....	44
Tornado.....	44
Tsunami .....	46
Site Specific Procedures .....	47
Disaster Recovery Plan .....	48
<b>Child Protection .....</b>	<b>49</b>
Responding to Suspicions of Child Abuse .....	51
Documentation Relating to Suspicions of Abuse .....	52
Confidentiality and Information Sharing .....	54
<b>Programme Supervision.....</b>	<b>55</b>
Staffing.....	55
Supervision procedures.....	55
Off-Site Supervision.....	56
Visitors Policy .....	57
<b>Sole Charge Programmes .....</b>	<b>58</b>
<b>Staff and Management.....</b>	<b>59</b>
Recruitment.....	59
Police Vetting .....	60
Employment Agreements .....	60
Job Descriptions .....	61
Code of Conduct .....	61
Definition of Serious Misconduct.....	63
Training .....	64
Staff Meetings .....	64
Support and/or Supervision .....	64
Performance Appraisal .....	65
Staff Feedback .....	65
Staff Discipline.....	65
Staff Support .....	65
Volunteers .....	66
Staff Resignation .....	66
Communication .....	66
Governance.....	67
<b>Record Keeping .....</b>	<b>70</b>
Attendance .....	70
Enrolment Process .....	70

Afterschool .....	71
<b>Finance .....</b>	<b>72</b>
Recording of Income .....	72
Recording of Expenses .....	73
Petty Cash.....	73
Debt Collection .....	73
Payment of Tax, Wages and ACC Levies.....	73
Annual Financial Reports.....	73
Annual Business Plan / Budget .....	74
Insurance .....	74
<b>Register .....</b>	<b>75</b>
<b>References .....</b>	<b>77</b>

# Introduction

Safe Kids in Daily Supervision (sKids) began in 1996 when two mothers recognised the need for structured Out of School Care for primary school aged children. Since the opening of the first sKids centre in Auckland, sKids have expanded to more than 180 centres nationwide.

For working/studying parents/caregivers, the safety and wellbeing of children is essential when looking for great out of school care programmes. At sKids, we ensure that all our staff are familiar with and operating according to our policies and procedures, will take good care of all children and provide a safe environment.

## The sKids Family

The sKids organization is a combination of franchised businesses and National Support Office Corporate owned sites. We are committed to excellence in our duty of care to our children. The core values we operate by have excelled in an excellent reputation in the New Zealand out of school care market. Franchises are independently owned but operate according to sKids policies and procedures as detailed in this manual. Each Programme Owner/ manager are trained and given specific performance standards that detail the programmes for the children in their care. This ensures that the same professional standards are offered to all children on a continuous basis.

## Mission Statement

sKids provides a safe and secure environment for the care of school aged children through a structured well-balanced programme.

## Core Values

Our Core Values power everything we do at sKids.

### **We CARE**

For our communities, the children we are entrusted with, our fellow franchisees and each other

### **We BELIEVE**

In creating opportunities growing relationships and giving back

### **We PROMISE**

To look for solutions, to uphold sKids standards and be honest in all our dealings

### **We SEEK**

Opportunities for growth and development for all our stakeholders

### **We TRUST**

The system, our colleagues and ourselves

### **We LEAD**

By example and as pioneers

## **Wellbeing and best interests of child or young person**

At sKids we abide by Section 4A of The Oranga Tamariki Act 1989, wherein the sKids programmes have the safety and wellbeing of the children in their care as their first consideration. If parents/caregivers have any concerns in relation to this, they are encouraged to contact the Programme Owner or sKids National Support Office.

## **Review of Policies**

sKids National Support Office will review these policies and procedures at least once every two years to ensure they are in line with current legislation, practice and Ministry of Social Development (MSD) Level 3 Standards.

A copy of these policies and procedures is kept onsite at all times and is available to parents/caregivers and staff. This can also be viewed on the sKids website: [www.skids.co.nz](http://www.skids.co.nz)

## **Best Practice**

The following pages outline the policies and procedures under which each programme and all staff members must operate. These include some “best practice” recommendations. There are opportunities for Programme Owners, Programme Managers and staff to enhance their programmes by adopting some innovative ways to implement the procedures and excel in the standard of their programmes. Not all programmes will be able to adopt all recommendations because of site restrictions.

# Programme Environment

## **Objective:**

All sKids programmes to provide a safe and positive environment. There is adequate and appropriate space for active indoor and outdoor recreation with child-focused activities.

## **Positive and Child-Focused**

sKids programmes provide a safe, structured environment where the safety and wellbeing of the children in our care is paramount. All children are to be made to feel welcome, included, heard and valued whilst attending our programmes.

## **Cultural Diversity**

sKids programmes will be mindful of cultural differences and the varying needs of the children in our care. sKids programmes will endeavour to meet specific cultural needs, as far as possible. sKids are inclusive of all races, their languages, religions and culture. We acknowledge and are respectful of all persons regardless of ethnicity. Children will be encouraged to share culturally significant events and special activities will be planned to acknowledge these events; eg, Matariki, Waitangi Day, Chinese New Year, Easter, Diwali etc. This is achieved by working with our children and their families, so we can understand what is important to them.

## **Treaty of Waitangi**

Maori are Tangata Whenua o Aotearoa and the Maori language and culture are a living part of New Zealand society. All New Zealanders should therefore recognise and understand the dual cultural heritage of New Zealand. sKids programmes will provide a welcoming atmosphere for all parents/caregivers by reflecting, as far as possible, both cultures.

## **Equal Rights**

At sKids we treat everyone with the same level of consideration. We acknowledge and are respectful of all persons regardless of ethnicity, gender, age and sexual orientation. We do not tolerate harassment or discrimination of any kind (including offensive language) as per the sKids Code of Conduct.

## **Behaviour Guidance**

sKids behaviour policies and procedures, which are documented and available to view in the onsite folder, are in line with the out of school care industry and similar to the policies of the host primary school.

We endeavour to make our environment a safe and happy place for everyone involved. We maintain an emphasis on being polite, considerate and co-operative. Our rules, boundaries, and behaviour expectations are explained to the children. The children have input in the creation and review of programme rules. The programme rules are created to align with the school rules and boundaries.

In order to provide a safe and enjoyable environment for children, staff will use a clear and consistent approach to guide children's behaviour.

Children have the right to be safe and feel safe, to receive care, attention, and support from programme staff and to be treated fairly, with dignity and respect.

The programme will have a consistent and planned approach to behaviour guidance. This means first looking at programme and environment factors which may influence behaviour. This will include providing a varied and stimulating programme and using positive reinforcement for desired behaviours.

Then, if necessary, staff will provide behaviour guidance using the least intrusive approach possible and non-punitive practices.

Children will be encouraged to take responsibility for their own behaviour through offering choices and implementing natural and logical consequences including, if necessary, the involvement of parents/caregivers.

The programme will deal with children's behaviour that is unsafe or poses a significant safety risk as a matter of highest priority with the goal of ensuring the safety of all children and programme staff.

If we experience behavioural problems with a child, the parent/caregiver will be contacted and consulted in regard to the behaviour. In the first instance, a report of the child/rens behaviour will be collated. These reports **must be** signed by the parent/caregiver after each behavioural incident. If a parent/caregiver has any questions or complaints on this subject, they should contact the Programme Owner/Manager. These matters should not be discussed with other staff members.

**We reserve the right to refuse or terminate a child's enrolment if there are unresolved behaviour issues.**

## **Preventative Planning**

Many behaviour problems can be dealt with by providing an appropriately varied and stimulating programme that meets the needs of all attending children.

In considering a preventative approach, staff will ask the following questions:

- Are the **basic needs** of children being met?
- Is the **physical space** set up appropriately?
- Can the programme **plan, and routines** be varied to influence the behaviour?
- Have **children contributed** ideas to the programme?
- How much **responsibility** are children given for implementing the programme, daily routines, and chores?
- Are there **clear rules and boundaries** that everyone understands?
- What are the staff doing to **model and motivate** appropriate behaviour in the programme?

## **Setting Rules and Boundaries**

Staff will include children in discussions to establish and then reinforce rules and programme boundaries, which will be displayed at the programme.

Staff will discuss with children the consequences for breaking rules and boundaries.

Rules should address:

- Respect for each other;
- Respect for property and equipment;
- The need for safety.

In some cases when a child needs a little extra assistance in understanding the rules and the programme boundaries, 'Behaviour Guidance Steps' may be used.

## Positive Reinforcement

At sKids we have a policy for supporting positive behaviour or recognising particular achievements. This is done through various reward systems, which may include prizes. All rewards are given openly and not based on favouritism.

**NB: We do NOT reward the children with lollies or other sugary foods.**

## Process of Managing Unacceptable Behaviour

### Behaviour Guidance Steps

Use the least intrusive approach:

1. Ignore when appropriate.
2. Give a clear, simple direction which is assertive but non-aggressive.
3. Remind the child of the relevant rule.
4. Re-state the rule.
5. Re-direct if the child is argumentative.
6. Make the choice or consequence clear.
7. Follow through with consequences if necessary.

### Other possible Behaviour Guidance Steps<sup>1</sup>

- Defer further action until parents/caregivers comes, if appropriate.
- Allow cooling-off time.
- Re-establish relationships after giving guidance.
- Recording of behaviour - confidential report.
- Staff seek professional guidance and support.
- Preparation of individual behaviour plan.
- Possible meeting with parents/caregivers.
- Possible suspension or exclusion as per policy below.

### Consequences

With all incidents, staff will follow the process to ensure that unacceptable behaviour is dealt with immediately and appropriately. Children will be taught that actions have consequences. Staff will follow the **sKids Constructive Discipline Model**<sup>2</sup> when dealing with unacceptable behaviour.

Consequences may include talking to parents/caregivers, loss of privileges or use of equipment, or compensating for damage.

Parents/caregivers and children will be advised that a possible consequence for a serious incident is that staff may contact the parents/caregivers and ask that they come and remove the child from the programme immediately.

---

<sup>1</sup> Rogers, William A. You're not the Boss of Me! Positive Behaviour Guidance for O.S.H.C Workers. Melbourne, Lady Gowrie Child Centre, 1992.

<sup>2</sup> Refer to 'sKids Constructive Discipline Model' on pg10

## sKids Constructive Discipline Model\*

### CONSTRUCTIVE DISCIPLINE

If a child misbehaves or refuses to follow instructions, corrective actions are needed:

*NOTE: Incidents and situations that happen from STEP 3 to 7 must be noted in the Weekly Report & Incident Reporting System (separate page per entry) for purposes of documentation. These include "small things". A series or accumulation of "small things" on a given day can be summarised.*

*If the incident is of a serious nature, it must be reported to Head Office so it can be added to the "Serious Incidents Register". Contact the operations team if you require further information.*

#### Any Staff Member

**STEP 1** Call the child by name, take him/her to one side.  
Looking at him/her eye-to-eye, repeat the rule or instruction using clear, simple directions in a language he/she can understand.

**STEP 2** Repeat step 1. Ask the child to repeat the rule or instruction back to you. Do not argue with the child and stay focussed on the misdeed or rule that was broken.

**STEP 3** Give the child a choice- redress the misbehaviour by giving him/her the opportunity to "own" his/her behaviour by giving him/her breathing space where possible. Make sure the choice and consequence are clear.

**STEP 4** Time out or thinking space no more than 5 minutes. No activities. This can also be preventative.

#### Options

1. Time out
2. Incident Reporting System / speak with parent
3. Referral to Programme Manager

#### Programme Manager

**STEP 5** If there is no improvement in behaviour or if it continues e.g. each day; disrupting others participation or enjoyment of the programme; or endangering other children through physical or emotional harm, parents are to be made aware through verbal communication.

**STEP 6** Child to be suspended for one week- verbal and written communication to be sent to child's parents/caregivers.

#### Options

1. Time out
2. Incident Reporting System / speak with parent
3. Referral to Programme Owner
4. Individual Behaviour Plan

#### Programme Owner/ Head Office site coordinator

**STEP 7** Expulsion from the programme.  
Formal letter to child's parents/caregivers

## Serious Behaviour Problems & Exclusion of Children

Serious incidents of unsafe behaviour or repeated incidents of inappropriate behaviour will be recorded and reported to parents/caregivers.

In such instances the child will be immediately stood down and parents/caregivers will be asked to meet with the Programme Owner/Manager to discuss concerns and reach agreement on conditions for the child's continued attendance in the programme. This may include the implementation of an Individual Behaviour plan.

In all cases, parents/caregivers will be given the chance to meet with the programme staff. In any meeting concerning a child's behaviour, the child concerned will be present where possible and will be given the chance to speak. The discussion will be minuted and all parties will sign to acknowledge the accuracy of the record.

In some cases, an On-Target behaviour Plan will be made in agreement with the parent/caregiver and the child to allow a child to remain in the programme. This will include short and long term goals and strategies to help the child reach their goals. Progress on this will be monitored daily.

In the event that the On-Target Behaviour Plan has not worked and all attempts to assist the child to modify his/her behaviour have failed, the programme may have no other option than to request parents/caregivers to remove the child from the programme. A formal letter will be sent to the parent/caregiver which will document the number of times that programme staff had to contact them, the number of meetings that have taken place, any other conversations that occurred, the details of the On-Target Behaviour Plan and the reasons that the plan has failed. The parent/caregiver will be given **five working days** to make alternative arrangements prior to the removal of their child.

**If the child's behaviour is such that their safety or the safety of other children or staff is compromised, the parent/caregiver may be requested to remove their child immediately.**

## Conflict Resolution

Conflict between children is a normal and everyday occurrence. Staff will use appropriate, child-centred methods to help children manage conflicts:

1. If needed, give children time to cool off.
2. Allow both children time to talk about what happened and what the conflict was about.
3. Ask how the situation could have been managed differently, assist children to problem solve.
4. Ask how the children want to end the conflict resolution process; eg, handshake, trade toys, apologise.

Staff will also help children to recognise and express feelings such as anger in safe and appropriate ways.

## Physical Intervention

In circumstances whereby children display extreme behaviours that may cause injury to themselves or others, staff working with these children may legitimately intervene by using either non-restrictive or restrictive physical interventions. Physical intervention should only be used when **absolutely necessary**. It should be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, or prevent serious damage to property.<sup>3</sup> "The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they may cause."<sup>4</sup> Physical intervention training will be provided.

Intervention Process:

- Staff always seek to diffuse the situation
- Staff always use minimum force
- Staff always record all incidents where physical intervention has been required.
- Programme Owners must be notified should such an incident occur. This then must be reported to sKids National Support Office, the child's parent/caregiver, and the school. The Child Protection Liaison officer will report the incident to MSD and Oranga Tamariki and an investigation will be implemented.

## Implementation of Existing Behaviour Plans

If a child has a pre-existing behaviour plan in place at school, this behaviour plan should be shared with the Programme Owner/Manager so we can provide consistent care and attention to the child and their specific needs. This will need to be followed up by the Programme Owner and parent/caregiver on a regular basis.

## Staff Conduct

No child will be hit or in any way physically, verbally or emotionally abused by staff. Staff will address behaviour calmly and assertively, and will not shout, threaten or intimidate children.

No physical restraint will be used on children unless it is an immediate issue of safety for the child, the other children or staff and direct verbal commands have not been effective.

Staff will not discuss the behaviour of children outside of the programme without ensuring they protect the confidentiality of the child and the family, except in situations where child abuse or neglect is suspected, and then only to the appropriate people and authorities.

---

<sup>3</sup> Child Matters, *Creating a Safe Organisation* (Hamilton, NZ: Child Matters, 2014), 41.

<sup>4</sup> Child Matters, *Creating a Safe Organisation*, 41

## Children with Special Needs

Every effort will be made to include children with special needs in sKids programmes where practicable.

The Programme Owner/Manager will assess if the child's needs can be catered for and that the child will benefit from being at the programme. Full information about the child's requirements including medication, diet and supervision requirements must be obtained from the parent/caregiver and included with the child's enrolment details in the AIMY PLUS system. The next part of the process is a discussion with the child's parents/caregivers to ascertain the child's needs.<sup>5</sup>

With parent/caregiver consent, the Programme Owner/Manager may also contact schools and other agencies that have engaged with the child for more information and advice.

The safety of the child, other children in the programme and programme staff will be a major consideration to the decision on accepting enrolment. Children will not be included in the programme if their behaviour or the level of supervision required will compromise programme safety.

It is the Programme Owner/Manager's responsibility to ensure that all programme staff and volunteers have completed training for children with special needs if they have such children attending the programme. The staff will need to be fully aware of each child's specific requirements and feel confident to provide the necessary care.

If the child will require special aids, for example modified facilities, extra staff or staff training, the Programme Owner will make the final decision on accepting the enrolment after consulting with programme staff and the school principal. In most cases a child that requires a **one to one ratio** in school will not meet the requirements for out of school care.

Each case will be considered individually, and every effort will be made to include the child within the limits of the programme's resources, including capability of the staff.

The Programme Owner/Manager may negotiate enrolment for an initial trial period of 2 weeks. This will be confirmed with a consent form that will cover the rules around the trial enrolment period. If the programme staff are unable to provide the necessary care required to keep both the child, other children and staff in the programme safe, the initial enrolment period can be terminated before the trial period is due to end. Parents/caregivers will be consulted with under these circumstances.

### **Best Practice:**

Registration to be on a term by term basis, in the event that the needs of the child and/or resources of the programme change.

---

<sup>5</sup> Refer to 'Guidelines for Collecting Information about Children with Special Needs' on pg14

## Guidelines for Collecting Information about Children with Special Needs

Programmes will need to gather the following type of information on children with special needs enrolling in their programme:

- Does the child have a diagnosed disability?
- What are the details of the disability?
- Does the child have a teacher aide in school?
- How does the disability affect the child?
- Does the child have any medical conditions and what implications does this have for providing care? For example, do they have asthma, allergies, fits, seizures?
- What can the programme do to minimise the chance of these occurring?
- What activities does he/she like?
- What are the symptoms and what steps have to be taken to control these?
- Does the child have any dietary restrictions?
- What is the child's health history; eg, head injuries, operations, etc?
- Are there any activities the child should avoid for medical reasons?
- Does the child take medication?
- Does the child have any problems with behaviour in associating with other children?
- Does the child have a behaviour plan?
- Does the child have a medical protocol sheet? (This will need to be uploaded to AIMY PLUS).
- Is there anything specific that upsets the child?
- What methods are used to calm or distract the child should he/she get over-excited or have problems with his/her behaviour?
- How will the child cope with a large group of children?
- Is the child inclined to wander off?
- Does the child require any specialised equipment?
- Does the child require assistance with eating, washing, toileting or getting to the skids programme?
- Has the child been in a similar programme?

## After School - Daily Format

Every day, after roll call and afternoon tea, there will be a homework session, supervised free play, outside, whenever possible, and a variety of planned activities. The below is an example of the way this may work:

3.00pm – 3.30pm

Children arrive at designated area, put away school bags and other belongings, formal roll call, wash hands and have afternoon tea.

3.30pm – 4.00pm

Children begin homework, reading, work sheet or other quiet activity

4.00pm – 4.30pm

Free play time, in playground weather permitting

4.30pm – 5.00pm

Special activity time

5.00pm – 5.30pm

Finishing projects and clean-up time

5.30pm – 6.00pm

Small group activity until last child is picked up by parents/caregivers or other authorised person.

### **Best Practice:**

Activities are well planned, adequate materials are available and staff members are prepared to lead activities. Alternative activities are available for children not participating in planned activity.

A wide variety of books, games and art supplies are accessible to children.

Children have access to a variety of outdoor play equipment such as balls and jump ropes.

## Special Activity Time (Recommended Format)

The daily format is an indication only of the types of activities the children will be involved with at any given time. Depending on the children's enthusiasm and interest, the format may, however, be varied at the discretion of the staff.

Below is an example of some of the activities you should expect to see at a sKids programme throughout the week (on any given day). Weekly and term planners will provide more information.

Art and Craft

Music and/or Drama

Sport and Games

Technology/Cooking.

Fun!

Weekly themes are incorporated into the daily format when possible.

Additional time allowed for older children to complete homework where required

### **Best Practice:**

*Programming includes opportunities to develop academic skills, explore and develop interests and talents, learn something new, work as part of a team, develop positive character traits and develop leadership skills*

## Adequate and Appropriate Space

It is important that there is sufficient room for children to play freely, including allowing for quiet activities, messy activities and physical activities.

- sKids staff will ensure that children are encouraged to spend time outdoors as well as indoors.
- Noise levels will be appropriate to the activity taking place.
- Equipment must be stored safely away at the end of the activity.
- Tables and chairs will be provided for meal-times, homework and quiet activities.
- A separate quiet area will be created for those children who do not wish to join in other activities; this area will remain under sKids supervision.
- Furniture will be placed in the room in such a way as to ensure that the children are able to enjoy the activities provided.

### **Best Practice:**

Indoor space is attractive and arranged to accommodate a variety of activities (quiet reading area, area for homework, game area, arts/crafts area, and space for indoor group games).

## Electronic Devices

(Ipad, tablet, laptop, phone, camera, electronic game device, etc.).

Unless specifically required for a particular activity that will run under close supervision, any children bringing electronic devices to the sKids programme will be required to keep the devices in their bags or in the programme cupboard. These will be securely stored at all times during programme hours.

No child is to take a photograph of another child on a personal device without express permission from both the child's parents/caregivers and staff members.

When devices are in use for an authorised activity (eg, homework) staff will monitor the child's usage of the device. In the event that a child is found viewing an unauthorised site, the incident will be recorded. If, at any time, a child is found to be viewing an inappropriate site they will be prevented from using the device until further notice. The parents/caregivers will be notified, and the child will be given a written notice about their behaviour. Full details of the incident will be recorded and in the "child concerns" register if applicable.

Staff members are not to use any device during programme hours or while on school premises unless for a particular authorised activity e.g. to access the AIMY PLUS system. If children or staff are accessing the internet for an authorised activity and this is through the school Wi-Fi system, then school rules must be adhered to. A copy of the school internet policy must be obtained when an agreement for use is reached.

Staff members are not to post photographs of sKids children or staff in uniform on their personal Social Networking Sites nor post any comments relating to staff, children or parents/caregivers. Staff members are to be mindful that their working life at sKids must be kept separate from their personal life at all times. This is detailed in their Code of Conduct under Privacy.

## Social Media Policy

Rules of engagement.

There are 8 rules of engagement to comply with our social media policy, and protect sKids, the Brand and staff. Given the reach of the internet, it's important that when using online media, follow some basic procedures that support our social media policy. This policy also applies to all sKids employees and contractors when they blog or participate in any form of social media.

**1. Adhere to the manuals and other applicable policies.**

All Company associates, from the Managing Director to every contractor and employee must adhere to sKids manuals and other applicable policies. These policies govern behaviour with respect to the disclosure of information and are also applicable to personal activities online. Always send and receive emails using the email address provided by sKids.

**2. Appropriate use of domain names.**

Programme Owners are not permitted to register as a domain name, or at any time hold any direct or indirect interest in any website or internet site, social media sites, or other digital media or online activities, sites and portals which incorporate or include the name Safe Kids in Daily Supervision or sKids or any derivative of them.

**3. Speaking on behalf of sKids.**

Blogging and other online dialogues are far-reaching forms of communication; distribution is meant for a vast public audience. Information purported to be published by sKids contained within blogs and other websites could have a negative impact on sKids and our stakeholders, with potential legal implications. Unless authorised to speak on behalf of sKids, never claim to be speaking on behalf of sKids or be found to be expressing an official company position in such communications. Only those authorised by sKids may use the sKids logo, photos and / or videos in personal and / or professional blogs, social media platforms or other online postings or forums.

**4. Ethical conduct.**

Activities that are illegal or contrary to sKids policies must not be conducted. Always respect the dignity and privacy of Programme Owners, colleagues, customers, other sKids stakeholders, and competitors. Harassing, intimidating, offensive, abusive, threatening, menacing or hostile content communicated through blogs and other online communications is prohibited. Data related to others, including, but not limited to, personal details and pictures, should only be posted with their consent.

**5. Transparency.**

It's becoming more and more difficult to keep personal and professional lives separate, particularly in the online world. Even when talking as an individual, it may be perceived as talking on behalf of sKids. In blogs or discussions on childcare or other topics relating to the sKids business, be upfront and explain that you are from sKids; however unless authorised to speak on behalf of sKids, make it clear that the opinions are personal and do not necessarily reflect sKids 's views or positions, by adding the following disclaimer: "The opinions and positions expressed are my own and don't necessarily reflect those of sKids."

**6. Accurate information.**

Only communicate information that is true. Communications must be based on current, accurate, complete and relevant information. sKids will take all reasonable steps to ensure the validity of information communicated via any channel, but there is a

responsibility to ensure accuracy in the first instance. Anecdotes and personal opinions must be identified as such.

### **7. Protection of confidential information.**

Confidential information must be protected as such information represents one of sKids most important assets. It is never appropriate to share, post, publish, or otherwise disclose confidential information unless explicitly authorised to do so. Do not post or otherwise comment in any capacity on information that may be considered confidential financial information (such as earnings, future business performance, business plans or prospects).

### **8. Accountability.**

There will be accountability for the information shared in online activities. So, care needs to be taken regularly what is shared, published, posted, or otherwise disclosed. There is personal responsibility for what is shared and it should be remembered that anything posted may be public for an indefinite period of time (despite attempts to modify or delete it). Anything posted that can potentially tarnish sKids image will ultimately be at the responsibility of those that posted. We encourage participation in the online social media space, but urge, sound judgment and common sense.

### **Tips For Social Media Interaction**

Be respectful.

- Always express ideas and opinions in a respectful manner. Make sure communications are in good taste. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.
- Do not denigrate or insult others, including competitors.

Add value.

- Share tips, tricks and insights. People's time is precious, and they need to get something out of the time they spend online. Make it worth their time. It should be thought-provoking and build a sense of community. If it helps people improve knowledge or skills, build their businesses, do their jobs, solve problems, or understand sKids better - then it's adding value.
- Remember, only those authorised by sKids may use sKids logo, photos and /or videos in your personal and / or professional blogs or postings.

Protect confidential information and relationships.

- Online postings and conversations are not private. Realise that what is posted will be around for a long time and could be shared by others. With that in mind:
  - Avoid identifying and discussing others – including customers; suppliers; friends and fellow Programme Owners – unless you have their permission.
  - Obtain permissions before posting pictures of others – especially children, or before posting copyrighted information.
  - Never discuss proprietary Company information, including sales data and plans, company finances, strategies, or anything considered “confidential”.

Speak the truth.

- If in a discussion that relates to sKids, don't make unsubstantiated claims about services, performance or pricing.
- Make sure any references or sources of information used are current.

Learn from your mistakes.

- Don't be afraid to admit being wrong and be quick to make changes when this is so. If posting to a blog, and choosing to modify an earlier post - just make it clear that's what has been done. Remember, what is written is ultimately a personal responsibility, so keep that in mind when participating in social media activities.

#### Keep your cool.

- One of the aims of social media is to create dialogue, and people won't always agree on an issue. When confronted with a difference of opinion, stay cool and express points in a clear, logical way.
- Don't pick fights, and correct mistakes when needed. Sometimes it's best to ignore a comment and not give it credibility by acknowledging it with a response. There may be negative or disparaging posts about sKids or third parties trying to spark negative conversations. Unless an approved online Company spokesperson, avoid the temptation to react.  
Pass the post(s) along to the sKids spokesperson who is trained to address such comments.

#### Be careful with personal information.

- This may seem odd, since many sites are created to help promote sharing of personal information. Still, astute criminals can piece together information you provide on different sites and then use it for impersonation purposes.
- Beware of emails which ask for passwords or contain links to unknown locations. Clicking on such information can be extremely harmful to computers. Never click on links or attachments unless the source is trustworthy.

#### Policy Breaches

- Consequences for breach of this policy.
  - This policy forms part of the Employment / Franchise Agreement. Breaches of the policy may result in restricted or prohibited access to email and internet systems. Breaches of this policy will be treated seriously by sKids and may be subject to disciplinary action. In certain circumstances this could lead to termination of employment.

## Telephone Services

To ensure the safety and wellbeing of the children in our care, there will be a fully-charged and operational mobile telephone onsite at all times and This telephone is the responsibility of the Programme Manager will ensure that it is charged daily and kept switched on at all times and staff respond to all calls and messages received whilst the programme is open. This will not be a pre-paid telephone.

On enrolling their child at the programme all parents/caregivers will be given the mobile number and it will also be displayed on the sKids notice board and on relevant website page.

Should the programme visit an area where there is no/limited mobile phone coverage eg. Offsite trip, then procedures will be put in place prior to undertaking the visit to identify the nearest available land-line in case of emergencies.

**The onsite phone and/or tablet will not be used by children and is not for personal use by staff.**

# Programme Operations

## **Objective:**

sKids Programme Owners and staff follow written policies and procedures regarding the operation of a sKids programme to ensure the safety and wellbeing of the children in their care.

## **Enrolment**

Children will only be accepted into a sKids programme when the parent/caregiver has given full information about the child using the online enrolment platform, AIMY PLUS.

Parents/caregivers are advised, via the “Parent Information” booklet, that it is their responsibility to advise the Programme Owner/Manager of changes in contact details and custody arrangements, and emergency contacts or other relevant information regarding their child.

## **Bookings**

The booking process is used to determine the days of the week that a child will attend the programme. Prior bookings determine the staffing ratios for the programme each day. It is important that any additional bookings or cancellations to part-time or full-time registrations are made with plenty of notice. Before a child can attend bookings need to be confirmed On the AIMY PLUS system

There is a three step process when making a booking via AIMY PLUS:

1. Once you have made a booking you will receive an email stating your booking has been received. **Please note:** this email does not signify a confirmation of your booking.
2. The second email you receive is a confirmation stating that your booking has been accepted.
3. The final email will be from the accounts team containing your invoice.

If parents/caregivers require a change to their booking on the same day they must notify the Programme Owner/Manager as soon as possible.

Parents/caregivers will be provided with the “Parent Information” booklet which summarises sKids main policies and procedures including enrolment and booking policies. The booklet also provides contact details for the Programme Owner/Manager. This booklet can also be emailed out to parent/caregiver.

A child’s booking will automatically roll over to the following term unless the parent/caregiver advises there is a change.

## **Drop Off and Pick-Up of Children**

The adult assigned to dropping off and/or uplifting the child(ren) must sign on the device provided. This is for both the safety of the children and to validate attendance records.

Only approved persons, over the age of 14 as notified on enrolment or advised by parents/caregivers and/or guardians on a specific day will be allowed to uplift a child. Any new authorised persons must be added to the AIMY PLUS system. Should a non-authorised

person arrive to collect a child, the parents/caregivers will be contacted prior to staff allowing the child to leave with this person.

## **Custody and Protection Orders**

On occasion a parent or caregiver will advise staff that there is a protection or custody order in place which prohibits a particular parent, caregiver or person from having contact with or collecting a child. The Programme Owner/Manager must sight this and keep a copy of the order on file. The name of any unauthorised person and details of their relationship to the child must be added to the AIMY PLUS profile. Wherever possible a photo of the non-authorised person should also be loaded onto AIMY PLUS.

If a parent/caregiver who has an order against them arrives at the programme to visit or collect a child, the staff member must refuse access. The child should be taken into another room away from any dispute and the authorised parents/caregivers called immediately to determine if the order/enrolment instruction is still in place. If the authorised person cannot be contacted or if they confirm that the order is still in place the police must be called and the situation explained. If a parent/caregiver notifies sKids of an unauthorised person they should advise sKids of steps that should be taken should that person turn up to collect the child.

## **Permissions**

### **Unaccompanied Arrival**

Written permission must be given for children to arrive at the programme unaccompanied. This applies when a child is enrolled at another school and travelling to the sKids afterschool programme. It also applies to the before school and (holiday programme. The Programme Owner/Manager has the right to refuse to allow children to arrive unaccompanied. This will depend on age and the method of transport for the child. The safety of the child is paramount. Agreement must be reached prior to a child being allowed to arrive unaccompanied.

### **Unaccompanied Departure**

Written permission must be given for children to leave the programme unaccompanied. The Programme Owner/Manager has the right to refuse to allow children to leave unaccompanied. This will depend on age and the method of transport for the child. The safety of the child is paramount.

**It is illegal for any child under the age of 14 to be left alone at home or alone at any property** and if staff are aware this is to occur, they must discuss the situation with the parent/caregiver. In addition, they must be confident that if the child is walking home the child knows the safest route. It is also safer to walk in a group of two or more if possible. Agreement must be reached prior to a child being allowed to leave unaccompanied. If staff have any concerns about the safety of the child and the parent/caregiver insists on giving permission for the child to walk home alone then Oranga Tamariki should be contacted for advice.

## **Non-Arrival of Children**

Should a child who is booked in, not arrive at the programme, the following steps will be taken:

- Parents/caregivers will be telephoned.

- If parents/caregivers are unavailable, the school will be contacted for absence information and emergency contacts will be telephoned, in an after school care situation.
- If it is after school and no contacts are available, local police will be contacted.

NB: sKids will pursue every avenue available to ensure the safe whereabouts of an absent child.

## Holiday Programme Absences

Staff are to contact parents/caregivers any time a child does **not** arrive at the holiday programme when expected. This will allow parents/caregivers who believe their child is safely at the programme to follow up the whereabouts of their child if he or she was being transported by a third party (ie, a friend, neighbour or relative). If no contacts are available to establish the safe whereabouts of the child and there is genuine concern, the police may be contacted.

### **Best Practice:**

Parents/caregivers are contacted prior to each holiday programme (via AIMY PLUS) requesting them to advise staff if a child is not going to attend a particular holiday programme session. This will prevent the missing child procedure being implemented.

## Late Pick-Up

Most programmes are open until 6:00 pm daily. Children must be picked up by this time. We have a **late pick up fine of \$1.00 per minute**. Where a child has not been picked up by **6:15 pm** and staff have not been notified, the staff will proceed to contact parents/caregivers and emergency contacts as per the enrolment details. **At no time will a child be abandoned or taken off-site e.g. to a staff member's home**; however, the Programme Owner/Manager is authorised to take all necessary steps to ensure the safety and well-being of the child, therefore if, within one hour of the programme closing, there has been no contact from the parents/caregivers, the Programme Owner/Manager will contact the local police and Oranga Tamariki for advice. Two sKids staff (who have been police vetted) will supervise the child until alternative arrangements have been made.

## Transportation

Some sKids programmes provide a pick-up transportation service for children from other schools. There is no charge for this service.

### Parent/caregiver Consent

Parents/caregivers must have agreed via the AIMY PLUS enrolment system or given written consent for the transporting of their child. No child can be transported without parent/caregiver consent.

## Travel by Motor Vehicle

- The driver will have an employment contract that covers the specific conditions of their driving role and responsibilities.
- The driver will abide by the conditions of the transportation RAMs form and will sign this to acknowledge they understand and will follow those conditions.
- The driver will hold a current first aid certificate and a fully equipped First Aid kit will be carried in the vehicle when transporting children.
- The vehicle will also have a fire extinguisher and breakdown triangles on board.
- The driver will carry the name and address of the programme, contact telephone number, names of all the children being collected/transported and the parents/caregivers contact numbers.
- Staff should avoid transporting a child or young person on their own at all times unless required in an emergency, or unless a parent/caregiver has given express written permission.
- All vehicles used by the programme will comply with the appropriate road and transport regulations and have comprehensive insurance and be maintained/serviced regularly
- All staff drivers will hold the appropriate drivers licence for the vehicle they are driving and for carrying passengers. They will also have valid police vetting. Staff members must notify the Programme Owner/Manager if at any time any limitations are placed on the licence.
  - Before travelling in the vehicle, the staff member will ensure that all children wear a seat belt suitable for their age and size. At all times the children will sit down in their allocated seat. The staff member will ensure that there is a seat allocated for every child, and that all children are wearing a seat belt.  
Refer to the Land Transport Act:  
<http://www.legislation.govt.nz/act/public/1998/0110/latest/DLM433613.html>
- Children under seven years of age must be placed in an approved car restraint<sup>6</sup> and be seated in the rear of a vehicle.
- Children between the ages of seven and eight years must be placed in an approved child restraint if one is available in the vehicle (and if not, in any child restraint or safety belt that is available),
- Older children can only use an adult seat belt if:
  - The child can sit right back on the seat with their legs bent comfortably over the edge; and
  - The shoulder belt comes over their shoulder, not against their neck; and
  - The lap part of the safety belt stays low against their thighs, not across their stomach; and
  - The child can stay seated like this for the whole trip.
 If the answer to any of the above is no then the child is still required (by law) to use a booster seat.
- It is the driver's responsibility to ensure that all children are appropriately restrained.<sup>7</sup>
- Children will be required to remain seated and not behave in a dangerous or distracting manner.
- If, at any time, a child behaves in a distracting manner the driver will pull over and address the situation before continuing with the trip.
- When travelling in a car with one adult, the children will travel in the back seats of the vehicle.
- The driver will carry an operational mobile phone at all times.

<sup>6</sup> All approved child restraints display standard markings to show they are approved.

<sup>7</sup> All approved child restraints display standard markings to show they are approved.

- When picking up and dropping off children, the vehicle will park in a location which does not require children to cross a road, if at all possible. If after leaving the vehicle the children have to cross a road this will be done under strict supervision of an adult.
- The driver will not leave the collecting site unless all children are accounted for. If there is a delay, the driver will advise the Programme Manager at the host site accordingly.
- When transporting children, the safest route possible will be taken.
- When travelling by bus or public transport where seatbelts are not fitted, all children are to be seated towards the rear of the bus / train **not** in the front sideways seats.

Some sKids Programmes also provide transportation as part of a pick /drop off to home transportation service and whilst this is not common practice, this can be provided to clients on a case by case basis.

In addition to the Transportation policy, the following will also apply where a pick Up/ drop off from home service is provided:

- Children are signed in/ out by parent/ caregiver with device provided by driver
- Parent/ caregiver meets the driver at the car and drop child with driver/ collect child from driver so that other children are always supervised
- The route and timing of pick up/ drop needs to be clearly communicated to parents in writing
- Parent consent for this specific service which clearly documents parents/ caregivers confirming understanding of above requirements

#### **Best Practice:**

- Display a copy of staff driver's licence, vehicle warrant of fitness and registration onsite for parents/caregivers' reference.
- All staff members responsible for transporting children take an "advanced driving" course and display the certificate onsite.
- Request parents/caregivers to provide booster seats on holiday programme excursion days if using private vehicles.
- International best practice recommends the use of an appropriate child restraint (or booster seat) until a child reaches 148 centimetres in height or is 11 years old.

### **Vehicle Breakdown**

The staff member in charge will:

- Ensure that the children are safe at all times.
- Refer to Vehicle breakdown RAMs.
- Phone the Programme Manager to inform them of the situation
- Utilise the emergency triangle, where possible.
- Complete the vehicle incident form.
- The driver and the Programme Manager will discuss suitable alternative transport and organise for this to be undertaken.
- The Programme Manager will inform the parents/caregivers of the breakdown.

### **Vehicle Accident**

The staff person in charge or the driver will:

- Ensure that the children are safe at all times (this may mean exiting the vehicle and taking the children to a safe area until help arrives)
- Refer to Vehicle accident RAMs

- Check to see if any children or staff are hurt, conduct first aid if required.
- Organise a phone call for ambulance/police.
- Comfort and calm the children.
- Use the vehicle accident form provided to record required details of the other driver/people involved including full name, contact details, registration number, drivers' licence, insurance details, and any damage made to either vehicle. Photographs taken on the staff member's mobile phone will also assist in the event of a possible dispute about the accident.
- Take down details of any witnesses to the incident.
- Phone the programme to inform management and organise alternative transport if necessary.
- Inform the parents/caregivers of the accident.
- Complete an accident report on return to the programme.

#### **Best Practice:**

- Staff members to carry some accident report forms at all times when transporting children.
- In the event of an accident this will speed up the process of obtaining all the relevant information.

## **Staff Transportation Procedure**

This procedure is to be followed by sKids Programme Owners/Managers in conjunction with the sKids Transportation policy and the Terms & Conditions on the AIMY PLUS booking system.

- Each driver will carry a roll sheet/access to AIMY PLUS system identifying children to be collected and from which school
- A list of children being collected (and booked days) sheet should be provided to the school from which children are being collected
- A designated collection point should be identified at each school where a sKids staff member will meet the children – this should be away from any car park or high traffic area.
- Collections should be arranged so that no child is waiting more than 15 minutes after the end of school. Children should be supervised while waiting.
- The driver will not leave the collecting site unless all children are accounted for; if there is a delay the driver will advise the Programme Manager at the receiving site accordingly.

## **Feedback on sKids Services**

### **Child Feedback**

At the end of each term and of each holiday programme children will be asked what other activities they would like to see in the programme. Expectations will be discussed, and children will be encouraged to put forward ideas for future planning.

### **Comments, Compliments and Complaints**

We welcome the feedback of any parent, caregiver, staff or member of the sKids community or host of our programmes. It is our intention to deliver the best service and customer satisfaction within the standards and guidelines of our service provision. Comments, Compliments and complaints forms are available at our programmes for parents/caregivers to offer comments about staff members, the programme content and the enjoyment of

children. We also welcome ideas about areas for improvement or how we can better meet the needs of the children, parents/caregivers and community. Feedback forms will be collated and comments summarised on the Monthly Report. The views of the parents/caregivers and community will be considered at governance meetings and for strategic planning.

## Online feedback

sKids also use an online customer feedback platform called Customer Radar. This platform/system has been designed to make it easy to collect, analyse and act on customer feedback in a timely manner.

Parents and caregivers will be sent regular surveys/questions about our service and are encouraged to give us feedback on the chosen topics.

We like to know what our parents, caregivers and children's experiences with sKids have been and Customer Radar makes it easy, fast and convenient to respond.

sKids also consult their host school communities via customer radar for feedback.

## Complaint Procedure

Should you need to make a formal complaint please follow the procedure below:

### Step 1

Speak to your Programme Manager about your concern and they will follow up as soon as possible

### Step 2

If the matter is not resolved to your satisfaction or it is inappropriate to raise it with the Programme Manager in the first instance it should be escalated to the programme owner.

### Step 3

Should you not be happy with the Programme Manager or owner's response please contact sKids National Support Office on 0800 274 172 and we will respond as soon as possible within 24 hours.

### Step 4

If the complaint has not been satisfactorily resolved with the franchise owner or sKids National Support Office, the parent can refer the complaint to a Ministry of Social Development OSCAR Approvals Regional Manager.

Once a complaint has been investigated, the correct process has been followed, and a final decision made, **an email of acknowledgement will be sent to the parent/caregiver finalising the incident.**

sKids National Support Office keeps a register of all complaints received.

## Compliance

All sites are required to have an annual compliance review by sKids National Support Office Compliance Manager to check the site is running according to sKids Policies and Procedures and MSD Level 3 Standards. MSD requires this compliance as part of their quality assurance process. The process that all sites will follow when undergoing a compliance review will be as follows:

Initial notice will be sent to Programme Owner/Manager explaining that a compliance review is due, giving them all the necessary information needed and a 6-week lead time.

On the date of the review, a full compliance check of their programme/s will be conducted and an office audit to include all staff personnel files.

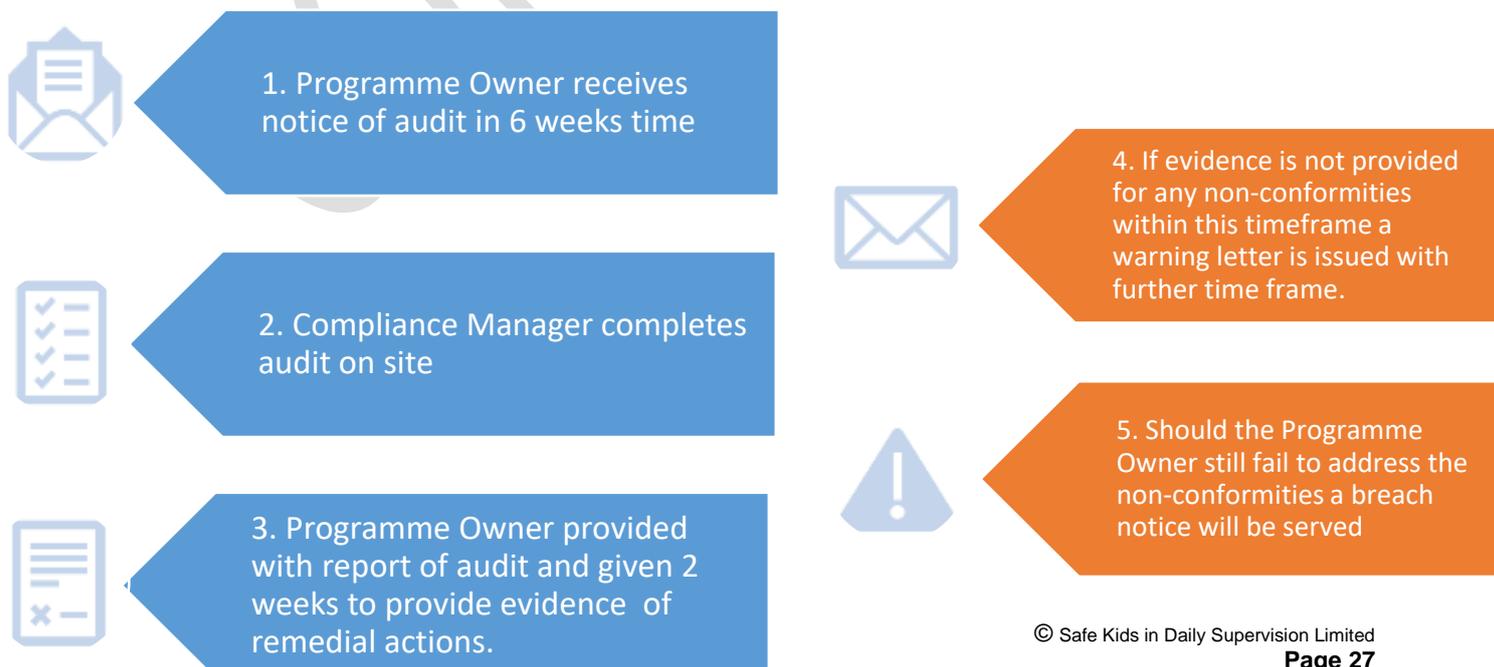
After the review a report will be generated through the Zoho CRM system that will stipulate any areas that need to be actioned. This report will be emailed to the Programme Owner/Manager, along with a date by which any remedial actions must be completed. This will usually be a two-week time frame.

In most circumstances only an annual review is required but if a Programme is considered to be significantly non-compliant it may be visited within 3 or 6 months depending on the severity of the non-conformities found.

Should the non-conformities not be addressed within the specified timeframe, a warning letter will be issued outlining the serious nature of the issue and giving the Programme Owner a timeframe to conform. Failure to remedy the non-conformities within the specified timeframe could result in a breach notice being served.

A new Programme Owner or Programme will always be reviewed within the first 3 months as part of their mentoring process and to ensure they are on track for success.

An exiting Programme Owner will be audited before the foreclosure or sale of their site. An exit checklist will be provided to ensure requirements are met.



# Health and Safety

## **Objective:**

All sKids premises and any premises used or relied on for service delivery, complies with all legal and regulatory requirements ensuring that children, staff, volunteers and visitors are protected from risk.

sKids complies with The Health & Safety at Work Act 2015. It focuses on the employer as a PCBU and the health and safety of workers and any person who is onsite. At a sKids site, this is of course particularly applicable to children.

## **Facilities**

sKids programmes are generally held within a school environment, using school buildings. The 'License to Occupy' will detail the facilities that may be used, maintenance expectations and reporting requirements. Programme Owners are to ensure that they abide with all conditions set out in the agreement.

sKids programmes will use the sKids health and safety processes to identify hazards at the venue and risks involved with particular activities and equipment.

sKids will notify the school's health and safety representative of any maintenance issues, hazards or breakages that come to their attention. The Programme Manager will isolate these issues until they are resolved.

In the event that the site is not on school grounds, the venue must be classed as suitable in line with the specifications outlined in the Franchise Agreement, the lease, The Health and Safety at Work Act and OSCAR MSD Level 3 requirements.

## **Health & Safety Meeting**

The Programme Owner/Manager must make contact with the school's health and safety representative as soon as a programme commences at a school. A copy of the school's health and safety policies and procedures must be obtained and adhered to. Each term a meeting is to be arranged, to suit both parties, to allow for discussions about any issues or any new hazards. This will need to be minuted.

## **Best Practice:**

- There is an lockable storage area for any hazardous materials e.g. cleaning solutions
- There is adequate heat and ventilation, and plenty of light.
- There is adequate and safe outdoor space.

## **Building Warrant of Fitness**

A Building Warrant of Fitness (WOF) details what the building will be used for and helps ensure that the building is safe. sKids Programme Owner/Manager need to ensure that the facilities they are using have a current WOF in place.

## Staff Training

All programme staff must receive a copy of the sKids programme staff handbook prior to their first day onsite so they can complete their online induction training. This booklet outlines what it means to work at a sKids programme and will ensure that they have a basic understanding of our expectations.

All staff and Programme Owners must complete sKids Health & Safety training before commencing employment onsite.

This training includes but is not limited to:

- sKids policies and procedures
- Safe supervision of the children
- How to work in a safe and healthy manner
- Hazard identification and minimisation
- Risk management, to include completion of RAMs forms
- Accident/incident reporting
- Emergency procedures
- Water Safety training (if pool onsite)
- Food Safety

At least one staff member onsite at all times will have a first aid certificate.

### **Best Practice:**

All staff to hold current first aid certificates.

## Hazard Identification & Site Safety Checks

All sKids programmes must complete daily site checks prior to commencing the programme using the standard sKids Hazard and Safety checklist. Any hazards identified must be isolated, eliminated or minimised. Where necessary, the hazard must be reported to the school for rectification. The report must be dated and initialled by either the Programme Manager or the Programme Owner.

## Risk Analysis Management System

Risk analysis is the process of assessing the risks of an activity that is higher than normal. A Risk Analysis Management form (RAMS) must be completed for any off-site activity and any onsite activity that poses some degree of risk.

All sKids programmes must complete the sKids onsite RAMS forms specific to the venue. One RAMS will detail the risks of the rooms from which the programme operates and the other will detail risks relating to the outdoor facilities e.g playground. These onsite RAMS must be reviewed every 6 months and re-signed by staff. Onsite activities involving an element of risk (eg, baking, use of hot glue gun, etc) must also be detailed on a separate RAMS form. **All staff involved in the activity must sign the RAMS form to indicate that they have had input into the completion of the form and understand the risks involved.**

An off-site RAMS form must be completed prior to undertaking any off-site activity. These RAMS forms must be specific to the activity and have input from all staff members involved in the activity. All staff **must sign** the RAMS form to indicate that they have had input into the completion of the form and understand the risks involved. RAMS from an off -site venue

should be requested and included as part of the sKids RAMS form. If an off-site activity is repeated, the RAMs must be reviewed prior to final sign off.

## On- and Off-Site Activities

### Cycling, Skate Boarding, Scooters.

Children are to wear a helmet every time they ride a cycle, skateboard or scooter, even for a short ride:

- The helmet should fit properly and not be too small or too big.
- A hat should not be worn under the helmet.
- The helmet should be worn to cover the forehead.
- The straps should always be fastened and adjusted so they're snug enough to not allow the helmet to twist when it is being worn.

### Bat and Ball Games

- Helmets can also be used for ball and bat games.
- Proper footwear should be worn (no bare feet or open-toed shoes).
- Children must be made to follow rules and to hit balls towards a target and not towards another child or staff member.

#### **Best Practice:**

Talk with parents/caregivers to enquire whether they require their children to wear additional protective clothing such as elbow, wrist and knee guards, etc.

### Cooking and Baking

When undertaking baking activities with the children, a RAMS form must be completed with staff members to assess the risks. This will include (but is not limited to) cuts from sharp knives, burns:

Points to remember:

- When carrying sharp knives, pass knives handle first.
- Always cut on a cutting board with a tea towel underneath it.
- **Never** cut anything in your hand.
- Cut slowly to avoid accidents.
- Before allowing children to use sharp knives they must show they know how to handle them safely.
- Always use tea towels or oven mitts when removing something from the oven or a lid from a hot pot.
- Always open a pot of steaming or boiling liquid away from your face and body because steam can burn.
- Always yell "HOT" when carrying a hot dish across a crowded kitchen.
- Make sure no handles are sticking out. Handles can get knocked or caught on clothing and cause pots to fall off of the stove.

If there is no hot water at a programme for the washing of dishes, the electric jug that provides the hot water should be kept out of reach of children. Ideally, the use of the jug would occur at the end of the programme or in a separate area.

#### **Best Practice:**

- Join the **FoodStorm** programme. This programme offers a range of nutritious and delicious recipes that children love, and also teaches them safe kitchen practices.

## Animals

Whilst it is not usual to have animals onsite at a sKids programme, there may, from time to time, be occasions when children come into contact with animals (eg, visit from a petting zoo, a visiting animal from a farm, pet day, police dogs).

The sKids enrolment process has a section for the parents/caregivers to advise if their child has any allergies to animals. Programme Owner/Manager must make their staff aware of any children in the programme who are allergic to animals.

If staff anticipate that they will encounter animals during an off-site trip then, prior to the trip, the Programme Manager must research the venue to ensure that the animals are securely contained or are safe to visit in a manner, and that there will be no risks to the children in our care. Any relevant information should be included on the RAMS form.

If, at any time, a potentially unsafe animal is in the area of the sKids programme, steps must be taken by the Programme Manager to ensure the children are kept safe. This could involve actions such as moving all children indoors until the animal can be removed from the property.

If a potentially unsafe animal is encountered while off-site the recommended process is to:

- Move the children slowly backwards
- Not allow children to run away from the animal.
- Tell the children not to look at the animal.
- Look for a safe shelter, like a building.
- If a shelter is not possible, get the children to turn sideways behind a tree or fence.
- The animal pound should be called to collect the animal if no owner can be contacted.

### **Best Practice:**

- Request police dog handlers/animal specialists to visit the programme and talk to the children about how to behave around dogs/animals.
- Encourage discussions around topics such as safe approach to animals

## Water Activities

When undertaking water activities with the children, a RAMS form must be completed with staff to assess the risks. This should also extend to the process to follow should a near/drowning occur. In addition, consideration must be given to the swimming abilities of staff. Children are not to be taken to swimming pools (either onsite or off-site) unless the majority of staff members accompanying children are able to go to the assistance of children if required:

- Any staff supervising swimming activities to have completed the Pool Safety Training or hold a water safety qualification.
- Maintain supervision at all times with a ratio of 1:4 with a staff member responsible for each group of four children.
- At least one staff member should be in the water.
- Staff and children must be within sight and sound of each other at all times.
- Each staff member responsible for their group of children must be able to go to their rescue in case of emergency.
- There should be at least one other staff member standing by ready to give assistance.

## **Changing room rules**

As children are at a school age, they are expected to be able to un/dress themselves without assistance. At in-school swimming facilities, the staff members will wait outside the changing room door until children are dressed to swim.

In a public swimming pool, beach etc, staff need to ensure that no members of the public can approach the sKids children. Where possible, staff members will designate an area in the changing room for the sKids Programme. Staff will supervise children facing away, keeping an eye on the greater area.

“Always encourage children, where possible, to undertake self-care tasks independently and work within Health and Safety regulations.”<sup>8</sup>

If it is known a child requires assistance written permission should be given by a parent/caregiver. Minimal assistance can be given in an ad hoc situation following the safety process.

### ***Best Practice:***

All staff to have attended water/pool safety training (eg, OSCN) or have a qualification in life saving/water safety.

## **Accident/Illness and Incident Reporting**

A record must be kept of any accident or incident involving children, staff and visitors.

All accidents/illnesses and incidents **must be** recorded online via the CRM Portal. The CRM portal is set up to trigger alerts when an accident is deemed serious. Parents/caregivers **must** sign to acknowledge that they have sighted the entry.<sup>9</sup> They will be emailed a copy of the report.

Once the report has been submitted to National Support Office the designated staff member will follow up with the appropriate authorities; to include Oranga Tamariki, Police, Work and Income New Zealand, WorkSafe New Zealand and MSD, if the accident/illness or incident is deemed notifiable.

This applies to staff (workers), children, visitors and anyone onsite who is injured in an accident.

Serious accidents/ illnesses are those that have resulted in one or more of the following:

1. Any injury or illness that requires the person to have immediate treatment (other than first aid). This includes any amputation; head injury; eye injury; serious burns; separation of skin from underlying tissue; spinal injuries; loss of bodily function; serious lacerations.
2. An injury or illness that requires, or would usually require, the person to be admitted to a hospital for immediate treatment.
3. An injury or illness that requires, or would usually require, the person to have medical treatment within 48 hours of exposure to a substance.

<sup>8</sup> Child Matters, *Creating a Safe Organisation*, 40

<sup>9</sup> Ministry of Social Development, *MSD Specialist Accreditation Standards: Out of School Care and Recreation (OSCAR) Programme 2016*, 3, s4.

4. Any serious infection e.g measles
5. Any other injury or illness declared by regulations to be a notifiable injury or illness.

When an accident involving serious harm occurs:

- Do not move the injured person (unless their life is in danger)
- Seek appropriate medical assistance e.g call an ambulance
- Do not interfere with the accident scene unless authorised to do so or:
  - The person's life is in danger.
  - It is essential to maintain access for the public to essential services.
  - It is necessary to prevent damage to, or loss of, property.
- Take steps to eliminate, isolate or minimise any identified hazard as soon as possible.
- The Programme Owner and sKids National Support Office **must be** advised as soon as possible.
- The National Support Office online report must be completed as soon as possible.
- WorkSafe NZ must be notified using the appropriate online form within 7 days.
- The school, the parent/caregiver and/or staff emergency contacts will need to be contacted.

If a serious injury or accident occurs our policy is to ensure the safety and well-being of the child first. This may mean an ambulance or other appropriate form of medical help is sought before the parent/caregiver is called. In the case of not being able to contact parents/caregivers, where necessary the Programme Owner/Manager may make the decision to have a child transported to a hospital.

An incident is an event that does not require first aid.

Examples of this may be;

- Unauthorised or unsafe person on site,
- a missing child,
- dangerous dog at the school or
- an altercation between children, parents or staff.
- Lockdown

## Near Miss incidents

A “near miss” is an incident that may have caused serious harm. These are recorded to reduce the risk of a future accident.

All notifiable incidents must be reported to WorkSafe New Zealand, Work and Income New Zealand and MSD, as soon as possible. A notifiable “near miss” incident is an unplanned or uncontrolled incident in relation to a workplace that exposes a worker or any other person to a serious risk to that person's health or safety arising from an immediate or imminent exposure to:

- An escape, a spillage, or a leakage of a substance; or
- An implosion, explosion, or fire; or
- An escape of gas or steam; or
- An escape of a pressurised substance; or
- An electric shock; or
- The fall or release from a height of any plant, substance, or thing; or
- The collapse, overturning, failure, or malfunction of, or damage to, any plant that is required to be authorised for use in accordance with regulations; or
- The collapse or partial collapse of a structure; or
- The collapse or failure of an excavation or any shoring supporting an excavation; or

- The inrush of water, mud, or gas in workings in an underground excavation or tunnel; or
- The interruption of the main system of ventilation in an underground excavation or tunnel; or
- A collision between two vessels, a vessel capsizes, or the inrush of water into a vessel; or
- Any other incident declared by regulations to be a notifiable incident for the purposes of this section.

These are all notifiable events even when no-one has been injured.

All sKids programmes must record all accidents/illnesses and incidents via the online CRM Portal, in addition to any notifiable accident and incident reporting. It is important that the name of the programme and site address is recorded as well as the date on which the incident occurred.

## First Aid Kits

All sKids programmes must have a well-equipped first aid kit that is easily accessible both on- and off-site. The kit must be suitable for the needs and size of the programme.

The kit must be checked (using the sKids checklist) at least once per term and before the beginning of each holiday programme and re-stocked as required. The date of the check must be recorded.

First Aid kits must be kept out of reach of children and not contain any harmful chemicals (for example, antiseptic wipes and capsules can be utilised instead of bottled chemicals). Or medication e.g paracetamol.

## Medication

Medication may occasionally need to be administered to children whilst attending a sKids programme. This could be short term (eg, antibiotics) or long term (eg, asthma inhaler). Prior written signed consent must be obtained before any medication is administered. All medication administered must be recorded and all care must be taken to ensure the correct dosage is given at the required time as per written instructions. Staff will sign the medication form whenever any medication is administered or supervised ie self-administered.

**Paracetamol (or similar pain relief remedies) will not to be kept onsite. Should a parent/caregiver require this to be administered then it must be administered according to the medication procedure with written authorisation and stored securely.**

## Staff Administering Medication

sKids Programme Owner/Manager are required to ensure that all staff are familiar with additional requirements of all children registered and attending the programme at which they work.

It is preferable that the Programme Owner/Manager is the person responsible for the administration of medication. A second senior person onsite should also be aware of all that is required so that in the absence of the manager the responsibility would transfer to that person. However, as a contingency measure, all staff should be briefed on a regular basis at staff meetings about the children attending and their varying requirements.

The sKids enrolment process has a section for parents/caregivers to complete regarding any prescribed medication their child may need to take. There is also a section where they must sign to give sKids permission to administer medication to their child. Parents/caregivers whose children require regular medication should also complete the sKids Medication

Information & Permission form. **Under no circumstances may medication be administered to any child without prior written consent by the parents/caregivers.**

When medication is administered it must be administered as per the written instruction and recorded on the sKids Medication Information & Permission form. Any medication that is required to continue after 7 days should be reviewed by parent/caregiver and signed.

Check the AIMY PLUS system daily for any updates on children that have allergies or require medication to be administered. If medication is stored onsite, it is to be kept in a locked or secure cabinet unless refrigeration is required in which case it should be kept on the top shelf of the fridge.

Information required to be recorded on the relevant child's medication record form when administering medication:

- Date and day.
- Description and dosage of medication.
- Name and signature of staff member that administered the medication.
- Parents/caregivers authorisation.
- A second staff member to countersign the medication form to verify the accuracy of the time and dose.
- Further information that may be required about the medication e.g. potential reactions
- At the end of the week, parent/caregiver to sign off on the administered medication.

At any time, if there are any questions, queries or the instructions are unclear please contact the child's parents, caregiver or doctor.

#### **Best Practice:**

- The Programme Manager to request the exact number of tablets/doses of medication for the number of days of the child's enrolment. At the end of the week the staff member will show the parents/caregivers that all doses have been taken.
- Spot checks during the week will also verify that the medication has been administered as required.

## **Self-Medicating Children**

sKids programme staff need to be aware of any children who carry medication in their school bags. The only self-medication permitted is inhalers and severe allergy reaction medications for older children used to self-medicate (under supervision of a staff member). School bags containing such medication are to be stowed out of reach of the other children.

In consideration of the emergency evacuation procedure; it would be the preferred situation if these bags were able to be stowed close to the door. Children that are able or at an age where they can self-medicate can only do so, if a permission form has been signed by a parent/caregiver and instructions have been given regarding the specifications of the medication. This area is at the bottom of the medication sheet. Also in our AIMY PLUS system there is a specific area where parents/caregivers **must** supply all information around self-medicate children.

## **EpiPen**

The EpiPen is a disposable, pre-filled automatic injection device that administers epinephrine in the event of a severe allergic reaction.

Epinephrine is a medication that can help decrease the body's allergic reaction by:

- Relaxing the muscles in the airways to make breathing easier.
- Helping to reverse the rapid and dangerous decrease in blood pressure.
- Relaxing the muscles in the stomach, intestines and bladder.

Should an EpiPen be required to be kept at the programme site staff are to seek training in the administration of the EpiPen from the child's parent/caregiver or from a health care professional. Again, this medication requires a medication form to be completed by a parent/caregiver before the child or a staff member is permitted to administer. Instructions must be given regarding the specifications of the medication. This area is at the bottom of the medication sheet for this information. Also in our AIMY PLUS system there is a specific area where parents/caregivers **must** supply all information around use of the child's EpiPen.

## Sick Children

If a child attending the programme becomes unwell or upset, the Programme Manager will contact the authorised people listed on the child's enrolment details for them to pick up the child as soon as possible. The child will be allowed to lie down or rest in the quiet area, with a blanket until a parent/caregiver arrives. The child must be kept within sight and sound of a staff member but kept separate from other children when possible and checked on regularly.

Parents/caregivers are to be reminded regularly through the programme newsletter that sKids programmes do not have the facilities to cater for sick children and thus we are unable to keep them at the programme if they are unwell. It is the responsibility of the parents/caregivers to make arrangements to have the child collected as soon as possible after being notified of any sickness. This person must be authorised as per the enrolment process to collect the child.

## Toilet Facilities

### Use of Toilet Facilities

There should be separate toilets available for boys, girls, children and adults, if possible. If there are not separate adult toilet facilities available, the following steps are to be taken:

- Adults are not to use the toilet facilities at the same time as a child being present in the same area the staff in use sign is to be placed on the toilet door, if being used by an adult.
- An Adult is to wait outside the toilet to notify children that the toilet is in use by an adult.
- Where the toilets are unisex then, if there are two toilets, sKids will nominate one for girls and one for boys. Where there is only one unisex toilet then the staff will ensure that boys and girls do not use the toilet at the same time.
- If during a holiday programme there are teachers and other people using the school site, then children must be escorted to the toilet facilities and the facilities must be checked to ensure there are no other persons using them.

### Toileting Accidents

If a child should have an accident (eg, not reach the toilet in time), the child should be taken to the toilet facility and encouraged to clean himself/herself. If this is not possible as in the case, but not limited to a younger child, unwell child or a child with disability, a staff member needs to assist the child. Another staff member should be notified and assist if possible but if this is not possible i.e only 2 staff members on duty then the first staff member should assist with the cleaning of the child but outside of the toilet cubicle and the second staff member should stay nearby the toilet block to prevent other children/adults using the facility. The

second staff member should still be able to supervise other children. This must be recorded as an incident and mentioned in the daily report. Parents/caregivers are to be notified. A conversation needs to be had with the parent about supplying clean dry clothing should this re-occur.

## Public Toilets

A staff member is to remain outside the toilet monitoring children's usage and ensure members of the public do not have access to sKids children using the toilets, and that all children are always monitored and accounted for.

## Checking & Cleaning of Toilets

On arrival at the programme venue, staff must check all toilet facilities.

Before the children arrive:

- Flush toilets if necessary.
- Notify caretakers or cleaner if toilets require attention.
- If toilets require attention and the caretaker or cleaner is not available – clean as required and notify appropriate authority of condition of facilities, actions taken and make a formal request (in writing) for the facilities to be cleaned and appropriate for use, as per lease agreement. Condition of toilet facilities, if unacceptable, should be recorded on the Hazard log. Photos (with date and time feature) should also be taken as evidence.
- If a child should have an accident, for example, not reach the toilet in time and either vomits or soils the toilet or any other area, the manager and staff can seek assistance and or cleaning equipment to clean up the area. **These are not to be left UNCLEANED.**
- Ensure that all equipment is appropriately cleaned or disposed of.

## Cleaning Equipment & Materials

As cleaning equipment and materials will be available to staff during the operation of a sKids programme, it is essential that all hazardous cleaning chemicals are stored securely in a locked cupboard so that children do not have access to them. Children may assist staff with tidying and cleaning of the programme under staff supervision.

## Food Safety & Preparation

Food safety rules will be followed when preparing any food at a sKids programme according to MPI legislation.<sup>10</sup>

All sKids staff are committed to ensuring that food prepared and served meets safe food handling guidelines and is appetising and nutritious.

All current sKids sites will be registered to National Programme 2 Standard (NP2) with MPI. To achieve this standard each site will need to have a visit by an accredited MPI verifier and show that safe food is prepared and served.

All programme staff will share responsibility to ensure that each site meets the requirements of the NP2 standard. Daily records must be kept of the food handling processes.

New sites will be registered prior to starting business.

---

<sup>10</sup> Food Act 2014

## **Staff**

All staff preparing and serving food will complete training in basic Food Safety, as well as ongoing training onsite.

Hands will be washed, dried and gloved before preparing and serving food. Staff will maintain a high standard of personal hygiene and wear suitable, clean clothing. If a staff member is un-well they will not be involved in food preparation or serving.

Only children assisting with food preparation, under staff supervised be in the food preparation area while food is being prepared. Food allergies are a serious risk to some children's health, so their food needs to be prepared separately using separate utensils. Food for any children with food allergies will be recorded and separate preparation areas will be set up using separate utensils.

## **Places**

The food preparation and serving areas will be kept clean, hygienic and pest free. All waste and contaminated food will be disposed of daily to prevent contamination. Any sign of pests will be reported to building/property manager and recorded on the Daily Site check.

Only a safe, recognised water supply is to be used.

## **Products**

All food will be supplied by recognised suppliers and used within date specified on label. Food will be stored correctly and in good condition.

sKids will ensure that allergen free food is not cross contaminated by contact with other foods. Separate preparation and serving areas will be set up to deal with any known and recorded allergens. Cleaning products and equipment is kept away from food during preparation and serving.

## **Processes**

Utensils, food preparation surfaces and equipment are to be clean prior to preparation. Cooked, raw and ready to eat food is to be kept separate.

Hot food will be kept hot and cold food cold. If food is to be cooked it will be done according to labelled procedures. If food is being stored it will be done in clean containers that can be adequately sealed.

Fridges will be checked regularly to ensure food is kept below 5 degrees. All leftover food must be hygienically disposed of at the end of the programme.

## **Food Safety records will be kept of:**

- Staff training, including staff meetings where H&S and Food Safety discussion takes place
- Property issues i.e. pest, water supply issues
- Food Suppliers and product recalls
- Any known food allergies (enrolment process)
- Health & Safety incidents – to include Food Safety Incidents or Complaints

## Left over lunch box food

Although parents may request the children finish off the food they have provided, this may not always be safe to consume in the after-school care time frame e.g. by 3 pm a pot of yoghurt may have been in a warm bag for 6-7hours. Other example of food they may be unsafe could be:

- Any deli products
- Mayonnaise
- Rice

Staff should make a judgement call on viewing the lunch box food and to what is deemed safe. Items in ones child's lunch box may be a risk to another child if they are exposed to it e.g. peanut butter, nuts and egg protein.

## Smoke-Free

sKids programmes do not allow staff, parents/caregivers, visitors or others to smoke in or around the children, either on-site or during an off-site trip. Schools are smoke free premises and there will be signs at programme to remind everyone of this.

## Sun Smart

It is our responsibility to ensure children at sKids programmes are protected from skin damage caused by the harmful UV radiation of the sun, which can lead to skin cancer, melanoma, in later life.

This procedure is to be followed throughout the year, and with particular emphasis in Terms 1 and 4:

- Require children to wear hats which protect the face, neck and ears when they are outside between the months of October and April or at any time the weather conditions dictate the necessity for sun protection.
- "No Hat, No Outside Play". Children without a hat are only permitted to play in supervised/allocated shade areas. All children should provide their own hat for use at the programme. Spare hats can be kept for children who are unable to provide their own. These must be washed weekly.
- SPF 50+ Broad Spectrum sunscreen will be made available to all children and staff.
- Sunblock should be checked and reapplied to children on a regular basis (as per instructions on the particular sunblock). Staff must check with enrolment details and with parents/caregivers to ensure there are no known allergic reactions to sunblock. Some parents may provide sun block for their own children.
- When children apply sunblock to themselves firstly ensure that exposed skin areas are covered with sun block e.g face, ears, neck, undersides of arms and legs and that their hands and feet are wiped dry before they use outdoor equipment (to prevent slipping hazards or losing their grip).
- Where water activities are involved, sunblock should be re-applied after leaving water or having dried the exposed area.
- Staff will be required to role model Sun Smart behaviour by wearing hats, applying sunscreen, wearing sun protective clothing and seeking shade whenever possible.
- Outdoor activities will endeavour to utilise shade for students and staff at outdoor events and activities between the months of October and April or at any time weather conditions dictate the necessity for sun protection. If no shade is available, provision must be made for breaks within a shaded area.

- A sun block application checklist will be completed so no child is at risk of being missed or having sun screen applied regularly

### **Best Practice:**

When water activities are involved:

- Children to wear rash vests.
- Sunblock to be applied at least 10 minutes before contact with water.
- Limit the activity to 45-60 minutes at a time.

## **Missing Child**

At any time that a child cannot be located, for example:

- Child has not arrived at programme when expected,
- Runs away from programme
- When a child has not arrived at the programme,
- Disappears during an off-site activity,
- Abduction

The following procedures will be implemented:

- Staff will ask teacher and/or school office to establish if child went home as a result of illness.
- Staff will call parents/caregivers and emergency contacts.
- Children will be questioned as to the last time they saw the child or an incident involving the child.
- Staff will search the last known area where the child was seen.
- The police will be contacted.
- School and National Support Office to be advised
- Incident Report to be completed.

**Should the child not be located within 60 minutes senior sKids staff will go to programme (if possible)**

# Emergencies

## **Objective:**

All sKids staff and volunteers to be trained in emergency procedures for fire, earthquakes, lockdown, tornado, and tsunami

All children know procedures to stay safe.

The building owner is responsible for developing a fire evacuation scheme or procedure which must be used by the sKids programme. sKids programmes should not develop their own separate evacuation procedure, but rather follow the buildings' procedures when carrying out practice drills. The school evacuation procedure must be displayed onsite for easy access.

## **Emergency Procedures**

sKids Programme Owners/Managers will ensure:

- That there is an evacuation procedure on the sKids noticeboard that is clearly visible to staff, children, parents and caregivers.
- That earthquake, lockdown and other appropriate procedures are displayed via the emergency procedure poster also.
- That there is a notice showing all exits and the assembly area to be used for emergency evacuations which is displayed in a prominent place.
- That exit signs are clearly visible on all exits.

Emergency procedures will be displayed, followed and practised once per term for before-school and after-school programmes, and once per week during holiday programmes. This will be logged on the Emergency Drill record form as well as on the Daily Report. All staff must participate in the drills and sign the Emergency Drill record form accordingly. Only bags, which contain medication, will be evacuated with the children. It is the programme managers responsibly to take the site phone, tablet, first aid kit/grab and go bag and any bags containing specific medications.

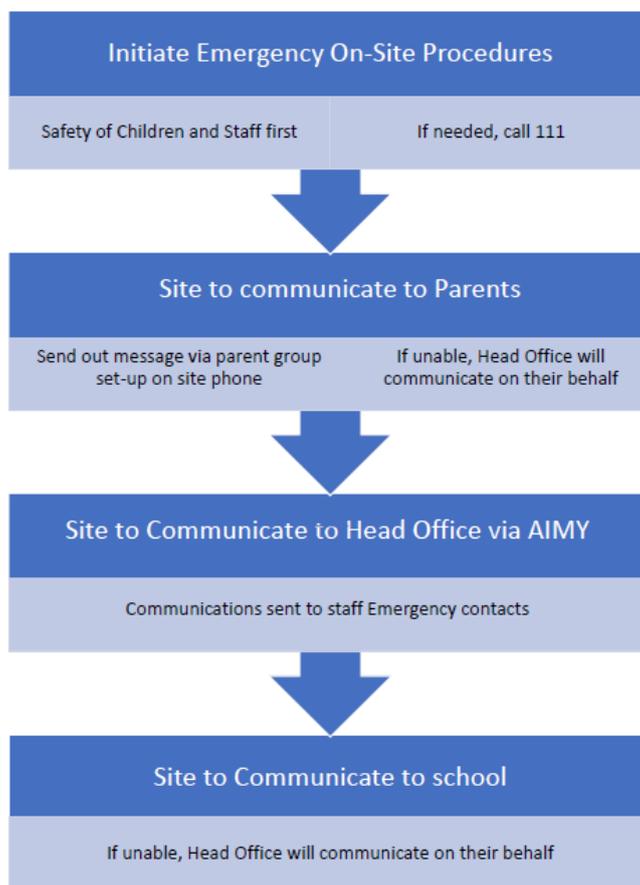
Should a real emergency occur parents/ caregivers and staff emergency contacts must be contacted advising the safe whereabouts of their children/ staff. An incident report will be to be completed.

## **Disaster Survival Kit**

In the event of a disaster, each site **must** have, in addition to a crisis management plan, access to an emergency kit ( grab and go kit), which also can include the school emergency equipment. This must contain a minimum of 10 litres of water, a torch, a radio and sufficient spare batteries, water treatment tablets and first aid kit adequate for the number of staff and children attending for a period of 24 hours.

In the event an emergency should occur, all sKids sites will follow the Emergency Communication plan.\*

### Emergency Communication Plan



**Best Practice:**

Fire and earthquake drills are repeated whenever new children attend the programme for the first time.

## Fire

In case of fire in the building, on the sound of the alarm, the following steps must be taken:

- Crawl low and fast to escape smoke. “Get Down, Get Low, Get Out.”
- Shut doors behind you to slow the spread of fire.
- Meet at the designated assembly area.
- Once out, stay out – never go back inside.
- Phone the Fire Service from a safe phone/call 111 and ask for Fire Service
- Tell the Fire Service:
  - house number/school name and venue within school;
  - street;
  - nearest intersection;
  - suburb and city.

**The Programme Manager is responsible for ensuring:**

- That staff help the children leave the area of danger and move to the assembly area quickly.
- It is the programme managers responsibly to take the site phone, table, first aid kit/grab and go bag and any bags containing specific medications.
- Staff can do a roll call to account for all children not yet collected by their parents/caregivers.
- That the children are adequately supervised and cared for until collected in the assembly area.
- That the appropriate emergency services are contacted.
- That parents/caregivers are contacted to collect their children.
- Communications are sent to staff emergency contacts
- National Support Office are notified
- Incident report is completed

Each site must have a hard copy parent/caregiver contact list and attendance record to take with them in the event of an emergency and internet not being available. A PDF file downloaded onto the sKids tablet will also provide this information.

## Earthquake

In the event of an earthquake, the following steps must be taken:

During an earthquake:

- If you are inside a building, move to a safe place.
- Outside move to a nearby safe open place, away from buildings , “Drop, Cover and Hold”.
- If you are driving, pull over and stop.
- If you are at the beach or near the coast, “Drop, Cover and Hold” then move to higher ground immediately in case a tsunami follows the Earthquake.

**After an earthquake:**

- Keep children away from hazards.
- You should expect to feel aftershocks.
- Help the children around you if you can.
- If you are in a damaged building, try to get outside and find a safe, open place.
- If you smell gas, try and turn off the gas main outside the building if it is safe to do so.
- If you see sparks, broken wires or evidence of electrical system damage, turn off the electricity at the main fuse box if it is safe to do so.
- Listen to the radio for information and advice.

**The Programme Manager is responsible for ensuring that:**

- That staff help the children leave the area of danger and move to the assembly area quickly.
- It is the programme managers responsibly to take the site phone, table, first aid kit/grab and go bag and any bags containing specific medications.
- Staff can do a roll call to account for all children not yet collected by their parents/caregivers.
- That the children are adequately supervised and cared for until collected in the assembly area.
- That the appropriate emergency services are contacted.
- That parents/caregivers are contacted to collect their children.

- Communications are sent to staff emergency contacts
- National Support Office are notified
- Incident report is completed

Each site must have a hard copy parent/caregiver contact list and attendance record to take with them in the event of an emergency and internet not being available. A PDF file downloaded onto the sKids tablet will also provide this information.

## Lockdown

A lockdown is a situation where there is a threat in the area of the venue. This can be any situation where firearms are involved or there is a threat to the children and staff in the programme.

In the event of a Lockdown:

- Lock all doors and close all windows.
- Move away from windows.
- If there is an interior room (or storage room) move all staff and children into this room.
- Ensure that you have a mobile phone on silent mode for communication about the event.
- Reassure staff and children and keep them calm, play word games to keep a degree of normalcy.
- If possible, notify parents/caregivers that the children are being cared for and are safe.
- Do not assume the threat is over until you are notified by authorities that this is so.
- When the threat is over move back into the venue.
- Notify parents/caregivers that the threat is over, and the children are safe

### **The Programme Manager is responsible for ensuring that:**

- That staff help the children leave the area of danger and move to the assembly area quickly.
- It is the programme managers responsibly to take the site phone, table, first aid kit/grab and go bag and any bags containing specific medications.
- Staff can do a roll call to account for all children not yet collected by their parents/caregivers.
- That the children are adequately supervised and cared for until collected in the assembly area.
- That the appropriate emergency services are contacted.
- That parents/caregivers are contacted to collect their children.
- Communications are sent to staff emergency contacts
- National Support Office are notified
- Incident report is completed

Each site must have a hard copy parent/caregiver contact list and attendance record to take with them in the event of an emergency and internet not being available. A PDF file downloaded onto the sKids tablet will also provide this information.

## Tornado

In the case of a Tornado, the following steps must be taken:

During a tornado (if you are inside a building):

- If you see a funnel nearby, take shelter immediately.
- If you spot a tornado that is far away, help alert others.

- If underground shelter is not available, move to an interior room or hallway without windows, on the lowest floor. This could be a centre hallway, bathroom or closet.
- Put as many walls as you can between you and the outside as this will provide additional protection.
- Make sure there are no windows or glass doors in your safe place and keep this place uncluttered.
- For added protection, get under something sturdy such as a heavy table or workbench.
- If possible, cover your body with a blanket, mattress or sleeping bag, and protect your head even with your hands.
- Stay away from windows and exterior doors.
- Evacuate any rooms that are on the top floor.
- If there is no time to get to a lower level, try to get under a door frame or get up against something that will support or deflect falling debris.
- **Do not use lifts during or after tornadoes.**

**Long-span buildings, such as auditoriums or gymnasiums are dangerous because the roof structure is solely supported by the outside walls. Roof collapse in such buildings is likely. If you are in such a building, stay away from windows and get to the lowest level, the basement if possible.**

During a tornado (if caught outside):

- Avoid areas with many trees.
- Lie down flat in a nearby gully, ditch or low spot on the ground as tornadoes cause a lot of debris to be blown at very high speeds.
- Protect your head with an object or with your arms

**NB: Tornadoes come from severe thunderstorms, which can produce a lot of rain. If you see quickly rising water during a tornado or if you see floodwater coming toward you, move to higher ground if possible.**

**After a Tornado:**

- Check for injuries.
- Give first aid and get help for any injured or trapped persons.
- Taking care of yourself first will allow you to help others safely until emergency responders arrive.
- Help people who require special assistance
- Turn on the radio or television or call your local emergency services to get the latest emergency information.
- Be aware of hazards from exposed nails and broken glass.
- Use the telephone only for emergency calls.
- Use AIMY PLUS to message parents/caregivers
- Communications are sent to staff emergency contacts
- Do not touch downed power lines or objects in contact with downed power lines.
- Look for fire hazards.
- Be careful when entering any structure that has been damaged.

- Check for gas leaks - if you smell gas or hear a blowing or hissing noise, open a window and quickly leave the building. (turn off the gas at the outside main valve **if you can** and call the gas company)
- Look for electrical system damage - if you see sparks or broken or frayed wires, or if you smell hot insulation (turn off the electricity at the main fuse box or circuit breaker if possible)

**The Programme Manager is responsible for ensuring that:**

- That staff help the children leave the area of danger and move to the assembly area quickly.
- It is the programme managers responsibly to take the site phone, table, first aid kit/grab and go bag and any bags containing specific medications.
- Staff can do a roll call to account for all children not yet collected by their parents/caregivers.
- That the children are adequately supervised and cared for until collected in the assembly area.
- That the appropriate emergency services are contacted.
- That parents/caregivers are contacted to collect their children.
- Communications are sent to staff emergency contacts
- National Support Office are notified
- Incident report is completed

Each site must have a hard copy parent/caregiver contact list and attendance record to take with them in the event of an emergency and internet not being available. A PDF file downloaded onto the sKids tablet will also provide this information.

## **Tsunami**

In the case of a Tsunami, the following steps must be taken:

**In the event of a tsunami:**

- Move immediately to the nearest higher ground, or as far inland as you can.
- Walk or bike if possible.
- Do not go sightseeing. Never go to the shore to watch for a tsunami.
- Stay away from at-risk areas until the official all-clear is given.

**After a tsunami:**

- Stay calm.
- Listen to and follow instructions from the radio.
- Help others who may need it, if you can.

## Site Specific Procedures

As each sKids site is unique, the Programme Owner/Manager is responsible for displaying a written procedure on the notice board which identifies the schools procedure is:

- What the signal for an emergency will be (school alarm, whistle, etc)?
- Where the emergency assembly area is located?
- Who is responsible for turning off water, electricity and gas where applicable?
- What exits are to be used?
- Which staff have a first aid certificate (at least one staff member on duty must have a full first aid certificate)?
- Who will be responsible for checking the building for children?
- Who is responsible if the Programme Manager is injured?
- What will happen when the emergency is over?
- Where the emergency kit is located?

### The Programme Manager is responsible for ensuring that:

- That staff help the children leave the area of danger and move to the assembly area quickly.
- It is the programme managers responsibly to take the site phone, table, first aid kit/grab and go bag and any bags containing specific medications.
- Staff can do a roll call to account for all children not yet collected by their parents/caregivers.
- That the children are adequately supervised and cared for until collected in the assembly area.
- That the appropriate emergency services are contacted.
- That parents/caregivers are contacted to collect their children.
- Communications are sent to staff emergency contacts
- National Support Office are notified
- Incident report is completed

Each site must have a hard copy parent/caregiver contact list and attendance record to take with them in the event of an emergency and internet not being available. A PDF file downloaded onto the sKids tablet will also provide this information.

### Emergency exits must be clearly marked.

#### **Best Practice:**

An emergency folder is kept is by the main exit door containing the parents/caregivers contact list and attendance record for that day that have also been downloaded onto the tablet as a PDF.

## Disaster Recovery Plan

Each site must have a plan in place that outlines how, in the event of a disaster, recovery will be accomplished.

This plan must include:

- An alternative venue should the building be deemed unsuitable for the continuation of the programme.
- Training of staff members.
- Details of business continuity insurance.
- How records will be recovered/retained.
- How communication between the Programme Owner/Manager and sKids National Support Office will be maintained.
- How the disaster plan will be updated.

The benefits of a disaster plan include:

- Providing a sense of security.
- Minimizing risk of delays.
- Guaranteeing the reliability of standby systems.
- Lowering unnecessary stress in the work environment.
- 

### **Best Practice:**

- Emergency kit/grab and go kit is kept handy to the main exit door containing the emergency water, a torch, spare batteries, a radio, candles, matches, water treatment tablets, first aid kit, dust masks, swimming goggles and any other equipment that may be relevant to your site.
- Emergency foil blankets are kept in the emergency kit.

# Child Protection

## **Objective:**

sKids programmes are committed to the recognition, response to and prevention of abuse of children and young people including associated community members. The welfare and interests of children will be first and paramount.

All sKids programmes are committed to the prevention of child abuse with the safety, welfare and wellbeing of the children always the prime consideration. sKids management and staff will respond to suspicions of child abuse by maintaining a good relationship with the child, recording all observations, impressions and communications of concern. sKids supports the roles of statutory agencies (Police and Oranga Tamariki) in the investigation of abuse and will report cases of suspected abuse to these agencies according to the process outlined below.

This will be in consultation with the sKids Programme Owner and the National Support Office Child protection liaison, unless they feel that the child's immediate safety is threatened.

Advice will be sought from the appropriate authority, such as the Police or Oranga Tamariki. Instructions given by the appropriate authority will be followed and acted upon. sKids does not need the permission of a child's parent or caregiver, or the host school, to report suspected abuse to the Police or Oranga Tamariki<sup>11</sup>.

Any staff member who believes that a child has been, or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected, or deprived may report the matter to Oranga Tamariki or a member of the Police:

In some cases, alerting parents/caregivers to the reporting of abuse will result in the family disappearing and the continued abuse of the child.

**Section 15: Reporting of concerns to the chief executive<sup>12</sup> or constable** – “Any person who believes that any child or young person has been, or is likely to be, harmed, ill-treated, abused, (whether physically, emotionally or sexually) neglected, or deprived, or who has concerns about the well-being of a child or young person, may report the matter to the chief executive or a constable”<sup>13</sup>

Staff will not assume responsibility beyond the level of their experience and training and will always seek advice from their Programme Manager. National Support Office will need to be notified through the online reporting system and advice sought from the sKids Child protection liaison.

sKids are committed to maintaining and increasing staff awareness of how to recognise, respond, report and prevent further abuse through appropriate training. As part of their induction, new staff can either attend a course on Child Abuse Awareness which is run by sKids or complete child protection training on our online training system. Staff members are required to repeat this training on an annual basis. Staff are also encouraged to attend Child Protection training that is available through other accredited providers. E.g. Child Matters.

<sup>11</sup> Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017

<sup>12</sup> In the Children, Young Persons, and Their Families Act 1989 “chief” means a Child, Youth and Family social worker.

<sup>13</sup> Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017, s.15

Where cases of abuse have been suspected sKids is committed to supporting families in accordance with relevant legislation.

### **Definition of Child Abuse**

Child Abuse is defined in the Oranga Tamariki Act 1989 as: *“The harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.”*<sup>14</sup>

### **There are four types of child abuse:**

1. *Sexual abuse* occurs when someone uses his or her power over the child, or takes advantage of the child’s trust and respect, to involve the child in sexual activity.
2. *Physical abuse* is non-accidental injury by somebody and also includes abusive administration of drugs or alcohol to a child.
3. *Emotional abuse* is when a child’s self-esteem is attacked by somebody to coerce the child into doing what the abuser wants them to do.
4. *Neglect* is a denial of the basic needs/rights of nurturing, food and shelter, so that the child fails to thrive. It must be seen as a form of child abuse.

*Family violence* may be witnessed/experienced by children and involve physical, sexual and emotional abuse.

### **Indicators of Abuse**

The indications that a child has been abused are complex and can vary case to case. There is no prescribed list of indicators for staff to check against. Staff must be observant and notice if a child appears to have changed. For example, if a previously outgoing, confident child suddenly becomes withdrawn and uncommunicative this could be a sign something is wrong. It may be related to a number of non-abusive factors such as a new person joining the family, death or illness of a family member, loss of a loved pet, arguments or tension in the household, divorce etc. It may, however, be an indication of something more serious. The following list gives a few examples of both physical signs and changed behaviours that could indicate abuse.

- Bruises (in unusual places), marks, wounds, burns, infections.
- Loss of spark – a vacant look
- Anxiety
- Mistrust of adults
- Aggression
- Passive and compliant behaviour
- Relationship difficulties
- Insufficient food being given to child resulting in constant hunger or greed
- Stealing / hoarding food or eating disorders
- Poor health or hygiene
- OCD – Obsessive Compulsive Disorder
- Stealing, running away, suicide threats
- Low self-esteem
- Clingy and possessive behaviour
- Bedwetting or soiling themselves
- Discomfort, STIs, unusual odours
- Excessive itching, bruising, lacerations, redness, swelling or bleeding in the genital or anal area
- Sudden changes in behaviour

<sup>14</sup> Oranga Tamariki Act, 1989, s2(1)

- Sexualised behaviour inappropriate for their age
- Suicidal Ideation (thoughts)
- Self Harm

## Responding to Suspicions of Child Abuse

At all times suspicion or allegation of child abuse must be acted upon using the following procedure:

### •Don't panic.

- Remember that the safety and well-being of the child comes before the interests of any other person.

### Listen to the child and accept what the child says without making ANY comment or suggestion.

- Information volunteered by a child should be fully and accurately recorded.
- Look at the child directly, but do not appear shocked.
- Don't seek help while the child is talking to you, give them your full attention

### Reassure them that they did the right thing by telling someone

- Do **not** make promises to a child that you won't tell anyone else.
- If a child appears fearful of telling someone else, tell them you are going to tell your Manager who will know what to do and can help.
- Assure them that it is not their fault and you will do your best to help.
- Let them know what you are going to do next and that you will let them know what happens.
- Be aware that the child may have been threatened.

### Record the incident and conversation on the sKids suspicion of child abuse report.

- Write down what the child says in their own words – record what you have seen and heard also.
- Make certain you distinguish between what the child has actually said and the inferences you may have made. Accuracy is paramount in this stage of the procedure

### •Report suspicions to your Programme Owner/Manager along with the completed report

- The sKids National Support Office Child Protection Liaison person must be notified immediately by the Programme Owner, through the CRM incident reporting system.
- The liaison person will then support them with notification to Oranga Tamariki and/or Police

### •After making the referral to Oranga Tamariki or the Police, look after yourself. De-brief by discussing the matter with your manager, supervisor or relevant person.

- Staff involved identifying cases of suspected child abuse are entitled to have support. The programme will maintain knowledge of such individuals, agencies and organisations in the community who provide support

## Documentation Relating to Suspicions of Abuse

All suspicions of abuse must be documented in both the child concerns register for the programme and also in the sKids National Support Office register. Any factual concerns or observations about the safety of a child or young person must be dated. Information volunteered by a child should be fully and accurately recorded in the child's own words as documentation may be subsequently used in court as evidence for either side. Notes should not be written down during the talk with the child, but as soon as possible afterwards while the conversation is still fresh.

**No child should be questioned about the suspected abuse**, particularly sexual abuse. There are specialists trained to talk to children. Staff must not take it upon themselves to investigate the abuse. The Programme Owner/Manager can contact Oranga Tamariki on **0800 FAMILY** (0508 326 459) for advice without making a formal notification.

Once a notification has been made, a copy of this must be filed in the child concerns registers along with the acknowledgement receipt from Oranga Tamariki of the report and what actions have been taken/decisions have been made. Any conversations relating to the notification must also be recorded and filed. Any incidents related to the same or similar matter must be filed with the other related documentation under the child's name.

## When an Allegation of Abuse is Made Against a Staff Member

Where it is suspected that the child abuse has been perpetrated by a staff member or other person assisting with the programme, the first consideration will be to ensure the safety of the child. The matter must then be reported promptly to Programme Owner/Manager and to sKids National Support Office.

Under no circumstances should the child making the allegation be exposed to unnecessary risk and while any investigation is underway the staff member will not have access to or be permitted to communicate with the child. This may require standing the staff member down pending an investigation and as per the requirements of the applicable employment contract. All actions will be undertaken discretely and as confidentially as possible.

Staff will follow the process for Responding to Suspected Child Abuse included in this policy. The Programme Owner will then ensure the following process for the accused staff member is undertaken:

- The person managing the child abuse concern will not be the same person who is managing the employment issue
- The suspected staff member (or volunteer) will be prevented from having further unsupervised access to children during the investigation and will be informed fully of their rights
- Programme Owner to refer to the relevant employment agreement and seek guidance from their HR consultants.
- Programme Owner to advise employee of allegation and seek a response
- Employee will be advised of their right to seek support/advice from union or other appropriate representatives
- The Employee will be suspended whilst the investigation is in process. Refer to relevant section of their employment agreement.
- Should the staff member in question resign, the investigation process will still be completed
- Programme Owner to maintain close contact with Oranga Tamariki or Police

## Peer Abuse

sKids programmes will ensure that the safety of the child or young person is paramount and no form of physical, sexual or verbal harassment from peers will be sanctioned or minimised in any way.

If/ should peer abuse occur, the child/ young person will be separated while the situation is being evaluated. This is essential to reduce further emotional trauma for the victim/s who may be fearful and distressed if they are in contact with possible abuser/s.

In some cases where the abuse has occurred at the programme immediate suspension may be appropriate, as outlined in the behaviour management policy.

## Community Wellbeing

When an allegation or situation arises, which raises concerns about the safety of a family member or associated community member, sKids child protection policies and procedures, including notification to Oranga Tamariki and/or the Police will be enacted.

## Supervision Guidelines

To minimise the risk of actual or alleged abuse in the programme, staff will follow these guidelines:

- The Programme Owner/Manager will ensure, as far as practicable, that staff are never left alone in a one-on-one situation with children.
- Wherever possible, an open door policy for all spaces should be used (not possible for toilets).
- Staff should be aware of where all children are at all times and check to ensure what they are doing is appropriate.
- Be aware of situations where children may be out of sight together (dens, play huts, tents, etc) and supervise accordingly. Staff members must at all times be able to see what children are doing.
- Visitors to the programme should sign the visitors register/book and be monitored at all times by programme staff.
- All volunteers and outside instructors will be monitored by the rostered programme staff.
- If activities require 1:1 physical contact (eg, classes in swimming, gymnastics) parents and caregivers should be advised of this.
- Unless requested by children or parents/caregivers, there is no need to assist school aged children with toileting. If a situation arises see toileting procedure.
- Where a child or young person requires assistance (for example, intellectually or physically disabled), involve the parents/caregivers and outside agencies (such as Special Education Service) if possible to assist. If this assistance is not available, ensure that the staff members are aware of the appropriate procedures when giving assistance.
- Except in an emergency, children and young people are not to be taken from the programme by sKids staff without written parent/caregiver consent.

### **Best Practice:**

Each child to have a profile book that is updated weekly.

This will indicate any unusual behaviours or withdrawals from usual activities.

## **Confidentiality and Information Sharing**

sKids is committed to keeping children safe and understands this may require the appropriate sharing of information subject to legal restrictions (Privacy Act 1993) and taking the child's best interest into account. Sharing information will be restricted to those who have a need to know, in order to monitor the child/ren's wellbeing. This may include legal guardians, host school, Oranga Tamariki, MSD OSCAR, Work and Income New Zealand, Police and Work Safe. Children's records will be kept factual and nothing will be recorded without evidence to back it up.

CONFIDENTIAL

# Programme Supervision

## **Objective:**

sKids programmes are always supervised by a minimum of two staff and children are within sight and sound of a staff member at all times.

## **Staffing**

sKids programme ratios are one staff member for every 10 children (1:10), with the ratio increasing to one staff for every four children (1:4) when swimming or high risk water activities are involved. There will be a minimum of two staff on duty at all times.

Approved off-site excursions require a ratio of one staff member for every eight children (1:8). A higher ratio of children to staff may be required depending on the nature of the excursion. Parents/caregivers will be kept fully informed when such events occur. Any activity that involves a higher than usual risk to the children's safety requires a higher staff to child ratio. This should be identified on the RAMs form.

When children are being transported in a car with one adult driver, children must travel in the back seat. This must be clarified to parents/caregivers prior to the excursion taking place.

The sKids Programme Owner/Manager will be onsite at the programme at all times when the programme is running.

Staff must be over the age of 17 to be considered part of the staffing ratio, and Programme Managers must be over the age of 20. There will be no more than one youth volunteer (under 17) at any time at the programme and they will be personally supervised by the Programme Manager/ Assistant manager.

## **Supervision procedures**

The Programme Manager will have access to AIMY PLUS to ensure that all children booked into the programme are present and accounted for. The Programme Owner/Manager is responsible for ensuring that the staffing ratio of 1:10 (1:8 for an off-site trip, 1:4 for water activities) is maintained in relation to the bookings for each day.

The Programme Manager is responsible for all children being in sight and sound of a staff member at all times. This can be achieved by:

- Identifying and communicating to the children the areas which are out of bounds; ie, car parks, unfenced areas, etc.
- Agreeing boundaries and rules with the children.
- Having written rules which the children can easily follow.
- Allocating staff to areas where they have a wide view of play areas which can be accessed quickly should the need arise.
- Ensuring staff understand the need to actively supervise the children in their care.
- If the children are split into groups for different activities, then the Programme Manager must know where each group is at any given time.
- In some cases, staff will be given access to walkie talkies so they can communicate if supervising children in different parts of the school grounds
- Having RAMs in place where the risks around supervision have been identified and are signed by all staff members.

Staff will not allow non-sKids children to join the activities either in the venue or in the playground. A child must be enrolled in the programme to give staff permission to supervise them or treat them in an emergency. If other children are in the playground area after school, then the sKids children will need to be moved to another area, where possible.

**Best Practice:**

In smaller programmes use an “all outside” or “all inside” rule. Staff will therefore be together and able to keep all children within sight of a staff member at all times.

## Off-Site Supervision

- Parents/caregivers must give permission via AIMY PLUS system in order for their children to be allowed to attend any off-sight trips.
- All outings will be risk assessed by staff prior to the children leaving the programme.
- Where the programme intends to visit a commercial recreational facility, for example, Rainbows End, as part of the programme’s RAMS procedure, the Programme Owner/Manager will sight the commercial operator’s own RAMS assessment and incorporate these into the sKids programme RAMS as appropriate. If using the commercial owner’s RAMS in their entirety, a sKids programme RAMS must also be completed specific to the children on the day.
- If staff feel that children may be put at risk, to ensure the children’s safety the outing will be postponed or cancelled, and children will remain at the programme and parents/caregivers notified.
- The risk analysis will include (but not be limited to) venue, transportation, staffing, routes, weather and any other potential hazards regarding the outing.
- The RAMS form will be completed, by a senior member of staff in conjunction with all staff involved in the activity. This will be dated and signed by all staff involved.
- On the trip day all staff involved will have a briefing session to review risks and to allocate children to groups.
- Staff ratios will vary depending on the activity involved. However, there will be at least a 1:8 ratio on all trips.
- Children **MUST** wear wristbands/or label that gives name and mobile number of the programme, however not the child’s name.
- Regular head counts will take place by staff using AIMY PLUS.
- A trip kit will include but not be limited to the following items:
  - Emergency contact, medical and allergy details for all children, plus all other relevant information.
  - First aid kit.
  - Mobile phone and charger
  - Spare water.
  - Device and Charger
  - Copy of trip
  - RAMS

**Best Practice:**

Power bank so device/phone can be charged

## Visitors Policy

At sKids we abide by Section 4A of the Oranga Tamariki Legislation Act 2017, wherein the welfare and interests of the sKids programmes have the safety and wellbeing of the children in our care as our first consideration.

With this in mind all visitors to the programme including National Support Office staff are expected to sign in/out of our programmes using the visitors register and state the reason for the visit. Visitors to the programme will always be accompanied by one of our permanent programme staff.

Host schools will have their own visitors register, which sKids staff must sign if present in school grounds within school hours.

CONFIDENTIAL

# Sole Charge Programmes

**Objective:**

sKids Programme Owners will manage sole charge programmes in a safe and competent manner ensuring children are protected from risk.

From time to time it may be necessary for a sKids programme to seek an exemption to the staffing requirement of a minimum of two staff at all times due to continued low attendance numbers which would otherwise cause the programme to be financially unviable and cease operations.

If a sKids programme continuously has fewer than 10 children per day and does not anticipate growing above this number in the short term then exemption can be sought from sKids and the Ministry of Social Development.

The following procedures must be adhered to in these circumstances:

- Any Sole charge staff must be over the age of 20.
- All parents/caregivers must be advised in writing that there will only be one staff member on duty and their written consent obtained.
- The school need to be informed of the sole charge situation and their written consent obtained.
- A back-up person which is able to reach the programme within 10/15 minutes must be available, and a written agreement needs to be in effect regarding this. The contact number of this person should be kept onsite.
- All sole charge staff must undergo the sKids recruitment and vetting processes and be fully trained to include first aid.
- A RAMS form (sample below) must be completed identifying the additional risks and how they will be mitigated.

## Sample Risk Analysis Form

Risk	Action Plan
Staff Illness before programme commences	Permanent backup person to be notified – if the Programme Owner is not the regular staff member then the Programme Owner will be the back-up person. Identify how long it will take for the back-up person to reach the site in an emergency. Parents and caregivers will be notified.
Staff Illness at programme	Back-up person called to site. Children must never be left unsupervised.
Child supervision	All children will be in sight / sound at all times.

# Staff and Management

## **Objective:**

All sKids programmes to have safe, fully trained and competent staff to deliver and support the programmes

All onsite staff and offsite administrative staff are defined as 'Core Workers' under the Children Act 1989.

Staff working at a sKids programme have a "duty of care", which means that all possible care must be taken to ensure the wellbeing of the children and to act without negligence. This obligation continues until the child is collected and signed out of the programme, not just when the programme officially finishes. Our duty of care also extends to include members of the children's family/ whanau and community.

The definition of "Staff" includes but is not limited to any person the programme relies on to deliver its services, including volunteers, management and paid staff. The programme does not employ any person in a paid or voluntary capacity, including those in governance or management positions, who has a conviction for sexual crimes or for any offence involving the harm or exploitation of children.

## **Recruitment**

All persons working in a sKids programme will be processed using the approved sKids documentation. The following methods of recruitment can be utilised in the sourcing of staff:

- Advertising in the school newsletter, newspapers, Work and Income NZ office, local secondary schools and tertiary institutions.
- Recruitment agencies
- Online advertisement
- Word of mouth.
- Asking existing staff for referrals.
- Existing staff that are re-locating

Prospective staff are required to complete a sKids job application form, provide a copy of their C.V and cover letter,

The candidate should attend an interview with the Programme Owner and, where applicable, the Programme Manager. Suitability for employment should be determined by utilising the sKids interview questions which have been designed to gain information around the candidate's experience working with children and keeping their safety as first consideration. A weighting selection process will also be used.

**NB:** If the person is being considered for a Programme Manager role, they must be 20 years of age or older and have the appropriate skill set for the position.

## **Recruitment**

At the interview the following details must be discussed:

- The nature of working in a sKids programme

- Job description.
- Pay rate.
- Code of Conduct.
- Training requirements.
- Availability to work the hours

In some cases, especially for a manager or a co-ordinators role, a second interview may be required where a panel may be present to review the candidate.

At two verbal reference checks using the correct sKids form must be made before offering the candidate a position. The reference checks must be done by either the Programme owner or other senior staff.

Successful candidates should be called then given a written offer of employment, which is conditional clean police vet being returned. Unsuccessful candidates should be given written notification that they were not successful and asked whether they wish their C.V to be retained for possible future employment opportunities or whether they wish it to be returned to them/discarded

## Police Vetting

Police vetting is required for **all Programme Owners, staff and volunteers** aged 16 years or older, and also included anyone involved in the day to day management or back office administration of the programme.

**Offers of employment are not finalised until the police vetting confirms suitability for employment.**

All applicants must also sign a declaration stating that they do not face impending criminal charges (this is subject to clean slate legislation and not to be used for those under the age of 16 years) and that they will inform the Programme Owner immediately should one arise whilst working or volunteering in the programme.

Completed Police vetting forms and results will be kept in the candidate's confidential personnel file. A copy of the results will be made available to the candidate upon request.

If a staff member has a Police Vet returned 'with results' an assessment will be made as to the suitability of that person to work with children in a sKids programme and if employed a Staff Risk Assessment plan will be completed and followed which will include supervision, training, appraisals and a repeated Police Vet in 12 month's time.

**Each sKids Programme Owner, staff member or volunteer must have the Police Vet renewed every two years.**

Programme owners and stakeholders will be police vetted by sKids National Support Office in accordance with Level 3 Standards SSA, to ensure there is no conflict of interest in the vetting process. National Support Office will keep a register of police vet renewals and monitor results.

## Employment Agreements

sKids require the use of an HR company to draft employment agreements used when employing new staff, to ensure the agreement meets all current legislative HR requirements.

The employment agreement is to cover the following:

- Names of the employer and (legal company name) employee.
- Description of the position.
- Start date
- An indication of when and where the work will take place.
- Wages or salary to be paid.
- Reimbursement of expenses.
- When and how payment will be made.
- Hours of work.
- Leave entitlements.
- A dispute procedure and a description of the services available for helping with employment relationship problems.

The prospective candidate needs 48 hours to review the agreement and seek independent advice before signing and commencing employment. All employment agreements must be signed before the person commences work.

An employment agreement may include the ability of the employer to request a drug test if there is a suspicion that a staffs performance is being affected by drugs/alcohol.

### **Rest and Meal breaks**

Following the Employment Relations Amendment Act 2018 from 6 May 2019 all employees will be entitled to rest and meal break which, unless the parties agree otherwise, must be taken at the specified times. While it may be possible for an employer and employee to agree to change when the breaks happen, they cannot agree to a shorter break length. Please refer to the Employment Relations Amendment Act 2018 for more information.

### **Job Descriptions**

Job descriptions for all Programme roles are provided by sKids National Support Office in accordance with the HR company.

These job descriptions clearly outline the staff members' responsibilities, limits to their authority and expectations of their work.

Staff are provided with a copy of their job description during the recruitment phase. The signed Employment Agreement includes the Job description.

### **Code of Conduct**

Each of us is responsible for our own behaviour and we all need to take accountability for the behavioural choices we make. Our code outlines our expectations of staff behaviour and is designed to help us, as individuals and a team, make appropriate decisions about our behaviour choices.

### **Integrity and respect**

We are constantly judged by how we behave. Our reputation is one we can be proud of because of the integrity and respect we have towards each other, the children in our care, their parents/caregivers and others associated with our Programme.

Some examples of the way in which we demonstrate integrity and respect in our actions include:

- We give accurate, honest and complete information
- We treat everyone with the same level of consideration
- We do not tolerate harassment (including offensive language) of any kind, nor do we tolerate discrimination
- We work together as a team, striving for a safe, harmonious and fun environment
- We ensure that any potential conflict between staff members is discussed openly but outside programme time before it impacts on the team and the service we provide
- We do not ask for, accept or offer money, gifts or similar which might, or appear to, influence our judgement in providing quality Out-of-School care

## Performance

Our system is tried and tested. We measure our success by the value we have created for everyone involved in our programmes and the results we achieve through the provision of a well-balanced structured environment. It involves the pursuit of excellence, as we strive to achieve the highest standards in all aspects of sKids.

Some examples of the way in which we demonstrate performance in our actions include:

- We always follow the sKids systems and standards, which help us meet our ethical, legal and regulatory obligations and minimise any risk to ourselves or the sKids brand
- We always act within our authority as individuals or as representatives of sKids
- We always generate results that are in line with the sKids Vision, Mission and Code of Conduct and Core Values.
- We always respect the families and associates who use sKids, but do not compromise the principles embodied in our Code
- We work efficiently and do not waste resources available
- We always work to improve our Programmes for the benefit of all involved
- We ensure all accidents and incidents are correctly reported and dealt with

## Professionalism

Professionalism is a conduct which fosters and preserves our individual reputation and the reputation of sKids. We are role models for the children and the face of the business to the parents/caregivers, schools and the wider community. It is also about conducting ourselves ethically at all times.

Some examples of the way in which we demonstrate professionalism in our actions include:

- We maintain and strive to improve the skills, knowledge and competencies that are required for us to provide the best Out-of-School Care available
- We are aware of our “duty of care” to all children
- We always maintain a professional appearance and wear the supplied sKids uniform.
- We do not initiate or perpetuate rumours or gossip
- We always provide an accomplished service, without the influence of drugs or alcohol, and in a responsible and appropriate manner
- We maintain professional relationships with children and ensure that boundaries do not become blurred by, for example, cultivating a relationship with a particular child, young person or family outside the programme or allowing a particular child to become inappropriately attached to a staff member
- We maintain professional physical boundaries with children, for example comforting a distressed child when appropriate but never initiating physical contact.
- We communicate with each other taking care that we are not alone with an individual child unnecessarily

- We are aware that even well-intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- We never touch a child in a way which may be considered indecent or inappropriate
- We are always prepared to report and explain actions and accept that all physical contact be open to scrutiny
- We are aware of cultural or religious views about touching and always sensitive to issues of gender<sup>15</sup>
- We do not use confidential information for personal gain, or the gain of others such as friends, relatives or other people associated or potentially associated with sKids

## Privacy

We treat as confidential any information about the children and families who use our services, our staff members and other people associated with sKids. We also treat the business affairs of sKids as private.

Some examples of the way in which we demonstrate confidentiality in our actions include:

- We keep confidential all information about the families who use our programmes, even after we are no longer involved in a particular programme or sKids
- We only discuss a child's behaviour, discipline or progress with the appropriate people and in private
- We do not encourage or pressure others to disclose confidential, sensitive or privileged information
- We access confidential information only for authorised programme purposes or sKids related tasks

Some government departments e.g. MSD, Police, Oranga Tamariki or Work and Income NZ may request particular information about a child and this may be divulged in consultation with the programme owner and in some cases parents.

## Definition of Serious Misconduct

All sKids staff are employed primarily to care for children. Our responsibility to them, their parents/caregivers and school communities is to keep them safe. Any behaviours which threaten or compromise the safety of the children in sKids care are deemed 'serious misconduct' and being a breach of sKids Policies and Procedures may be grounds for dismissal.

These include, but are not limited to the following:

- Physical harm to children, including striking or any action that involves physical contact and results in harm to the child.
- Physical harm to other staff or sKids management including striking or any action that involves physical contact and results in harm to that person.
- Depriving a child of food, water, warmth or shelter.
- Undue and excessive Ignoring of a child or using undue severity in administering an 'isolating' discipline. e.g. putting child in 'time out' for long period of time.
- Intentional damage to property whether belonging to sKids, the host school (or other premises), children in sKids care or other staff or management.
- Verbal abuse, threats, malicious gossip, blackmail (emotional or other), spreading of lies or false rumours about anyone associated with sKids.

<sup>15</sup> Child Matters, *Creating a Safe Organisation*, 40

- Not turning up for work when rostered on. This affects staff/child ratios, places the programme in breach of their OSCAR Approval status, and therefore compromises safety. **Exceptions here would be for accidents or sickness and all attempts should be made to contact the programme manager / franchise owner.**

A signed copy of the Code of Conduct is to be kept on the staff member's file. This copy will also detail the definition of serious misconduct.

## Training

All staff are to be trained in the following areas, with a record of the training kept in the staff member's personnel file. Training is signed off when completed.

### Mandatory Training

- sKids systems and policies (Induction).
- Child Protection (Abuse Awareness)
- Behaviour Guidance.
- Health and Safety
- Food Safety

### First Aid

All Programme Owners, senior staff and managers are to hold First Aid Level 1 NZQA-6401 and 6402 qualifications. At **all times**, during programme sessions, a first aid qualified staff member must be onsite at the programme or off site during a trip.

### Other trainings

- Programme Manager Training
- Water Safety Training (if pool onsite)
- ADHD / ASD Training
- Food Storm

Most sKids training will be provided in-house by sKids National Support Office either online or in session, with external facilitators used where appropriate; eg, First aid, OSCN and Child Matters.

### Staff Meetings

Minuted staff meetings will be held at least once per term and prior to each holiday programme. This is an opportunity for staff members to raise any concerns about the programme and for the Programme Owner/Manager to brief staff about activities and updates to policies and procedures. It is also an opportunity for refresher training and discussions about particular children and their behaviour. Under the 'Health & Safety at Work Act 2015' legislation there is a requirement for all staff meetings to have a minuted 'Health & Safety' component. Staff are encouraged to give input into health and safety practices and ideas for improvement. Additional meetings will be called if there is an identified safety issue.

The pre-holiday programme staff meeting will include the creation of RAMS forms for off site trips and risky activities. All staff involved in these activities are to contribute to, understand and sign the RAMS forms.

### Support and/or Supervision

Support and supervision is given on a daily basis as either the Programme Owner or the Programme Manager will work in the programme alongside the staff members.

Additional support and or supervision will be given to any staff member who is identified as requiring additional assistance to reach their performance goals. This may be identified by either the staff member or the Programme Owner/Manager. When additional supervision/support is required for underperformance a performance improvement plan will be added to the staff member's file. The staff member and the Programme Owner/Manager will arrange between them a suitable timeframe, dates for meetings and the goals to be achieved.

## **Performance Appraisal**

Staff performance reviews will be conducted at least once per year and opportunities for further training will be identified at this time. If any issues are identified a performance improvement plan will be entered into and the staff member will be required to attend further training as deemed necessary and appropriate.

This appraisal will use the sKids staff performance review form which is based on the relevant Job Description.

The review consists of a self-appraisal and interview with the Programme Owner. All appraisals will be confidential and will be kept in the employee's personnel file.

## **Staff Feedback**

Good communication contributes to the smooth running of the programmes. Staff will be consulted at staff meetings and asked for feedback in regard to the operation of the programme. Suggestions and ideas will be listened to and implemented if appropriate. Any critical comments will be dealt with in a professional manner.

sKids National Support Office will from time to time conduct network wide staff surveys using a specialist survey company.

## **Staff Discipline**

In cases of complaints or accusations against staff, the complainant will be asked to put the complaint in writing using the sKids complaints form or by email. The complaint will be investigated by the Programme Owner/Manager with a written report given to both the complainant and sKids National Support Office. The staff member will be encouraged to obtain the assistance of a support person during this process.

## **Staff Support**

In the event of serious incidents at the programme or in any situation that has an emotional impact such as suspicion of abuse, complaint made against them, or a concern within the programme, staff members are to request support from the Programme Owner or sKids National Support Office if needed. Ongoing training and development will be provided to staff if deemed necessary.

## **Domestic Violence**

Programme owners now have a duty and role to play if any staff become victims of domestic violence or are the primary care giver for victims of the same. Now with a framework of employer paid support in workplaces it's likely that most businesses will experience the issue first-hand at some point. The Employees' domestic violence leave entitlements will be in accordance with the Domestic Violence – Victims' Protection Act 2018

## Volunteers

From time to time there may be a volunteer working at a sKids programme. Any volunteers must be 16 years of age or older. The volunteer will be police vetted, reference checked and complete mandatory training like any other employee and be required to sign a volunteer's contract. Often volunteers will be students seeking work experience with children.

All volunteers must be supervised at all times. The Programme Manager will allocate limited tasks to the volunteer depending on their experience. Volunteers must never be given sole responsibility for a group of children and are not to be included in staff ratios. **There will only be one volunteer per session**

## Staff Resignation

When staff members resign, a short exit interview will be completed, by the Programme Owner/Manager, to determine the reasons for the resignation and to document the return of sKids items including phone, keys, uniform, etc. The completed form will be placed on the staff file. Where unusually high turnover is experienced at one site the reasons will be examined and additional support in staff management will be given.

## Communication

Good communication is vital to the operation of a successful sKids business. Regular proactive communication with all stakeholders will result in good understanding, transparency and efficiency.

### Communication with Children

Young children need clear, age appropriate communication. Programmes may have children for whom English is not their first language, children with special needs and maybe learning difficulties etc. Use of different communication styles will facilitate better understanding for the children e.g. pictorial signs, sign language. Programmes are encouraged to incorporate Te Reo and other languages as part of the programme operations.

### Communication with Parents

Communication with parents/caregivers will cover, conversations regarding their children's experience at sKids, achievements, enjoyment, behaviour issues and special needs. There will also be communications regarding booking, invoices and payments. Regular parent newsletters and/or use of social media platforms will keep parents informed up coming events. Activity planner and weekly menus will keep parents informed of relevant information. Any parent complaints will be dealt with as per complaint procedure on page 26.

### Communication with Staff

Most communication with staff will be verbal, onsite at the programme, or at staff meeting and will be in a respectful manner. They may however receive emails, formal letters, txt messages or notification through our AIMY rostering system. Sites will relay messages between parents and staff using a site diary or communication log.

### Communicating with the School

Day to day communication with school staff may include ad hock conversations with office staff, teachers, caretaker/cleaners. Regular meetings will be held with senior school staff which may be the principal and the designated school health and safety officer. Once a

month the school will be sent an attendance summary. The board of trustees will receive a formal report once a term which highlights significant events, numbers and identify any issues. This will also include photos.

### **Communication with sKids National Support Office**

As well as regular conversations with your sKids support person, you will need to send to National Support Office your monthly report, which will include your reconciliation and account summary reports.

A copy of the monthly board report should be sent through. Annual business plans should be sent through at the beginning of the year and annual financials sent within 6 months of your balance date. National Support Office also needs to have copies of all incident reports including emergency reporting. Anytime we would love to hear about your programmes high lights or achievements.

### **External Communication**

Operating you sKids business will include communications with various government departments from time to time. It may also include communications with suppliers, training providers and media. Please remember that all such communication must be professional and in alignment with sKids policy and procedure as you are representing sKids. A sKids support person is available for assistance if required in any of these areas.

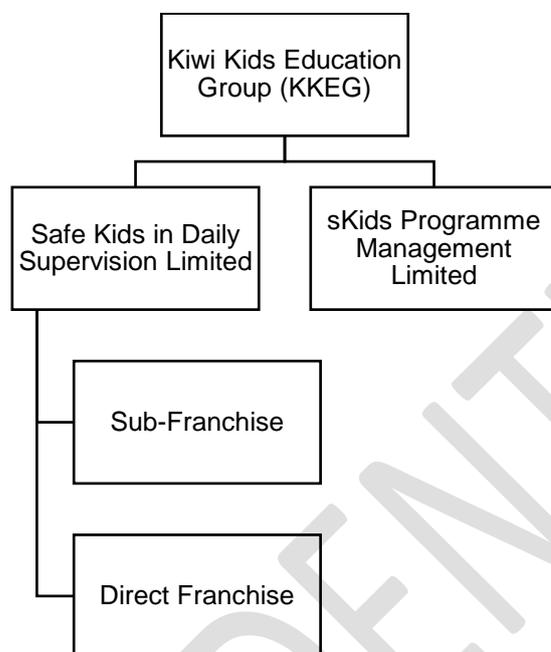
## **Governance**

The recruitment process detailed in this section applies to all management and governance positions. This includes selection, training, performance management and managing conflicts of interest.

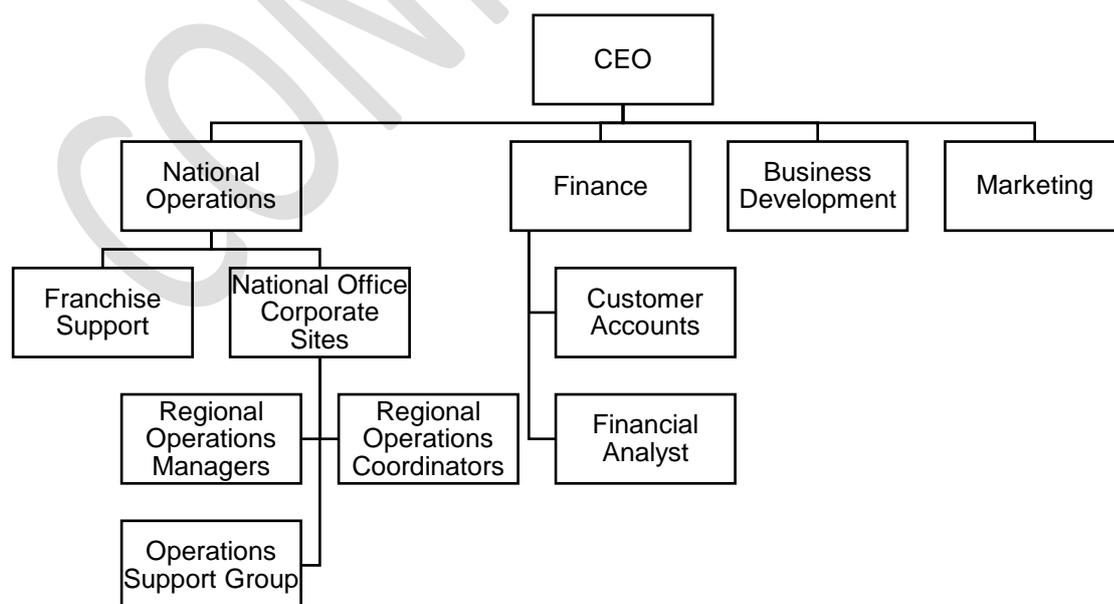
Safe Kids In Daily Supervision Limited (sKids) is owned by Kiwi Kids Education Group Limited (KKEG).

The sKids franchise company is responsible for granting franchises across New Zealand sKids Programme Management Limited (also owned by KKEG) retains ownership and control of some sites.

# Organisational Chart of Key Companies and Relationships



## sKids National Support Office



# Franchise Owners

Each franchise must be an independent incorporated business. Franchise Owners are selected according to a number of criteria, including their commitment to support the sKids brand, their ability to provide a safe and welcoming programme for children and their commitment to work cooperatively as part of the sKids network.

Franchise application will include:

- Application form
- C.V /Working history
- Police vet (all partners)
- Reference checks
- Identification verification
- Interview
- DISC Profiles
- Non-Disclosure Documents
- Statement of financial position
- Independent advice
- Franchise agreement signed

All Programme Owners, their partners and other family members involved in the business must be police vetted and be willing to commit to the training programme **prior** to commencing operations of their business.

Franchise support is offered on an ongoing basis through the sKids National Support Office franchise support team, including formal meetings with support team and compliance manager, annual conference, quarterly network meetings, regular training opportunities and ad hoc support as required.

# Record Keeping

## **Objective:**

All sKids staff to ensure that records are maintained in accordance with the Privacy Act 1993 and other relevant legislation.

sKids Programme Owners will maintain accurate records of children including current enrolments, attendance, health information and all medication conditions, all medication administered by staff. Records of behavioural issues will also be kept. This information is kept in accordance with the Privacy Act 1993, any amendments to the Act and any other relevant legislation.

All information gathered on staff, management, families and children involved in sKids programmes is only used for the purpose for which it was collected. This information will be securely stored and made available to the individuals concerned when requested.

Information will not be shared without the individual's permission unless required by legislation ie, Oranga Tamariki , Work and Income NZ for information relating to children and the Ministry of Social Development for programme approval purposes. Both parents/caregivers and staff members are advised of these requirements.

Staff files and financial accounts must be kept for a minimum of 7 years.

## **Attendance**

Parents/caregivers enrol their children using the sKids online attendance system (AIMY Plus).

The Programme Owner/Manager must ensure that all children booked into the programme are accounted for at all times using headcount function on the AIMY PLUS system.

Parents/caregivers must sign their children in for before-school-care and holiday programmes, they must also sign their children out at the end of the day for after-school-care and holiday programmes.

Accurate attendance records ensure that in the case of emergency the Programme Manager knows who is present at the programme at any given time.

## **Enrolment Process**

Parents/caregivers can enrol via the AIMY Plus online enrolment system. A separate enrolment is required for each child. Information collected on enrolment includes:

- Child's name, address and contact phone number.
- Parents/caregivers names, home address, and contact numbers.
- Names and contact numbers for **two** emergency contacts.
- Names of persons authorised to collect the child from the programme.
- Names (photos) of any persons not authorised to collect the child from the programme.
- Any access or custody arrangements, or protection orders.

- Full disclosure of any health or medical conditions, including treatment required, self-medication, or diagnosis report from qualified professionals when applicable. Enrolment Orientation Process

### **Afterschool**

All new entrants of 5-6 years should be collected from class after school each day of attendance for six weeks. After six weeks of escorted supervision the parent/ caregiver is to be contacted for a discussion of the child's ability/confidence level to arrive independently at the programme.

### **Before school**

All new entrants of 5-6 years should be dropped at class before school each day for a minimum of 1 term. After a term of escorted supervision the parent/ caregiver is to be contacted for a discussion of the child's ability/confidence level to arrive independently at the programme.

All new children over the age of 6 need to be collected for at least the first 2 weeks unless the parent has given written permission for this to not occur.

Children with disabilities, learning/special needs will require a specific agreement to be generated between the programme manager and the parent/ caregiver around the process for collection and drop off.

### **sKids Orientation Process**

- Child collected and brought to programme
- Shown where to put their belongings
- Buddied and seated with other children for mat-time/roll call -Ask if they have any friends that they would like to sit with at this point
- Introduced to all staff by programme manager
- Introduced to all children
- Given the choice to introduce themselves and share something about themselves
- Manager explains roll call process -when the new child hears their name they should put their hand up and say here ( if their name isn't called tell a staff member)
- Rules are covered with all children- attention paid to new child and their ability to understand
- Boundaries covered - this is also reiterated to child so they know where they can and can't go

Manager to explain the daily schedule/ how it works at sKids:

- Arrival
- Roll call
- Rules and boundaries
- Where toilets are and toileting rules (toilet and hands washed before food, ask permission to go to toilet)
- Afternoon tea/ breakfast food to be eaten at tables
- Homework time
- Free-play
- Planned activities
- Shared tidy up time

- Buddy system put in place (someone they know or older)
- A staff member allocated to supervising this child for 2 weeks- child can go to them for help

**Reminder to never leave programme without their parent/caregiver before they have been signed out as staff are here to keep them safe.**

## Finance

### **Objective:**

All sKids business entities to be financially viable and manage their finances in a responsible and competent manner.

Responsible financial management is essential to the viability of a sKids business. The sKids Programme Owner must ensure that their programme meets all legal requirements and that there are processes in place to ensure that the organisation remains financially viable. sKids National Support Office will provide initial training and assistance in the responsible financial management of a sKids business.

In addition, the Ministry of Social Development Level 3 Standards for OSCAR programmes require operators to be solvent and to be able to pay its debts as they fall due.<sup>16</sup>

sKids Programme Owners are provided with a customised accounts package along with initial relevant training. This will be used for the day to day financial management of their business.

### **Recording of Income**

The sKids Programme Owner is responsible for:

- Assimilation of the child invoicing records (checking attendance sheets, recording and calculating fees paid/owing, credits, etc).
- Invoicing of parents/caregivers and issuing statements.
- Ensuring that all monies are banked in their entirety not less than once per week.
- Keeping accurate records of subsidy payments and absentee details to be provided to Work & Income NZ, when requested.

All monies received from any source must be recorded accurately into the accounting system provided.

All income derived from out-of-school care activities must be clearly separated from income relating to any other activity.

Fees **MUST NOT** be taken in cash on-site, however we are aware that refusal to accept a payment may be deemed as annulment of the original payment agreement. If there is a problem with fee collection the debt will be referred to a collection agency.

<sup>16</sup> Ministry of Social Development, *Social Sector Accreditation Standard Level 3 2016*, 13, s1.

## Recording of Expenses

All expenses relating to the operation of sKids programmes will be recorded in the accounting programme provided. Training is provided by sKids National Support Office, in the first instance, in this process.

Expenses should be clearly identified as to which site and which programme they relate to; for example, before-school-care, after-school-care or holiday programme for MSD reporting purposes.

All expenditure for out-of-school care activities must be clearly separated from expenditure relating to any other activity.

## Petty Cash

Cash is not to be kept onsite. An allowance may be made to a designated staff member (if the food shopping and purchase of resources is the responsibility of a person other than the Programme Owner/Manager). This allowance is to be accounted for with receipts attached to the sKids petty cash form on a weekly basis.

## Debt Collection

Collection of fees from parents/caregivers is the main source of income for any sKids programme, thus it is important that no parent/caregiver be allowed to fall into arrears with their fees. Programme Owners will contact slow paying parents/caregivers on a weekly basis. If the debt is more than four weeks overdue, then the Programme Owner will send the sKids debt collection letters to the parents/caregivers. As a final resort, if the parents/caregivers are unresponsive, they will be asked to remove their child from the programme and the debt will be handed over to a debt collection service.

## Payment of Tax, Wages and ACC Levies

The accounting package provided will calculate the GST payable by your sKids programme. sKids Programme Owners must use a 'payroll' package that calculates all PAYE, Kiwi Saver and Holiday pay liabilities accurately.

It is the Programme Owner's responsibility to ensure that all such payments are made on time, sKids National Support Office will look for verification of this during office visits.

## Annual Financial Reports

A copy of your Annual Financial Reports/Audits must be submitted to sKids National Support Office no later than six months after your balance date; ie, if your financial year ends on 31 March then your Annual Financial Reports need to be submitted by 30 September.

1. Annual accounts must contain:
  - a. A statement of Financial Position (Balance Sheet); and
  - b. A statement of Income and Expenditure (Profit & Loss)
2. Annual accounts must be either audited or independently reviewed as detailed below:
  - a. Audited accounts are required by MSD for programmes who receive \$100,000 or more (including GST) in government funding annually;
  - b. For those programmes that receive less than \$100,000 (including GST) in Government funding annually, the accounts must be independently reviewed by an

external accountant. A review statement signed by the person conducting the review and providing their contact details, must be attached to the accounts.

3. The income and expenditure for each sKids programme (eg, before-school, after-school and holiday programme) should be clearly separated from income and expenditure relating to any other activity.
4. The report should clearly state the period that it covers and its balance date and whether the figures include/exclude GST.

## Annual Business Plan / Budget

Prior to the beginning of each financial year, sKids Programme Owners **must** produce a business development plan and budget for the coming 12 month period. This plan and budget will be presented to and discussed with a support person from sKids National Support Office to ensure the reasonableness of the budget and assess the ongoing viability of the programme.

The Programme Owner will use this budget for the following year to determine how the programme is performing against budget. If, at any time, expenditure is higher than income the budget is to be reviewed and assistance requested if an ongoing issue is identified.

## Business Continuity and Disaster Management Plan

The business plan will include a business continuity and disaster recovery plan' which includes adequate insurance cover and a contingency plan for changing venue if the usual venue becomes unavailable for any reason. The plan will also cover:

- Security of data
- Back-up systems
- Natural disaster emergency processes.

In this event a revision to the MSD OSCAR Approval will be required and the assessments team notified. Communications will be sent to all relevant parties including the school and parents/caregivers.

Please refer to site specific business continuity and disaster management plans for more information.

## Insurance

sKids will provide access to comprehensive insurance which covers programme assets, public liability and business interruption insurance. Some host schools may require a copy of the insurance document.

It is the Programme Owner's responsibility to ensure that the company has adequate independent insurance cover for any vehicles and any items held in storage at home or used for admin purposes.

# Register

Name	Name of sKids Programme	Date Read	Signature
------	-------------------------	-----------	-----------

CONFIDENTIAL

Name	Name of sKids Programme	Date Read	Signature
------	-------------------------	-----------	-----------

CONFIDENTIAL

# References

Child Matters, *Creating a Safe Organisation*. Hamilton, NZ: Child Matters, 2014.

*Children's Act 2014*. Available at:

[http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html?search=gs\\_act%40bill%40regulation%40deemedreg\\_children\\_reselel\\_25\\_h&p=1#LMS112655](http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html?search=gs_act%40bill%40regulation%40deemedreg_children_reselel_25_h&p=1#LMS112655) (Accessed: 29 March 2019)

*Food Act 2014*. Available at:

[http://www.legislation.govt.nz/act/public/2014/0032/latest/DLM2995811.html?search=gs\\_act%40bill%40regulation%40deemedreg\\_food\\_reselel\\_25\\_h&p=1&sr=1](http://www.legislation.govt.nz/act/public/2014/0032/latest/DLM2995811.html?search=gs_act%40bill%40regulation%40deemedreg_food_reselel_25_h&p=1&sr=1) (Accessed: 29 March 2019)

*Land Transport Act 1998*. Available at:

[http://www.legislation.govt.nz/act/public/1998/0110/latest/DLM433613.html?search=gs\\_act%40bill%40regulation%40deemedreg\\_land+transport\\_reselel\\_25\\_h&p=1&sr=1](http://www.legislation.govt.nz/act/public/1998/0110/latest/DLM433613.html?search=gs_act%40bill%40regulation%40deemedreg_land+transport_reselel_25_h&p=1&sr=1) (Accessed: 29 March 2019)

Ministry of Social Development, *MSD Specialist Accreditation Standards: Out of School Care and Recreation (OSCAR) Programme 2016*

Ministry of Social Development, *Social Sector Accreditation Standard Level 3 2016*

*Oranga Tamariki 1989*. Available at:

[http://www.legislation.govt.nz/act/public/1989/0024/latest/DLM147088.html?search=gs\\_act%40bill%40regulation%40deemedreg\\_oranga\\_reselel\\_25\\_h&p=1&sr=1](http://www.legislation.govt.nz/act/public/1989/0024/latest/DLM147088.html?search=gs_act%40bill%40regulation%40deemedreg_oranga_reselel_25_h&p=1&sr=1) (Accessed: 29 March 2019)

*Privacy Act 1993*. Available at:

[http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html?search=gs\\_act%40bill%40regulation%40deemedreg\\_privacy\\_reselel\\_25\\_h&p=1&sr=1](http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html?search=gs_act%40bill%40regulation%40deemedreg_privacy_reselel_25_h&p=1&sr=1) (Accessed: 29 March 2019)

Rogers, William A. *You're not the Boss of Me! Positive Behaviour Guidance for O.S.H.C Workers*. Melbourne, Lady Gowrie Child Centre, 1992.

*The Health and Safety at work Act 2015*. Available at:

[http://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html?search=gs\\_act%40bill%40regulation%40deemedreg\\_health+and+safety\\_reselel\\_25\\_h&p=1&sr=1](http://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html?search=gs_act%40bill%40regulation%40deemedreg_health+and+safety_reselel_25_h&p=1&sr=1) (Accessed: 29 March 2019)

*Domestic Violence – Victims' Protection Act 2018*. Available at:

<http://www.legislation.govt.nz/act/public/2018/0021/latest/whole.html#DLM7054315> (Accessed: 3 October 2019)

*Employment Relations Act 2000*. Available at:

<http://www.legislation.govt.nz/act/public/2000/0024/latest/DLM58317.html> (Accessed 3 October 2019)



The sKids Policies and Procedures Manual 2020  
has been developed to comply with Level 3  
OSCAR Standards for approval and provider guidelines,  
published by the Ministry of Social Development  
in March 2019.

CONFIDENTIAL