

**TE AWAMUTU
PRIMARY SCHOOL
(T.A.P.S.)
AFTER SCHOOL CARE
(ASC)
& BREAKFAST CLUB
POLICIES &
PROCEDURE MANUAL**

Programme Philosophy

TAPS out of school care programmes aim to provide a safe and positive place with child focused activities and opportunities. We aim to provide a stimulating programme which caters for the children's different ages, sex and cultural backgrounds while attempting to encompass individual needs and interest.

There is an adequate and appropriate space for active indoor and outdoor recreation.

The safety of the children is the paramount consideration during programme provision.

We follow closely the policies and procedures and professional standards used in the day to day running of the school. Copies of the out of school care procedures will be made available to parents at all times.

Programme Hours & Contact Details

The Breakfast Club & ASC programmes will operate from **7.00am- 8.30am & 3.00pm – 6.00 pm** respectively each Monday to Friday during school terms. The supervisor can be reached directly on 027 320 9849 at all times the programme is operational. Alternatively the principal is available on the main school phone number, 871 5378 or directly on 027 460 3725.

Fees

The fee structure will be reviewed regularly and is clearly stated on the enrolment form. Any changes to fees (e.g.. price increases) will be notified prior to being implemented. Fees are paid directly to the school office or the programme supervisor. Receipts are issued for all monies received. No other credit arrangements apply. Unpaid fees mean attendance will cease until arrears are cleared.

Enrolment Procedures

All families must complete an enrolment form and sign a parent contract for the relevant programme (please note; if your child attends both programmes two (2) separate enrolment forms are required) before the child can participate in either of the programmes. It is the parent's responsibility to inform the supervisor of any changes to the details supplied at time of enrolment. Staff will ask parents to view their child/rens information on a regular basis. Enrolment forms will include the following information:

Child's name, address and home phone number.

Days of attendance

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Parent/guardian's names and work phone numbers.

Emergency contacts.

Names of adults authorised to pick up child/ren

Special instructions (up to date) regarding access.

Health problems, allergies, medications.

Permissions

Any other information necessary to provide proper care.

Drop off and pick up

Parents are expected to contact the school office or the supervisor at the programme before 7.15am for the Breakfast Club or before 12.30pm for ASC if their child is enrolled and will not be attending. Older children such as those who attend from the Intermediate School will make their own way to the programme as per their caregivers' instructions.

The following steps will be taken if a child does not arrive:

1. Parents will be telephoned.
2. If parents are unavailable, emergency contacts will be telephoned.
3. Local police will be contacted, if necessary.

As part of our duty of care we require Breakfast Club children to be signed in by the caregiver upon arrival at the programme. In circumstances where children make their own way to the Breakfast Club and the caregiver is therefore unable to sign the child in, written permission (consent) for the programme supervisor to sign them in upon arrival must be received by way of the permissions that make up the enrolment form or by letter for individual situations. Breakfast Club children will be released to attend their classroom upon the 8.30am bell.

Staff will NOT release a child to a person who is not identified on the enrolment form, unless prior authorisation has been given by the parent. If an unauthorised person comes to collect the child, parents will be contacted for authorisation. If parents or emergency contacts cannot be found the Police will be contacted. Other arrangements for the release of children will be followed provided the parent has put the instructions in writing.

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If the group is not in the centre, *e.g.* outside in the playground, parents must make sure that staff know their child has been collected. Children must be signed out, in sign out book, as they are picked up from the programme.

For children who are allowed to leave the ASC programme on their own, there must be a signed permission slip stating this kept on file. The supervisor will be responsible for ensuring the child leaves on time and will sign them out on behalf of the parent/caregiver.

If a child is not collected at the end of the ASC programme, the following procedure will be followed:

1. Staff member will remain with the child.
2. Parents and emergency contacts will be telephoned.
3. If there has been no contact with the parents within one hour of the programme closing, police will be contacted and notified of situation. A note will be left at the centre indicating where the child has been taken. The principal will be informed.

Parents may be charged a late pick up fee of \$1.00 per minute or a lump sum fee as deemed appropriate to the length of time your child is cared for after 6pm.

Food

Children who attend the Breakfast Club will be provided with breakfast upon arrival. ASC children will be provided with afternoon tea. Some food preparation will be incorporated in the programme, *e.g.* making of toast, cereal & sandwiches. This will be done in the kitchen located in the hall. All food that requires refrigeration will be stored in the refrigerator provided. All staff will follow and encourage the children to follow strict hygiene standards, *e.g.* washing of hands prior to preparation or consumption of food items.

All food supplied will follow nutritional guidelines *e.g.* cut up fruit, sandwiches & biscuits, milk or water *etc.*

Parents are expected to brief staff fully on any food allergies or nutritional requirements that their child may have.

Programme Content:

The service will provide a safe, varied and stimulating programme that meets the developmental, emotional, intellectual and physical needs of the children.

The following activities may be offered on a daily basis:

- Child-directed use of arts and crafts material
- An organised sport or active group game
- An organised group quiet game or activity
- Free use of games and equipment
- Free supervised outdoor play, weather permitting
- Supervised use of the swimming pool
- Assistance with homework
- Morning TV (Breakfast Club only)

At the beginning of each year's programme, staff (and possibly children) will formulate a set of rules for the programme and discuss the consequences of breaking these rules. Programme rules will be based on respect for each other, respect for staff and for equipment. Positive reinforcement will be used at all times and a stimulating and varied programme will be provided to ensure against boredom.

Children will be encouraged to participate in planned activities, but may choose not to do so, as long as they are not bored or disruptive. Whenever possible, alternative activities will be provided.

Equipment will be well maintained and will be age appropriate.

The programme will be reviewed regularly.

Programme Supervision

The staff / child ratio will be as follows:

- At the centre 1:10
- Walking Bus 2:10

There will always be a minimum of two staff on duty inclusive of the supervisor.

At least one person 20yrs or over will be on site. If a staff member is under 16 years of age they will be supervised by another staff member.

The Programme will maintain a number of "on-call" staff to always be available to meet child/adult ratios.

Children will be in sight and sound of staff at all times when appropriate. Children will be informed of the boundaries they are expected to stay within at all times and must inform an adult when they are going to leave the area (to go to the toilet etc).

Formal attendance checks and head counts will be made regularly during the session. If a child is missing, the following procedure will be followed:

1. Staff will conduct a thorough search.
2. Parents will be contacted
3. If necessary the police will be contacted.

Behaviour Management Plan

We encourage and enforce positive relationships in our programmes. This is based mainly on principles selected from the Adlerian and Humanistic approaches to discipline, supported with key principles from Choice Theory, Systems Theory and Cognitive Behaviourism. The purpose of this approach is to support children in developing the integrity to make ethical choices according to the values of our school. *Please refer to the procedures section to see “Keeping on track at TAPS” which outlines the procedure for addressing any unwanted behaviours.*

Basic Assumption

All children enjoy developing positive relationships with others and learning new knowledge and skills and this is best achieved in an orderly environment in which care, concern and challenge are key elements.

We Believe

- children learn best in an environment in which relationships are based on mutual respect, cooperation and encouragement.
 - That inappropriate child behaviour lies in their attempts to satisfy their goal which may be the seeking of attention, the seeking of power or autonomy, the seeking of justice or revenge, or the withdrawal from challenge to protect their self esteem.
 - A child’s learning is supported by nurturing their curiosity and emotional needs.
 - Children will take more intellectual risks if they are educated in an environment where they are cared about and are encouraged to care about others.
 - That childrens’ learning is enhanced by clearly defined boundaries and expectations.
 - Children are more likely to meet expectations in regards to rules and routines if they understand the reasons for them and have been involved in their formulation. That behavioural expectations must be implemented consistently for all children at all times.
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- Children are able to make constructive and appropriate choices without the need for bribes or overt threats of punishments.
- Children should be taught how to make appropriate choices and be provided with the skills to change their behaviour through the teaching of self management, consideration, problem solving and communication.
- That a focus on the development of solutions to misbehaviour is more effective than a focus on punishment.
- Children will develop the appropriate social and academic skills when they are provided with learning challenges that include experiments, reflection and the topics that are relevant and meaningful to them.
- Childrens' learning and behaviour is enhanced more effectively through encouragement rather than praise.
- That where concerns exist about a child's behaviour parents should be fully involved in the planning of solutions.

Children with Special Needs

Children with special needs will not be excluded from either of the programmes providing t the supervisor is confident that the child's needs can be catered for without negatively affecting the other children and also to ensure that the child will benefit from being at the programme.

Full information about the child's requirements, including medication, diet and supervision, must be obtained from the parents and included with the child's enrolment form. It is the supervisor's responsibility to ensure that all staff and volunteers are fully aware of the child's requirements and that they feel confident to provide the necessary care.

If the child will require further special aids, for example modified facilities, extra staff or staff training, the supervisor will consult with the principal who will make the final decision. Each case will be considered individually and every effort will be made to include the child within the limits of the resources of the programme.

Child Protection

Our programmes are committed to the recognition of and prevention of abuse and neglect of children and young people. Staff will receive training in this area.

Abuse of Children

In the case of suspected abuse the interests of the child are paramount. The role of the programme is not to determine the extent of abuse nor to attempt to identify the person responsible. It is our duty to act in the interests of the child and to seek help from appropriate sources. All cases of suspected abuse must be reported to the principal at the earliest possible time.

Protection Orders Procedures

Parents / Caregivers are advised that they must inform the supervisor of the programme of any protection order or special circumstance regarding custody of children in their care.

A copy of any relevant documentation will be required as proof & kept on file for reference.

Complaints

Parents will be informed on enrolment that there is a complaints policy. This will be included in information given to parents at enrolment and clearly displayed at the centre.

In general, if any parents have complaints about the programme or staff members, they should:

1. Approach the supervisor who will attempt to rectify the situation and keep the principal informed.
2. If complaint is not resolved satisfactorily approach the principal.
3. Further complaints must be made in writing, to the School Board of Trustees detailing of the grievance and desired outcomes.
4. Where possible a mutually agreeable outcome will be sought.
5. Staff will keep the supervisor informed of any verbal complaints received.
6. Wherever possible the requests of parents will be incorporated in programme planning design.

Confidentiality

The programme will ensure staff and child confidentiality. At all times the programmes will comply with the requirements of the privacy Act 1993.

All forms, such as enrolment and staff information forms, will state why information is collected and what will be done with the information, for example, for emergencies, birthdays, health and safety of a child. No information is shared except with the owner's permission or as required by legislation, e.g. Health and Safety Act. All files holding confidential information will be duly secured and kept away from the access of unauthorised persons.

All personal information shared in discussions between staff or at meetings is to remain between those persons.

All sensitive and personal conversations including telephone conversations shall be held discreetly in private.

Toilets

These are located in a separate, contained area inside the building (hall). During the hours of the programmes operation, they will be available for the sole use of enrolled children and staff belonging to the programme only.

Children have the use of the segregated boys & girls facilities. Staff will make use of the disabled toilet facility unless this is required for a disabled child in which case staff will then access the main building and use the appropriate staff toilets past the main office area. Should numbers of children and use of toilet facilities become a contentious issue, the use of the toilets in the New Entrants block straight opposite the hall will be available for use.

Visitors

- All visitors to either of the programmes shall sign in and out of the programme.
- Visitors expecting to meet with particular children should have permission form the child's caregiver.
- All visitors will be supervised and in view of staff at all times.
- Visitors wanting to talk to staff should make an appointment.
- The programmes have an open door policy for parents and caregivers. For items of importance it would be preferable that appointments be made.

Pets/Animals

No animals will be kept at the centre at any time.

Should there be occasion where we encounter an animal wandering onto the site all care will be taken to ensure that the children are kept safe from harm. Children will be made aware they are not to make contact in anyway with the animal for their own safety and if deemed necessary by staff members' children will be moved inside the building away from any potential harm.

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Animals will be treated with the care and attention necessary to avoid harm or injury to all concerned. If the animal remains in the area and is considered a threat, the Animal Control Officer at the Waipa District Council will be contacted to attend and remove the animal.

Accidents & Emergencies

A first aid kit will be kept at the centre and taken on excursions. The kit will be stored out of reach of children. It is the responsibility of the co-ordinator to maintain a stocked kit. The supervisor and at least one other staff member will hold a current first aid certificate.

Children's day to day cuts, bumps, grazes etc to be attended to by staff as appropriate.

If a child's accident is more serious than the usual minor injury, or the child is distressed, or seems unusually quiet or unresponsive, inform the supervisor/principal. In his/her absence take the child to the nominated doctor as per their enrolment form or to Te Awamutu Medical Centre and inform the parent/caregiver immediately.

All incidents other than minor bumps, cuts & grazes shall be recorded in the First Aid Register recording details as indicated on the Register.

Training & Supervision

The principal will carry out staff appraisals. The principal is responsible for ensuring ongoing training of staff who belong to the Breakfast Club & ASC programmes. New staff members will be made aware of and given a copy of the Programmes Policy & Procedures.

The Supervisor and 2IC will be trained in the areas of child abuse recognition, all staff will be trained in health & safety issues and emergency procedures.

At least one staff member, usually the programme supervisor, will hold a current first aid certificate at all times.

Hazard & Risk Management

A monthly Hazard and Risk Management form will be completed by the school Caretaker. It is the responsibility of the principal and supervisor to ensure all procedures are in place to ensure the safety of staff and children at all times. Should it be deemed necessary, the supervisor may also complete and record his/her own weekly checks and findings.

Any potential risk hazards will be recorded and displayed on the wall for all to see and be aware of.

For times of the year that the school pool is available for use, a risk assessment will be done prior to the children using the pool. See Swimming Pool Policy for further detail.

Building & Facilities

It is the Board of Trustees responsibility to check that the programme centre has a current building warrant and that it complies with other relevant fire and safety requirements. The final responsibility lies with the owner/occupiers of the premises.

All areas of the centre will be kept clean and free of rubbish.

PROCEDURES:

Sunsafe Procedures

To protect children from over exposure to the sun, whilst attending the ASC programme

To increase child and community awareness on sun safe practices

To encourage various strategies to lower the incidence of melanoma and other skin cancers

Hats

All children will wear a sun hat during all outdoor activities during Term 1 and in Term 4. Staff will act as role models by wearing sun hats outside. Visitors participating in outdoor sporting events are to be encouraged to wear hats.

Children will sit under the sunshade if not wearing their sun hat, during Term 1 and Term 4.

Shade

Shelter trees & shade sails provided in the school grounds

Seating available in shaded areas

After School Care Programme to have appropriate resources to support Sun Safe policy. Sunscreen will be supplied and applied at the programme.

Playground Supervision Procedures

All children have the basic right to feel secure in their environment.

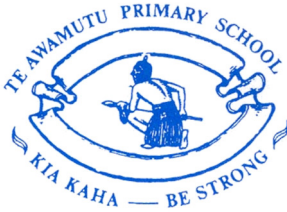
A happy playground is a well supervised one.

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- To ensure that all children feel happy, safe and secure in their playground environment.
- To ensure that all staff are aware of the programmes procedures and requirements of playground supervision.
- To regularly inform children, and parents, of aspects of playground rules
- To establish a sense of pride and care for the environment by ensuring that grounds are litter free and rules regarding gardens, shrubbed areas and buildings are being observed.
- Regularly inform children of rules and designated playing areas.
- There will be a minimum of 2 staff supervising children in the programme at any time.
- Supervision duties entail checking and ensuring that all aspects of playground activities are of a safe nature and that children are playing in their designated areas.
- Staff are responsible for the safety of children during recreation / play. Hazardous activities are to be stopped immediately.

Through an established set of procedures the staff of both the programmes will take all precautions necessary, that a prudent parent would take, to avoid the risk of injury or harm to the health and welfare of the children in their care.

Keeping on track at TAPS



Step six:

I have been involved in serious or ongoing misbehaviour that is harmful to me or others. I have been stood down or suspended from ASCI. I am not able to come to the programme to see my friends or to take part in any activities that are happening. My parents will need to organise time off work or childcare for me.

Step five:

I am not doing what I agreed to do to help myself or I have been involved in another serious incident involving bullying, physical or verbal abuse. My parents are contacted by the Supervisor, Principal or DP. Together we work out the consequences for my actions and I am put on notice that I will be stood-down or suspended if my behaviours do not change. I need to do all I can to gain back trust and respect and make immediate changes.

Step four:

My behaviour still has not improved or I have been involved in an incident that involves damage to property, physical or verbal abuse. My parents and I come to a meeting with the Supervisor & Principal or DP to talk through what has happened. My parents and I must agree that I need to put things right and I will be supported to do this. I do what I need to do to put things right, I change my behaviours and show the values expected of me as a student at TAPS ASC Programme.

Step three:

Even after being offered support, my behaviours still affect the running of the ASC programme or my actions cause offence to others. My parents, the school and I work out a plan of action to support me to achieve personal success. I have responsibilities in this plan that I must do.

I am monitored every day and encouraged to be the very best I can be.

Step two:

I keep doing things that stop me from participating in an acceptable manner & interfere with the participation of others in the programme. The staff are supporting me by finding out what the problem may be. Staff are very clear that my behaviours are not acceptable. I need to be honest with them if I am having trouble. I need to change my behaviours and apologise to anyone I have affected. I get myself back on track quickly by listening to the staff member who is dealing with me. My parents will be contacted or I may have to write a letter home to explain my behaviours if I can't re-focus on my learning.

Step one:

My behaviour is beginning to stop me and possibly others from enjoying & participating in the ASC programme. I am not respecting others.

The staff supports me by encouraging me to do the right thing.

I accept responsibility and change my behaviour. Nothing needs to happen and I continue to participate in the programme.

Accident Procedures

Resources

This school maintains a fully equipped medical cabinet, medical room and three first aid kits for use on class trips, school camps etc. Cold packs are kept in the freezer. The programmes have use of all medical equipment on the school grounds and has its own First Aid kit.

Accidents to Children

Children's day to day cuts, bumps, grazes etc to be attended to by staff as appropriate.

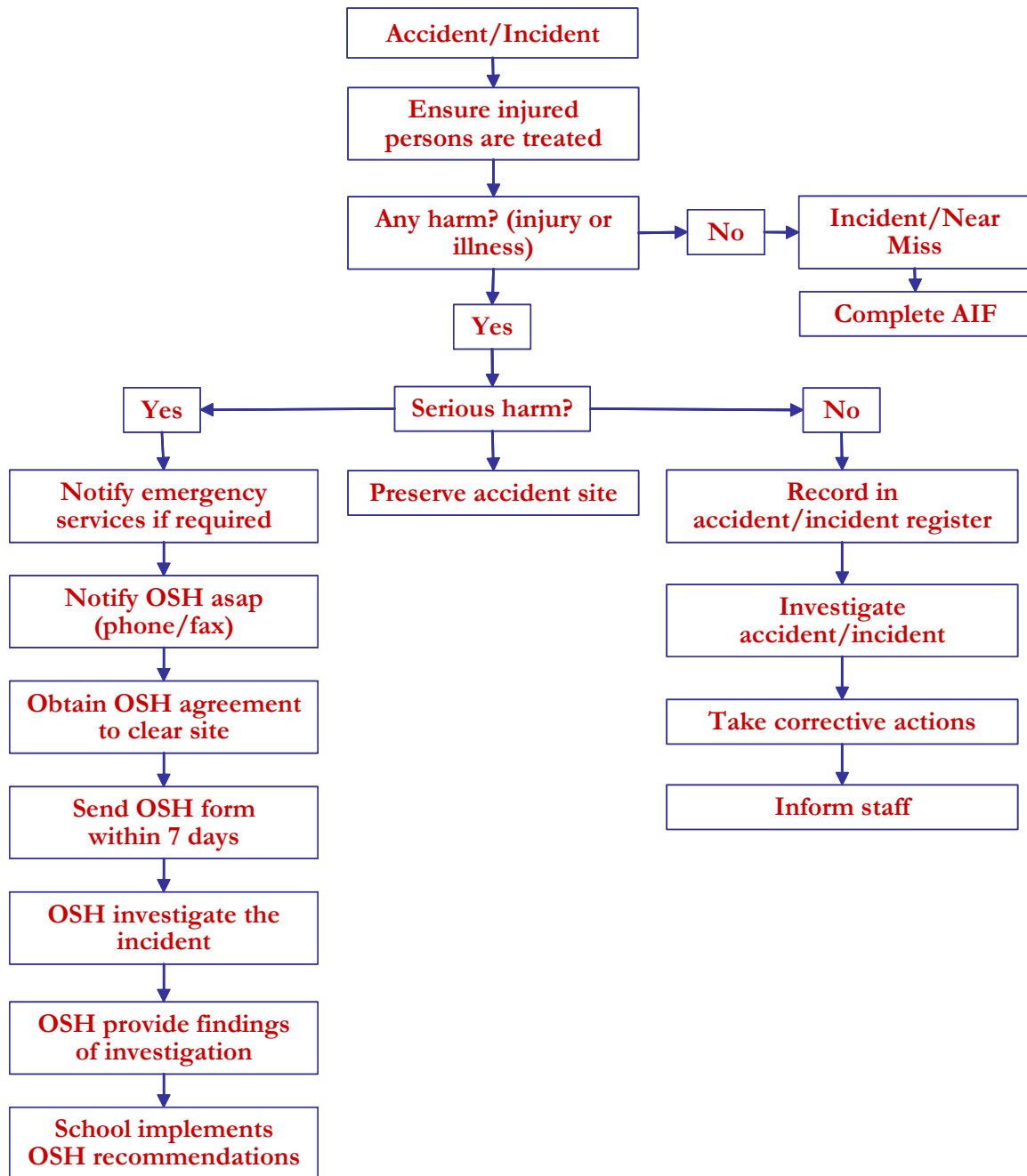
If you are concerned that the accident is more serious than the usual minor injury, or the child is distressed, or seems unusually quiet or unresponsive, refer immediately to the supervisor/assistant supervisor or principal. In his/her absence takes the child to the nominated doctor as per their enrolment form or to Te Awamutu Medical Centre. Record all such incidents in the First Aid Register recording details as indicated. Inform the supervisor and the child's parent/caregiver as soon as possible.

Accidents to Staff in the course of their Duty

Minor accidents to be attended to as appropriate by staff concerned or other adult staff. Refer to the Doctor if necessary. Advise principal and record details of such accidents in the Accident Register.

See flow chart below for Injury/Incident Procedure

Injury/Incident Procedure to be followed



Transmission of Blood Borne Viruses

Transmission of blood borne diseases/viruses may be prevented by applying the general hygiene measures as outlined in these guidelines.

All blood and body fluids should be treated as potentially infectious.

HIV / AIDS and other Blood Borne Viruses Procedures

- On publication of these procedures and policies the principal does not need to seek parents/caregivers for disclosure
- The programme seeks disclosure so that it can :
 - provide the best possible support for that child
 - for the safety of all in the Oscar programme site
- The programme will collect information for the purpose of :
 - assisting the child
 - the safety of all on the site
- The following staff members will be informed of a disclosure :
 - Supervisor
 - Principal
 - Board of Trustees
- At least one staff member will have a current first aid certificate
- All staff will be familiarized with the guidelines for infection control (Appendix A)
- First Aid kits should be available in the programme and all EOTC experiences
- It is recommended that Staff educate children sensitively about the dangers involving blood

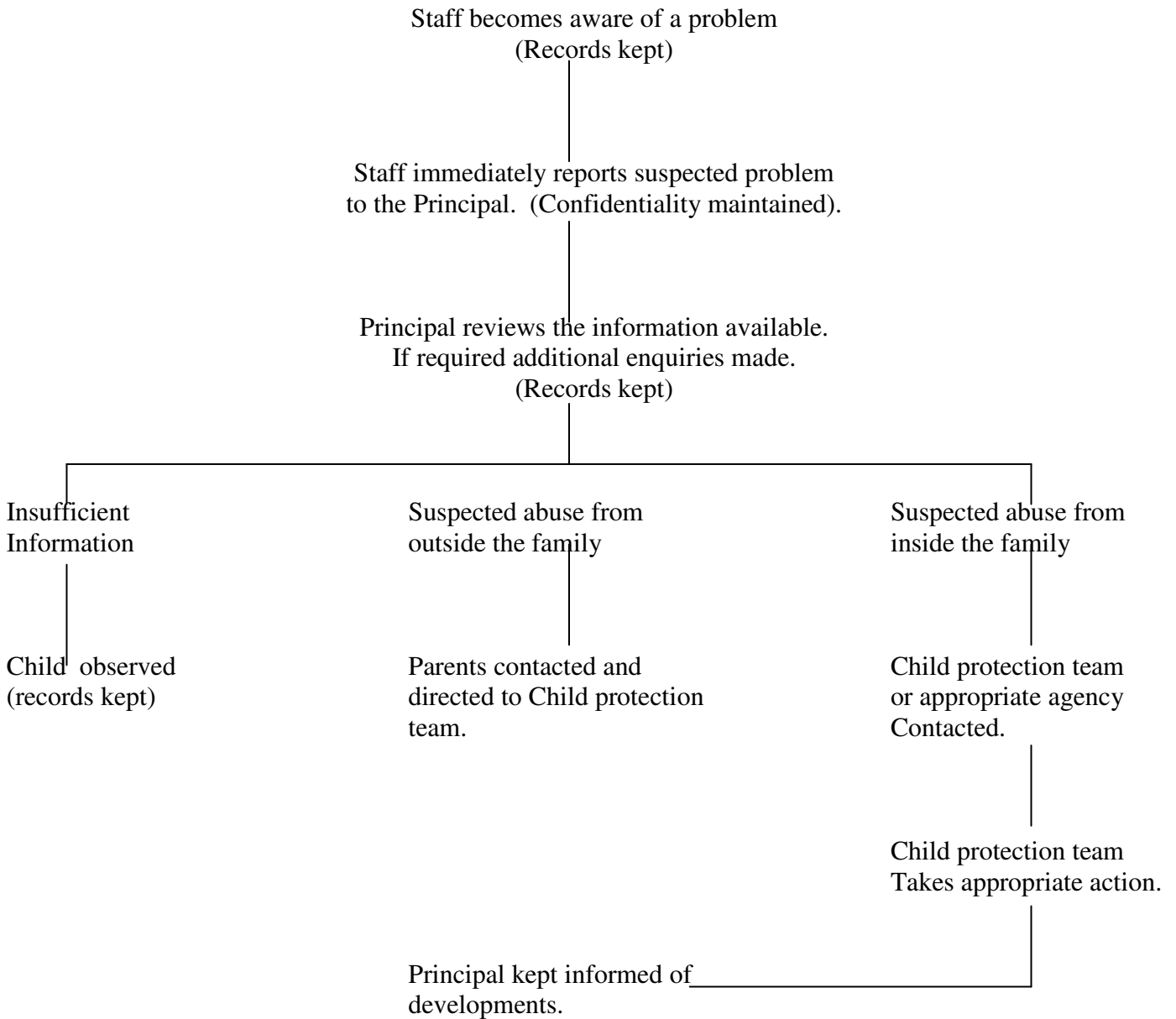
Guidelines for Infection Control of HIV/AIDS and Other Blood Borne Viruses in Schools

- Before treating a child who is bleeding, make sure you cover any cuts or abrasions with a water proof dressing
 - Wear gloves for all procedures
 - Don't delay treatment of a child who is bleeding, under any circumstances because gloves are not immediately available. Use an absorbent barrier such as a towel, paper towel, handkerchief etc for an actively bleeding child
 - Dispose of any used gloves, soiled dressing, sanitary towel, tissues etc, in a place where they will not be handled e.g. in bags which are burnt or buried
 - Wipe clean and then sterilize all surfaces and instruments contaminated with blood. Make sure you use an effective disinfectant e.g. one volume of household bleach to nine volumes of cold water
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TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

- Soak surfaces for 20 minutes and then wipe dry. Prepare a fresh solution immediately before you want to use it
- Wash hands thoroughly when you have finished. Hand washing is usually adequate for non blood secretions, but the above precautions i.e. gloves etc an also used
- Make sure that first aid kits include disposable gloves, disposable wipes or towel, plastic bags for contaminated waste, a skin disinfectant and a bleach solution (or hypochlorite solution / or granules) with instructions for use
- It is recommended that teachers educate childrens' sensitively about the dangers involving blood

Child Abuse Procedures



Key Principles

1. All cases of suspected abuse of children must be reported. The interests of the child are our first priority.
 2. Confidentiality must be maintained with information only being shared with those who have a need to know.
 3. The principal at Te Awamutu Primary School is the person with the responsibility for co-ordinating action on suspected abuse.
 4. Dated, accurate records of all relevant events must be kept by those involved in cases where abuse is suspected.
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Emergency Procedures

(Please note, where the term ‘classroom’ is used this can be interpreted as the hall for the out of school care programmes).

To ensure that the safety of children, staff and other occupants is maintained during an emergency and that damage to property minimized

- To establish clear channels of communication
- To delegate responsibility for various tasks
- To recognize / establish potential hazards and the precautions which need to be taken to limit or counteract such hazards
- Continual checking and maintenance of the schools existing safety installation and emergency equipment
- To provide first aid equipment and expertise
- The need for appropriate drills for different types of emergency
- To establish appropriate evacuation procedures including evacuation

The Programme will be designed to ensure that children and families experience an environment where they are safe, secure, respected and their dignity is protected.

- To establish appropriate evacuation procedures including evacuation of those with disabilities, and the actions needed for recovery following an emergency.
- In the event of an emergency, teachers must act promptly and keep all children under firm control.
- Children and staff **MUST** be familiar with emergency procedures outlined and practice these at least once per term. In the event of a fire drill the alarm will be activated. The principal is responsible for advising the monitoring company in advance that the alarm will be activated for this purpose.
- Staff need to explain the procedures to the children so that in the case of a drill or actual emergency everyone knows exactly what must be done and where to go.

IN THE EVENT OF THE FIRE ALARM BEING ACTIVATED, ALL PEOPLE MUST LEAVE THE BUILDING AND REMAIN OUTSIDE UNTIL THE ALL CLEAR HAS BEEN GIVEN.

Fire

- The signal for the clearing of all buildings will be the activation of the fire alarm or use of a whistle.
 - Reassure children and leave through the fire exit doors and walk to the main playing fields.
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Assemble at the sandpit or on the back field, keeping well clear of any buildings. This includes all buildings, Dental Clinic, Library, Community and Staff rooms, Office, Conference and Resource Rooms.

- The assembly area will be the **sandpit or playing field at the rear of the school**.
- The staff in each area will ensure that the toilets in their area are checked. Staff toilets and other rooms including the medical room and administration block will be checked by the principal and office staff.

Earthquake Procedure

During an earthquake response, or at the first sign of ground shaking, students should react immediately, quietly and appropriately. Use the two word earthquake response command: **"EARTHQUAKE - DROP"**, to initiate the response.

1. On the words "EARTHQUAKE - DROP" students should immediately take cover under desks or tables and turn away from the windows.

NOTE: This should happen quickly, quietly and without panic.

2. Students are to get down on their knees, face down, making themselves as small as possible, covering all body parts with the desk.

NOTE: Stress the importance of students looking down, not sideways and thereby risking facial injury caused by flying objects.

3. They should secure their 'shelters' by holding on to the desk legs using both hands. Hands should be positioned just below the desktop.

NOTE: Advise students that desks may topple or move during strong shaking if they do not hold on to them.

4. Students remain in this position until the shaking stops and you tell them that it is "ALL CLEAR" (safe to stand up).

NOTE: Stress that no one should stand up until you have checked the room for safety ie heaters/lights dangling above desks, broken glass on the floor between desks, which you need to clear before students get up.

Notes for staff: Stress the importance of them remaining quiet, it is vital that they are still able to listen to your instructions and/or cries from injured or frightened students. Advise students that the noise that accompanies an earthquake may make it difficult to communicate.

Aim to have all students under their shelter within 4 or 5 seconds (count out loud). You may have to repeat this drill two or even three times until you are satisfied all students understand what to do. Ensure that you (staff) also practice the earthquake response with your students. Your example reinforces the importance of earthquake response and ensures your safety as well as that of your students.

Remind your students to stay calm and take deep breaths to remain calm. You could ask them to count slowly in a whispered voice. Keep talking to your students to minimise panic.

Outside The Classroom Earthquake Response

Indoors but NOT in the classroom

1. In halls, stairways or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend close to the knees, cover both sides of the head with your elbows and clasp your hands behind your neck.
2. In libraries and storerooms immediately move away from windows and shelves and take appropriate cover.
4. During assembly students seated on floor cover their heads with their hands, get on their knees, making themselves small, crouched together. If students are on chairs, cover their heads with their hands and lean forward, face down to their knees and remain quiet.

In the school grounds

Students should;

1. Turn their back towards the school building.
2. Move towards an open space, away from buildings and overhead power lines.
3. Crouch low to the ground, legs will not be steady.
4. Keep looking around, remain aware of dangers that may demand you to move.
 - a. Parked cars may roll around, large trees may fall and playground equipment or overhead power lines may collapse.
5. When the ground stops shaking all students should immediately move to the designated earthquake assembly area for a roll call.

Lockdown

A lock-down of the school will be implemented anytime students need to be contained and protected inside school buildings, for example;

- A chemical spill, which could put students and staff at risk of toxic inhalation if allowed outside.
- A person on the school site who could pose the risk of a hostage situation.
- An unarmed intruder inside the building

In all these cases the police would request a lock-down of the school to prevent putting students and staff in danger separating them from the risk.

The lock-down may also help to prevent confusion, and to make it easier for staff to account for all students as it is simpler to determine if a student is missing when the students are at least standing still.

When the 'lock down' signal is given, staff will go to their classroom doors, listening, and then looking for a sign of imminent danger. If it's safe to do so, they will take in any students not already in a classroom, then close and lock the door and turn off the lights.

General Emergency Lockdown Procedures

Communications

1. In the event of a critical incident requiring 'Lockdown', the person witnessing the incident must try to notify the school office so that the alarm can be raised. The staff member receiving
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the incident call will notify the Principal or Deputy Principal's. If unable to contact the Principal or DP call the Police.

2. The person-in-charge at the time of the incident will determine the need for a 'Lockdown' and sound the appropriate alarm.
3. An Emergency Lockdown will be announced by intercom or other voice communication. The announcement will state the following:
 - i. **"This is a LOCK DOWN"**
 - ii. **"This is not a fire drill"**
 - iii. **"Everyone is to stay in the room, remain seated and to keep calm and quiet."**
4. Alternative signal: the sounding of the **School electric bell with intermittent 5 second (on/off)** bursts for a continuous one minute period.
5. The person in charge or delegated person shall immediately contact the Police and provide as much information as possible.
6. Fire evacuation alarms are not to be sounded.

Lockdown Procedure

1. If the 'Lockdown Alarm' is sounded before school, during morning tea or lunch time students are to move directly to their classroom as long as it is safe to do so.
 - i. Teaching staff are to stay in, or move to, their classrooms immediately.
 - ii. Support staff are to move promptly to the playground areas and direct students to their classrooms, if it is safe to do so.
 - iii. The caretaker is to lock all perimeter gates, if it is safe to do so.
 - iv. The person in charge should stay in, or move to, the office area to facilitate the communication process.
 2. If outside, students should proceed to the nearest classroom.
 3. Staff need to be mindful that students from other classrooms may seek sanctuary in their classroom.
 4. As soon as possible lock the classroom and other doors.
 5. Close and lock windows.
 6. Close curtains.
 7. Turn off lights and computer monitors.
 8. Staff and students should stay away from windows and doors, and remain low to the ground.
 9. Everyone is to remain quiet.
 10. Staff should not allow students to use the classroom phone if there is one available. It must be kept free for communication with the office.
 11. Staff with mobile phones should ensure they are turned on, and should check them frequently for messages.
 12. No one is to answer the door under any circumstances.
 13. Staff should take a head count and obtain the name of each individual in the room. When practical, email the list of all students, staff and anyone else in the room to the office (office@taps.school.nz) is list should include names of any missing students.
 14. Should the fire alarm sound, do not evacuate the building unless:
 - i. You have first-hand knowledge that there is a fire in the building, or
 - ii. You have been advised by Police or the person in charge to evacuate the building.
 15. Students and staff should stay where they are until official notification is provided by the person in charge or an identified police officer that the lockdown is over.
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16. Where the lockdown lasts an extended period of time or extends beyond normal school hours, the person in charge or designated serious incident co-ordinator should notify parents via local media and with the assistance of local police.
17. In conjunction with local police, the person in charge or designated serious incident co-ordinator should arrange for parents to pick students up from school at a designated safe area.

Other Emergencies

- Electrical storm
- Storm force winds and cyclones
- Chemical or Industrial accidents
- Floods

- Liaise with the principal regarding the decision to evacuate
- Turn off all appliances and services
- Be prepared to evacuate
- Stay clear of all doors and windows

Special Notes for Staff

- The supervisor and/or the assistant supervisor is responsible for the taking of the programme ATTENDANCE REGISTER IN ALL EMERGENCIES (keep this in a central place known to all staff)
 - Check off roll in assembly point and report to principal / supervisor
 - NO RUNNING
 - The alarm for a fire is sounded by the discovery person in an actual emergency
 - DO NOT release children until it is safe to return to the hall or on checking with the principal / supervisor. Children may be allowed to go home with parents (keep a signed document)
 - Staff are to ensure children are familiar with drills and procedures
 - Advise the principal / supervisor of any missing child , staff or other occupants
 - A continuous ringing of the bell signifies EVACUATION FOR ALL SITUATIONS
 - That the safety of the children, staff and occupants is of paramount importance and that safety procedures are needed to accomplish this (well practiced safety)
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EVACUATION PROCEDURE

During an earthquake staff will call “Earthquake – Drop”. Children should crouch under tables holding legs of the table firmly and facing away from windows. If tables are not available children and staff must crouch under solid door frames. As soon as the shaking stops staff must make the decision of when it would be opportune for them to vacate the building during an earthquake.

On hearing the fire alarm the children should leave, walking in a controlled manner, using the practised exit routes (being the fire exits).

The supervisor will take the attendance register. Space on the list must be used for recording the names and signatures of adults who collect any children.

The children will move quietly, quickly and orderly under the control of the programme staff to the predetermined area where the roll will be checked.

Once assembled at the sandpit (Teasdale Street entrance) the supervisor, if it is safe to do so will then move the children to the back field (main school assembly point) and report to the principal or fire warden notifying him/her of any missing children or that all children are accounted for. If it is unsafe to move the children to the back field (e.g. main building on fire and cannot pass) the supervisor must telephone the Principal to advise all children accounted for and assembled at sandpit.

When it is safe to return to the hall this will be advised by the principal.

If children are to go home they must only be released to parents/guardians. The person taking the child must be recorded.

No child is to be left to make his or her own way home.

Financial Procedures

The programmes will be run in a manner that keeps control of the day-to-day finances and shows accountability to the programme staff, Board of Trustees, families who use the programme and the community.

Overall administration of the programme is the responsibility of the Executive Officer who reports to the principal. The Executive Officer must approve all procedures, financial reports and budgets, monitor expenditure and set limits on how much spending can be delegated.

The accounts will be independently reviewed/audited on an annual basis as part of the normal school financial function.

TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

It is the Office Administrator's and programme supervisor's responsibility to:

- Receipt all monies received.

It is the Office Administrator's responsibility to:

- Bank money.

It is the Executive Officer's responsibility to:

- Keep clear and accurate financial records.

It is the programme supervisors responsibility to:

- Produce timely statements for families using the programme

It is the Board of Trustees responsibility to:

- Ensure programme is operating in accordance with all procedures.
-

POLICIES:

The Out of school care programmes will follow the school policies where possible and as recorded here. Please note, not all areas are applicable to the out of school care programmes.

HEALTH AND SAFETY OVERVIEW

Our commitment

TAPS will comply with all relevant health & safety legislations, standards and codes of practice which ensure the safety of students, staff, volunteers, contractors and visitors to the school.

Health and Safety at TAPS takes the following approach in line with Ministry of Education recommendations:

1. **Reduction:** reduce the risk of health and safety, including emergency, events occurring and their potential impact
2. **Readiness:** plan the schools response to a health and safety including emergency, incident or event
3. **Response:** what to do when a health and safety incident or emergency event occurs
4. **Recovery:** review health, safety or emergency responses after the event to improve performance

Procedure

Reduction:

The following tasks/procedures are primarily aimed at reducing risk:

Task/procedure	Purpose	Refer to
Hazards Identification	A hazards register is maintained to identify possible hazards within the school environment EOTC events are to have a robust evaluation	<ul style="list-style-type: none">• Hazard Register• EOTC TAPS Handbook
Student Health Education	Students are made aware of the preventive measures they can personally take to avoid sickness. All students are made aware of their responsibilities with regard to their health and safety, and the health and safety of others.	<ul style="list-style-type: none">• Learning & Teaching Support Document
Alarm Codes and Security	All teaching staff and appropriate administration staff are aware of the Security	<ul style="list-style-type: none">• Emergency Manual (flip chart)

TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

	procedures	<ul style="list-style-type: none"> • Emergency Management Plan
Cleaning Programme	There is a regular cleaning process for all areas of the school.	<ul style="list-style-type: none"> • Internal Cleaning Programme

Readiness:

The following tasks/procedures are primarily aimed at planning our response to an incident:

Task/procedure	Purpose	Refer to
Hazards Correction	Any hazards identified are addressed and either eliminated or minimised.	<ul style="list-style-type: none"> • Hazard Register • Syndicate Meeting minutes
Emergency Contacts - Students	Home and emergency contacts for all students are maintained for use in emergencies.	<ul style="list-style-type: none"> • Emergency Management Plan • Student Contacts Register
Emergency Contacts - Staff	Home and emergency contacts for all students are maintained for use in emergencies.	<ul style="list-style-type: none"> • Staff Contacts Register
Staff Training	<p>Staff training in the Health and Safety policies and procedures form part of the school induction process for all new staff.</p> <p>On-going training and revisions of policies and procedures is part of staff meetings, leadership team meetings and support staff training.</p>	<ul style="list-style-type: none"> • Staff Induction Programme • Emergency Manual (flip chart) • First Aid Training • Emergency Evacuation / Situation Training • Non Violence Crisis Intervention
Emergency Drills	Testing of emergency drills occurs to ensure our readiness.	<ul style="list-style-type: none"> • Emergency Manual (flip chart) • Lock Down drill • Fire evacuation drill • Earthquake drills
Student Health and Safety Education	Students will be involved in regular emergency drills and classroom conversations about appropriate responses to various emergencies and health and safety issues.	<ul style="list-style-type: none"> • Emergency Management Plan • Emergency Manual (flip chart) • Learning & Teaching Support Document

TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

Student Management plans	Students will be aware of the processes to be followed when inappropriate choices and decisions are made in classes and the playground.	<ul style="list-style-type: none"> • Keeping On Track at TAPS Procedure • Safe School Policy • Bullying Procedure • Safety & Wellbeing Policy
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Response:

The following tasks/procedures are primarily aimed at describing what to do in response to an incident:

Task/procedure	Purpose	Refer to
Incident & Accident Recording/Reporting	A Treatment log will be filled in for all first aid administered to students to record response, and allow identification of risks	<ul style="list-style-type: none"> • Treatment Register • Parent Accident Communications Log
Emergency Response Guide	An Emergency Response Guide is available in all main spaces to be used as a reminder of process in any emergency.	<ul style="list-style-type: none"> • Emergency Manual (flip chart)
Crisis Management Guide	A reference chart of possible crises affecting schools and school personnel is available with suitable support contacts and suggested action plans.	<ul style="list-style-type: none"> • Emergency Management Plan
Emergency Supplies		<ul style="list-style-type: none"> • First Aid Kit • Medical Supplies Stock
Student Management Responses	There is a process to be followed with senior staff and parents when inappropriate behaviour begins to demonstrate a pattern. There are also procedures for stand downs and suspensions.	<ul style="list-style-type: none"> • Keeping On Track at TAPS Procedure • Bullying Procedure • Stand Down, Suspension Policy • Keeping Cool programme (RTL B) • MOE procedures • Stand down / Suspension Register

TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

Recovery:

The following tasks/procedures are primarily aimed at describing what to do after an incident:

Task/procedure	Purpose	Refer to
Cleaning procedures	Specific cleaning procedures will be employed after certain emergencies/ school closures for health reasons.	<ul style="list-style-type: none">• Swimming Pool procedures• Cleaning Programme
Administration	<p>All staff and students are made aware of their responsibilities with regard to their health and safety, and the health and safety of others.</p> <p>A Health and Safety Coordinator is appointed to administer and give specific focus to the health and safety reduction, readiness, response and recovery</p>	<ul style="list-style-type: none">• All Health & Safety Policies & procedures• Emergency Manual• DP H&S Coordinitor

SWIMMING POOL POLICY

Introduction

TAPS swimming pool is a valuable teaching resource but it also presents the opportunity for its users to be harmed through careless or inappropriate actions. The School is committed to ensure that the pool will be used in a safe manner.

This policy is a compulsory requirement of the Ministry of Education Health and Safety Code of Practice.

Objective

To establish a policy on the operation and use of the swimming pool at TAPS.

Scope

This policy applies to all staff that maintains and operate the pool, and all authorised pool users.

To establish guidelines to be followed when the pool is in use both during and out of school hours.

Legislative & Regulatory (appendix 3)

The swimming pool shall be operated, managed and used in accordance with:

- Health and Safety Code of Practice for State and State Integrated Schools, Section 32 Swimming Pools;
- accepted best practice methods in the operation and management of school swimming pools as set out from time to time by New Zealand Water Safety;
- Ministry of Education Property Management Handbook, Section 7, Operational Policies, 7.17 Swimming Pools.

The provisions of (1) above include the relevant sections of:

- Fencing of Swimming Pools Act 1987
 - Building Act 1991 and Building Code
 - Health and Safety in Employment Act 1992
 - HSNO Act 1996
 - Water Quality Standard NZS 5826:2010
 - Water Safety Signs Standard NZS 8690:2010
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Guidelines

1. The primary purpose of the pool is to provide for physical education curriculum delivery, and associated competitive and sports activities for students.

2. The school will maintain and operate the pool to ensure that the required water quality and other operating standards are met for the period of the year and hours of the day required for the fulfilment of the primary purpose.

- The water quality should be tested and maintained at an acceptable standard according to statutory requirements.
- The pool rules – as displayed - must be followed at all times. (Appendix 1).
- Groups of children, other than those under the control of a TAPS School teacher, must have one adult supervisor for every ten children. The supervisor is responsible for the children's behaviour and safety.
- Only swimming aids and appropriate games equipment may be taken into the pool.
- Food is not permitted to be taken into the pool enclosure.
- All children in the pool enclosure must be under the supervision of an adult.
- The pool gate shall be closed at all times and locked when the pool is not in use.

The following checks are to be conducted before use (caretaker)

- Water Level
- Skimmer Baskets x 4 are placed around the pool.
- Check water balance on pool computer or manual test strips – PH = 7.8, Chlor 700.
- Check Filter Pressure in pump shed. (Back flush before red line.)
- Filter basket in pump room (clear lid) check and clean.

Pool should be tested (and treated if required) three times per day during high use e.g. school swimming season. Records of the testing shall be kept using the Swimming Pool Record Chart.

Food & Health Environment Ltd conduct pool water testing sampling during swimming season.

3. TAPS may allow the pool to be used by other organisations and individuals outside of normal school hours, subject to prior approval, and conditional on appropriate operational management regimes or arrangements being in place to ensure water quality and safety standards are maintained. This may consist of arrangements whereby the authorised user assists with monitoring and maintaining the required standards.

When other organisations / individuals are providing assistance with monitoring and maintaining the pool, the school shall establish robust protocols, communication channels and rosters with the organisation / individuals to ensure seamless and trouble-free operation of the pool. Maintaining the chemical balance and cleanliness of the pool is a complex activity and remains in the overall control of the school.

After-hours users are required to take full responsibility for the safety and welfare of themselves and all persons accompanying them. This shall be explicit in any agreement entered into. (Appendix 2)

4. Pool chemicals will be locked away from the swimming pool and changing rooms and handled, stored and disposed of in accordance with manufacturer's instructions, and HSNO Act 1996.

5. A staff member trained in water quality monitoring will carry out water quality testing at maximum 3-hourly intervals while the pool is in use. A pool monitor should be rostered on at all times when the pool is in use. They do not necessarily need to be present at the pool at all times, but should be on or near the school premises.

6. In the event of contamination of the pool by faecal matter or similar the pool must be immediately evacuated and closed by the person supervising, and the pool monitor notified. The pool must remain closed until the water quality has been restored to the acceptable standard.

7. This policy shall be easily accessible to all authorised users.

COMPLAINTS POLICY

Definition

For the purposes of this policy a complaint is defined as a formal request to have a grievance resolved.

Rationale

When complaints arise, they must be handled with care and sensitivity. Prompt action and fair effective measure are in the interests of all concerned.

Purpose

To ensure that clear guidelines are established for the handling of complaints.

Guidelines

1. The focus of any action should be on resolution of the conflict.
 2. The principal is the professional leader and manager of the school and he has the responsibility for decision making with regard to the resolution of complaints.
 3. In the first instance, concerns should be referred to the person complained against.
 4. The person complained against should be provided with opportunity to respond to the issues raised.
 5. The person against whom the complaint has been lodged shall have the right to have a support person present, at all stages of the resolution process.
 6. The complainant shall also have the right to have a support person present at all stages of the process.
 7. All written complaints should be acknowledged in writing and they should be dealt with promptly.
 8. All parties are expected to maintain confidentiality about the complaint and the resolution.
 9. Any complaints received by the B.O.T. will be referred to the principal for resolution.
 10. Unresolved complaints against the principal will be referred to the Board of Trustees.
 11. The principal will document and keep a record of all correspondence, minutes of meetings, agreements made and action taken for formal complaints.
 12. All written material relating to a complaint shall be made available to the person complained against.
 13. The Chairperson of the Board of Trustees should be advised of any situation which
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involves an allegation of serious misconduct.

Conclusion

The effective resolution of complaints will ensure that the operation of the School is not jeopardised by dissent.

SMOKING POLICY

Rational:

TAPS will ensure that students, staff and visitors are free from the risk of passive smoking to their health and well-being. Smoking, both active and passive, presents danger to health.

Purpose:

To ensure that students, staff and visitors will have a 'SMOKE FREE' environment whilst on the school site.

Guidelines:

1. The total school property shall be smoke free between the hours of 8:00am-4:00 pm and when school activities are being held.
 2. Smoking inside school building will not be permitted at any time.
 3. When the public use the school facilities, in the evening, at weekends and during holidays, it shall be a condition of the hire that the school buildings be kept smoke free.
 4. Notices explaining this policy shall be displayed inside and outside school buildings.
 5. We will make use of every available opportunity to communicate our policy on smoking.
 6. Anyone found smoking on the premises will be asked to put their cigarette out and refrain from smoking on the school site.
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DISASTER PLAN POLICY

Individuals, institutions such as schools, and other organisations where people are congregated together at any time, have a responsibility to prepare for, minimise and mitigate risk to personnel in advance of a disaster threat or civil emergency. (Note: A Civil Defence Emergency is declared only after the emergency services such as fire and police cannot cope and the declaration puts into effect the legal mechanism for decision making and cost incurrence).

The After School Care Programme has a responsibility to prepare both the children and its employees to react appropriately in the event of a disaster or a civil emergency during out of school hours.

Warden Post	:	Te Awamutu Primary School
Telephone	:	07 871 5378
District Warden	:	
School Warden	:	Principal if on site or acting person in charge/programme supervisor
Building Wardens	:	Principal if on site or acting person in charge/programme supervisor

Emergency Resources to be gathered in an Emergency / Evacuation

1. Roll (Programme supervisor)
2. Enrolment Folder/Book (programme supervisor)
3. Medical equipment
4. Radio with batteries
5. Torches
6. Blankets and warm clothing

After all Breakfast Club or ASC programme occupants are safe, report to CD personnel in the following sequence: District Warden, Te Awamutu Civil Defence Headquarters.

If necessary, use neighbouring households for food and shelter resources. Water in school toilet cisterns should be kept free of additives as cisterns can provide a reservoir of drinkable water in an emergency. To ensure a free line for essential outgoing calls, keep phone receiver off the hook unless otherwise advised to CD personnel.

Principals / Supervisors Responsibilities

1. That all occupants of premises are familiar with the procedures to be followed in a fire, earthquake or other emergency and that she/he ensures that regular evacuation drills are held once a term.
2. That the principal / supervisor will be responsible for deciding whether the buildings and/or premises are safe to occupy during and after an emergency, and for decisions about evacuation of the premises and whether or not to send children home. Children must be released only if parents arrive in person to take charge of their children or if parents have given written or verbal consent to the principal / supervisor for them to go with another person.

Staff Responsibilities

To ensure that their children are familiar with the correct procedures to be followed in emergencies. Children have basic and age appropriate information about the causes of fire and other emergencies and their likely effects. In an emergency, it is the responsibility of the supervisor in charge of the group of children to locate the class roll and take it to the assembly area.

Civil Emergencies

The school will maintain a battery operated radio to enable monitoring of Civil Defence instructions should a major emergency occur.

Electrical Storm

Stay away from electrical fixtures as these may act as lightning conductors. If outside, keep clear of trees.

Chemical Spoilage and Industrial Accident

The school is close to the road, thus we should be aware that chemical spillages could occur, for example as a result of traffic accidents. The local Fire Service should be contacted for help and advice.

The appropriate action to be taken in the case of an industrial accident will depend upon the type of industry in the area. It is advisable for schools near industrial sites to learn to recognise local industry alarm signals.

Volcanic Activity

Avoid sheltering in basements or confined spaces where gas may accumulate. If heavy ash is falling, do not shelter in buildings with low pitched roofs. If it is necessary to evacuate the building, cover the head and body with substantial clothing such as coats, hats, jerseys or blankets if they are available. Breathe through a handkerchief and carry a torch, even in day time. Move away from the eruption as quickly as possible. Keep well above the shoreline of large lakes and avoid streams and rivers.

Landslip

If there have been any indications of land movement on or near the school grounds the principal must decide whether the premises are safe for occupation.

In the event of a spontaneous landslip there will be little or no warning. Children should be instructed to take cover beneath a solid structure such as a desk or table. This will protect them from falling debris and provide an air supply if the room is buried under rubble. Do not move outside the building until it is clear and all land movements have ceased.

Storm Force Winds and Cyclones

If storm force winds or severe gales are forecast, follow any warning and instructions on the local radio station. As the storm may change direction, speed or intensity quite suddenly, allow sufficient time for safety precautions to be taken. Store or secure rubbish tins, outdoor furniture, corrugated iron or anything else that could be carried by the wind. Stick tape across large windows.

Keep occupants indoors and away from windows. Stay in the strongest part of the building. If there is a danger of the roof lifting, open windows on the side that is sheltered from the wind.

Crisis Situations Procedures

The key to post disaster relief is the speed with which the out of school care programmes can get back to normal operations and minimize victim mentality. Key buildings nearby which may be useful are the school classrooms, local church halls.

The crisis team from GSE can provide counseling advise and support when tragedy hits such as staff or child's death or major property damage, as can Industrial Chaplains and Barnabas House.

ACCIDENT, SICKNESS AND SAFETY POLICY

TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

- The Breakfast Club & ASC Programmes ensure that any child or staff member involved in a serious accident or is sick at the programme receives the necessary medical care as promptly as possible
 - Parents / Caregivers of all children enrolled will supply names, address and phone numbers of at least two contact people in care of emergency
 - Parents / Caregivers sign consent form permitting a staff member to take injured / sick children for medical assistance if parent or contact people cannot be contacted
 - All accidents / sickness and near misses to children or staff be recorded in accident / sickness / incident register located at the centre
 - Children or staff with contagious illnesses must be kept away from the programme until they are no longer a threat to the health of others. Children are treated with due care.
 - Illnesses requiring sick bay time are to be recorded. If a child needs to go home, staff will endeavour to find a caregiver or emergency person. If no one is available the supervisor will make a decision based on the needs of the child. Medicine will not be administered, unless it is asthma medication, which is normally self-administered or a medicine administration form has been completed prior by the parent/caregiver.
 - If a staff member is involved in a work related injury or accident these procedures will be followed :
 - arrange for medical treatment where appropriated and lodge a claim with the Health Care provider (ACC forms should be completed and signed at this point)
 - when the school receives a Work Injury Notification letter from ACC the school verifies that the claim is work related and completes appropriate details (see MOE Education Circular 2000/12)
 - OSH will be informed if serious harm occurs to an employee. A written report to be sent within 7 days. Serious injury includes bone fracture, injuries which cause 48 hours or more hospitalization and others referred to Page 9 Health and Safety Code of Practice for State Primary Schools
 - Hazards likely to cause injury must be recorded in the Hazards register as soon as possible
 - Children with asthma are encouraged to take full part in all aspects of the programme and have ready access to and to take responsibility for their own medication as age appropriate
 - Staff should be able to recognize signs and symptoms of asthma and know when to request medical assistance. Staff should have the ability to assist in administering medication if required
 - Permission to administer emergency procedures including administering asthma reliever
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medication be sought from parents and caregivers

- Parents / Caregivers be informed of such emergency treatment given as soon as possible

Rationale

To ensure that the needs of the children are met our Breakfast Club & ASC Programme must be staffed with competent personnel who are prepared to work in a co-operative and supportive manner, regardless of their designated position

Purposes

1. To provide the basis for the appointment of staff.
2. To ensure that all staff appointed are willing to adopt the policies, practices and programmes of the school.
3. To ensure that the person best suited, on the information provided, is appointed.
4. To ensure that all applicants receive equal access and consideration for appointment.

Guidelines.

1. Appointment procedures should meet the requirements of the relevant legislation and industrial agreements.
 2. All appointees must be able to demonstrate their ability to carry out the required duties and have suitable qualifications and / or experience.
 3. The principal, Executive Officer or supervisor is delegated the responsibility for the appointment of all staff.
 4. An information package containing relevant details will be sent to the applicants for all permanent positions.
 5. At the completion of the appointment process original personal documentation will be returned to the applicant and all other papers destroyed.
 6. A copy of the documents supplied by the successful applicants will be kept on file.
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7. In the event of there not being a suitable applicant the position will be re-advertised.
8. Confidentiality will be maintained on all information accumulated on each applicant, including information elicited during the interview or supplied on the application form and curriculum vitae and referees reports.
9. No person with a conviction for sexual crimes, fraud, drug offences or crimes of violence may be employed at the School.
10. Police vetting is required for all successful candidates over the age of 17. The Police Vetting information will be retained on file. The information will be stored in a lockable cupboard and will remain confidential to all staff with the exception of the Executive Officer, programme supervisor and the principal.
11. Offers of employment are subject to Police Vetting suitability of the candidate.
12. Job Descriptions will be issued to all staff employed in the out of school care programmes. These are maintained by the programme supervisor in conjunction with the Executive Officer.

STAFF CODE OF CONDUCT

TE AWAMUTU PRIMARY SCHOOL OUT OF SCHOOL CARE PROGRAMMES

Each of us is responsible for our own behaviour and we all need to take accountability for the behavioural choices we make. Our code is designed to help us, as individuals and a team, make appropriate decisions about our behaviour choices and to demonstrate the core values of integrity and respect, performance, professionalism and privacy.

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 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 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

We measure our success by the value we have created for everyone involved in our Programme 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 our out of school care programmes.

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

- We always follow the school's systems and standards, which help us meet our ethical, legal and regulatory obligations and minimise any risk to ourselves and that of the Programme
 - We always act within our authority as individuals or as representatives of Te Awamutu Primary School
 - We always respect the families and associates who use Te Awamutu Primary School Breakfast Club & ASC Programme, 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 programme for the benefit of all involved
 - We ensure all accidents and incidents are correctly reported and dealt with
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PROFESSIONALISM

Professionalism is a conduct, which fosters and preserves our individual reputation and the reputation of Te Awamutu Primary School. We are role models for the children and the face of the School to the parents. 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 do not initiate or perpetuate rumours
- We always provide an accomplished service, without the influence of drugs or alcohol, and in a responsible and appropriate manner
- 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 Te Awamutu Primary School

PRIVACY

We treat as confidential any information of the families who use our services, our team members and other people associated with Te Awamutu Primary School. We also treat the business affairs of Te Awamutu Primary School & the out of school care programmes 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 programme
 - 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 and related tasks
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NOTES:

Reviewed March 2011

Reviewed April 2013