Crawshaw School

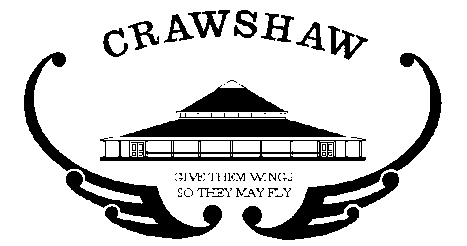
After School Activity Programme, 2013

Crawshaw School

After School Activity Programme

Policies and Procedures

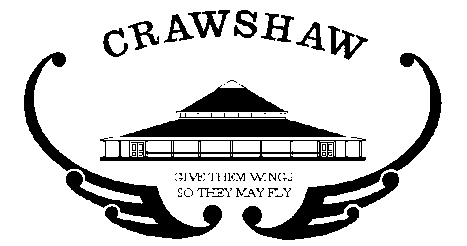
The Crawshaw School Afterschool Activity Programme is run by the school. In all instances the school policies and procedures apply. Below these policies and procedures have been rewritten for the use of the personnel who run the programme, and for the information of parents and caregivers whose children are enrolled in the programme.

**Crawshaw School**

After School Activity Programme

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**Crawshaw School**

After School Activity Programme

**PARAMOUNTCY**

Policy Number 1

**Rationale**

All services of programmes reflect the principle that the welfare and interests of the children or young person are the first and paramount consideration.

**Preamble**

The Crawshaw School After School Activity programme started as an initiative by the Mayor of Hamilton, Margaret Evans, the principals of five Hamilton Schools, Crawshaw, Nawton, Insoll, Bankwood and Frankton and Sports Waikato whereby Sports Waikato were to receive annually $50000 to run afterschool programmes each school day at the five schools. This occurred in 1989.

The initial impetus for the programme and for the City Councils involvement was the desire of the council to meet its responsibilities in providing resources for areas in the city where access to Council provided resources was limited and where funding constraints of families in those communities made the accessing of distant community facilities inequitable.

Crawshaw School certainly had the strongest case for meeting the above requirements (a city council planning officer in 1989 described the area the school served as the “Soweto of Hamilton” a remark which was quickly withdrawn). The school was new; the community was under severe financial constraints, exacerbated in 1990 by benefit cuts, and a government which was seen to be withdrawing further from the social contract. There were no recreational or community facilities, community organizations except those associated with the school. Sections were the minimum sized allowed by Council by-laws, houses were as small as could be built and families had more than the average number of children.

The school was seen by its administration – the Principal and the Board of Trustees as a place where children could be supervised and managed after school on an organized and safe way. The council’s role was seen to be one of providing resources to see that this could occur.

The afterschool programme was started to allow children to remain at school until 5.00pm each school day, in a supervised and congenial environment. There was no charge. It was not a free babysitting service for working parents, it

was a supportive programme aimed at providing something extra for parents and children.

The Board of Trustees accepted that some costs would be written off.

The programme in 2003 is in its 15th year. Facilities in the area are still largely school based. The school serves a decile 1 community.

**Purpose**

1. To provide an appropriate programme for pupils attending is the first and paramount consideration.

2. To ensure the health and safety of the pupils attending

**Guidelines**

1. That the Crawshaw School After School Activity Programme responds to issues of well being and safety of children or young people

2. That the Crawshaw School After School Activity Programme ensures that the services of programmes are consistent with section six of the children, Young Persons and their Families Act 1989.

**CULTURAL APPROPRIATENESS**

Policy Number 2

**Rationale**

To provide culturally appropriate services to pupils attending The Crawshaw School After School Activity Programme.

**Purpose**

1. To ensure that The Crawshaw School After School Activity Programme has the ability to respond to all cultural diversities and needs.

**Guidelines**

1. That the Crawshaw School After School Activity Programme employs staff who have a good understanding of cultural issues.
2. That The Crawshaw School After School Activity Programme acknowledges the Treaty of Waitangi as the founding document.

**ASSESSMENT**

Policy No 3

**Rationale**

To have in place a process for assessing pupils attending The Crawshaw After School Activity Programme.

**Purpose**

1. To ensure a record keeping system that would identify and record all necessary information is in place.

2. To ensure a formal process for enquiries and follow up with pupils attending.

**Guidelines**

1. The Crawshaw School After School Activity Programme will collect information from parents or caregivers of the children attending. This information will include: age; gender; ethnicity; parent and caregiver contact and emergency numbers, home address, medical matters and other information relevant to day to day management of the programme. The information collected is for the use of the After School Activity Programme only.

2. The Crawshaw School After School Activity Programme has a formal process for receiving and recording enquiries.

**PLANING**

Policy No 4

**Rationale**

That all services are provided to pupils attending on the basis of a plan.

**Purpose**

1. To ensure services to pupils attending have direction and meet the needs of the pupils attending.

**Guidelines**

1. That the Crawshaw School After School Activity Programme will set in place a review process on a regular basis.

2. The Crawshaw After School Activity Programme will involve the whanau of pupils attending in the delivery of services and participation of whanau, where appropriate, in programmes for young people and children.

3. The Crawshaw School After School Activity Programme will adopt these points in a plan for service:

a. Resource required

b. Responsibilities of pupils attending

c. Monitoring procedures

**DISCIPLINE IN THE PROGRAMME**

Policy No 5

**Rationale**

That children and young persons are not physically punished or disciplined or treated in a way that is degrading or humiliating or causes unreasonable fear or anxiety.

**Purposes**

1. To maintain a supportive relationship with children and young people in a non fearful manner

2. To ensure the physical and emotional safety of all children and young people attending the programme.

**Guidelines**

1. That the Crawshaw After School Activity Programme adopts and fulfils the actions of a code of practice.

2. The Crawshaw School After School Activity Programmes code of practice adopts these points:

* Be written
* Be available to and training given to staff / volunteers
* Be firmly identified that any form of physical and emotional punishment is unacceptable
* Collate evidence that the interests of the pupils attending are the first and paramount consideration.

3. That the Crawshaw School After School Activity Programme will collate alternative forms of discipline.

Code of Practice

**The code of Practice for establishing maintaining discipline in the programme is that of Crawshaw School.**

**This is simplified for the benefit of children into 5 rules:**

**1. Do what you are asked to do first time**

**2. Keep your hands, feet and objects to yourself**

**3. If you can’t say something nice, say nothing**

**4. Look after your gear – leave other people’s gear alone**

**5. You are in the programme to have a good time – don’t stop yourself or others from having a good time.**

**This is elaborated for the benefit of staff, parents and caregivers:**

**A) Every child is given respect and dignity**

* No child may harm him/her self or another child. This we encourage and endeavor to teach and encourage children to be assertive to stop the perpetrator from harming a victim.
* No child may interfere with or destroy another child’s play. Teaching children co-operation and sharing and consideration for others, should eliminate unacceptable behaviour.
* No child may damage or abuse the equipment – respecting and caring for our environment including the tools we use also means keeping the equipment and activities in the appropriate designated areas.

**B) Every child is given positive guidance promoting appropriate behaviour, having regard to the child’s stage of development.**

* Teaching children to use words appropriately “please, thank you, may, I” and addressing all people in the programme by their correct name, is always encouraged and modeled.
* Recognise and praise the behaviour we wish children to follow.
* Reward acceptable behaviour. The best rewards are smiles, positive comments and showing an interest in the child’s activity.
* All children are encouraged to act as role models for other children.

**C) Every child is given positive guidance, using praise and encouragement, avoiding blame, harsh language and belittling or degrading responses.**

* To concentrate on the victim and treating and comforting the injured child gives a clear message to the perpetrator
* Staff will give clear messages that a particular behaviour is unacceptable. “We do not like snatching, hitting, biting, kicking – it is not fair to other children when you do that”. Helping children recognize their feelings means we understand and can help them to channel aggression and anger in an appropriate direction. E.g. change the environment, new activity, smaller group or individual space.

**D) Children are given guidance and control, but no child receiving guidance and control is subjected to any form of physical ill-treatment, immobilization or deprivation of food, drink, warmth, shelter and protection.**

* Time out is a technique we use for children when they don’t know when to stop.
* We insist the child sits in an assigned place where they observe instructions and other children in the programme, and staff can keep an eye on the child. One minute for each year of the child’s age is sufficient for them to understand why they are there. Instructions are simple and to the point explaining why the child is there.
* Recognizing children’s differences, the family background and culture is a key to guiding children to develop self control and self discipline.
* Involving children in a social environment provides opportunity for learning about games with rules and fairness, taking turns and creating self esteem whereby children can be responsible for their actions.
* Allowing children to learn by allowing experiences to become their guide and a partnership between family and community in which every culture is evident at the time.

**E) Because the programme is school based and there are clear expectations that school rules apply, children who display behaviours that make the programme unsafe for other children or for staff, will come under the management of the school. The school procedures for dealing with matters will apply.**

**This means that the school reserves the right to exclude a child from the programme if the child’s behaviour is such that staff and other children in the programme are unsafe.**

**SAFETY PROCEDURES FOR PROGRAMMERS**

Policy No 6

**Rationale**

That there are safety procedures in place for children or young persons attending a programme, and for staff running a programme.

**Purposes**

1. To ensure the health and safety of children or young persons on a programme.

2. To encourage children or young people to willingly participate in organized programmes.

**Guidelines**

1. That the Crawshaw School After School Activity Programme keeps accurate records of participants on programmes. This information should include:

* Name, age, gender, ethnicity, contact address and phone numbers, emergency contact phone number, medical details, permission to administer first aid or seek medical treatment.

2. That the Crawshaw School After School Activity Programme provides access to appropriate medical care for children and young persons when necessary.

3. That the Crawshaw School After School Programme completes a risk analysis for each activity planned.

4. That the Crawshaw After School Activity Programme documents incidents and accidents and follows strict procedures when administering first aid.

5. That the Crawshaw School After School Activity Programme will identify the location of adequate first aid kits and have at least one trained person in attendance responsible for first aid.

**REPORTING CHILD ABUSE**

Policy No 7

Below is the policy of Crawshaw School

For teacher read ‘ASA supervisor’

The senior staff member to be reported to is the Principal, The deputy principal or the assistant principal.

Crawshaw School ps-rptabu

Policy Statement: Reporting of physical and sexual abuse

**PURPOSE**

The purpose of this policy is to:

a) Define the procedures for ensuring the safety of the child

b) Outline the procedures for reporting

c) Ensure that the requirements of the interagency protocol on voluntary reporting of child abuse in accordance with the Children and Young Persons and their Families Act 1989, and subsequent amendments are met.

**GUIDELINES**

* All staff at school will be receptive and sensitive to children so that children know they will be listened to sympathetically.
* A Clearly defined procedure for dealing with child abuse and neglect is to be set down.
* The school is to have in place a preventative programme aimed to enhance the safety and safety awareness of pupils.
* The school will provide guidance and training for staff
* External agencies to be used are to be identified.

**IMPLEMENTATION**

* Teachers who have concerns, or who have a child disclose information to them, are to discuss these with their supervising teacher who will inform the Principal.
* Reporting to and dealing with outside agencies will be the responsibility of the Principal, after consultation with the senior teacher and the teacher concerned.
* The agencies that the principal will report to will be CYFS and the New Zealand Police. The S.E.S may be involved on a consultative basis.
* In the case of a report from a third party to the school, the first course of action will be for the school to direct the third party to a helping agency without becoming involved.
* Keeping ourselves Safe and Self Esteem units will be taught as part of the Health Syllabus to increase increase children’s assertive skills in dealing with uncomfortable situations, and to help raise parents consciousness of the issues ( refer to HPWB policies ).
* The agency which the school reports it’s concerns to, will be responsible for informing parents.
* All information will be confidential to staff involved – class teacher of child, supervising teacher, Principal
* Support for the child and family will be expected from the agency involved.
* The Board will provide training through CYFS personnel, or through personnel from the S.E.S
* The Board of Trustees will be informed of the complaint and the action taken.
* When a complaint is directed at an employee of the board, the board will have a responsibility towards the child and towards the employee.

**STEPS TO FOLLOW**

* When a teacher is concerned about a child, the teacher is to discuss the matter with the teachers supervising teacher.
* The principal is to be informed by the supervising teacher of the concern.
* Any information or disclosure by a pupil is to be recorded. No formal interview is to be made. Only that information provided by the child and any necessary clarification is to be recorded. This should be done by the supervising teacher and the teacher of the child.
* The principal may consult the schools Special Education Service specialist psychologist and seek advice on the appropriateness of the referral as well as the agency to be approached about the matter.
* Once an outside agency is involved, and the child identified to that agency, then the school will not initiate any further action or discussion.
* If an interview with a child is held at the school, an adult on the staff whom the child ands the school has confidence in must be present. The welfare of the child must be the first priority and if the adult present feels that the child is being compromised, then the interview must be terminated.
* Support for the child and family will be expected from the agency involved.
* Language assistance may be required from a neutral interpreter in the case of children with English as a second language.
* Where school reports to an outside agency (DSW or POLICE) the outside agent is to read back what they have written for verification. Subsequent contact with DSW social worker or police should it occur is to be by the agent visiting the Principal at school.
* The Principal is to report to the Board of Trustees that a concern has arisen and that the school has acted according to policy.

Refer to:

Children and Young Person’s and Families Act 1989, held by the Principal.

Breaking the cycle CYPS 1996

Various documents and publications on identifying and dealing with child abuse which are held in the school.

**RECRUITEMENT OF STAFF**

Policy No 8

**Rationale**

To ensure that the Crawshaw School After School Activity Programme has an effective, diverse workforce so that we can meet our goals and to ensure that new staff members add value to the quality of services we provide to our pupils attending.

**Purpose**

To match people in jobs in order that the organization and it’s employees will benefit by increased productivity and job satisfaction.

**Guidelines**

1. That no discriminating barriers will exist to employment with the Crawshaw School After School Activity Programme.

2. That recruitment be carried out in compliance with the Human Rights Act 1993, the Equal Opportunities Policy and with the approvcal authorities contained in this document.

3. That staff directly responsible for the positions being filled will be involved in the recruitment process. At a minimum, this means being involved in the development of job descriptions, short listings and interviews.

4. That appropriate advertising to be used to attract suitable people to apply for vacancies.

5. Appointments are to be made on merit and preference will be given to the person best suited to the job.

6. Selection must involve methodical and objective procedures.

**VETTING OF STAFF AND VOLUNTEERS POLICY**

Policy No 9

**Rationale**

That the Crawshaw School After School Activity Programme employs staff and volunteers who are safe to work with children, young persons and the community as a whole.

**Purposes**

1. To ensure that no person with a criminal conviction for sexual crimes or crimes of violence against another person, is employed in a paid or voluntary capacity unless there are exceptional circumstances.

2. To ensure that no person with a criminal conviction for fraud will be

employed to do the Accounts or manage money collected.

**Guidelines**

All prospective staff and volunteers are requested to sign a security clearance form requesting information from the NZ Police.

Support staff who have applied for a LAT as part of employment duties for school have been vetted by police to achieve this.

All prospective staff are requested to sign a charges pending form

Employment is not effective until the clearance from the NZ Police shows that the prospective employee is shown to have no criminal conviction for sexual crimes or crimes of violence against another person or crimes of fraud.

Referees reports may be requested and reviewed.

The referees reports and security clearance will be kept on the successful employee’s personal file.

In the case of an employee not being successful, the security clearance will be destroyed.

**STAFF AND VOLUNTEER TRAINING**

Policy No 10

**Rationale**

Crawshaw School staff and volunteers will have opportunities to participate in training programmes in order to learn new or enhance existing skills.

**Purposes**

That all Crawshaw School Staff and Volunteers are sufficiently competent to carry out their tasks as specified in their job descriptions.

**Guidelines**

1. All staff has up to date job descriptions which clearly define their duties and responsibilities.

2. Performance reviews are carried out annually where personal training and development needs are identified and plans are put in place to achieve the goals.

3. Induction training for new staff will be carried out on their first day of employment.

4. The After School Activity Programme will have in attendance at least one person who holds a First Aid Certificate.

5. Staff attending approved training during their normal working hours will be paid as normal. If staff attends training on a day that they would not normally work, they will not be paid for the hours they attend training.

6. Some expenses related to attending the training will be reimbursed. These expenses must be pre approved. These may include travel, resources and course fees

7. Any reimbursement made to The Crawshaw School After School Activity Programme from the training provider will be used to cover expenses or put towards further training opportunities.

**STAFF AND VOLUNTEER SUPERVISION**

Policy No 11

**Rationale**

That The Crawshaw School After School Activity Programme staff will receive internal supervision as required.

**Purposes**

1. Supervision is provided for the following reasons:

a) To provide feedback

b) Te help prevent isolation

c) To provide a different perspective

d) To provide emotional and personal support

e) To discuss confidential issues

f) To advocate for the employee

g) To identify skills and provide resources

h) To give individual time

**Guidelines**

1. **Supervision**

a) Provided by the School Principal or intermediate supervisor

b) Records kept of meeting and action list written

c) Support and advocacy provided

d) All discussions kept confidential

**COMPLAINTS AND GRIEVANCES PROCEDURES**

Policy No 12

**Rationale**

Crawshaw School staff and volunteers will have an opportunity to express concerns or varying views on issues that effect them.

**Purposes**

That there is a good system of communication and clear procedures for staff to follow, if they have a complaint or personal grievance.

**Guidelines**

The procedure for the settlement of disputes of personal grievance is set out in the CEC which covers the employees of the Crawshaw School After School Activity Programme. The process as outline in this document is to be followed.

The procedure for the settlement of personal grievances and disputes shall be set out in the first and second schedule of the Employment Relations Act 2000.

The procedure for the settlement of a personal grievance for volunteers shall be undertaken in accordance with the provisions of either the Human Rights Act 1993 or the Volunteers Employment Protection Act 1983.

Employees may complain under the Human Rights Commission Act 1977 or the Race Relations Act 1971, rather than they Employments Contracts Act 1991. But they must choose and stay with the procedure specified in the legislation of their choice.

**Disputes**

Only involve disagreements between employees and their employer about the interpretation, application or operation of their employment contract.

**Personal Grievance**

Occurs if an employee believes that:

* They have been unjustifiably dismissed
* Their conditions of employment have been altered to their disadvantage as a result of some unjustifiable action by their employer
* They have been discriminated against on the basis of colour, race, ethnic or racial origin, sex, marital status, religious or ethical belief or age.
* They have been sexually harassed at work
* They have been subject to duress because of their membership or non-membership of an employee’s organization.

**Complaints**

Involve any other grievances either between any of the following parties or individuals, staff, parents of children attending the programme, Board of Trustees members (as employers) of Crawshaw School and can be dealt with through the Crawshaw School Complaints Procedure.

The procedure to follow is part of the Support Staff in Schools Collective Agreement which applies whether or not an employee belongs to the NZEI or not.

The following procedure will be used for most cases of grievances received in writing unless special circumstances apply.

The procedures set out in the Support Staff in Schools Collective Agreement is to be followed.

**MANAGEMENT STRUCTURE**

Policy No 13

**Rationale**

That there are clear lines of communication and each employee and volunteer clearly understands their role in the Crawshaw School After School Activity Programme.

**Crawshaw School**

After School Activity Programme

**Purposes**

1. The Crawshaw School After School Activity Programme Management

Committee will be made up of:

The School Principal

member of the Board of Trustees

staff member of the After School Activity Programme

The staff rep on the Board of Trustees

2. The Crawshaw School After School Activity Programme are employees of the Board of Trustees of Crawshaw School, although funding for wages does not come from funds provided for education of children at Crawshaw School.

3. The School Principal and the manager of the school, reports directly to the Chairperson, Crawshaw School Board of Trustees on any employment or disciplinary issues which may involve the Board

4. The recruitment of the above positions are detailed in the Staff recruitment policies for Crawshaw School

**FINANCIAL MANAGEMENT**

Policy No 14

**Rationale**

To ensure financial accountability within the aims and rules of the Crawshaw School After School Activity Programme.

**Purposes**

The financial management of the Crawshaw School After School Activity programme is undertaken by the Board of Trustees of Crawshaw School.

**Guidelines**

1. The accounts of the Crawshaw School After School Activity Programme are part of the accounting system of the school, and are covered by the Financial Management policies of the Board of Trustees and reporting and audit requirements of the Ministry of Education and the Audit Department.
2. Funding from the Hamilton City Council and the Ministry of Social Development are applied for according to their timeframe and requirements.
3. Fee payment by parents of children attending are discussed with parents when required.
4. Funding from other sources are sought.
5. The Principal is responsible for applications for funding and for reporting on funding to the Board of Trustees.

**MONITORING AND EVALUATION**

Policy No 15

**Rationale**

That the objectives of the Crawshaw School After School Activity Programme and services provided and processes used are reviewed on a regular basis.

**Purpose**

1. To ensure that the organisation is keeping to a plan and modifications to the plan are made if necessary.

2. To ensure that the goals and objectives of the organisation are being met and that outcomes meet expectations.

**Guidelines**

1. Programmes are to be evaluated to ensure that they continue to be effective.

2. Monitoring systems will be in place to ensure that resources are put to the best use.

3. Monitoring will take place during the programmes.

**DISASTER MANAGEMENT**

Policy No 16

**Building Warden**

**Crawshaw School**

After School Activity Programme

The Deputy Principal is the warden for the areas used by the After School Activity Programme. In the absence of the deputy principal, the senior staff member on site shall take the role and in the absence of both, responsibility shall fall to the other employees.

In an emergency, the building warden has absolute authority until emergency services arrive.

In an emergency, everyone must obey the warden, this includes managerial staff. The wardens are trained to deal with emergency procedures.

**Evacuation and assembly point**

If an alarm sounds, or the building warden directs evacuation, the assembly point is on the main field. Evacuation will be out of the nearest safe exit.

**Medical Emergency**

Follow the procedure as instructed in training

**Bomb Threat**

If you receive a bomb threat, stay calm. Get as much information as possible. Contact the building warden. Police are to be informed immediately and the building is to be evacuated until it is declared safe to return. Leave windows and doors slightly open.

**Earthquake**

When an earthquake happens, get under your desk (stand in a doorway, or lie beside a solid structure) and hold on – desks will walk if the shaking is strong enough.

Do whatever is necessary to survive.

When the shaking stops –

* Put fires out if possible if any have started
* Check for electrical and gas hazards
* Turn off electrical switches and gas taps
* Assist those nearest to you who may be injured
* Do not go outside
* Wait for orders from your warde

**Fire**

If you discover a fire –

* Activate the alarm and call the fire service – 111
* Evacuate all children
* Evacuate and account for all children on the programme
* Alert School Administration of any children not accounted for
* Don’t go back to your work area to get your things
* If conditions permit – put out small fires
* Once outside – stay in the assembly area – report to your warden

**Gas Leak**

* If you smell gas – alert your warden
* Do not activate the fire alarm
* Extinguish all naked flames
* If anyone is overcome by gas – get him or her to fresh air and give rescue breathing if necessary

**Pandemic**

* In the event of a pandemic being declared the After School Activity Programme will close and not restart until the emergency is over. This is in line with the school policy as set out in the schools Pandemic Action Plan.

**OCCUPATIONAL SAFETY AND HEALTH**

Policy No 17

**Rationale**

The Crawshaw School After School Activity Programme is committed to seeking excellence in the well being of the community and recognizes that employees are fundamental to it’s existence. The Health and Safety of it’s staff is a key factor in our ability to deliver effective and efficient services.

**Purpose**

1. To ensure that employees are protected by safe, healthy work policies and work practices.

2. That a safe, healthy environment for employees, visitors and pupils attending is provided.

3. That property is protected from fire, theft and other damage

**Guidelines**

1. The Crawshaw School After School Activity Programme adheres to OSH standards and requirements of the law.

2. All accidents or incidents are reported and steps are taken to ensure non recurrence.

3. Regular hazard identification checks are carried out and steps taken to remove or minimize hazards. All identified hazards are to be reported to school administration.

4. Disaster and emergency procedures will be in place and training provided to staff so they know what to do if faced with an emergency