

foreword

The Guide to the Standards for Approval for OSCAR Programmes (Guide) and the Sample Forms have been designed for providers by the OSCAR Foundation in consultation with Child, Youth and Family and key stakeholders. It is to be used as a resource for developing policies, procedures, routines and documentation needed to meet the requirements set out in the Standards for Approval for OSCAR (Standards).

This booklet has two sections:

Section Two – Provider guide

- Discusses the requirements that programmes **must** meet.
- Outlines what should be addressed in procedures to ensure that each requirement is met.
- Highlights some points to consider that will enhance the service.

The Guide recognises that there will be flexibility on how the Standards are attained.

Section Three – Sample forms

- A list of useful contact information.
- Policies and training required for programmes to meet the Child, Youth and Family OSCAR standards.
- Sample forms and documents.
- Templates of forms or documents.
- Application form.

Please contact the OSCAR Foundation 0800 466 7227 or 800 GO OSCAR if you are seeking assistance to prepare your application for approval or if you have any questions relating to the provider guide or the sample forms.

We look forward to working with you to achieve improved outcomes for children in New Zealand.

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SECTION TWO

introduction

The Guide to the Standards for Approval for OSCAR Programmes (Guide) has been designed for providers by the OSCAR Foundation in consultation with Child, Youth and Family and key stakeholders to use as a resource for developing policies, procedures, routines and documentation needed to meet the requirements set out in the Standards for Approval for OSCAR (Standards).

To receive Child, Youth and Family OSCAR Approval programmes are required to have written policies and procedures guiding their operation to be able to demonstrate that all the standards are met.

Standards require either some or all of the following:

- Written policies.
- Written procedures.
- Written records.
- Evidence that the standard has been met with no requirement for written documentation, eg, there is a first aid kit.
- The site meets the requirements for a safe venue.

The Standards outline requirements that programmes **must** meet.

The Guide:

- Discusses the requirements that programmes **must** meet.
- Outlines what should be addressed in procedures to ensure that each requirement is met.
- Highlights some points to consider that will enhance the service.

The Guide recognises that there will be flexibility on how the Standards are attained.

Definitions

Staff

In most places the Guide makes no distinction between paid, unpaid, voluntary and casual personnel, referring to them all as **staff**. There are some exceptions regarding employment law which are specific to paid staff.

Both the Standards and the Guide describe requirements about the ages and responsibilities of younger staff, including when they can be included in a child:adult ratio and at what point they can be left in a position of responsibility for a programme or venue.

Parents

The Standards refer to parents, guardians and caregivers. To simplify the Guide, the term **parents** will be used. There may be cases where guardians and caregivers take on the role of parents when enrolling children and using an OSCAR service.

Management

This is the person or body legally responsible for the programme. This may include management committees, governance bodies, private owners, boards of trustees, local government bodies etc. In the Guide the term **management** will be used.

Attendance records

These cover a variety of systems. They may include a register or roll, sign out and/or sign in sheets, or tick lists. In the Guide these will be referred to as **attendance records** except where sign out and/or sign in sheets are specifically required.

Policy and procedure development

A **policy** is a statement of intention, for example “the programme will operate in a safe environment.” Following the policy statement are **procedures** that explain what the programme will do to ensure that it achieves the intention of the policy.

A comprehensive set of policies and procedures will guide staff and ensure a safe consistent service that meets legal obligations and is accountable. Parents will need to have access to policies and may be consulted in their development and review.

Policies must be reviewed regularly, at least every two years. Procedures need to be reviewed as necessary so that they are always up to date and accurately describe what staff need to do. Reviews and amendments to policies **must** be dated and signed.

When developing policies programmes will need to consider:

- How and by whom operating policies and procedures are written and reviewed.
- What legislation needs to be adhered to, eg, Health and Safety in Employment Act.
- Any professional guidelines that need to be considered, eg, New Zealand Safety Standards.
- What advice and support is available.
- How policies and expectations of parents responsibilities will be communicated to parents.
- Who is responsible for carrying out the tasks described in procedures.

Further assistance

Providers are required to be aware of the legislation that affects their programme. There are many websites and free phone lines available from various government departments that will assist you in understanding the legislation and provide forms, templates and samples to assist with required paperwork.

The Guide also refers to other organisations and agencies from which programmes may seek further advice or clarification when developing policies and procedures. There are excellent websites, free phone lines and publications available that will assist programmes. The OSCAR Foundation works with the Ministry of Social Development to provide free development assistance to providers to help them meet the OSCAR Standards for approval. This assistance includes one to one coaching to new and non-approved providers who want to become an OSCAR approved provided.

A selection of contact details and website addresses are collated in Section Three.

programme environment

The programme provides a safe and positive environment with child-focused activities. There is adequate and appropriate space for active indoor and outdoor recreation.

“Environment” encompasses the social, emotional and physical aspects of the programme. Staff interactions with both children and parents are the key to achieving an environment where everyone feels safe, secure and respected.

Positive and child-focused environment

Programme policies must include a statement that the children’s wellbeing is paramount. This must be reflected throughout other policies, practices, and all interactions with children and families. A positive and child-focused environment will ensure that all children feel welcome, included and important as individuals.

Cultural issues

There must be a policy stating how the programme will respond to, and meet the needs of, cultural diversity within the programme. Cultural issues could include those of an ethnic, social and/or religious nature.

Consideration should to be given to:

- How the programme will identify the cultural needs of children and their families.
- How to acknowledge and embrace difference.
- Input from and/or consultation with children and families.
- Staffing, communication and the nature of the programme to be inclusive.
- If there is a special character of the programme how it will be communicated to parents eg, religious content, specific ethnic focus etc.

It may be helpful to contact relevant support services and/or agencies, eg, Refugee and Migrant Services, Te Puni Kokiri, Ministry of Pacific Island Affairs etc, to assist with appropriate responses to cultural issues.

Behaviour management

The programme must have a plan demonstrating how behaviour will be managed in a positive way that enhances children’s development and self-esteem. Children are not to be physically punished, disciplined or treated in a way that is degrading, humiliating or causes fear or anxiety.

Staff must receive in-house training on the plan.

Points to consider include:

- How rules will be decided and communicated.
- How appropriate behaviour will be encouraged and maintained.
- What strategies will be used to help children modify inappropriate behaviour.
- How will continuous inappropriate behaviour, or behaviour that endangers or harms others or the child him/herself, be managed.
- What the process will be if a child needs to be withdrawn from the programme.

Activities

Programmes need to consider how they will provide a stimulating and varied programme of activities that meets the needs and abilities of the children.

Most OSCAR programmes have a high degree of free play where children choose from a range of activities. However it is expected that some activities will be planned in advance and that the provider has considered what activities reflect the children's needs. Programmes will need to document some of the activities that they intend to offer over a period of time, as well as the choices that will be offered.

Planning enables staff to introduce children to new experiences and activities that assists in increasing the range of options and possibilities available to children as the programme develops. Planning enhances programmes in many ways and should increase choices. It captures ideas put forward by children, ensures the programme covers a wide range of options and has resources and equipment available, reduces stress for staff and children when they know what to expect and helps parents understand what their children do at OSCAR.

There are a variety of methods for documenting planning. For example:

- As a letter to parents.
- As a flyer.
- Displayed on the wall.
- Notes kept in a diary.

Programmes can determine how often planning should be carried out. For example:

- Each term or before each holiday programme.
- In a weekly plan.
- Negotiated and documented daily with children and staff.

See Section Three for a sample weekly plan.

The variety of activities provided may depend on the nature of the programme; for example some programmes focus on particular activities, such as sports or performing arts. It would still be expected that within this specialisation variety and choice would be available for the children over a period of time.

Space

'Adequate' space means that there is room for the children to play freely, including space for active recreation.

Adequate space should be considered in relation to:

- The nature of the programme.
- The size, layout and purpose of rooms.
- Time children are within the space.
- Furniture placement.
- The distance between indoor and outdoor spaces.
- Weather conditions or other times children cannot be outdoors.

'Appropriate' space allows children to engage in a range of activities, including ones that are noisy and messy, or quiet and calm. Evidence that the space is adequate and appropriate could include:

- Children are able to engage in a range of activities without intruding on each other.
- Furniture is comfortable and convenient to use.
- Materials and equipment can be stored and easily accessed.
- Noise levels are not excessive.

Regular hazard identification checks will ensure that outside areas used remain safe.

Refer to the Health and Safety Guide for more detail.

Programming and venue layout must include the opportunity and physical space for children to enjoy 'quiet' activities where they are not interrupted by noisier activities or where they have the ability to create their own quiet space by removing themselves from noise and action within the supervised area.

Ways this could be achieved include:

- Separating off an area using furniture or screens.
- Allocating a table and chairs for homework, reading, eating or quiet activities.
- Ensuring that children can find their own quiet spaces by removing themselves from noisy activities, while remaining under adult supervision.

programme operations

Programme providers have written policies to show what the organisation does and written procedures to show how these policies are put into practice.

The policy and procedures required in this standard guide the everyday operation of the programme. There are some things that must be included but flexibility on how the programme carries these out. The policy must state that there will be written procedures to ensure the programme operates safely at all times.

Written procedures must address:

Enrolment

- That an enrolment form will be completed and signed by parents for each child before they participate in the programme.
- That parents are responsible for notifying the programme of:
 - _ Changes to information given on the enrolment form.
 - _ Custody or access arrangements or protection orders that relate to the child.
 - _ Changes to attendance arrangements, eg, a child attending an extra session or not attending as expected.
- How parents are informed of their responsibility to notify the programme of any changes to information supplied to the programme.
- How often the accuracy of the information will be checked with parents, who will ensure this happens, and that forms are dated and signed when information is confirmed.

(Refer to the Record Keeping Guide for further information about enrolment forms.)

Collection of and access to children

- That children will only be released to people either authorised on the enrolment form or advised by parents.
- That staff will remain with children until they are collected.
- How children are signed in and/or out of the programme, and how parents are notified of this expectation.
- How parents will notify the programme that someone else will be collecting the child.
- Guidance for staff on how to respond if a person not authorised comes to collect a child.
- What procedures are needed for children who have parental permission to leave the programme unaccompanied. Who will be responsible for ensuring they leave when expected and are signed out of the programme.

Children not arriving at the programme when expected

- What process will be followed to locate and confirm the child's safety.

A process would usually include many of the following:

- Contacting the child's school for absence information.
 - Searching the immediate area.
 - Notifying parents.
 - Phoning emergency contacts and/or people authorised to collect the child.
 - Informing the programme coordinator/management.
- When will the police be contacted and by whom.

Children not collected at the end of the programme

- What steps will be taken if a child is not collected at the end of a programme.

A process would usually include the following:

- Parents contacted.
 - Emergency contacts and/or people authorised to collect the child are contacted and asked to collect the child.
 - The coordinator/management are informed.
- When will the police be contacted and advice sought as to what further action should be taken.

Transporting children

- How the children will get to the programme, eg, taxi service/bus/staff member/walking.
- Transport options for off-site visits.
- What checks are in place to ensure the safety of the child (eg, use of reputable companies, regular drivers etc.)
- How parents are informed of the process, including that there may be only one adult present with the child in the vehicle who may not be a staff member, and how they provide consent.
- Times that children are expected to arrive within before the missing child process is activated.
- What procedures will be followed if an accident or breakdown occurs.
- Phone contact to the vehicle.

Programmes that use private vehicles (including those owned by the programme) should have a vehicle use policy that stipulates how they shall be operated while transporting children, eg, current Warrant of Fitness, registration and insurance; abide by transport laws; a current and appropriate driver's license etc. This policy should be signed by the staff driver.

Complaints

- That a complaints procedure will be made available to parents.
- What the complaints process will involve, who the first point of contact will be, who will make the final decision, what the timeframe will be for investigation and resolution.
- Where a record of complaints and their resolution will be kept.
- How staff will make complaints.

Behaviour management

Refer to the Programme Environment Guide.

Children with special needs

Children with special needs have a wide range of needs and abilities. Most can be accommodated easily within an OSCAR programme. Some children require special care and programmes will need to consider what is required and how it can be provided. It may be a breach of the Human Rights Act to deny a child entry to a programme purely because they have a disability. However if the service is genuinely unable to cater for the child's need, eg, for reasons of safety, they are entitled to exclude them.

Procedures to consider include:

- That children with special needs will be included in the programme whenever possible.
- How the special needs of a child will be determined.

If the programme has children with special needs it will need to have procedures to address:

- How children with special needs will be accommodated, in terms of staffing, diet, medication, equipment, modified activities, access and modifications to the facilities.
- Whether any training is required to provide specialist care.

health and safety

Programme providers comply with all relevant and health and safety legislation to ensure that children, staff, volunteers and visitors are protected from risk.

Health and Safety legislation promotes the health and safety of everyone at work and of other people in or around places of work. In an OSCAR programme the legislation ensures that workplaces are safe for everyone who is on the site or taking part in the programme. This includes children, staff, volunteers, parents and visitors. The legislation also recognises that employees have a valuable contribution in making workplaces safe.

Staff training

Programmes **must** have a written policy which addresses:

- How and when staff receive training in programme procedures and practices that ensure the safety of children and adults (eg, supervision, operations procedures, child protection).
- How staff are informed of the programme's health and safety policies.
- How staff are adequately trained in the safe use of all equipment that they may be required to use.
- Induction training for new staff, which must include:
 - Relevant policies and procedures.
 - How to carry out the job in a safe and healthy manner.
 - Information on hazards and how they are managed.
 - Reporting of accidents or incidents.
 - Emergency procedures.
 - Any other health and safety information relevant to the new staff member.
- How staff will be made aware of the different levels of risk involved in various activities with the children, eg, cooking, craft, outdoor activities, higher risk activities, and of safety systems that are in place to manage them.
- How staff are involved and trained in the ongoing process of improving health and safety.

Risk analysis

Hazard identification

Programmes must assess their environments for hazards and develop a plan to manage any significant hazard that is identified including the venue, equipment and the activities that regularly take place. Programmes should also consider anything that may cause harm if there is long term exposure to it, eg, cleaning chemicals, computer work.

Hazard identification and management **must** be documented, signed and dated, with reviews occurring throughout the year.

In the documentation programmes **must**:

- Identify any hazards which may cause injury or harm.
- Evaluate whether the hazard is *significant*.
- Indicate what steps will be taken to eliminate (get rid of the hazard altogether), isolate (limit access to it), or minimise (develop routines to lessen the risk) significant hazards.

For example a programme may identify entrances that are slippery when wet as a hazard. This is easily managed by using mats in entrances and ensuring people walk when entering the building. In most programmes safe routines and supervision will reduce many of the risk factors.

See Section Three for a sample Hazard Identification form.

There is an obligation for users of a building to inform the owner of any hazards or maintenance issues. Policies should clearly explain these areas of responsibility.

Safety checks

Programmes **must** carry out regular safety checks of the venue. Most programmes will develop a checklist that can be used regularly, eg, once a week, daily, at the beginning of each holiday period.

The items on this list have usually been identified in the hazard identification and a plan made to manage them. The checklist ensures that the plan is being followed and that any problems can be easily identified and remedied.

See Section Three for a sample Safety Checklist.

Risk assessment

Risk assessment is the process of analysing the risks of an activity that may involve more risk than usual. It should be used for any off site visit, or for new activities that pose some degree of risk.

This process should identify the risks posed by the activity, environment, people, equipment, etc, and involves finding ways to manage these risks to ensure the safety of all concerned and plan for emergencies. The detail of the risk assessment will depend on the nature of the activity. A day long kayak trip will need a more rigorous process than a bus trip to the movies.

Risk assessments **must** be documented and should be reviewed each time the activity takes place.

Programmes often use a RAMS (Risk Analysis and Management Systems) form or a SAP (Safety Action Plan) to document their analysis.

See Section Three for sample RAMS and SAP forms.

Accidents and incidents

A record **must** be kept of every accident to children, staff and visitors. Records may be kept in a variety of ways, eg, a notebook in the first aid kit or an accident form etc. These records will help programmes identify any risks, hazards or trends, and act to reduce their reoccurrence.

A record should include:

- Name of person injured.
- Time and date of the accident/incident.
- A description of where and how the accident/incident happened.
- The nature of the injury.
- How the injury was treated.
- Name and signature of staff member completing record.
- Signature of parent.

See Section Three for a sample Accident/Incident form.

Health and safety legislation also requires that incidents (near misses) that **may** have caused serious harm are recorded, so steps can be taken to reduce the chances of the incident causing harm on another occasion. They should be recorded in the same way as an accident.

If “serious harm” occurs, programmes are required to notify Occupational Safety and Health Services (OSH) as soon as possible. There is a form that needs to be completed and submitted to OSH within seven days of the injury. OSH will be able to help define serious harm and provide information about how to report it.

First aid kits

All programmes **must** have a well equipped first aid kit that is easily accessible both on and off site. It **must** be regularly checked and updated with the date of the check recorded. It is a good idea to have a checklist of everything in the complete first aid kit.

See Section Three for a sample first aid kit checklist.

Toilet facilities

Programmes **must** have written procedures that address:

- Which toilets will be used by children and staff.
- How programmes will ensure the safety of children when using toilet facilities that are accessible to the public. Programmes may need a separate plan, or risk assessment, when off-site.
- If there are not separate adult and child toilets available, how will the safety of children be monitored.

Food preparation

If food is provided, prepared or stored at the venue programmes **must** have written procedures which address:

- That there is a food preparation area that is kept clean and for that purpose.
- How hygienic food preparation will take place.
- How food is stored.

Programmes should also consider:

- Rubbish disposal.
- Access to hot water.
- Maintaining clean surfaces and storage areas.
- Clean hands, utensils and dishes.
- Heating of food.
- How food will be offered/served to children, eg, meat and dairy food should not be left available to children over a period of time.
- How food is transported for trips etc, and prepared for outdoor cooking.

Medication

Medication may be required to be administered to children whilst at an OSCAR programme. This may occur for a short period of time eg, antibiotics; occasionally, eg, for an allergic reaction; or regularly because of a medical condition, eg, diabetes. All medication administered **must** be recorded. All care should be taken to ensure that the correct dosage is given at the prescribed time.

Programmes **must** have written procedures to ensure that:

- Parents are made aware of their responsibility to inform the programme of any medical conditions that affect their child, including information of treatment and medication required.
- Medication is not given to any child without parent's prior written consent.
- Medication required is available, labelled, and stored securely and appropriately.
- All staff are made aware of any conditions that may affect children during their time at OSCAR and the action to be taken.

A medication form that is filled in by parents in advance and signed by the staff member when the medicine has been administered would usually include:

- Name of child.
- When medicine is to be administered (for a particular time or circumstance, eg, allergic reaction).
- Type and dosage of medication.
- Signature of staff member.
- Signature of parent.

See Section Three for a sample Medication form.

Animals

If animals are kept at the programme, there **must** be written procedures that ensure:

- There should be an area on the enrolment form to indicate if the child has any allergies to animals.
- Animals are kept clean and healthy, in clean and secure enclosures if needed.

Some children may be fearful around particular animals and this should also be considered.

Programmes **must** have written procedures that address:

- What action will be taken if animals, which are potentially unsafe and are not under the programme's control, are encountered, both on and off site.
- What controls are put in place to ensure these animals are never a threat to the children's safety.

Cleaning

As cleaning equipment is available to staff during the programme's operating hours it is essential that dangerous cleaning materials are stored so children do not have immediate access to them. It needs to be recognised that many programmes allow children to assist with tidying and cleaning under supervision.

Unwell children

Parents should be contacted to collect an unwell child as soon as possible.

Programmes **must** have written procedures that address:

- That parents are informed of their responsibilities for sick children.
- What action is taken to care for an unwell child, including contacting parents, a quiet space and somewhere to lie down.
- What action is taken if there is an injury to a child or staff member. This should include:
 - Parents or emergency contacts will be notified.
 - An ambulance will be called if necessary.
 - If it is not possible for a parent to collect the child, the child/staff member may be transported in a private vehicle to a medical facility.

Smoke-free

Legislation requires that all public buildings, early childhood centre and school grounds are smoke free.

Programmes **must** have a smoke-free policy that ensures:

- Staff, parents and visitors are aware that the programme is smoke free.
- There is no smoking by staff in any outside areas accessible or visible to children.

Sun safe

Programmes **must** consider what actions are taken to ensure children and staff are always kept safe in the sun.

Suggestions could include:

- Wearing sunhats, appropriate clothing and approved sun screen outside.
- Limiting time spent in the sun and organising outdoor activities to avoid the hottest part of the day.
- Opting to carry out activities in the shade.
- Staff modelling appropriate sun safe behaviour.

For more information contact:

OSH www.osh.govt.nz 0800 209 020

The Ministry of Health www.moh.govt.nz (04) 496 2000

Look in the blue pages of the phone book for regional contact information.

child protection

The organisation is committed to the recognition, and prevention of abuse of children and young people.

Staffing and Supervision policies and procedures will ensure that the programme employs appropriate staff and operates in a safe environment with safe supervision practices and staff management. Policy and a robust process for dealing with suspicions of abuse are essential.

Programmes **must** be able to demonstrate through written policy and/or procedures that:

- The organisation supports the roles of statutory agencies, the Police and Child, Youth and Family, in the prevention and investigation of child abuse.
- When abuse is suspected the organisation will consult and follow advice from these agencies.
- The wellbeing and safety of the child will be the primary concern when any decision or action is taken regarding suspected abuse. Staff and the organisation do not need parents permission to report suspected abuse to the Police or Child, Youth and Family.
- Staff and the organisation will not assume responsibility beyond their level of expertise.
- All staff will receive training in recognising indicators of abuse and in programme policy and procedures for dealing with suspected abuse. (The minimum training requirement is in-house training provided by senior staff/management.)
- Staff are expected to follow the organisation's reporting processes, however any person, including staff, has the right to report suspected abuse directly to Child, Youth and Family or the Police if they feel the child's immediate safety is threatened. (Section 15 CYP&F Act.)
- All adult visitors to the programme will be supervised and visible to staff when on site.

Responding to suspicions of abuse

Programmes **must** have a written process for responding to suspicions of abuse or situations that raise concern about a child's safety.

Many organisations find a flow chart is easy to follow and the steps are clearly shown.

Some programmes identify a staff member to fill the role of Child Safety Advocate. This is the person who facilitates the process of responding to suspicions and reporting suspected abuse to appropriate agencies. It is usually the programme supervisor or coordinator.

The process **must** include statements that:

- If abuse is suspected, or a child discloses abuse, staff will record incidents, observations or what the child says.
- No staff member should act alone but will advise senior staff, management or the Child Safety Advocate of the suspicions.

- Outline who will take responsibility to seek advice from Child, Youth and Family or the Police and ascertain what steps should be taken.
- Identify how and by whom suspicions of abuse will be reported to Child, Youth and Family or the Police.

The Child, Youth and Family Call Centre (0508 FAMILY) can be called for advice without identifying children, the caller, or making an official notification.

Written procedures **must** also address:

Responding to suspicions and allegations against a staff member:

- What process will be followed if staff suspect that another member of staff has abused a child.
- That staff and management will act in the best interest of the child concerned and not act to protect the organisation.
- How staff will be treated, and supported.
- That staff will be advised of their rights to seek independent legal advice.
- Confidentiality of all parties.

Procedures could also address:

- Indicators of abuse.
- Further training and professional development.
- Guidance for listening to children, collecting information but not questioning the child about suspected abuse.
- How staff and families will be supported when abuse is suspected and reported.
- Guidance for staff about acceptable professional distance, encouraging staff to keep their personal and professional lives separate.

See Section Three for a sample flow chart on responding to suspicions of abuse.

The Staff and Management Standard ensures that appropriate staff are employed, after reference checks and police vetting have occurred and that there is a Code of Behaviour. An appraisal system offers the opportunity for feedback and to discuss any area of professional conduct.

The Supervision Standard ensures that there is adequate staff, with a minimum of two staff at the programme, and that staff are aware of children's whereabouts.

supervision

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

Clear supervision procedures ensure that children are supervised appropriately and protect both children and staff from accusations.

Adequate staff numbers for the activities offered, enables choice for children and allows them to actively participate safely. Although this standard sets staffing levels, they should be seen as minimum. There are activities that offer greater risk and will therefore need a greater number, and/or specialist staff. Developmental needs of children should also be considered when determining staffing ratios. At all times the maturity, experience, training and qualifications of staff should be considered when ascertaining appropriate staff for the nature of the programme and activities available.

Programme policy **must** include statements that:

- There is a minimum of two staff involved in supervision of children attending. When children are being transported in a vehicle, it is acceptable for children to be with one adult in the vehicle.
- Children will be within sight and sound of one staff member.
- All staff under 16 will be supervised by older staff.
- At least one person 20 or over will be on site. This person does not have to be actively involved in the programme activities but does have overall responsibility for the supervision of staff and children.

There **must** be written procedures addressing:

- How it will be ensured that all children are in sight and sound of a staff member.
- Examples of how this could be achieved include:
 - Through rules and their reinforcement.
 - Play boundaries.
 - Open door policies.
 - Staff positioning where they have a wide view and at a reasonable distance that they can assist or intervene if necessary.
- The level of participation of staff will encourage children and maintain general supervision.
- How it will be ensured that there are enough staff to maintain the established ratio for the activity, eg, on call staff, limiting roll numbers etc.
- How play boundaries will be established and communicated.

And should include:

- A guide to the level of responsibility expected of youth staff, especially under 16 year olds, and how they will be provided with support and supervision.
- A guide for staff to communicate their whereabouts and actions to each other, noting that they should not be alone with an individual child.
- How visitors will be supervised. (See Child Protection Guide).

Attendance records will enable staff and emergency services to see exactly which children are at the programme at any time. Staff should be familiar with children and through good communication with both children and staff know where children are and who is supervising them.

emergencies

All staff and volunteers are trained in fire, earthquake drills and other emergency procedures.

It is vital that everyone at the programme knows exactly what to do in the case of an emergency. Most (but not all) emergencies will require that the building can be evacuated quickly and safely.

The building owner is responsible for developing a fire evacuation procedure or scheme. This **must** be followed by the OSCAR Provider.

All programmes **must** have a written policy that addresses:

- What emergency procedures the programme needs to have in place.
- That all staff must be trained in emergency procedures and the evacuation plan.
- When emergency drills will occur (at least once a term for before and after school programmes and once a fortnight for a holiday programme) and that a record of each drill is kept.
- Who is responsible for knowing how to turn off water, electricity and gas.

An Evacuation Plan belongs to the building no matter who is using it. It identifies all exits and an assembly point.

Emergency procedures address what action a programme will take in an emergency.

Emergency drills practice the emergency procedures.

Programmes **must** have written procedures that address:

- What to do in case of fire and how to evacuate the building.
- What to do in case of an earthquake.
- What the signal for the emergency will be.
- Who is responsible for contacting the appropriate emergency service.
- What action is to be taken to ensure everyone is safe, eg, evacuate the building in case of fire; take cover in case of earthquake; checking the facility for children.
- What exits are to be used.
- A clear description of the evacuation area if evacuation is required.
- How children will be accounted for and supervised.
- What to do when the emergency is over.

Emergency procedures and the evacuation plan must be clearly displayed at the programme and emergency exits must be marked.

Attendance sheets

Accurate sign in/sign out sheets are vital to ensure all children who are at the programme at any given time can be accounted for in an emergency. A list of all children who are at the programme must be accessible at all times.

The sign in/sign out sheets **must** be taken with the programme during an evacuation.

See Section Three for a sample attendance sheet.

First aid

At least one staff member working with the children **must** have a current first aid certificate. A copy needs to be attached to the staff members' files.

First Aid training is available from St John, NZ Red Cross and other training agencies.

For more information contact:

Civil Defence www.civildefence.govt.nz 0800 222 200

New Zealand Fire Service www.fire.org.nz

The local city or district council.

The local fire service headquarters (also for gas emergencies).

staff and management

The programme has a sufficient body of qualified and competent staff both to deliver and support the service.

Staff in an OSCAR programme have a “duty of care”, meaning that all possible care must be taken to ensure children’s wellbeing and safety and to act without negligence. This obligation continues until the child is collected and signed out of the programme, not just when the programme hours finish.

There **must** be a policy statement indicating that the programme will provide quality care through thorough and consistent recruitment practices, supervision and training to all staff including volunteers. Commitment to comply with all relevant legislation should also be stated.

Recruitment

Staff and volunteers are required to be supportive, non-abusive and present themselves as positive role models. When appointing staff all aspects of a candidate’s background must be considered carefully, including, maturity, experience and training.

Written procedures **should** address:

- What criteria will be used to ascertain the most suitable person for the position, eg, a job description, a person specification, or a particular set of skills.
- What the selection process will involve and how candidates will be expected to apply.
- Who is involved in recruiting staff, how applicants will be interviewed and how this will be documented.
- How and by whom reference checks verifying the candidate’s suitability to work with children are carried out and how this will be documented.
- How applicants will be informed of the final decision. Both successful and unsuccessful candidates need to be notified.

Note: The Human Rights Act states that it is illegal to refuse employment on the grounds of sex, marital status, religious beliefs, ethnicity, age, disability, employment status, sexual orientation, family status, or political opinion.

See Section Three for a sample referee check and staff information sheet.

Police vetting

Police vetting is required for all staff 17 years and older, including people involved in the management of the programme or having regular contact with children, eg., cleaners, administrative staff etc. Offers of employment cannot be finalised until police vetting confirms a candidate’s suitability. Police vetting **must** be completed every two years.

Police vetting must be carried out by the Police Licensing and Vetting Service Centre. As police vetting is specific to a particular position and employer, police vetting will not be accepted from other agencies, eg, Teachers Council, Teacher Registration Board.

Child, Youth and Family **must** sight all police vets.

Written procedures should address:

- Who will receive police vetting information.
- Where the vetting forms will be stored and who will have access to them.

Important note: Under 17-year-olds cannot be police vetted. Programmes will need to ensure their recruitment and selection processes are thorough to ensure minimal risk to children.

Employment agreements

All staff **must** have an employment agreement and/or agreement of service.

All minimum terms of employment are set out in legislation. These still apply whether they appear in an employment agreement or not. An employment agreement is negotiated by both parties and employees are encouraged to seek advice if they have questions. The agreement will need to be signed by both parties with each retaining a copy.

Employment agreements **must** be in writing and **must** contain:

- Names of the employer and the employee.
- A description of the work.
- An indication of when and where the employee is to work.
- Wages or salary and reimbursement of expenses, when and how payments will be made
- Hours of work.
- A disputes procedure and a description of the services available for helping with employment relationship problems.

Job descriptions

A good job description clearly states a staff member's responsibilities, limits to their authority and expectations of their work.

Written procedures should address how job descriptions will be compiled and who will ensure that employees receive and understand them.

Code of behaviour

The code of behaviour (often called a code of conduct) needs to cover what is expected of staff in terms of:

- Their own professional behaviour and interaction with children and other staff.
- Supervision and safety of children.
- Prevention, recognition and reporting of child abuse.
- What constitutes serious misconduct.

Training

All staff **must** be trained in the programme's policies and procedures relevant to their position. A record of the training received must be kept. Some programmes keep this in each staff member's file. Further training should be made available where appropriate. Performance management systems will help identify areas where further development or training is needed.

Written procedures should address:

- What training is required for staff.
- Where training undertaken will be documented.
- How and by whom initial induction training will be carried out.

Performance management systems

A performance management system is intended to increase staff awareness of their performance. Performance Appraisals are the most common performance management system used. These are based on job descriptions and outline both accomplished areas of performance and areas that require development.

Written procedures should address:

- How staff performance is managed.
- How and when feedback is given and received and how this is documented.
- How often they occur.
- Who is responsible for ensuring appraisals take place and identified issues are followed up.

Programmes should also have written procedures to address:

- How the inclusion of volunteers is organised, including their selection, reimbursement, supervision and limits to their responsibility.
- What the process is for dealing with accusations of serious misconduct against staff.
- Who will be responsible for undertaking any disciplinary action regarding staff.

More detailed information on the points covered above is available from:

The Workplace Group (Department of Labour) www.infoline.govt.nz 0800 209 020

(access templates for assembling employment agreements and letters of appointment).

For Police vetting forms and information contact:

The Liaison Officer,
Licensing and Vetting Service Centre,
Police National Headquarters,
PO Box 3017,
Wellington.

buildings and facilities

Premises are safe and comply with all relevant legislation as well as local city or district council requirements.

Potential hazards to the safety of children are repaired, removed or made inaccessible.

Building warrant of fitness

The legislation identifies a number of features that will determine whether a building requires a Building Warrant of Fitness (WOF).

A WOF registers what the building will be used for and helps ensure that the building is safe. Programmes will need to ensure that the WOF allows for an OSCAR programme to be in the building.

The final responsibility for maintaining a WOF usually lies with the building owner but the programme has an obligation to ensure it is in place.

Local city or district councils monitor WOFs. If the building does not have a WOF the local council should be able to tell you whether one is required. If a building does not require a WOF, it will still need to comply with fire safety regulations. The local council will be able to suggest the appropriate body to do this, eg, the fire service or an 'independent qualified person'.

Evacuation

See the Emergencies Guide for information on evacuation plans.

Facilities

Health and safety processes will identify hazards at the venue and risks involved with particular activities or equipment.

Often maintenance of the building and facilities is the responsibility of the building owner, but there is an obligation for the provider to inform the owner of any identified hazards, breakages or maintenance issues. If the owner does not act on this information the provider should contact the local council.

See the Health and Safety Guide for information about identifying and managing hazards.

Phone access

There **must** be policy and procedures to ensure there are appropriate phone services available.

Easy access to a phone on-site is essential for:

- Staff, to use for emergencies and to contact parents.
- Parents, to contact the programme during operating hours for emergencies and should they need to change any arrangements, eg, for collection of children etc.

Programmes that take children away from the venue are still required to be contactable. A cell phone **must** be taken with the group and parents advised of the number.

There may be times when there is limited or no cell phone coverage and no landline available. As part of a written risk assessment, programmes **must** identify poor phone coverage and make plans to ensure that contact can be made quickly with emergency services.

This may involve identifying the nearest land line, or cell phone coverage area and planning transport to that point to make calls, or by having some other means of communication, like radio transmitters.

record keeping

Programme providers maintain records in accordance with the Privacy Act 1993 and other relevant legislation.

The collection and use of information about children, families, staff and management is governed by the Privacy Act 1993 which ensures confidentiality and access by individuals to information relating to them. (Note that Principal 10 and 11 of the Privacy Act provides legal coverage to release information if the health and safety, or wellbeing of an individual or the public is compromised.)

Programmes **must** have a written policy which addresses:

- That programmes will comply with requirements of the Privacy Act 1993 and any amendments.
- That all information gathered on staff, management, families and children is only used for the purpose it was collected, will be stored securely and made available to the individuals concerned when requested.
- Information will not be shared without the owner's (ie, the person whom the information is about) permission unless required by legislation. (Note the use of Principal 10 of the Privacy Act in the first paragraph above.)

There should be written procedures to address:

- How it will be ensured that personal information is kept secure, but available to staff, management or families to check or change their own information.
- How information is kept up to date.
- How parents will be notified of their responsibility to inform the programme of any changes to their circumstances.
- Guidance for staff, to ensure that conversation, and information shared between staff and with parents remains confidential.

Attendance

Attendance records must be kept, including a sign in and out system to ensure that in the case of an emergency the programme has an accurate record of children at the programme.

Enrolment forms

The programme **must** have enrolment forms that are filled in and signed by parents. It is good practice to have parents check these regularly to maintain their accuracy.

The enrolment form **must** include:

- Child's name, address and contact phone number.
- Parents names, home address, all daytime phone numbers.

- Names and contact details of two emergency contacts.
- Names of people authorised to collect the child from the programme.
- Any health, or medical conditions, including what treatment is required, or if the child is self medicating, as in asthma.
- Any access or custody arrangements and/or protection orders.

One enrolment form per family is acceptable, although individual health, medical information etc **must** be notified for each child.

See Section Three for a sample Enrolment Form.

Programmes could also have a written agreement that parents sign that includes information about the programme, hours, how to contact the programme, how to voice concerns and outlines expectations the programmes has of parents.

Medication

A written record of all medicine administered to children at the programme **must** be kept.

See the Health and Safety Guide for more details.

finance

Finances are managed competently.

Competent financial management is essential to an OSCAR programme's viability. It is the management group or owner's responsibility to ensure the programme meets all legal requirements. The Inland Revenue Department has small business advisors to help with the financial management of OSCAR programmes.

The programme **must** have written policy and procedures that guide the financial management of the programme. Points to consider include:

- Recording parents fees and other income.
- Payment and recording of expenses.
- Banking.
- Provision of petty cash and limits on staff spending.
- Following up debts.
- Payment of tax, wages and ACC levies.
- Preparation of verified annual accounts.
- Preparation of an annual budget.

Financial responsibilities should be stated clearly in staff job descriptions.

The accounting system used should provide sufficient information to ensure that financial decisions can be made that will safeguard the on-going viability of the programme. This will depend on factors such as the size of the programme, or its management structure etc. While all programmes **must** produce an annual budget and financial statement most will also produce more regular financial statements.

All financial transactions **must** be accurately recorded and records kept up to date.

Not for profit groups **must** also meet the requirements of their constitution or trust deed.

Many programmes will need to audit their accounts annually. An audit **must** be carried out by a chartered accountant. It includes full financial information and an auditor's report.

An independent review must be undertaken by programmes who are not legally required to carry out an audit and who receive less than \$50,000 in Government funding (including no Government funding). The Reviewer should be either an accountant or a person who is recognised as having skill and knowledge in the accounting field and must be outside of, and with no connection to the programme.

Reviewing should include:

- Looking at the reasonableness of the figures.
- Questioning any figures that appear strange.
- Looking for understated or overstated figures.
- Spot-checking the accuracy and completeness of the supporting documents.
- Making sure that the accounts are set out properly.

See Section Three for a sample Review Statement.

Aside from the Inland Revenue Department there are a number of local agencies available to provide financial assistance. Refer to the Contact information in Section Three for links to access these.

camps

Camps are managed competently and safely.

Residential care programmes provide a significant portion of out of school care during holiday times. Those camps that are providing holiday programmes for children aged from five to 13 years of age are OSCAR providers and may apply to become Child, Youth and Family OSCAR approved.

All the standards in this manual are applicable for camps wishing to become Child, Youth and Family OSCAR approved. The camp must detail how it will meet each of the standards.

Due to the residential component of camping programmes this additional 'Camp' Standard **must** be met.

Toilets

When camping programmes move away from approved or 'base' premises to any wilderness environment, it is important that toilet facilities are carefully considered.

Camps written policy **must** include:

- That the appropriate toilet facility is provided.
- That health and environmental standards are being followed.
- That the toilet facility will be cleaned, and cleared, if appropriate, when the camp concludes or moves on to a new site.
- Who will be responsible for ensuring the above three requirements will be met.

Supervision

All camping programmes must keep records that show the management structure for the specific camp, and give evidence that the written structure is working.

Records should include:

- Who is the Adult (20 years or over) that is responsible for the programme.
- Who are the other supervisors for the programme and their roles.
- What responsibilities are delegated to other adults/volunteers in the programme.
- Who are the adults staying at the programme during its duration to ensure the supervision ratios are being met at all times.

Risk assessments

All activities that happen during the camp must be appropriate for the age of children attending the camp. Risk assessments must be carried out for all activities (a sample RAM sheet is provided in Section Three), and, if appropriate, must meet the code of practice for the particular activity being offered. Some activities will only need simple risk analysis completed, while other activities will need extensive planning and risk analysis.

Records **must** show:

- What activities/excursions are being undertaken at the specific camp.
- What minimum qualification is required to provide the activity at the camp (in some cases there may be no qualification required but this should still be noted).
- The RAM sheet for the specific activity.
- Who will supervise the activity, and evidence of their current qualification, site specific training or experience, if appropriate.

Sleeping

Permanent sleeping facilities must meet the requirements of the relevant legislation and local council requirements. Temporary sleeping facilities must be adequate for the excursion planned, and must be adequate for the most extreme conditions that the excursion may realistically encounter.

Policies **must** include:

- Where the sleeping facilities are and whether they are permanent or temporary.
- Evidence that the facilities meet appropriate accommodation requirements.
- The maximum number of children that will be sleeping in each facility.
- How the supervision of children while sleeping will be achieved to reach the required programme standard.
- Who will be sleeping in each cabin/facility, and the names of any gender specific supervisors in that cabin; **or** how gender-specific patrols will be structured to cover the supervision of children sleeping without supervisors in their cabin/facility.
- What procedure is in place for children to contact an adult supervisor in case of emergency, sickness or other need the child may have.

Food

Camps by their nature require children to be given meals as part of their stay at the programme. Written procedures need to include how this part of the programme will be covered.

These procedures **must** include:

- How the nutritional needs of the children will be met.
- Evidence that safe food handling procedures are in place for the storage and handling of all food consumed by those involved at the programme.
- Evidence that permanent food handling facilities meet council standards.
- Risk assessments completed for all outdoor cooking requirements.
- Risk assessments for any activity that includes the lighting of fires or the cooking of food on an outdoor fire or gas unit.
- Procedures for the establishment, supervision and disposal, of any camp fire.
- Procedures for the safe transport and storage of gas cylinders or other flammable items during the camp or activity period.

SECTION THREE

introduction

Section Three consists of

- Useful contact information.
- Policies and training required.
- Sample forms and documents.
- Templates of forms or documents.
- Application forms.

The 'policies and training required' chart lists the policies and staff training your programme will need to undertake to meet the requirements of the Child, Youth and Family OSCAR Standards. The minimum requirement for staff training, except first aid, is in-house training on the programme's policy and procedures for the particular topic. There are other training options available in many communities that cover the topics in more detail.

The Contact List provides useful websites and phone numbers of organisations that provide assistance, information, forms etc. on OSCAR Standards requirements.

The application form is required to be used when making an application. This can also be accessed online at: www.workandincome.govt.nz or may also be obtained through the OSCAR Foundation.

You are **not required** to use the other forms/templates provided in Section Three, they are only samples to give you some indication of what you could use in your programme. However you may use the forms/templates if you wish, or adapt them to suit the particular needs of your programme.

policies and training required

Policies are required for:

- Cultural responsiveness.
- Programme operations.
- Behaviour management.
- Health and safety, including:
 - Food preparation.
 - Medicines/medical conditions.
 - Animals.
 - Smoke-free.
 - Sun-safe.
- Child protection.
- Supervision.
- Emergencies.
- Staffing.
- Financial management.

Staff training is required for:

- Behaviour management.
- Health and safety.
- Recognising and responding to suspected child abuse.
- Emergency procedures.
- First aid (for at least one staff member).

contact details

The OSCAR Foundation	0800 466 7227 or 0800 GO OSCAR	www.oscar.org.nz
Business Information	0800 42 49 46	www.biz.org.nz
Child, Youth and Family	0508 326459	www.cyf.govt.nz
Citizens Advice Bureau	0800 367 222	www.cab.org.nz
CPS Training – Preventing Child Abuse (Child Protection Studies)	(07) 838 3370 info@cpstraining.co.nz	www.cpstraining.co.nz
Department of Labour/ the Workplace Group	See blue pages of phone book for local information	www.dol.govt.nz www.workplace.govt.nz
Employment Relations	0800 800 863	www.ers.govt.nz
Hamilton OSCAR Network	(07) 8380873	tania@oscar.org.nz
Human Rights Commission	0800 496 877	www.hrc.co.nz
Inland Revenue Department	0800 257 777	www.ird.govt.nz
Land Transport Safety Authority	0800 108 809	www.ltsa.govt.nz
Ministry of Health	See blue pages of phone book for local information	
Ministry of Maori Development (Te Puni Kokiri)	See blue pages of phone book for local information	www.tpk.govt.nz
Ministry of Pacific Island Affairs	(04) 473 4493 or 09 262 1513	www.minpac.govt.nz
Ministry of Social Development	(04) 916 3300	www.msd.govt.nz
New Zealand Fire Service	See white pages of phone book for local information	
Northland OSCAR Network	(09) 430 7405	northlandoscar@xtra.co.nz
NZ Food Safety Authority	0800 693 721	www.nzfsa.govt.nz
Occupational, Safety & Health – OSH	0800 20 90 20	www.osh.govt.nz
OSCAR Network in Christchurch	(03) 379 3915	info@oscarnetwork.org.nz
Out of School Care Network (Auckland)	(09) 366 0320	oscn@xtra.co.nz
Police Vetting	See Emergencies Guide for address of Licensing and Vetting Service	www.police.govt.nz
Refugee and Migrant Service	See white pages of phone book for local information	
Work and Income	0800 559 009	www.workandincome.govt.nz

after school programme weekly plan

Week: Eight **Term:** Two

Every day we will have:

- Roll call/sharing time.
- Afternoon tea.

Free play activities will be offered. These may include but are not limited to:

Painting	Board games	Dress ups	Outdoor games
Box	Construction	Card games	Jigsaws
Lego	Dolls	Cars	Playdough
Craft	Ball games	Reading	Music
Dance	Computer	Art	Woodwork
Imaginary play	Water play	Skateboards	Sports
Clay	TV/video	Sewing	Knex

And also this week we will have:

- Candlemaking.
- Face painting.
- Tee ball.
- Sprout heads.
- Popcorn making.

complaint form

Name of complainant:

Address:

Contact phone: (home) (work) (mobile)

Nature of the complaint: (please describe who or what the complaint is about)

.....

.....

.....

.....

.....

.....

.....

.....

Please hand the complaint form to the Programme Supervisor. Your complaint will be treated in confidence; however the matter will need to be discussed with the parties involved to resolve the matter. If the Programme Supervisor cannot resolve your complaint, you will be contacted by the programme Coordinator to discuss the situation further. If the complaint has still not been resolved Management will be notified and steps will be taken until all parties are satisfied.

Signed by the complainant: Date:

To be signed by the following once the complaint has been resolved.

Signed by the complainant: Date:

Signed by the Programme Supervisor: Date:

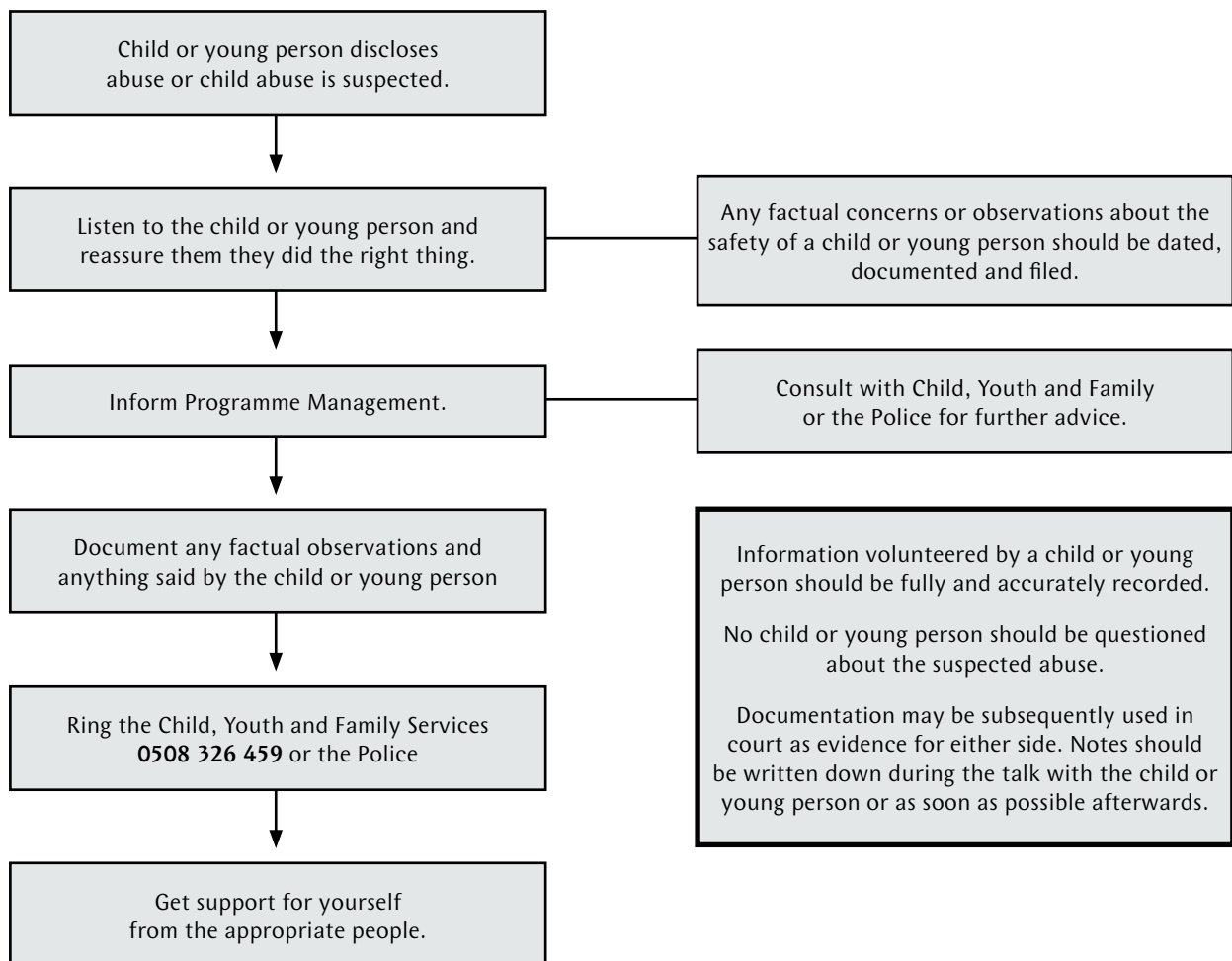
Signed by the Programme Coordinator: Date:

Signed by management representative: Date:
(if required)

first aid kit checklist

Date of check												
Assorted plasters												
Assorted gauze bandages												
Sterile gauze swabs												
Non-stick sterile dressings												
Triangular bandages												
Sterile saline solution												
Sterile eye pads												
Disinfectant												
Antiseptic wipes												
Stainless steel bowl (small)												
Packet of disposable gloves												
Scissors												
Tweezers												
Safety pins												
Snap lock plastic bags												
Glad Wrap												
First aid manual												
Accident register												
Staff initials												

response to suspicions or disclosure of abuse



Adapted with permission from the Out of School Care Network, Auckland

holiday programme attendance register

Date:

	Child's name	Arrived at	Parent's signature	Left at	Parent's signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

referee check

Applicant's name:

Check done by: Date:

Referee's name:

Address:

Phone number:

Relationship to applicant:

How long has known applicant?

How well does he/she work with children?

.....

How well does he/she relate to or communicate with parents/adults?

.....

Do you have any concerns about his/her ability to work in an after school care/holiday programme?

.....

How well does he/she work with other staff?

.....

What are his/her strengths?

Is he/she reliable/trustworthy?

Does he/she show initiative when required?

Is there anything about the person's background you think we should know about, or would be useful for us to know?

.....

.....

.....

.....

staff information sheet

Name:

Address:

.....

Phone number:

Emergency contact:

.....

IRD number:

Any additional relevant information:

.....

.....

Starting date:

Finishing date:

Staff declaration

I have read, understood and agree to abide by all programme policies and procedures.

I agree to allow the Child, Youth and Family OSCAR Assessor to view my police vetting record and my employment file.

Signature: Date:

Application on file

Applicant received policies and procedures

Reference checks completed

Attended induction training

Applicant received job description

Tax forms completed

Police vet form completed

Employment agreement signed

enrolment form

Child(ren)'s details

Name(s)	Age(s)
1.
2.
3.

Enrolment details

Permanent Casual (please tick)

Please tick the days you would like to enrol your child:

Monday Tuesday Wednesday Thursday Friday

People authorised to collect your child(ren)

.....
.....

Mother's name:

Home address:

Telephone: (day) (after hours) (mobile)

Father's name:

Home address (if different):

Telephone: (day) (after hours) (mobile)

Emergency contacts

Name: Relationship to child:

Address:

Telephone contact:

Name: Relationship to child:

Address:

Telephone contact:

Doctor's details

Childrens' doctor: Telephone:

Address:

Additional information

Does your child have any particular health needs we should be aware of?
(eg, allergies, food requirements, asthma, medical conditions etc.)

.....
.....
.....

Is there anything else we should know about in order to take good care your child?
(eg, custody arrangements, special needs, behavioural issues etc.)

.....
.....
.....

Parent contract

Please sign this contract to complete enrolment. If you have any questions about the programme or wish to see a copy of the programme policies prior to signing, please do not to hesitate to ask a member of staff.

- I/we agree and acknowledge:
- I have read and understand the enrolment information.
- The supervisor has my permission to arrange any necessary urgent medical treatment at my cost.
- I will notify the supervisor of any changes to enrolment information in a timely fashion.
- I agree to pay fees as stipulated in the fees policy.

All care will be taken to provide supervision of children attending the programme in accordance with programme policies and procedures.

Name of parent:

Signature of parent: Dated:

Privacy Act 1993: The information that you have supplied is necessary for the safe and effective operation of the OSCAR programme. All personal information requested will be destroyed at the completion of your child's time in the programme. You are welcome to review information pertaining to your child's enrolment at any time.

unqualified review report

Accountant's report to:

I have reviewed the financial statements of XYZ organisation for the year ended 31 December 20XX in accordance with the Review Engagement Standards issued by the Institute of Chartered Accountants of New Zealand.

A review is limited primarily to enquiries of the organisation's personnel and analytical review procedures applied to financial data and thus provides less assurance than an audit. I have not performed an audit and, accordingly, I do not express an audit opinion.

Based on my review, nothing has come to my attention that causes me to believe that the accompanying financial statements do not give a true and fair view.

Signature: Date:

Address:

.....

relinquishment of approval notice

I:

of:

want to inform the Child, Youth and Family Approval Team that:

.....

no longer wishes to retain its Approval status as an Out of SchoolCare and Recreation (OSCAR) service and hereby relinquishes its Approval status.

Signed: Date:

safety checklist

Date	Outdoor and playground	Indoors	Toilets	Equipment	First Aid Kit	Cleaning Equipment	Programme	Rules	Staff member's Signature
	Example: No rubbish, equipment in safe condition	Example: Floors are clean and clear	Example: Floors are clear and dry, clean handtowels	Example: Clean and in safe condition	Example: Stored securely away from children	Example: Stored securely away from children	Example: Risk assessments completed for activities	Example: Children reminded of safety rules	
MONDAY									
TUESDAY									
WEDNESDAY									
THURSDAY									
FRIDAY									

risk assessment management system

Activity: Date and time:

Location: Supervisor/Coordinator:

Risks	Factors that could lead to the risk			Reducing the risk (eliminate/isolate/minimise) (cancel if can't minimise)	Emergency plan to manage the risk
	People ie, skills, attitudes, age, health, ratios, etc	Equipment ie, clothing, transport, activity specific gear, etc	Environment ie, weather, terrain, water, season, etc		

Minimum skills required by staff (if appropriate):

National standards (if applicable):

Comments:

Activity Approved: Yes No Signature of Supervisor/Coordinator:

safety action plan

Activity: Date: Supervisor:

Number of Children: Number of Staff: Location:

What could go wrong?	What would cause it to go wrong?	How could we prevent it from going wrong?	Whose responsibility is it?	When/where will it be done?	Emergency Plan

Group members requiring special consideration:	Pre-activity checklist: (tick when completed)	On the day: (tick when completed)
Health:	Off-site venue visited:	Medication:
Behaviour:	Permission slip returned:	First aid kit:
Other:	Medical information checked:	Cell phone:
	SAP form completed:	Intentions notice at programme:
	SAP form to all staff:	Equipment checked:
		Attendance/enrolment information:

Comments: (including if still going ahead with activity, and if not, why not):

application for OSCAR standards assessment

These details are required for all organisations applying to be approved by Child, Youth and Family as an Out of School Care And Recreation (OSCAR) provider under the Social Security (Childcare Assistance) Regulations 2004 (SR 2004/268).

Your Organisation's Details	
Legal name of your organisation	
Other names commonly used by your organisation	
Main office street address	Number:
	Street name:
	Suburb or RD no.:
	Town or city:
Main office postal address	Number:
	Street name:
	Suburb or RD no.:
	Town or city:
	Postcode:
	PO Box/Private Bag no.:
	Lobby, town or city:
	Postcode:
Email address	@

Key Contact Details	
Contact person and position held	Name:
	Position:
Telephone numbers	Business: (0)
	Home: (0)
Facsimile number	(0)
Email address	@

Please note that if you run more than one after-school programme, list them individually. For example, After-School, Before-School and Holiday Programme.

Information on OSCAR Service				
Name of programme approval is sought for	Type of programme (ie before/after school, holiday camp)	Address of programme site	No. of children	No. of staff

What is the legal status of your organisation?

- Charitable Trust
- Incorporated Society
- Limited Liability Company
- Named individual
- Organisation set up under statute
- Partnership
- Unincorporated Body – Registration Number:

Has the OSCAR Foundation has been involved in the development of the policies and procedures?

- Yes No

What is the name and position of the person making the application?

Name: Position:

Signature: Date:

Complete the application form and attach all required documents (refer to checklist on page 55) and send to:

**Child, Youth and Family
Team Leader
Approvals Team**

AUCKLAND (*North Auckland, Auckland, Counties Manukau, South Auckland*)

Postal Address: Private Bag 93507 Telephone: (09) 985 4701
Takapuna
NORTH SHORE CITY 0740

Street Address: 2nd Floor, AMI Building
Corner Lake Road and Como Street
Takapuna
NORTH SHORE CITY

MIDLANDS CENTRAL (*Central Plateau, Taupo, Bay of Plenty, Waikato, King Country, Taranaki, Wanganui, Gisborne, Hawkes Bay, Coromandel*)

Postal Address: Private Bag 3222 Telephone: (07) 957 4712
HAMILTON 3204

Street Address: Vero House
127 Alexander Street
HAMILTON 3204

WELLINGTON/UPPER SOUTH (*Dannevirke, Pahiatua, Horowhenua, Tararua District, Wairarapa, Wellington, Nelson, Tasman, Chatham Island*)

Postal Address: PO Box 2620 Telephone: (04) 918 9026
WELLINGTON 6140

Street Address: Level 2, Bowen State Building
34 Bowen Street
WELLINGTON

SOUTHERN (*Canterbury, Southland, Otago, Marlborough, Buller, West Coast*)

Postal Address: Private Bag 1906 Telephone: (03) 955 6741
DUNEDIN 9054

Street Address: 1st Floor, Phillip Lang Building
144 Rattray Street
DUNEDIN

Checklist of documents that must be included with the application form:

Documents Enclosed

Copy of all **policies and procedures** as outlined in the OSCAR Provider guide **together** with sample copies of:

- Abuse Recording/Reporting Forms
- Accident and Incident Record Form
- Any agreement with other parties regarding Facilities/Responsibilities
- Company/Trust/Groups/Rules/Deeds. Copy of company registration certificate
- Complaint Form
- Current Building Warrant (where applicable)
- Employment Agreement form
- Enrolment Forms
- First Aid Kit Checklist
- Hazard Identification Form
- Medication Consent Form
- Police Vetting Form which your programme will use
- Police Vetting Results for any current staff (including volunteers) Management and Trustees
- Position Description(s)
- Programme Plan/Brochures
- Proposed budget
- Recruitment forms
- Registration with Police Licensing and Vetting Service
- Registration/Attendance Form/Packs
- Risk Assessment Management (RAMS) Form
- Safety Checklist
- Sign In and Out Forms
- Signed Employment Agreements for current staff (last page only)
- Staff Driver's Licences (if applicable)
- Staff First Aid Certificates
- Staff Induction Sheet
- Staff training register