



Kids Up Front Child Safety Handbook and Policies

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Our Promise

“We give Kids Confidence to Empower them to be the best they can be.”

Kids Up Front Drama Academy’s commitment to all our students and families is to provide a safe nurturing environment where young people are free to express their creativity through performing.

We encourage every student to participate, contribute and perform at their own level without any competition.

We promise a fun, inclusive and positive experience designed to inspire each student to build confidence that will benefit them throughout their lives.



The Purpose of this document is to be distributed to all team members is to ensure that our safety procedures are clear and adhered to

Emergency Contacts

- **Emergency (Police/Ambulance/Fire):** 000
- **Karin Clifford – Managing Director:** 0417 432 002
- **Kids Up Front Head Office:** 02 9953 4040

Code of Conduct

For Students

Kids Up Front students always:

- ✓ Are positive and encouraging towards each other
- ✓ Follow our no bullying policy
- ✓ Behave inclusively and look out for one another
- ✓ Listen and collaborate respectfully
- ✓ Respect teachers and peers
- ✓ Keep hands to themselves
- ✓ Use the buddy system for toilet breaks
- ✓ Stay with the group and do not wander off
- ✓ Inform teachers if anything is wrong
- ✓ Do their best and have fun!
- ✓ Know they are in a safe space

For Family Members

Kids Up Front family members always:

- ✓ Provide emergency contacts and allergy/medical info
- ✓ Follow our 'no nuts' policy
- ✓ Collect children on time
- ✓ Supply action plans for anaphylaxis
- ✓ Leave once their child is dropped off

- ✓ Complete enrolment details online
- ✓ Support their child's participation
- ✓ Celebrate their child's achievements at performances

For Teachers & Team Members

Teachers and team must:

- ✓ Encourage every student in an inclusive, nurturing way
- ✓ Greet parents professionally
- ✓ Protect all children from harm or abuse
- ✓ Maintain positive, respectful interactions
- ✓ Use appropriate physical and emotional boundaries
- ✓ Be punctual and wear the Kids Up Front t-shirt
- ✓ Communicate clearly with supervisors
- ✓ Supervise children at all times
- ✓ Report incidents or injuries immediately
- ✓ Shut down inappropriate material or behaviour
- ✓ Inspire confidence and creativity

Teachers and team must not:

- X Show favouritism or develop 'special' relationships
- X Have student contact details or communicate outside class
- X Physically touch students or isolate them as punishment
- X Use physical discipline or corporal punishment
- X Allow a child to leave class unsupervised
- X Shout at or humiliate any child
- X Use alcohol or drugs while supervising
- X Be on their phones during supervision
- X Have online contact with students (socials, email, etc.)
- X Present M-rated or inappropriate content

Hiring and Training

Application and Interviewing Process

Kids Up Front Drama Academy prides itself on hiring and training exceptional personnel as teachers and support staff.

Our comprehensive application process makes clear the responsibilities of each role on the team and is designed to ensure the right fit for each position.

Suitable applicants are interviewed to assess their suitability for the role, and we only hire teachers after observing the applicants in a teaching demonstration to assess if they are a good fit for Kids Up Front. A good teacher for Kids Up Front can demonstrate that they can engage, build rapport and have fun with children whilst maintaining control of the class.

References are checked and the feedback recorded in the applicant's file.

Police and Child Safety Checks

Teachers are required to provide their current Working with Children Check. We check and verify all teachers Working with Children Checks and maintain a file of expiry dates so they are always up to date.

Teacher Training

Kids Up Front teachers maintain an excellent level of knowledge, understanding and procedural awareness throughout the year through term meetings and mentoring throughout the term. We ensure a high level of expertise in child safety and wellbeing through the following;

- Lesson plans and policy guidelines are provided
- Teachers are also shown Vimeo links for training purposes
- Our lesson plans are tried and tested and designed to provide a positive environment to support each student.

- All material is age appropriate.
- Any devised performance must meet strict guidelines of age appropriateness and themes. Teachers will shut down any improvised or devised performances that include alcohol, cigarettes, sexual references or political or religious content.
- Children are not allowed to create plays or scenes with guns, knives, bombs etc.
- Any child who is disrupting or causing distress to another child will be reported to the Director who will work with their parents to improve the situation or remove the child from class.

Responding & Reporting

'Child abuse is an act (or omission) which endangers a child's health, wellbeing and/or development.'

Child Abuse includes:

- Sexual Abuse
- Emotional Abuse
- Exposure to Family Violence
- Neglect
- Grooming

If any team member suspects any form of child abuse, the following procedure must occur:

1. Tell the supervisor and document the information that leads the team member to this concern and provide to Kids Up Front Head Office
 2. Contact the Police if the child is deemed to be in immediate threat by calling 000
 3. To make a report Kids Up Front would contact the local government area with where the child resides by phone.
- North Division Intake: 1300 664 977
 - South Division Intake: 1300 655 795
 - East Division Intake: 1300 360 391
 - West Division Intake: 1300 664 977

Safety Procedures

At Kids Up Front we are constantly reviewing and improving our procedures to ensure the safety and wellbeing of our students and families.

1. Physical Safety

1.1 Drop off & Pick Up

When our teacher is picking up students from school and a child is not in the designated meeting place, they will call the parent to check if they are at school that day before leaving the school grounds. Children may not enter the venue until the teacher is there. The teacher will ensure that the room is safe before any child enters. Roll call is the first thing we do in the class to make sure everyone is there that is supposed to be there.

No child will be left alone at the end of class. Our teacher will wait for the parent to arrive. There is a late fee if this occurs. Repeated lateness may result in the child being removed from class.

1.2 Venue

The Teacher is responsible for ensuring the space is safe for children to enter each week and removing any potential hazards e.g. loose electrical cables. They are also responsible for any locking up that may be required.

1.3 Teacher Punctuality and Supervision of Students

Teachers will be punctual for class and if an event happens that delays them for some reason will notify the school and or parents, so children are always adequately supervised.

1.4 Performance Spaces & Technical Equipment.

Our young performers will be well briefed not to touch curtains, or any technical or stage equipment.

During classes and performances children are always supervised and are sitting where they can be seen.

1.5 First Aid

First Aid & Safety

Teachers are to provide a safe environment for the children and look for any safety hazards before allowing the children into the room/hall. (such as loose wires, wet floors etc).

- Teachers to arrive before the children are allowed into the space.
- Children are not allowed to run around unsupervised on the stage and behind the curtains.
- In an emergency call 000 for an ambulance. Then call the parents. Then call Kids Up Front.
- Safety is to be discussed with the children.
- If using props in the drama class, the props must not be of a dangerous nature e.g. no pointy objects.
- Teachers are to familiarise themselves with the medical conditions of their students including asthma and allergies. These are noted on the attendance records.
- All the teaching team must be aware of children with allergies or anaphylactic action plans and know where their EpiPen is at all times.
- Action Plans, EpiPens and the First Aid Kit should be centrally located and easily accessed.
- If there is an accident or injury during class, we require a written report on our casualty report below and the teacher will tell the parent what happened.

Accident and Incident Report - Confidential Casualty Report

Teachers are required to record

- Name, age, school, date and time
- The activity in which the child was engaged when the injury occurred
- The description of the injury
- Part of the body where it occurred and treatment given.
-

Teachers are not required to administer first aid unless it is a minor injury or give resuscitation (if needed) unless they are trained to do so.

CONFIDENTIAL CASUALTY REPORT

Date:		Time:		Employer:	
Casualty Surname:			Casualty First Name:		
Gender:		DOB:		Telephone:	
Address:		Suburb:		Post Code:	
History of Accident/Illness					
What are the casualties signs & symptoms?					
When did it happen?					
Where did it happen?					
Does the casualty have any known allergies?					
Past Medical History					
☐ Not Known		☐ Diabetes		☐ Epilepsy	
☐ Nil		☐ Asthma		☐ Medic alert	
☐ Hypertension		☐ Cardiac		☐ Blood thinning medication	
☐ Other					
Observations		Comments		Assessment	
Level of Consciousness:				Injuries / Symptoms & Signs  Front  Back	
Fully-conscious					
Semi-conscious					
Unconscious					
Breathing:					
Normal					
Slow					
Rapid					
Pulse:					
Normal					
Irregular					
Skin:					
Normal					
Hot					
Cold					
Pupils:					
Right					
Left					
Management:					

First Aider's Name (Print): _____ First Aider's Signature: _____ Date: _____

Asthma emergency (notes for teachers)

How do I know if a child is having an attack?

An asthma attack is when asthma symptoms get worse but do not go away when you use the blue reliever. An asthma attack may develop very rapidly over a few minutes, or it may take a few hours or even days to happen. An asthma attack may be mild, moderate or severe.

Symptoms of a mild asthma attack:

- Cough, wheeze
- Some shortness of breath
- Still able to speak in full sentences between breaths

Symptoms of a moderate asthma attack:

- Continual cough, moderate to loud wheeze
- Obvious difficulty breathing
- Still able to speak in full sentences between breaths

Symptoms of a severe asthma attack:

- Severe difficulties breathing
- Speak no more than a few words at a time
- Wheeze is often quiet
- Sucking in of the throat and rib muscles
- Pale and sweaty
- May have blue lips
- Very distressed and anxious

If you or someone else is having a severe attack, you should call an ambulance. (dial 000) immediately and say ASTHMA EMERGENCY.

As well as experiencing some of the above symptoms, young children may appear restless, unable to settle and may have problems eating or drinking. They may also have severe coughing or vomiting.

Asthma First Aid

First Aid for Asthma

1	Sit the person comfortably upright. Be calm and reassuring. Don't leave the person alone.	
2	Give 4 puffs of a blue/grey reliever (e.g. Ventolin, Asmol or Airomir) Use a spacer, if available. Give 1 puff at a time with 4 breaths after each puff Use the person's own inhaler if possible. If not, use first aid kit inhaler or borrow one.	OR
3	Wait 4 minutes. If the person still cannot breathe normally, give 4 more puffs.	Give 2 separate doses of a Bricanyl or Symbicort inhaler If a puffer is not available, you can use Symbicort (people over 12) or Bricanyl, even if the person does not normally use these.
4	If the person still cannot breathe normally, CALL AN AMBULANCE IMMEDIATELY (DIAL 000) Say that someone is having an asthma attack. Keep giving reliever. Give 4 puffs every 4 minutes until the ambulance arrives. Children: 4 puffs each time is a safe dose. Adults: For a severe attack you can give up to 6–8 puffs every 4 minutes	Wait 4 minutes. If the person still cannot breathe normally, give 1 more dose. If the person still cannot breathe normally, CALL AN AMBULANCE IMMEDIATELY (DIAL 000) Say that someone is having an asthma attack. Keep giving reliever while waiting for the ambulance: For Bricanyl, give 1 dose every 4 minutes For Symbicort, give 1 dose every 4 minutes (up to 3 more doses)
HOW TO USE INHALER	WITH SPACER  • Assemble spacer • Remove puffer cap and shake well • Insert puffer upright into spacer • Place mouthpiece between teeth and seal lips around it • Press once firmly on puffer to fire one puff into spacer • Take 4 breaths in and out of spacer • Slip spacer out of mouth • Repeat 1 puff at a time until 4 puffs taken – remember to shake the puffer before each puff • Replace cap	WITHOUT SPACER  • Remove cap and shake well • Breathe out away from puffer • Place mouthpiece between teeth and seal lips around it • Press once firmly on puffer while breathing in slowly and deeply • Slip puffer out of mouth • Hold breath for 4 seconds or as long as comfortable • Breathe out slowly away from puffer • Repeat 1 puff at a time until 4 puffs taken – remember to shake the puffer before each puff • Replace cap
	BRICANYL OR SYMBICORT  • Unscrew cover and remove • Hold inhaler upright and twist grip around and then back • Breathe out away from inhaler • Place mouthpiece between teeth and seal lips around it • Breathe in forcefully and deeply • Slip inhaler out of mouth • Breathe out slowly away from inhaler • Repeat to take a second dose – remember to twist the grip both ways to reload before each dose • Replace cover	

Not Sure if it's Asthma?

CALL AMBULANCE IMMEDIATELY (DIAL 000)

If a person stays conscious and their main problem seems to be breathing, follow the asthma first aid steps. Asthma reliever medicine is unlikely to harm them even if they do not have asthma.

Severe Allergic Reactions

CALL AMBULANCE IMMEDIATELY (DIAL 000)

Follow the person's Action Plan for Anaphylaxis if available. If the person has known severe allergies and seems to be having a severe allergic reaction, use their adrenaline autoinjector (e.g. EpiPen, Anapen) before giving asthma reliever medicine.

For more information on asthma visit:

Asthma Foundations – www.asthmaaustralia.org.au

National Asthma Council Australia – www.nationalasthma.org.au



Although all care has been taken, this chart is a general guide only which is not intended to be a substitute for individual medical advice/treatment. The National Asthma Council Australia expressly disclaims all responsibility (including for negligence) for any loss, damage or personal injury resulting from reliance on the information contained. © National Asthma Council Australia 2011.

1. Still able to speak in full sentences between breaths
Sit the person upright
 - Be calm and reassuring
 - Do not leave them alone
2. Give 4 separate puffs of blue/grey reliever puffer
Be calm and reassuring
 - Shake puffer
 - Put 1 puff into spacer
 - Take 4 breaths from spacer
 - Repeat until 4 puffs have been taken
 - Remember: Shake, 1 puff, 4 breaths OR Give 2 separate doses of a Bricanyl inhaler (age 6 and over) or a Symbicort inhaler (over 12)
3. Wait 4 minutes
 - If there is no improvement, give 4 more separate puffs of blue/grey reliever as above
 - (OR give 1 more dose of Bricanyl or Symbicort inhaler)
4. If there is still no improvement call emergency assistance (dial 000)
 - If there is no improvement, give 4 more separate puffs of blue/grey reliever as above
 - Say 'ambulance' and that someone is having an asthma attack
 - Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives
 - (OR 1 dose of Bricanyl or Symbicort every 4 minutes - up to 3 more doses of Symbicort)

1.6 Allergies, Medical Conditions & Action Plans

Parents must supply Action plans and EpiPens for anaphylactic children.

Anaphylaxis

ACTION PLAN FOR •

For insect allergy, flick out sting if visible. Do not remove ticks. • Stay with person and call for help • Locate EpiPen® or EpiPen® Jr • Give other

ACTION MILD TO MODERATE ALLERGIC REACTION

1 Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.

2 Give EpiPen® or EpiPen® Jr

3 Phone ambulance* 000 (AU)

4 Phone family/emergency contact

5 Further adrenaline doses may be given if no response after 5 minutes (if another adrenaline autoinjector is available) If in doubt, give adrenaline autoinjector

Commence CPR at any time if person is unresponsive and not breathing normally. If uncertain whether it is asthma or anaphylaxis, give adrenaline autoinjector FIRST, then asthma reliever. EpiPen® is generally prescribed for adults and children over 5 years. EpiPen® Jr is generally prescribed for children aged 1-5 years. *Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

In the event of an emergency:

Remain calm and reassure the child.

Move the child ONLY if in immediate danger.

Do NOT give anything by mouth except on medical advice. Do not leave the child unattended. If the airway is blocked, clear and open by clearing the mouth of any foreign matter.

Call 000 in event of an emergency.

1.7 Evacuation Procedures.

1. Teachers commence each day with a roll call.

In the event of a Fire or Fire Alarm or any other reason to evacuate

2. In the event of an emergency evacuation the teacher would line the group up at the door and leave immediately with a front and back leader. Walk to the open area that is furthest away from the hall in a sensible, quick manner. Teacher to check buildings, including toilets, to collect any children remaining in the building.

3. Students to assemble on grass (designated area) and stay there.

4. Teacher to call the roll and account for everyone being present.

- Any person that cannot be accounted for at the evacuation point is to be reported to emergency services immediately upon their arrival.

5. Class to return only when the danger has been removed.

Teacher to keep a log of events during emergency.

- Ensure communications with emergency services is maintained. Wait for emergency services to arrive or provide further information.
- Contact parents as required.
- Seek advice from the region if required.
- Maintain a record of actions/decisions undertaken and times.
- Confirm with emergency service personnel that it is safe to return to normal operations.

1.8 Lockdown Procedures

A lockdown is a response to a perceived threat wherein

- All staff and students remain locked in the hall or room with blinds drawn (if available) sit on the floor and away from windows.
- Lock hall door if possible, lock external doors.
- The roll should be marked, Mobile phones, speaker systems and social media should not be used.
- Allow no entry to any person unless known to be someone in authority in the school.

Situation Causing a Lockdown

The main reason a lockdown is initiated is in response to a threat to health and safety by one or more intruders on school property. The lockdown is designed to deny access to the student(s) or staff being sought by the intruders.

Declaring a Lockdown

A lockdown may occur because of receiving information of intruders being on or about to enter school property with intent to do harm.

Actions after on-site evacuation, lock- down or relocation procedure

- Ensure any students, staff or visitors with medical or other needs are supported.
- Determine whether to contact parents.
- Determine if there is any specific information students, staff and visitors need to know (e.g., parent reunification process or areas of the facility to avoid).
- Undertake debrief with staff and Incident Management Team to identify any on-site evacuation and procedural changes that may be required.

2. Emotional Safety

2.1 Behaviour Management

Kids Up Front expect a high standard of behaviour in our classes in order for everyone to feel safe and have fun.

Our rules are simple

1. Listen when the teacher or others are speaking.
2. Keep their hands to themselves. Do not touch other students.

If a child is constantly disrupting the class these are the steps we follow.

- Friendly reminder to stop talking or touching.
- A first warning. With the first warning the child is put on notice and told that they need to stop whatever they are doing. If the child does not respond to the first warning and continues the bad behaviour they will be warned again. Three warnings and they are sat out of the group.
- Disruptive behaviour needs to be reported to the Director. If the behaviour is ongoing then either the Teacher or Director will contact the parents.

We have a no violence policy and in the event of violence the parents will be contacted immediately, and the child removed.

2.2 Bullying

At Kids Up Front we have zero tolerance for bullying. Any reports of bullying from students or parents will be acted upon immediately.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

2.3 Acceptance & Embracing Diversity

Kids Up Front are proud of their nondiscrimination policy, and we have had children with special needs attending our program- ranging from blindness, deafness, cerebral palsy to autism and ADHD. We also have children presenting as gender diverse and we accept the way they see themselves.

Our policy is to accept everyone for who they are and to ensure they feel comfortable with us. Everyone is expected to work at their own level, and we are not a competitive environment.

We encourage open lines of communication between teachers and parents to create a 'toolbox' of techniques for each student with learning difficulties or special needs of any type.

We do not allow any derogatory comments about religion, appearance or ability. Our culture is to accept and embrace diversity.

2.4 Teaching Methods and Pedagogy

With a focus on fun our teachers are encouraged to engage the class using a variety of fun and humorous techniques. Teachers are not shouting over children.

Examples for asking for a group to be quiet

- The 'Quiet Coyote' or 'Drama Llama' where the teacher stands with their two middle fingers touching their thumb and the children do the same.
- Teacher calls 'Waterfall' and everyone makes a sound of a waterfall.
- 'Audience Quiet' is another popular one when the teacher calls Audience Quiet as a call and response and the children answer.

When teaching drama the children love when the teachers demonstrate especially when they go over the top and make it fun for the children.

2.5 Mental Health

If a student approaches a teacher for advice or assistance which is outside of their area of expertise i.e. counselling.

Life Support offer counselling for children 1300 750 297

If the team member has significant concern for the wellbeing of a child (for reasons below) but does not believe they are at risk of significant harm it may be appropriate to contact Child and Family Services information for referral and support teams (Child FIRST) <https://orangedoor.vic.gov.au>

- Are experiencing significant parenting problems that may be affecting the child's development
- Are experiencing family conflict, including family breakdown
- Are under pressure due to a family member's physical or mental illness, substance abuse, disability or bereavement
- Are young, isolated or unsupported
- Are experiencing significant social or economic disadvantage that may adversely impact on a child's care or development

2.6 Positive Atmosphere: Verbal Instruction & Feedback

Teachers are encouraged to praise and encourage their students. Common phrases teachers used at Kids Up Front

- That was awesome!

- You are amazing!
- You did it!
- I know you can do it! Give it another try.
- How great was that?! - *Encouraging applause from other students*
- That was so Brilliant!
- So great to see you!
- Fabulous performance!
- You are just rocking that stage, well done!
- Wow, I am blown away!

2.8 Positive Atmosphere: Body Language

We expect our teachers to be positive role models in every way from spoken to body language. They should use eye contact when speaking to students and move in an engaging and interesting way bringing an upbeat energy to the class.

3. Artistic Safety

3.1 How we respond to mistakes

At Kids Up Front we embrace mistakes as an integral part of learning. Mistakes are met with acknowledgement, discussion and praise in the knowledge that they will help our students grow.

3.2 Encouraging Artistic Risk-Taking

At Kids Up Front we understand that achievements in the arts are directly related to students feeling safe to take artistic risks within their class environment. Our students are encouraged to aim high and believe in their ability to consistently improve their artistic skills. Our team always empower their students by encouraging growth and expansion within their learning.

3.3 Freedom of Expression

All students at Kids Up Front are made to feel comfortable expressing their opinions artistically. Our teachers applaud individuality, the use of student ideas and collaboration as often as possible.

