MSF is currently reviewing the SCC guidelines. The updated guidelines will be published in April 2025.

GUIDELINES FOR STUDENT CARE CENTRES

Guidelines for Student Care Centres

Contents

1. THE PHYSICAL ENVIRONMENT

The physical environment of a Student Care Centre (SCC) consists of the indoor and outdoor spaces, and includes furniture, equipment and resource materials within these spaces.

It is important that the physical environment is clean and safe. In addition, the physical environment should encourage learning participation, and foster constructive relationships among students and between students and staff.

This chapter on the SCC's physical environment provides pointers to consider in the following areas:

• Use of Space (Indoor and Outdoor areas);
• Furnishings/Fittings and Equipment;
• General Maintenance and Cleanliness;
• Learning Environment.

1.1 USE OF SPACE

Key Considerations

a. Indoor

i. Floor space

Having adequate indoor space and utilising it efficiently would contribute to a more conducive learning environment for students. Some of the key considerations include the size of the rooms as well as the number of students catered for, their age, abilities, needs and interests.

The SCC operators would need to ensure that the space and layout of the SCC is able to accommodate the capacity of students on Saturdays and during school holidays.

SCCs are expected to meet the recommended indoor floor space to student ratio.

The recommended usable floor area: student ratio is 3 square metres to 1 student. For example, a usable floor area of 180 square metres is able to accommodate up to 60 students at any point in time. This usable floor area excludes the sick bay, staff room and ancillary area for kitchen, store, bathrooms and toilets.

ii. Activity areas/Interest corners

It would also be desirable to have activity/interest areas for rest and relaxation. These could include:

• Shelves with art & craft materials and the adjoining space as a 'crafts corner'.

Crafts Display Corner

Craft Corner

- A cosy area with some cushions can be used as a rest area. Centres with sufficient space may allocate areas for a pantry and a 'Parents Corner' for parents to wait for their children.
- Book shelves and the adjoining space can be used as a 'reading corner'.

Reading Corner

- Other possible activity areas/interest corners are illustrated as follows:

Interaction and Hobby Corner

Games Corner

IT Corner

iii. Arrangement

Space should be arranged and demarcated for students to either work individually, in large or small groups, or in active/passive, noisy/quiet and messy/tidy activities. Clear pathways should be provided to guide students' movement with minimal disruptions or distractions to other students/activities.

- In the event of adverse weather condition, indoor space should be large enough to enable gross motor play activities to be conducted. A mixed use of indoor space is encouraged. For example, in school-based SCCs, part of the school hall or canteen can serve as an indoor game play area and study area. Sliding partitions and dividers can offer flexibility to separate and adjoin areas according to the changing functions of the space.

- Equipment, furniture and activities could be arranged so as to allow a clear line of sight for staff to supervise student activities at all times.

iv. Ventilation

Good ventilation helps to maintain the indoor environment at a comfortable level and can contribute positively to the student's learning.

- All rooms should be well-ventilated by means of windows that can be opened, working air-conditioning system/coolers or fans.

- Exhaust fans should be used to provide better ventilation in toilets and kitchen. Standing fans are discouraged as they may pose a safety hazard to the students. Ceiling fans offer a viable alternative.

v. Light

The quality and quantity of light influences the mood and feeling of students and staff within the environment.

- Sufficient windows with blinds/curtains should be installed to allow sufficient light into the activity rooms.

- The lighting effect can be enhanced with the use of pastel-coloured paints on walls.

- Having a variety of lighting forms (for example, fluorescent and incandescent lights) will create different effects for various play areas and activities.

b. Outdoor area

Students need the freedom to explore, especially after a day in their classrooms. This can be done within the compound of the SCC or through outdoor lessons to promote gross motor activities. The SCC could consider conducting outdoor activities at void decks, outdoor playground area, ball courts and soccer fields.

The outdoor area is more than a place where students can exercise their muscles. Outdoor spaces offer students the opportunity for teamwork, active play, problem-solving and creative experiences which are fundamental to their learning and development. However, the outdoor environment should not only be used for sports and active games; suitable indoor activities could also be brought outside if the weather permits.

1.2 FURNISHINGS/FITTINGS AND EQUIPMENT

Ensuring a clean and safe environment should be a top priority in SCCs. It is important to allow students to play and learn without the risk of injury, especially when there are many furnishings and equipment within the premises. (Refer to Appendix A for a suggested list of furniture and equipment).

Key Considerations

- All fixtures, fittings, furniture, gross motor equipment and toilets should be well-maintained and in good working condition. The use of lamination made of non-toxic materials is preferred for shelves and cabinets for ease of cleaning. Replacement of such items should be done when necessary.

- Furniture should be sufficient, functional and sturdy.

- Tables, chairs and cubby holes should be suitably sized for students' use. Shelves used for toys, books and materials should be made easily accessible to the students.

- There should be designated storage space for play/reading materials, equipment, toiletries, general stores and personal belongings.

  A personal storage space (e.g. cubby holes, storage bins and containers) should be assigned to each student to store his/her belongings. These storage spaces should be labelled with names, symbols or words to show students where different items belong. A sense of ownership and responsibility towards one's own belongings can be inculcated this way.

- Games, learning materials and equipment should be maintained in ways that are not harmful to the students. For example, chemicals that are toxic to the students should not be used for the disinfection of materials.

1.3 GENERAL MAINTENANCE AND CLEANLINESS

The floor, windows, doors, furniture and equipment should be kept clean and dust-free through the following daily and regular maintenance activities:

- Floors should be swept/vacuumed and mopped daily; and should be free from dirt and sand, and kept dry.

- Non-slip mats (if any) should be free from grime and dirt.

- Carpeted floor is not encouraged. If used, it has to be vacuumed daily.

- Furniture, fittings and fixtures should be cleaned with disinfectant regularly.

- Filters in the air-conditioners should be replaced or cleaned regularly according to the instruction manual.

- All litter bins should be lined, properly covered and emptied at least once daily.

- PVC mattresses and mattress covers should be wiped after every use. They should also be sunned/ wiped with disinfectant and washed at least once a week.

- Spring cleaning sessions should be conducted regularly.

Prompt action should be taken to maintain an environment that is free from mosquito breeding and other pests. Useful tips on dengue prevention are available at the National Environment Agency website (http://www.nea.gov.sg).

Special attention has to be paid to the hygiene of the centre. Should there be an outbreak of a communicable disease, SCCs should follow the recommended hygiene practices outlined in the 'Infection Control Guidelines for Schools and Childcare Centres' as provided by the Ministry of Health (MOH). This can be found under 'Publications' of the 'Guidelines' section on MOH's website.

1.4 LEARNING ENVIRONMENT

SCC should provide a conducive learning environment which supports the students' developmental needs and interests as they interact with the materials, peers and adults in the centre.

Key Considerations

A variety of age-appropriate materials and equipment should be made available to support the different learning activities and needs in the centre. Equipment and materials should be added or changed periodically to stimulate students' curiosity, and extend their interest by providing elements of surprise, novelty, success and satisfaction.

The learning environment should be planned in a manner that facilitates positive interactions between the students and the teachers, as well as to engage them in constructive activities. This is done by encouraging students to make choices whilst participating in both learning and play.

Providing students with choices involves providing them with an environment that is rich in the variety of learning resources and materials. This would enable them to choose from that pool of resources and match them to their level of competency.

Students need to be able to initiate their own learning experience by using the materials, which they can access independently. An environment that offers plenty of choices would allow students to develop important life skills such as decision-making. Some useful ideas of equipment and learning resources are provided below.

a. Equipment and learning resources

There should be enough materials to cater to each group of students using any set of equipment and materials. A SCC should be equipped with the following:

- Portable equipment like balls, sports equipment, bean bags, skipping ropes, etc. for gross motor and team-building activities;

- Language games which enhance language proficiency, catering to different age groups and abilities; and

- Reasoning games which allow students to explore and understand the links between everyday life and the concepts they learn in class. Games related to the application of mathematical/scientific concepts, IT based simulation and role playing activities can be used for this purpose.

b. Partitions, walls and floors

- Encourage the students to be involved in decorating the environment individually or in groups. These may include notes of encouragement, writings, model essays and photos which are initiated and expressed by the students themselves.

- Personal artwork, photos, as well as work done or chosen by the students add personality to the space.

- Moreover, a sense of belonging and ownership over the environment could be cultivated by encouraging the students to contribute towards the aesthetic appearance of the SCC.

In conclusion, the SCC's physical environment should be one in which the students feel at home. While it provides the students with a sense of security, it should also offer an environment that is suitable for them to develop, learn and grow.

2. SAFETY / HEALTH / HYGIENE / NUTRITION

One of the most basic and important elements in caring for students in SCCs is to ensure their safety and well-being, as a large part of their day is spent in the centre. It is the SCC's responsibility to provide a safe environment to prevent and reduce injuries.

Staff must be alert and be equipped with the relevant skills and knowledge to prevent accidents and injuries. They should be able to manage emergencies, accidents and injuries appropriately when necessary.

Safety procedures must be in place and practised (e.g. clear labelling of external/oral medication, display of simple warning signs where potentially dangerous products are stored, as well as putting in place safety rules and practices).

SCCs should also observe good health practices and hygiene. Students in SCCs are in close contact with one another, making them more vulnerable to communicable diseases. Prompt attention must be given to students who fall sick and appropriate precautionary measures must be taken to minimise an outbreak. SCCs should develop a health policy (e.g. the procedures to be taken when a child falls sick in the centre/ during an outbreak of infectious diseases) and communicate to all staff and parents.

SCCs are encouraged to follow the Infection Control Guidelines for Schools and Childcare Centres set by the Ministry of Health (MOH) to ensure that:

- the premises are clean and hygienic,

- students cared for and persons employed are medically fit to be in the centre, and any student or employee who is sick is to be excluded from the centre.

2.1 SAFETY

a. Indoor precautions

i. All indoor equipment, materials, furnishings and play areas should be sturdy, safe, and in good condition. They are to be maintained in ways that are not harmful to students. They should not have toxic paints coated on them, sharp edges or loose and rusty parts.

ii. All chemical, cleaning products and other dangerous substances must be properly stored away in closed cabinets or stored in areas which students have no access to.

iii. No electrical device or apparatus plugged into an electrical outlet should be located near a water source, such as a sink.

iv. Centres using extension cords for the power supply must ensure that these do not pose a potential safety hazard. Extension cords must not run under carpets, through doorways or across water sources. Both the extension and the appliance of the electrical cord must not be frayed or overloaded at any time.

v. All bathing facilities should have a conveniently located grab bar that is mounted at a height appropriate for a student to use. Non-skid surfaces should also be provided in all showers.

vi. Placement of furnishings and equipment should help prevent collision and injuries while permitting the freedom of movement of students. Furniture placement can play a significant role in the way space is used.

b. Outdoor precautions

Before students are permitted to use the outdoor play area, a check needs to be conducted to ensure that the playground/play area is free from any potential hazard.

Examples of potential hazards are:

i.   Lack of maintenance

The designated outdoor area is adequately maintained and all play/learning equipment are in safe working condition. For example, should a playground be used for outdoor activities, there should not be any broken, missing or worn out components in the playground equipment. All parts should be stable with no apparent sign of loosening. A systematic inspection and maintenance plan should be in place to ensure that the playground is safe.

ii. Lack of supervision

Supervision by staff members is an important factor in ensuring outdoor safety. Staff should have a clear view of sight of any outdoor activity area at all times. In supervising play, the staff on duty must ensure that the students use all equipment safely and all outdoor games are conducted in a safe manner.

iii. Trip hazards

Trip hazards are created by play equipment or items on the ground. Abrupt changes in surface elevations, exposed concrete footings, tree roots, tree stumps and rocks are all common trip hazards that are often found in outdoor environment.

iv. Overcrowding

Play area should not be overcrowded as serious injuries can result from collision.

v.   Age appropriate activities

In order to provide a challenging yet safe play environment for all ages, it is important that the outdoor activity area and equipment are appropriate for the age of the respective students at play.

vi. Pinch points and sharp edges

Equipment should be checked regularly to make sure that there are no sharp edges. Outdoor equipment should also not have any rusty parts, loose joints, sharp edges, unsteady stands or sharp protruding ends that are potentially hazardous.

vii. Sports related injuries

Added precautions should be taken when students engage in outdoor sporting activities. It is essential that warm up and cool down exercises are conducted when playing sports. Students need to be adequately hydrated before and when the sport is played. In addition, a sick or injured student should not be allowed to participate in any outdoor activities. The Singapore Sports Council website (http://www.sportsingapore.gov.sg/) has useful tips for centres to refer to.

c. Supervision of students

Proper supervision should be provided upon the arrival of students and throughout the day. Activity areas (indoors/outdoors) have to be arranged such that the students are within the visual range and accessibility of supervising adults. Maintaining a visual view helps to prevent injury and abuse.

During departure, there should be a system to ensure that the students return home with only authorised personnel. Should the parent/ authorised person fail to make it on time to fetch the student home, the centre should make the appropriate arrangements to ensure that the safety of the students is not compromised. The staff should maintain an open communication on its policies in order to prevent compromising students' safety.

d. Fire / Emergency / Precautionary measures

i. The fire evacuation plan is clear and comprehensive in its instructions. The fire evacuation sketch map must show the escape routes and assembly point clearly. The emergency phone numbers (e.g. the numbers of the registered medical practitioner, police, hospitals, civil defence, fire station/ambulance), fire evacuation plan and sketch map must be displayed at prominent places in the centre and near a telephone. For centres located within a school, the SCC should establish an emergency contact list with the school's management so that the school can notify them in times of drills and emergency.

ii. Fire evacuation drills should be conducted at least once every 6 months. The centre has to ensure that all staff and students are briefed regularly and are familiar with the emergency evacuation procedure and route. Fire evacuation drills are to take place at different times of the day and the 'fire' is to be started at different places. School-based centres should also participate in the fire drills conducted by the school, when the school conducts one.

iii. All students and staff, including the cook and cleaner, must be briefed on the evacuation procedure. Staff should also be trained to use the fire-fighting equipment.

iv. The SCC should maintain detailed documentary record of each fire drill conducted. This record should include the date and time of the fire drill, the duration of the evacuation and the area where the incident started. SCCs can refer to Appendix B for the fire emergency information and a sample format for recording fire evacuation drills.

v. Fire exit doors are to be kept locked and must be easily opened in times of emergency. Passageways leading to emergency exits should be kept clear of obstructions (furnishing, books, etc.) at all times. It is also recommended that smoke detectors and fire alarms are installed in larger SCCs.

vi. Fire-extinguishers or hose reels should be placed at prominent places within the centre and made readily accessible and functional. Portable dry powder extinguishers can be used for most fires, e.g. paper, textile and wood, cooking oil, flammable liquids and even electrical fires. The indicator on the extinguisher should be in the green zone at all times and the servicing label should reflect a valid date. Lack of maintenance will result in the fire extinguisher not discharging when required and rupturing when pressurised.

vii. In the event when a bomb threat is received, centres should follow the detailed emergency bomb threat procedures provided by the Ministry. SCCs can refer to Appendix C for these procedures.

viii. Operators/Supervisors of student care centres have the responsibility of reporting incidents relating to safety, health, hygiene, illness and serious accidents that have happened in the centre to the Ministry. Details for incident reporting are provided in Appendix D.

ix. To prevent centres from being easy targets for break-ins, it is strongly recommended that the following crime prevention measures are adopted:

- Anti-burglar alarm system

  An effective alarm system to supplement the physical security of the premises. It provides an early warning (by means of siren, indicator, etc.) to any unauthorised entry or attempt to enter any premises.

- Strong locks and grilles

  Closed-shackled locks and window grilles that are strong and of good quality. Locks should have dead-bolting features which are more resistant to tampering.

- Safekeeping of cash and expensive equipment.

  Deposit fees collected on the same day at the bank so as not to leave cash overnight in the premises. Expensive equipment such as PCs and audio visual equipment should be stored in properly secured rooms and cabinets.

- Investing in locking devices such as cable locks for your computers and laptops would deter perpetrators from stealing these assets.

Centres may check National Crime Prevention Council website (www.ncpc.org.sg) for other preventive measures to thwart break-in attempts, or contact the various police division headquarters for further precaution towards crime prevention. The contact numbers of the various Police HQ Divisions are in Appendix E.

SCCs should develop guidelines on Safety and Emergency; steps to take when a student is injured in the centre, fire evacuation or any other emergency situations.

e. First aid supplies

The SCC needs to maintain at least 1 First Aid box at a convenient location which all staff can have ready access to. The First Aid box should contain all the items listed in the First Aid Kit as required by the Ministry. The items should be within the manufacturer's stated use date, and should be replaced/replenished when necessary. SCCs can refer to Appendix F for the list of essential First Aid items.

2.2 HEALTH

a. Procedures for handling sick students

i. The SCC should conduct daily visual health checks for students upon their arrival at the premises for the following symptoms:

- Fever;
- Severe cough;
- Difficulty in breathing;
- Redness of eyes;
- Skin rashes or unusual spots;
- Yellowish skin or eyes;
- Unusual behaviour (e.g. weakness, nausea, vomiting, etc.); and
- Frequent scratching of scalp or body.

ii. The outcome of the health checks on the students should be documented and maintained.

iii. Additional observations should be made throughout the day to look out for other signs:

- Vomiting and/or diarrhoea;
- Difficulty in swallowing;
- Loss of appetite; and
- Headache or stiff neck.

iv. Parents must be notified immediately when their children fall sick in the centre. There should be a separate enclosed area designated for the rest and care of sick students. An adult should be present to monitor the sick student, and to ensure his/her safety and comfort until his/her parents arrive. A list of general practitioner clinics nearby can be maintained in case there is a pressing need to send the student to a clinic. Centre should also record the observation and steps taken in the centre's incident logbook.

v. School-based SCC operators should inform the school of any student who is diagnosed to be suffering from an infectious disease. Any student who is suffering from an infectious disease has to be excluded from the SCC until the expiry of the medical certification and the student shows no symptoms of the illness.

For more information, SCCs can refer to:

- 'Infection Control Guidelines for Schools and Childcare Centres" under 'Publications' found under the 'Guidelines' section of MOH website at http://www.moh.gov.sg,

- Appendix G for a 'Checklist on Health and Hygiene Inspection of Student Care Centres', and

- Appendix H on the procedures during Hand Foot and Mouth Disease transmission.

2.3 HYGIENE

a. Personal effects

i. Utensils such as cups, forks, plates, bowls and spoons should not be shared as these would increase the spread of germs and diseases. Chipped and cracked utensils should not be used for the same reason.

ii. Personal items such as towels, mugs, combs and mattress covers should not be shared as well. Bath towels are not allowed to be left in the centres overnight and should be brought home daily. Centres are discouraged to use a common towel for students to dry their hands. The use of disposable paper towels or a hand dryer is encouraged.

iii. Centres are encouraged to provide proper labels and storage for each student to allow easy identification.

b. Hygiene practices

i. Staff should encourage students to observe good hygiene habits. Below are some good habits that can be instilled into the students:

- Washing hands before and after meals/ toileting/outdoor and art activities;
- Providing separate toilet cubicles for boys and girls;
- Changing of clothes when they are dirtied or wet; and
- Developing self-help skills in managing health practices when students are ready.

ii. SCCs should consider installing at least one washing basin so that students can observe good hygiene habits in the centre. Liquid soap dispensers are to be mounted next to the sinks in the toilets (1 soap dispenser to 2 sinks). Toilet rolls, liquid soap and hand drying facilities must be made easily accessible to the students.

iii. SCCs should have a designated space for the preparation of food and snacks, and the space should be rendered inaccessible to students. Feeding equipment and all surfaces used for food preparation (e.g. utensils, bottles) should be sterilised after each use. Food preparation utensils and equipment should not be used for any other purposes.

iv. Staff should practise good hygiene procedures (e.g. washing hands before and after each meal preparation) during food preparation. If food is prepared in the SCC, it is recommended that the food handlers undergo the "Follow Food & Beverage Safety and Hygiene Policies and Procedures" course provided by any of the Skills Future Singapore (SSG) accredited training providers. The list of SSG-accredited training provided can be downloaded here. At the course search bar, please input "Follow Food and Beverage Safety and Hygiene Policies and Procedures" and click Search.

2.4 NUTRITION

a. Menu planning and serving of food

i. Good nutrition is vital to a child's learning and physical development. Childhood obesity can lead to chronic diseases in adulthood. Consuming higher nutrition quality from a young age can foster healthier eating habits. Meals with higher nutrient quality contain (a) wholegrains, (b) lean protein, (c) vitamins, minerals and dietary fibre. They also have lower amounts of (a) sugar, (b) saturated and trans-fat, and (c) sodium. Child should be educated on the importance of healthier eating.

ii. The meals provided should be varied, balanced and nutritious. The centre should plan and write down its meals in advance in a menu. Changes made to the menu are to be recorded into the logbook. The menu served should be prominently displayed for parents' information. Centre can refer to www.hpb.gov.sg for guidelines on healthy eating.

iii. Cooked food has to be covered and served in dishes at all times. Sufficient portions of food are to be provided appropriately to each student. The food served should correspond to the written menu.

iv. Serving food in an appealing manner can stimulate students' appetites and interest to try the different types of food. Centre should respect the dietary requirements of different religious group and individual student's food allergies. Provisions should be made for the various dietary requirements of the students in the centre. Parents and centres can have mutual agreement on food arrangements.

v. Food handlers should wear clean, tidy clothes and aprons when handling food. Food handlers with sores or cuts on their hands should wear disposable waterproof gloves. Staff with diarrhoea or any other symptoms of food-borne diseases should not be allowed to handle or serve food.

vi. Catered food should only be obtained from the school canteen or any licensed caterer who hold a valid catering licence issued by the National Environment Agency. If the food preparation area is located outside the main building or where the kitchen is detached from the centre, food must be covered and transported in a hygienic manner. Centres should ensure that the food provided is consistent with the food menu posted on the Centre's notice board. Please refer to guideline on Preparation and Handling of Halal food, which can be obtained from MUIS website (http://www.muis.gov.sg/). Should there be any changes in the food provision, centres should provide at least 1-month notice to the parents.

vii. Students should be discouraged from bringing home-cooked food to the centre as the prolonged storage of food increases the risk of food poisoning. If storage is required for longer periods, cooked food should be kept at below 10°C or above 60°C to reduce the growth of bacteria.

viii. Staff members should wash their hands before and after serving food. The serving surfaces should also be cleaned before and after meals. Staff members are encouraged to sit with the students during meal times. A positive and relaxed atmosphere is encouraged through informal conversations among students and adults.

3. STAFFING

The staffing of a SCC is crucial. Research has shown that having suitably qualified and trained student care programme staff would often determine the quality of student care programmes. It is recommended that all SCC staff should meet the basic qualifications and be suitable in terms of age, health, character, personality, knowledge and experience in a SCC setting.

A comprehensive procedure for recruiting suitable staff to work with or around children should include the following:

i. Comprehensive application form
ii. Declaration form for offences, if any
iii. Pre-interview screening
iv. Professional and personal reference checks
v. Confirmation of educational and professional qualifications
vi. Medical screening for infectious diseases
vii. Staff training in recruitment practices
viii. Thorough personal interview

3.1 STAFFING NEEDS OF A SCC

a. Supervisors

i. Supervisors oversee the day-to-day running of the centre and are responsible for programme planning, curriculum development and staff supervision. Every SCC should have a supervisor to ensure continuous and effective management, as well as supervision and operation of the centre, staff and children.

ii. SCC supervisors should possess at least 5 GCE 'O' level credits including English Language, a valid first aid certificate, and have received training in children's services or training related to school-age children.

b. Programme staff

i. Programme staff play multiple roles in the lives of the students under their care. In order to perform these roles effectively, they need to have the necessary knowledge, experience, personality and skills in student care development as well as in programme planning and implementation.

ii. Programme staff should possess at least 5 GCE 'O' level credits and preferably have received training related to school-age children. In the absence of the supervisor, an experienced programme staff would have to oversee the smooth running of the SCC in the capacity of an assistant supervisor.

c. Assistant programme staff

i. Assistant programme staff help the programme staff in conducting activities and the supervision of children. They should have at least completed Secondary 4 education.

d. Volunteers

i. Volunteers could be enlisted to assist programme staff in the supervision of students during their revision, excursions and ad hoc activities. However, they should be given the appropriate training and be guided in conducting activities in the centre.

ii. Volunteers should be carefully selected to ensure proper match of personality and character, so as to act as role models to the students and to ensure their safety. A comprehensive procedure for recruiting suitable volunteers to work with or around children should minimally include:
- Thorough personal interview
- Declaration form for offences, if any
- Medical screening for infectious diseases

iii. After recruitment, the centre can provide orientation programmes to induct and socialise new volunteers on the organisation's values, attitudes and expectations. Ongoing training and development opportunities for volunteers can include the following for their knowledge:

- Child safe principles
- Legislations involving children such as Children and Young Persons Act (CYPA)

iv. The National Volunteer and Philanthropy Centre website (http://www.nvpc.org.sg) contains useful reference on volunteering. SCC can refer to this website for its one-stop information and reference service, cross sector partnership and grants to build people sector capacities.

3.2 STAFFING-TO-CHILD RATIO/STAFF REQUIREMENT

i. It is strongly recommended that programme staff-to-child ratio[1] of 1:25 is maintained at all times. Please refer to Table 1 for the estimated minimum staff requirement.

Table 1:
Estimated Minimum Staff Requirement

Capacity: 60 (60 students at any point in time)	Capacity: 100 (100 students at any point in time)
1 Supervisor/Asst. Supervisor 3 Programme Staff 1 Cleaner cum Cook	1 Supervisor 1 Asst. Supervisor 4 Programme Staff 1 Cleaner cum Cook

ii. There should be at least 2 staff members in the SCC at all times. This is to ensure that in the event of an emergency, the students are not left unattended while one of the staff responds to the emergency.

3.3 STAFF RECORDS

i. All staff members should be medically cleared and certified as medically fit for employment by a registered general practitioner. (Please refer to Appendix I for the 'Pre-Employment Medical Form' for SCC staff).

ii. All staff should complete and submit a 'Declaration of Offences Form' to the SCC. (Please refer to Appendix J). These records should be kept by the SCC for audits.

3.4 STAFF WITH FIRST AID QUALIFICATION

i. It is mandatory that at least 1 programme staff with a valid first aid certificate has to be present at the centre at all times for SCFA administrators. SCCs are encouraged to send all staff (including non-programme staff such as the cook/relief cook/cleaner) for first aid training.

ii. SCCs are encouraged to send their staff to attend a refresher course before the expiry of the certificate. (Please refer to the list of National Resuscitation and First Aid Council Accredited training providers in Appendix K).

---

[1] "Programme staff" refers to the supervisor, assistant supervisor and programme staff

3.5 STAFF DEVELOPMENT

i. New/relief staff should be given a thorough orientation and training on the SCC's programme and curriculum.

ii. Staff meetings should be held regularly to keep staff members updated on the latest events, programmes and daily activities in the centre.

iii. SCCs are encouraged to organise or send their programme staff for on-going professional development to ensure quality and effective programme delivery. A Staff Training Feedback Form in Appendix L could be used to assess the effectiveness of the training organised.

iv. The supervisor should assess the staff members' performance to identify and address training needs.
SCCs may refer to Appendix M for the WSQ Introductory Student Care Centre course conducted by Ngee Ann Polytechnic for student care staff.

3.6 PARTNERSHIP WITH SCHOOLS

SCC supervisors should work closely and engage in active networking with the professionals in the schools which they collaborate with. Examples of such professionals are Learning Support Coordinators and School Counsellors. A closely knitted relationship between the SCC and the school can help in developing quality and relevant programmes that would better meet each student's needs.

3.7 STAFF TRANSITION

Good practices can be put in place to support students through staff transitions. Planned transitional processes allow the centre to attend to the students' emotions for a smooth transition. Please refer to Appendix N for supportive processes for staff transition. It serves as a guide to facilitate changes in staff.

3.8 STAFF REFLECTIVE PRACTICE

i. Reflective practice provides a way for staff to learn through observation and reflection on students' responses to engagement methods, programmes and peer learning.

ii. To build staff capability in working with students, staff can reflect on their practice in a consistent, regular and structured manner. Reflective practice can be cultivated through consistent and regular use of a reflection tool.

iii. A reflection sheet and flow chart of the reflection process is available in Appendix O. The tool can be used individually or during group reflection/supervision. It could be used to facilitate a supervision session with staff. When used in a group, an appointed staff can facilitate the group discussion.

4. PROGRAMME

A good SCC programme facilitates the students' needs and development as well as supports learning. The programme should be child-focused and aims to provide quality learning, leisure and recreational care for students in a warm, safe and caring environment. Activities planned should meet the students' individual needs, while focusing on their holistic development.

The programme should be reviewed constantly to ensure that it is inclusive and diverse in supporting and meeting the needs of the students and their families. It should be challenging and fun. There should be opportunities to develop the students' self-confidence, self-worth and foster positive relationships. Centres should also share the programme with the parents. One good way is to include such information in the parents' handbook.

It is important that the SCC's programme addresses a broad range of ages and development. A wide variety of school-aged appropriate activities and materials that encourage hands-on learning through experimentation, self-exploration/discovery and play, should be provided. It is recommended that students are grouped into either their primary school levels or age groups (i.e. 7-8 years and 10-12 years). Gathering feedback after a programme could help in the planning of future activities and engagement of students. Appendix P has a sample Student Activity Feedback Form to gather feedback on students' engagement and learning based on the objectives of the activity / programme.

A time-table displaying the programmes for the day should be posted on the SCC's notice board. This would allow both students and parents to have a clear idea of activities for the day. However, the time-table planned should be flexible enough to allow changes to be made to the daily programme. A sample timetable is provided in Appendix Q.

For smooth running of the programme, the SCC should pay attention and have clear guidelines concerning its approach to the following issues:

- Student management;
- Positive staff-student interaction; and
- Centre-parent partnership.

4.1 STUDENT MANAGEMENT

Student management refers to what the staff do to guide and keep students constructively engaged in activities that are developmentally and educationally appropriate. It covers the various aspects of the setting of the physical environment, daily routines and teaching strategies.

Positive management strategies are effective in promoting a constructive learning environment. All staff should be aware that corporal punishment is not permissible. Programme staff who manage the students well will find little need for the imposition of disciplinary actions on the students.

Centre should develop written guidelines on student management methods and communicate these to parents.

Some good management skills are:

i. Set rules and make them clear to the students.

- Help students understand the behaviours expected of them.

- Be consistent in the enforcement of these rules.

- Make rules simple for the students to follow. They should be implemented sensitively. For example, students are to return the items/books to its original position after using them, students are to tidy up the space after using it, etc.

- Review the rules regularly so that they are always appropriate to a student's growing needs.

- Brief all staff and obtain their agreement on the rules of the SCC, as well as the appropriate management of behaviour if these rules are broken.

- Document clearly and in detail any incident of misbehaviour in the staff logbook so that all staff are clear on any follow-up. Please refer to [Appendix R] for a sample of the 'Incident Record Form'.

  For incidents relating to safety, health and hygiene, it is the responsibility of the SCC to report the incident to MSF.

ii. Be specific in pointing out behaviour that is not acceptable:

- This helps the students to understand what actions are unacceptable, as well as their consequences.

iii. Deal with the behaviour, not the student:

- Avoid comments that belittle the student, for example, by saying, "You are stupid."

iv. Create an environment in which the students will respect and understand the rules and regulations:

- This helps the students to understand the needs of others in the social world they live in, so that they can also appreciate the rules and abide by them.

v. Reward good behaviour:

- Praise the student or reward him/her with an occasional gift or treat for positive behaviour.

- Rewards reinforce positive behaviour and boost self-esteem. However, do not let them assume that they should be materially rewarded for their good behaviour.

vi. Students should be told what is expected of them in a positive way:

- Instead of telling the students, "Don't run", the staff can say, "Please walk to the toilet."

- When a student does something wrong, the staff should talk to him/her separately and calmly about the rule he/she has broken. Ask the student to tell you the correct expected behaviour and let him/her know your expectations. Finally, tell the student the consequences of his/her misbehaviour.

vii. Every operator should ensure that staff do not carry out the following:

- Any form of corporal punishment such as striking a student directly or with any physical object; shaking, shoving, spanking or other forms of aggressive contact; or requiring or forcing a student to repeat physical movements.

- Any harsh, humiliating, belittling or degrading responses of any kind, whether verbal, emotional or physical.

- Withholding meals; or physical isolation and restriction of movements.

viii. Finally, it is important for the staff to act as good role models and practise the behaviours expected of the students.

ix. Suspected Child Abuse

There may be occasions when staff of SCC notice bruises or behavioural changes in the students, or the students report they have been abused. When this happens, the staff should:
a. Treat the matter seriously and the child with respect.
b. Stay calm and find out more about the nature and frequency of the abuse (need not probe in depth)
c. Assure confidentiality.

d. Allow the student to disclose at his/her own pace and record the actual words of the child.

e. Inform the supervisor or designated staff member to report the matter to Child Protective Service, MSF at toll free line: 1800-777 0000 or seek information from Child Protection Specialist Centres, or the Police Divisional HQ or the nearest Neighbourhood Police Post. (Refer to Appendix E for list of useful contacts). More information on child abuse and its prevention are provided in a booklet, Stop Family Violence - Child Abuse on MSF website.

f. Record in logbook.

If the child is abused by the staff in the centre, the operator should make a report to the nearest Neighbourhood Police Post or the Police Divisional Headquarters immediately.

> The Children and Young Persons Act (CYPA) safeguards the care, protection and rehabilitation of our children and young persons who are below 16 years of age. Under this Act, a person shall be guilty of an offence if, being a person who has the custody, charge or care of a child or young person, ill-treats the child or young person or causes, procures or knowingly permits the child or young person to be ill-treated by any other person.
>
> The person who is guilty of an offence under this Act shall be liable of conviction.

4.2 STAFF-STUDENT INTERACTION

Interactions between staff and the students provide opportunities for the students to develop an understanding of self and others, and are characterised by warmth, personal respect, individuality, positive support and responsiveness. Staff should facilitate interactions among students to provide opportunities for self-esteem, social competence and intellectual growth.

Through these interactions, students discover the 'processes' of learning how to deal with something new, organise their thinking and solve problems. They also learn to function as a member of a group, how to get along with others; share and cooperate, and take turns through positive staff-student interactions.

Staff could create a warm atmosphere by being cheerful, friendly, and helping the students to relax. Staff could also be supportive of the independent behaviour in students, for example when they take the lead in selecting and initiating activities.

Staff should also be more proactive in monitoring the students' progression and behaviour. Whenever possible, such information could be shared with the students' primary caregivers during the arrival or departure of the students.

Staff could show appreciation of students' efforts and accomplishments. Mutual respect between staff and students could be promoted by staff being consistently responsive, fair and non-discriminating in behaviour towards the students.

Taking cues from ideas brought up by students, staff could provide more information on specific topics or ask questions to encourage exploration of ideas in the context of projects or group discussions.

The "Giving our children S.P.A.C.E." poster on conversational tips to build resilience in children by MOE Guidance Branch can be downloaded from www.schoolbag.sg.

4.3 CENTRE-PARENT PARTNERSHIP

Quality student care programmes are those that recognise the importance of each student's family, and develop strategies to work closely with these families. Parents are updated about the programme and they are welcomed as observers, volunteers or resource persons for the programme.

Staff should work in partnership with parents and communicate with them regularly to build mutual understanding and greater consistency for the students. Student-related information is shared with parents verbally and in writing through formal and informal communication. Interaction with families is generally respectful to discuss specific concerns, problems or issues that need attention.

Periodic conferences between parents and programme staff should be arranged to focus on helping the students to grow, to have mutual exchanges of information about their development and progress at home and in the centre, and to work towards solving problems faced by the parents and SCC.

Due to their busy schedules, many parents may not be able to participate in the centre's programmes. For these parents, the centre should provide them with various options to get involved in the programme. A good way to engage them is to find out their areas of interest. For example, a parent who is good at origami can be encouraged to conduct an origami lesson during the school holidays.

It is commendable if a variety of events such as the celebration of festive occasions, annual concerts, talks, workshops or seminars are organised to encourage families to be part of their children's learning experiences.

IDEAS FOR PARENT INVOLVEMENT ACTIVITIES

a. Parent-centre communication

i. Produce a weekly/monthly newsletter jointly with parents to keep them informed about the SCC's activities or programmes.

ii. Make information accessible to parents to give feedback and ideas for improvement.

iii. Provide a suggestion box to give feedback and ideas for improvement. A parent survey could be conducted to outreach and improve the centre's services. A sample Parent Survey is available in Appendix S.

iv. Organise informal gatherings to give feedback to parents or invite feedback from them on programmes and activities conducted by the centre, as well as on the progress of the student.

v. Have regular Parent-Staff conferences to provide an opportunity for in-depth and personal dialogue.

vi. Form Parent-Staff groups to establish rapport between parents and the centre (e.g. Parent Support Group, Parent Volunteer Group, Parent Committee, etc).

b. Parents' involvement

i. Engage parents' help to organise events. Examples of such events are picnics, parties, birthdays, festive celebrations, sports day, family outing, open house, fund-raising activities, annual concert/graduation ceremony etc. Parents can help to prepare food, plan activities, help in displays, etc.

ii. Request students to contribute used materials or donate items for learning corners, e.g. toys, books, old clothing, etc. This would also encourage them to share and at the same time, recycle materials which are of little use at home.

iii. Seek parents' involvement in the centre's activities. For example, they can provide recipes, conduct cooking or art and craft lessons.

c. Parent Volunteers

i. Request existing parents to welcome and orientate new parents by conducting orientation talks and showing new parents around.

ii. Link the SCC and families with other community resources. Parents can often make useful contacts for the centre through their work, community organisation they belong to and friends.

iii. Consider parent volunteers to take care of the students in the SCC during emergencies.

iv. Allow parents to participate and contribute in ad hoc sub-committees for a particular event/purpose.

v. Allow parents to participate in classroom activities. Examples of possible parents' participations include inviting them to give talks to students about their occupations, conduct story-telling, cookery lessons, art and craft, and demonstrate various cultural practices such as Japanese tea ceremony, making 'Ketupat', making lanterns during Mid-Autumn Festival, etc.

vi. Enlist parents' help to run or decorate interest corners, library corner, play corner, parents' corner etc.

vii. Enlist parents' help to do some handyman jobs, for example, painting of the centre, repairing faulty gates and discarding bulky equipment.

4.4 HOURS OF OPERATION

SCC's hours of operation should be as follows:

- Monday-Friday
  7.30am[2] or earlier to 7.00pm or later;

- Saturday
  7.30am or earlier to 1.30pm or later; and

- Closed on Sundays and gazetted public holidays.

Centres may observe half-days on the eve of any 3 public holidays. In addition, centres may close for a maximum of 6 days in a calendar year. (Please refer to Appendix T) the Guidelines on Closure Days).

SCCs are encouraged to be open at extended hours to support the needs of working parents.

School-based SCC providers should also familiarise themselves with their school's calendar of events. This is to help them organise and plan their programme to complement the school.

In addition, SCC providers should keep the parents informed of the planned closure days through their parents' handbook, and alert them closer to the day of the planned closure through a circular.

During school holidays, SCCs are expected to operate full day and provide alternative programmes for students who do not wish to participate in the holiday outings/activities.

---

[2] School-Based SCCs' operating hours are stipulated by the School.

5. ADMINISTRATION

Running an effective operation requires a systematic approach to record keeping. The records should be up-to-date and kept by the centre supervisor or management. Records that are descriptive in nature (e.g. records on individual student's development) should contain sufficiently detailed information and be regularly updated. Records that require validation and authorisation must be properly completed and signed. A "Nil" return or "NA" should be used wherever necessary.

This systematic approach should be applied to keep records of:

- Personal particulars of staff, parents and students;
- Attendance;
- Fees;
- Health status of students and staff;
- Student development and progress;
- Administration of medicine;
- Feedback from parents; and
- Other events and incidents.

SCCs are encouraged to store all information such as parents' particulars and students' particulars in their computer system. However, a hard copy of the records should be readily available for viewing when required.

5.1 STUDENT'S PARTICULARS

The personal particulars of a student should include the following:

- Name, birth certificate number, date of birth and home address with a copy of the student's birth certificate attached;
- Name of school and class which the student is attending;
- Emergency contact numbers of parents/guardians as well as persons authorised to pick the student up at the end of the programme; and

- All health records such as students' vaccination and immunisation records, chronic physical problems, injuries, communicable diseases, special diet, food/drug allergy and medical reports (Centres can refer to www.hpb.gov.sg for the immunisation chart for students).

5.2 PARTICULARS OF PARENTS/GUARDIANS

It is the centre's responsibility to ensure that all information provided by parents/guardians in the application form is correctly entered.

The personal particulars of parents/guardians should include:

i. Names, home address and telephone numbers;

ii. Parents' occupation and office contact number, if applicable;

iii. Written authorisation for emergency medical care;

iv. Administration of non-prescribed medication; and

v. Indemnity for outdoor trips.

The particulars of the parents and students should also be kept up-to-date.

5.3 CENTRE'S RULES / PARENTS' HANDBOOK

The SCC's rules should be compiled into a written manual. Policies and procedures should not contain jargon, or be too general such that they convey vague meanings to the parents.

A copy of the SCC's rules and policies should be given to parents in a form of a handbook for reference, and its receipt acknowledged.

5.4 ADMINISTRATION OF MEDICINE

The SCC should only administer medicine that has been prescribed by a registered general practitioner. Separate written consent should be obtained from parents when administering non-prescribed or non-standard medicine (for example, Chinese medicine or controlled medication). Please refer to Appendix U for a sample of a student's medical record.

It is strongly recommended that a proper written record is maintained in relation to each student whenever the SCC administers any medication. The record should include:

• Name of the student;
• Name of the medicine administered;
• Dosage administered (e.g. 5ml, 1 teaspoon);
• Name of the person who administered the medicine;
• Time and date of the administration; and
• Manner of administration (e.g. oral, external).

The centre should have separate trays to keep oral and external medications. They should be kept safe and out of the students' reach.

5.5 STUDENTS' DAILY ATTENDANCE/SIGN-IN/OUT

The SCC should keep an up-to-date record of the daily attendance of students in the centre according to their respective age group/school level. The attendance should be marked daily, including Saturdays. It should reflect the following details:

• Actual number of children enrolled in the SCC;
• Full name of each student;
• Birth Certificate number of each student;
• Reason(s) for being absent.

Centres, which administer the Student Care Fee Assistance (SCFA) scheme are required to enrol a minimum number of students receiving SCFA (i.e. 10% of the total enrolment).

5.6 CENTRE'S LOG BOOK

The centre should maintain a log book. It should be used to record information on the following matters:

• Accidents;
• Events and incidents;
• Programme changes;
• Illnesses/outbreak of infectious diseases;
• Health checks;
• Visits made by other persons (e.g. MSF officers, maintenance personnel, delivery men) and queries from parents;
• Investigation of feedback/complaints; and
• Any deviation from the written schedules or plans, menu, etc.

The log book should be kept up-to-date.

5.7 STAFF RECORDS

A record on staff should be completed and kept updated accordingly. The following documents should be available in hard copy:

a. Appointment letters/letters of acceptance;
b. Academic/professional/first aid certificates;
c. Medical reports; and
d. Declaration of offences.

Due to close contact with the students daily, **all SCC staff** (including the cook/relief cook/cleaner/part-time staff) should be certified as 'medically fit for employment' by a registered general practitioner. Newly recruited staff should be medically cleared before employment.

All infectious disease cases (for example, Hand, Foot and Mouth Disease, Chicken pox, etc.) should be recorded. Documents such as records of temperature checks and visual screening checklist are to be maintained, and circulars/letters on infectious diseases given to parents are to be recorded.

6. COMMUNITY RESOURCES

Working with the Community

There are several national and community resources which SCCs can tap on to enhance their service delivery. Community resources are also avenues for help when SCCs are faced with challenges in dealing with their students. The following can be considered:

6.1 COMCARE CALL

ComCare Call is a call service for people who do not know who they can approach for help. "1800 222 0000" is an easy-to-remember number for centres to get in touch with ComCare Call operators. The operators will guide callers to the appropriate agency for assistance. SCCs may also share this number with their students' parents who are facing difficulties. You may refer to Appendix V for a list of other hotline numbers.

There are Social Service Offices (SSOs) in Singapore that provide assistance to needy families who require financial and employment assistance. Families that need help may also call the ComCare Call and they will be linked to the relevant SSOs for assistance.

6.2 FAMILY SERVICE CENTRES

One of the agencies which ComCare Call operators may refer SCCs to is a Family Service Centre (FSC). The FSC is a community-based focal point of family resources which anyone with family-related issues can turn to. These centres are run by Voluntary Welfare Organisations, and supported by MSF, National Council of Social Service (NCSS), Community Chest and Singapore Totalisator Board. Among its core services are Information and Referral, and Casework and Counselling.

There are currently 47 Full-fledged FSCs and 1 Branch FSC located in HDB towns around Singapore. They are staffed by professional social workers and counsellors. FSCs have a good network within the community, and they are able to help garner assistance from other social and community service agencies, if necessary.

Call the FSCs if you would like to refer your students or their parents for casework or counselling. You can also collaborate with the FSCs to bring workshops to the SCC, where appropriate.

As FSCs have a geographical service boundary, collaboration with SCCs may be subjected to geographical criteria. To find out which FSC serves your vicinity, please enter your centre's postal code to locate your FSC at MSF's online FSC Directory. Alternatively, you can contact ComCare Call for assistance or refer to Appendix W for a list of Family Service Centres.

6.3 SCHOOL COUNSELLORS

Schools have in place a tiered referral system, under which students who exhibit signs of problems in their psychological or mental well-being are referred for help. Teachers form the first tier of intervention. SCCs, with the approval of the respective parents, may discuss any concerns with the student's form teacher especially with regard to school attendance and homework completion.

Teachers will provide the student with the necessary support, which includes referring him or her for further intervention by trained Teacher Counsellors (TCs), School Counsellors / Allied Educator (Counselling) and Part-Time School Counsellors (PTSCs), who form the second tier of support.

Complicated cases are referred to the third tier of support, which usually involves intervention from medical professionals from external agencies, such as the Child Guidance Clinic.

6.4 ENHANCED STEP-UP PROGRAMME

The Enhanced STEP-UP (ESU) programme is a 12-month support programme provided by Integrated Service Providers (ISPs) for students at risk of dropping out of school and youth who are out of school. More information is available on www.msf.gov.sg.

6.5 FAMILYMATTERS@SCHOOL

FamilyMatters@School is a school-based programme that offers parents and students easy access to Family Life Education (FLE) programmes and resources. It seeks to help parents and students enhance the quality of family life by equipping them with the skills and confidence to build strong relationships.

SCCs that are well connected to their students' schools can assist the schools to encourage the respective students and parents to attend the various workshops provided under the programme.

6.6 RESIDENTS' COMMITTEE

The Residents' Committees (RCs) in public housing estates promote neighbourliness, racial harmony and community cohesiveness among the residents within their RC zones.

Run by residents for residents, the RCs also work closely with other Grassroots Organisations (GROs) like the Citizens' Consultative Committees (CCCs) and selected government agencies to improve the physical environment and safety of the local precinct.

SCCs, which are located within the Housing Development Board flats' estate, can benefit from the available network and activities which the RCs provide. SCCs may consider collaborating with their local RCs when conducting school holiday programmes, visits and trips to places of interest or getting students to do various community work.

6.7 OTHER ASSISTANCE SCHEMES FOR ELIGIBLE STUDENTS

a. Singapore Indian Development Association (SINDA)

SINDA provides Before and After School Care (BASC) financial assistance to low-income families with children aged 7- 14 enrolled in in non-profit SCCs. It augments the subsidies provided by MSF and SCCs. SINDA will assist up to 50% (up to a maximum of $75 per month) of the student care fees.

Eligibility Criteria

- Child must be a Singapore Citizen or Permanent Resident of Indian Origin;

- Child must be aged 7 to 14 years old;

- Monthly family income is $3,500 or less, or monthly household Per Capita Income is $875 or less.

- Must be enrolled in a MSF registered SCC.

- Child must be receiving SCFA before applying for SINDA's BASC Subsidy.

For more information, please visit SINDA website at http://www.sinda.org.sg/financial_assistance/before-and-after-school-care-subsidy/ or contact 1800 2953333 or email sumitra@sinda.org.sg.

b. The Straits Times- School Pocket Money Fund (SPMF)

The Straits Times School Pocket Money Fund partners the Ministry of Education (MOE) in disbursing school pocket money to students from low-income families. Students who met the criteria will be able to apply for the fund through their respective participating mainstream schools or other participating agencies. For more information, please visit www.spmf.org.sg.

c. Chinese Development Assistance Council (CDAC)

The CDAC administers the Singapore Federation of Chinese Clan Associations (SFCCA) Bursary to Chinese students, which helps them to purchase school necessities, defray transport and meal cost for the new school term. This is to encourage them to continue with their education, and to motivate them to strive for greater achievements.

For application form and more information on the scheme, please visit CDAC website at http://www.cdac.org.sg/

d. Yayasan Mendaki Education Trust Fund (YM-ETF)

The YM-ETF provides financial assistance for educational purposes to Malay/Muslims in cases which existing financial assistance schemes are unable to provide.

The ETF School Assistance Scheme (SAS) assists primary or secondary students from low income families by disbursing book vouchers to help pay for their textbooks, assessment books and stationeries.

For more information or assistance, contact Yayasan Mendaki at Tel: 6245 5743/ 6245 5772 or Email: etf@mendaki.org.sg.

e. The Eurasian Association (EA)

The welfare branch of the EA, the Family Support Services (FSS) provides assistance and guidance to Eurasians from underprivileged backgrounds, especially the elderly and families at risk.

For more information, you may contact The Eurasian Association at Tel: 6447 1578 or email education@eurasians.org or fss@eurasians.org.

6.8 SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

a. SG Enable

SG Enable supports the needs of persons with disabilities.

To find out more about the schemes and services provided by SG Enable, please visit www.sgenable.sg or call Infoline at 1800-8585 885.

b. Teachers trained in Special Needs

MOE also provides additional resources to support students with mild special educational needs in mainstream schools.

Since 2005, some teachers are trained in special needs to provide individual or small group support to the students with mild special educational needs in their classes. They share strategies and resources with other teachers and parents, assist with the transitions of students with mild special educational needs from one grade level to the next and also monitor the progress of these students.

Centres should check the MOE website for the list of schools which have been resourced to support students with mild special educational needs. This will allow the centre to work with the school on helping the special needs child while he/she attends the centre.

c. Hospitals and Polyclinics

Proper diagnosis and intervention can help students with special needs to realise their potential.

Polyclinics provide the first point of reference where the student can be first assessed on developmental milestones and be referred to restructured hospitals and other medical facilities for future diagnosis, such as the Child Guidance Clinic.

There are in-house Medical Social Workers (MSWs) in polyclinics and restructured hospitals.

Centres can refer parents of students who are observed to have special needs can approach MSWs for further financial assistance in diagnosis, therapy, follow-up care and medication.

MSWs also help assess students' eligibility for Medifund. Medifund can be tapped on to defray cost of diagnosis and follow-up treatment.

6.9 FUNDING FOR ELIGIBLE VWOs

a. National Council of Social Service (NCSS) - VCF

The **VWOs-Charities Capability Fund (VCF)** aims to grow stronger players in the social sector, nurture a more productive and innovative sector and develop and retain quality manpower for the sector.

The **Professional Capability Grant** (PCG) provides capability support through (i) Local Training Grant, (ii) Overseas Training Grant, (iii) Scholarships/ Study Awards and (iv) Clinical Supervision Consultancy Grant.

PCG helps to attract and retain quality manpower for key professions in the sector, build staff competency and improve management and governance capability of VWOs.

The **Innovation and Productivity Grant** (IPG) supports project that will bring about (i) innovation in social services, (ii) service quality improvements and (iii) productivity enhancements. Projects can be of Pilot, Research, IT or Consultancy in nature, as well as a combination of these.

The **Organisational Development Grant** (ODG) supports projects that bring about organisational effectiveness which could include review and improvements of internal work processes and practices as well as attainment of certification for good practices.

All NCSS member VWOs and MSF-funded VWOs can apply for the above VCF grants. More information can be obtained from www.ncss.gov.sg.

All exempt, registered charities and Institutions of a Public Character (IPCs) can apply for the VCF to enhance the governance and management capabilities.

b. Singapore Totalisator Board

The Singapore Totalisator Board Social Service Fund provides grants for critical and strategic social service programmes, new programmes, capability enhancement and capital funding for the social service sector. This aims to alleviate the funding concerns of VWOs and enable them to focus on service delivery, service standards, and outcomes for clients.

7. SETTING UP A STUDENT CARE CENTRE

7.1 STUDENT CARE CENTRES

Student Care Centres (SCCs) provide a continuum of care and supervision to school-going children aged 7 years (Primary 1) to 14 years (Secondary 2).

Interested operators may consider setting up a SCC in the community or within a Primary School.

7.2 THREE STEPS TO SET UP A COMMUNITY- BASED SCC

There are three basic steps in establishing a community-based SCC.

Step 1:
Establishing the Need

There are two tasks involved in establishing the need for a community-based SCC.
1. Understanding the profile of students living in the community
2. Surveying the demand for SCC within the vicinity.

a.   Understanding the community's profile

Each community has different needs and profiles of residents. Analysing the needs and lifestyles of families and students in the community would help in defining your objectives and opportunities in opening a SCC in the vicinity.

b.   Surveying the demand for SCC within the vicinity

It would be helpful to understand the views and feedback on the services of existing SCCs from parents living in the vicinity. Conducting surveys, informal discussions and enquiring feedback from community partners may provide you with further insights.

Some suggested questions for parents are their current care arrangements for their children outside school hours, work patterns and preference of student care programmes.

Step 2:
Identify Suitable Space and other Considerations

a.   Urban Redevelopment Authority (URA) permitted Student Care Centre Use Premises

Premises classified by Urban Redevelopment Authority (URA) for Student Care Centres range from:
- Commercial Buildings (e.g. offices, shopping centres, HDB commercial premises),
- Civic and Community Institutions (e.g. community club/centres, associations' buildings),
- Education Institutions (e.g. schools, polytechnics, universities),
- Medical and Healthcare buildings,
- Sports and Recreation premises (e.g. recreational club house),
- Non-residential Government buildings leased out for interim uses (e.g. disused school buildings, etc via State Property Information Online),
- Mixed Commercial and Residential, and
- Business Parks.

SCCs are also permitted at landed housing estates such as in a detached or a pair of semi-detached houses, except for Good Class Bungalow areas. For more information, please refer to URA's Guidelines and Procedures for Childcare Centre/ Kindergarten/ Student Care Centre online.

b.   Housing and Development Board (HDB) tendered premises

For HDB commercial complexes, you may contact its respective managing agents listed on HDB commercial tenants and lessees website.

For other available HDB premises such as shops space listed for education centres or open trades, they can be found at www.place2lease.com

Place2lease would launch premises to lease every few months. You may choose to bid first before registering your business at Accounting & Corporate Regulatory Authority (ACRA). Upon a successful bid, bidders must register and attain an approval for their business with ACRA before executing the Tenancy Agreement with HDB. For more information, please visit www.place2lease.com

c.   Other considerations

Upon shortlisting preferred vicinities and exploring available premises, other factors of consideration are as follows:

i.   SCCs are best located within or near to HDB estates or schools which are more accessible to students;
ii.   The SCC, as far as possible, should be at the lower floors of the building;
iii.   The layout and structure of the building should not pose difficulties in the supervision of students or danger to them;
iv.   Sufficient space (indoor/outdoor) can be allocated for different SCC activities (group activities, nap time, homework, games, sick bay, etc) and for utilities such as showering facilities, toilets, meal preparation area, staff office, etc.
v.   If the SCC is to be sited on a rented premise, the lease period should be sufficiently long (at least 3 years with the option to renew or extend) and with the support of the landlord for business viability;
vi.   The SCC should be away from main roads and other traffic hazards.

Step 3: Obtaining the Necessary Clearances from Relevant Government Departments

Once you have identified a suitable premise, you have to apply for the approval for the change of use of the premise if it is a private or commercial premise from:

Urban Redevelopment Authority
Development Control Division
45 Maxwell Road
The URA Centre
Singapore 069118

You are also required to submit the floor plan to relevant government departments, for example:

(i)   Building and Construction Authority (BCA), URA, Fire Safety Bureau (FSB) etc. for building plan approval.
(ii)   Central Building Plan Unit (CBPU) for clearance of sewage works and drainage,
(iii)   Land Transport Authority (LTA) for clearance of carpark, and
(iv)   The Ministry of Environment (NEA) for health requirements (if necessary – applies to premises within industrial zones).

SCC operators can apply to MSF to be a Student Care Fee Assistance (SCFA) Administrator to provide financial assistance for children from lower-income families. In order for a SCC to be appointed as an administrator of SCFA, the SCC has to meet requirements stipulated by MSF. Please refer to https://www.studentcare.msf.gov.sg for more details. SCFA Administrator Centres are subjected to regular audits to ensure compliance to the scheme requirements.

7.3 SET UP A SCHOOL- BASED SCC

In setting up school-based SCCs or renewing school-based SCC contracts, schools adopt an open procurement approach for potential service providers through an Invitation to Quote (ITQ) or Invitation to Tender (ITT), processed electronically via GeBIZ system. Based on the assessed needs of the schools, schools will customise the specifications required in the contracts, such as the floor area to be utilised for SCC purposes, the estimated student enrolment, staff requirement etc. when procuring for SCC services.

MOE provides the schools with clear guidelines and evaluation criteria to assess the proposals or bids offered by all service providers. This includes assessing the programmes offered by service providers to ensure that they are in alignment with the educational objectives of the school to achieve a holistic development for its pupils, as well as the monthly student care fee Hence all suppliers (of goods and services) are advised to register as GeBIZ Trading Partners so as to enable the procurement of goods and services to be processed via GeBIZ. More information on GeBIZ can be found on the website (http://www.gebiz.gov.sg/).

For more information on setting up school-based SCCs, please email contact@moe.gov.sg.

8. COMCARE STUDENT CARE FEE ASSISTANCE

ComCare Student Care Subsidies, also known as Student Care Fee Assistance (SCFA), is available for students who require assistance to pay for their Student Care fees. The amount of subsidies is dependent on the household income, household size, and the fees charged by SCC. ComCare Student Care Subsidies can be applied to MSF through registered SCCs. The subsidies are disbursed by MSF.

8.1 STUDENT CARE FEE ASSISTANCE (SCFA)

Registered SCCs can apply for SCFA for children from lower-income families. This ensures that Student Care fee is affordable for families who need to place their children in SCCs.

a. Application to be an Administrator of SCFA Subsidies

SCFA can only be provided to SCCs that are registered as SCFA Administrators. To register to be an Administrator of SCFA Subsidies, SCCs must submit Forms 1A and 1B to MSF's Service Delivery and Coordination Division. Please visit the Student Care portal (https://www.studentcare.msf.gov.sg) to register via an online registration form.

MSF will send an email confirming the centre's status as SCFA administrator of after reviewing and processing the application and a visit to the SCC.

i. Minimum requirements to be met by SCFA Administrators

If the application to become a SCFA Administrator is approved, the SCC will be required to:

- Verify and confirm that applicants meet the eligibility criteria for SCFA subsidies and submit the required documents to the Service Delivery and Coordination Division (SDCD) via post to:

  Service Delivery and Coordination Division (SDCD)
  510 Thomson Road, SLF Building
  #19-00 S(298135)

- Abide by the prevailing minimum requirements outlined in Annex A1 of Forms 1A and 1B. Please refer to Appendix X for the Minimum Requirements for Administrators of SCFA Subsidies;

- Provide regular 6-monthly updates (in the required format) on the Centres' capacity, enrolment and vacancies, number of existing children receiving SCFA subsidies, programme staff to child ratio, fees and the attainment of other minimum standards as specified by MSF, as well as other information as required for planning and research purposes;

- Participate in the renewal exercise if the SCC wishes to continue to administer SCFA subsidies;

- Participate in regular audits carried out by appointed auditors and/or officers from MSF; and

- Allow access to any officer authorised by MSF to inspect the SCC and examine relevant documents relating to the operations and administration of the SCFA subsidies during such visits.

b. Application for SCFA Subsidies

Applications for SCFA subsidies can be submitted at any SCC that is registered as a SCFA Administrator.

i. Eligibility Criteria

Applicants for SCFA subsidies must meet the following eligibility criteria:

- The child is a Singapore Citizen. If the child is a Permanent Resident of Singapore (PR), then at least one immediate family member of the child must be a Singapore citizen;
- The child is between 7 and 14 years of age in the year of application/renewal of the subsidies and is attending a registered SCC;
- The parents of the child are both working full-time (equivalent to 56 hours or more per month); and
- The gross monthly household income of the family does not exceed $4,000, or the per capita income is $1,000 and below.

Before applying for the subsidies, applicants will first need to secure a position in a registered SCC. Applications must be accompanied by the scanned application form and the following scanned supporting documents:

- Copy of Child's Birth Certificate;
- Copy of NRIC of both parents; and
- Income documents of both parents

Application can be submitted online at the Student Care portal (https://www.studentcare.msf.gov.sg).

ii. SCFA Subsidy Rates

The amount of subsidy provided depends on the gross monthly household income, household size and monthly fee charged by the SCC (see table below).

Gross monthly Household Income (HHI) (Family members = 4 or fewer)	Gross Per Capita Income (PCI) (Family members = 5 or more)	For **Regular SCCs** with fees <$290 Subsidy (%)	For **Regular SCCs** with fees ≥ $290 Maximum ($)
≤ $1,500	≤$375	98	285
$1,501 - $2,000	$376-500	95	275
$2,001 - $2,200	$501-550	90	261
$2,201 - $2,400	$551-600	80	232
$2,401 - $2,600	$601-650	70	203
$2,601 - $2,800	$651-700	60	174
$2,801 - $3,000	$701-750	50	145
$3,001 - $3,200	$751-800	40	116
$3,201 - $3,400	$801-850	30	87
$3,401 - $3,500	$851-875	20	58
$3,501 - $4,000	$876 - $1,000	10	29

iii. Start Up Grant

The SUG of up to $400 is a one-off grant to help parents pay for the initial costs of enrolling their child in the SCC. This is to cover the registration fee, deposit, insurance and uniform, where applicable. The deposit under the SUG will be paid to the SCC only if the parent does not provide 1-month notice of the child's withdrawal.

9. LAYOUT AND FITTING

The capacity of school-based SCCs depends on the floor area allocated for the student care programme. Schools may wish to open up facilities such as school field, school hall, basketball court, gymnastic room, art room and library to ensure that the SCC space would be able to accommodate the maximum number of students during normal school days as well as during school holidays. However, this is subjected to approval by MOE as the rooms may be earmarked for future school use.

A typical classroom with a usable floor area of 90 square metres can take in approximately 30 students at any point in time. The computation of the Centre's capacity is based on the ratio of 3 square metres (of the usable floor area) is to 1 student.

Examples of the capacity of a SCC together with its usable floor area are as follow:

- Capacity of 30 students at any point in time (90 square metres)
- Capacity of 60 students at any point in time (180 square metres)

The capacity is likely to be smaller for modular-type premises due to the inclusion of the activity room and ancillary areas for kitchen, store, sick bay, bathrooms and toilets.

There are different SCC layouts adopted by the service providers.

9.1 CONVERTING CLASSROOMS INTO DEDICATED SCC PREMISES

Classrooms or CCA rooms can be converted for use as a designated site for student care.

Exterior can be decorated with the artwork of children.

Layout of a dedicated SCC premises

9.2 USE OF EXISTING CLASSROOMS FOR SCC PROGRAMMES

Schools with space constraints may use available classrooms or CCA rooms in the afternoon to house SCC activities and programmes. This model will require the service provider to work closely with the school, exercise flexibility and be innovative in its programme planning.
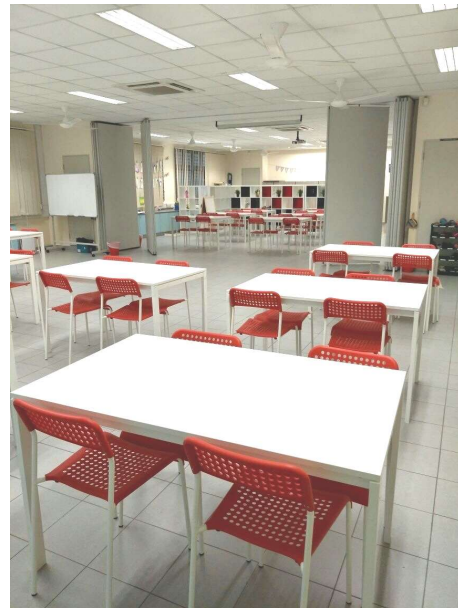
Below is an exterior view of a classroom, which serves as a classroom in the morning and a SCC in the afternoon.

A view of a SCC's interior when the partition is drawn aside to combine two classrooms.

Interior view with library corner shelves

Interior view of a classroom used as a SCC

10. CODE OF CONDUCT FOR WORKING WITH CHILDREN AND YOUNG PERSONS (CYPs)

The Ministry of Social and Family Development (MSF) builds socially responsible individuals and strong and stable families by creating a safe and nurturing environment for children and young persons (CYPs) and their families.

Organisations and professionals working with CYPs are expected to abide by a Code of Conduct to establish and maintain a child safe environment for the CYPs in its care (Refer to Appendix Y on the checklist on child-safe organisation).

1. What is a Code of Conduct?

It is also known as a Code of Behaviour or Behavioural Protocol/Guidelines and is part of the Child Protection Policy. It is a logical outcome of an organisation's risk management process and clearly describes what are appropriate behaviours in relation to children within the organisation and in the activities.

2. Preface for Code of Conduct

The Code of Conduct should cover all agencies and professionals in Singapore who work with children and youth and is meant to be advisory rather than regulatory. Agencies should customise the Code of Conduct because of the different contexts in which they operate in, and the key domains are to serve as a guide.

3. Importance of a Code of Conduct

3.1. It is important for every agency to provide guidance for child-safe practices that is anchored on the organisation's values to allow for responsible individual decision-making. This means establishing clear professional boundaries that serve to protect everyone from misunderstandings or a violation of the professional relationship.

3.2. The Code serves as a guide of Do's and Don'ts to set boundaries to minimize allegations or the risk of child abuse occurring in the organization, promotes transparency by reducing grey areas and highlighting inappropriate behaviours, facilitates stronger peer support within fraternities/professional communities and provides empowerment and protection to organisations and individuals as it offers greater clarity and guidance on role expectations.

4. The Code of Conduct should outline the Do's and Don'ts of staff behaviour and relationships with children and their families. It should include the key domains listed below.

DOMAIN #1 Physical touching
- Need to consider what is appropriate, improper touch vs no touching policy
- Touching should be governed by the developmental age of the child
- Touching should be in response to the child's needs and not the needs of the adult
- Touching should be with the child's permission
- Touching should avoid private parts

DOMAIN #2 Discipline
- Discipline methods should be developmentally appropriate and not to cause harm to children and young persons
- There must be clear discipline policy that spells out how disruptive behaviour is dealt with

DOMAIN #3 Respect for privacy and confidentiality
- It is important to respect the privacy of a child or young person
- Organisations should decide which issues are to be kept confidential (e.g., child's parental issues, child's learning difficulties)

- There is a need to consider when to breach confidentiality, such as when there are issues of significant concerns (e.g., child abuse issues)

DOMAIN #4 Special relationships
- Boundaries of relationship should be respected and clearly communicated to all parties
- Dual relationships should be discouraged to avoid confusion and erosion of boundary that creates a situation of vulnerability

DOMAIN #5 Sleeping arrangements, toileting and bathing
- Arrangement should be governed by age and developmental stage of the child
- Privacy of children and young persons should be respected

DOMAIN #6 Out of hours contact, Sign in and Sign out procedures
- Clear guidelines about outside contact to minimize risk
- Any adult contact with children and young persons both within and outside of the settings should be monitored, particularly activities that take place in private areas, the home or in isolated settings

DOMAIN #7 Adult-child supervision ratio
- The supervision ratio should be dependent on the following factors:
  - developmental age of the child and young persons
  - nature of the activities; activities that are carried out in isolated environments would require higher adult supervision

DOMAIN #8 Social media
- There must be clear guidelines on appropriate use of social media to maintain a safe professional environment

CHAPTER 10: CODE OF CONDUCT

- This includes social media contacts with children and young persons and their families

DOMAIN #9 Language and dressing
- Staff should be mindful of the language used and dress code should be respectful to children and young persons

5. Examples of statements in a Code of Conduct:-

YOU WILL:
- Conduct yourself in a manner consistent with your position as a positive role model to children and as a representative of our organization.
- Treat all young people with respect and take notice of their reactions to our tone of voice and manner
- Raise all concerns, issues or problems with your supervisor as soon as possible
- Make sure all allegations or suspicions of abuse are acted upon

YOU WILL NOT:
- Seek to make contact and spend time with any child or young person outside the programme times
- Use inappropriate, offensive or discriminatory language when speaking with a child or young person
- Use unwarranted, unwanted and/or inappropriate touching of a child/young person

11. APPENDIXES

Suggested List of Furniture and Equipment

Office Equipment

1. Office tables and chairs
2. Filing cabinets
3. Wall shelves/Cabinets
4. Computers/Printers
5. Notice boards
6. Photocopier
7. Clock
8. Telephone
9. Facsimile machine
10. Stationery

Kitchen Equipment/Utensils

1. Gas cooker
2. Oven
3. Electric boiler
4. Rice cooker
5. Refrigerator
6. Cooking utensils
7. Microwave oven
8. Kettle
9. Air pot

Study Corner/Activity Equipment

1. Tables and chairs
2. White board
3. Notice board
4. Display shelves/Cupboards
5. Educational/Resource books
6. Stationery
7. Floor mats
8. PVC sleeping materials (as needed)
9. Television/Video Recorder
10. Educational/Games software
11. Computer(s) (as needed)

Outdoor Play Equipment

Stationary

1. Swings
2. Slides
3. Climbing structures

Portable

1. Balls
2. Sports equipment
3. Bean bags
4. Skipping ropes

Sick Bay

1. Clock
2. PVC mattress/Sofa bed
3. First Aid Kit

Others

1. Cubby holes/Lockers
2. Hinged shelves
3. Storage bins
4. Shoe rack
5. Clothes hangers
6. Fire extinguisher with fire escape plans
7. Exit signage

Fire Emergency Information

Each operator shall ensure that:

1. There is a fire emergency plan and written procedure which are to be displayed on a notice board (Please refer to Appendix B-1 for the general procedures for conducting fire drills);

2. Every staff is familiar with the method of using fire-fighting equipment;

3. Fire-fighting equipment is installed and regularly inspected;

4. The following list of emergency telephone numbers is made available at all times:
   i. The police force, civil defence force, ambulance, nearest clinic/hospital;
   ii. Home and work addresses and telephone numbers of each student's parents or guardian;

5. Up-to-date information on any special needs or medical information of the students as specified by their parents or doctors;

6. Fire evacuation drills are conducted at least once every 6 months so that the staff and students are aware of what to do in an emergency, and

7. Records are kept of fire drills conducted. A sample format for recording fire drills is provided in Appendix B-2.

SCC Fire Evacuation Drill Procedures

1. **AIMS**

   The aim of a fire drill routine should be:
   a) To prevent panic and ensure safe, orderly and efficient evacuation of all occupants in case of a fire or other emergency within the premises.
   b) To get members of the staff and occupants attuned to react rationally when confronted with a fire or other emergency within the premises.

2. **GENERAL PROCEDURES**

   a. **Sound the Alarm**
   All staff members and occupants should know how to operate the alarm sounder (bell/improvised gong/buzzer) and should be instructed to sound it immediately upon discovering an outbreak of fire. The alarm must be audible throughout the building and sounded until the building is completely evacuated.

   b. **Evacuation of the Premises**
   When the alarm sounder (bell/improvised gong/ buzzer) sounds, all staff/teachers should lead the children to evacuate the premises immediately in a calm and orderly manner using the nearest exit staircase. Should a specific staircase be used, class registers in the classroom should be taken out by the teacher/staff. Re-entry should be forbidden until permitted by a Civil Defence Officer, or in the case of a fire-drill by the person-in-charge.

   c. **Calling the Civil Defence**
   The Singapore Civil Defence should immediately be notified of the outbreak of a fire at all times. The emergency number of the Civil Defence is 995.

   d. **Assembly Points**
   All occupants should proceed to a pre-determined assembly point on an open ground of the building, e.g. car park, field, etc. The assembly point(s) is/are to be indicated in the site layout plan of the building.

   e. **Roll Call**
   At the assembly area, a roll call (for both students and staff members) must be carried out to account for everyone. Any person who cannot be accounted for must be reported at once to the person-in-charge, together with his/her last known whereabouts in the building. The importance of ensuring that the list is always complete and updated cannot be overemphasised. Those staff who have no other specific duties during the drill can be assigned the task of checking the evacuation of the building at isolated areas such as toilets.

f. **Fire-fighting**

The first few minutes of a fire outbreak are crucial. Hence, it is important for the staff to extinguish the fire in its early stage by using portable fire extinguishers and/or hose reels. Where the SCCs have a proportion of disabled students, SCC staff will have to play a greater role in the evacuation. Students should not be expected to be actively involved in the firefighting operations.

Sample Recording Sheet for Fire Evacuation Drills

Date of Drill	Time	'Fire' Section/Floor	No. of Participants	Evacuation Time	Remarks	Name and Signature of Person in charge

Bomb Threat Emergency Information

When a bomb threat is received:

- Do not panic. Stay calm.
- Alert someone to call the police while attempting to keep the caller talking as long as possible, so that the police can trace the call.
- The officer receiving such calls should treat them seriously and immediately try to determine:
    a) The precise location of the bomb and exactly how it looks,
    b) The denotation time and when will it set off,
    c) The amount and type of explosives used, and
    d) The reason for such act.
- It is also important to take note of the following:
    a) The caller's voice and vocal characteristics (e.g. pitch, male/female, adult/child),
    b) The language used and accent (e.g. local or foreign)
    c) Manner of speaking (e.g. rapid, deliberate, emotional, angry),
    d) Background noises (e.g. traffic, music, announcement, shouting),
    e) The person or authority to whom this message should be conveyed,
    f) Do not antagonise or taunt the caller in any way, and
    g) Be polite and remain calm.
- Do not spread rumours.
- A copy of the bomb threat call checklist is attached in Appendix C-1.

Identification of letter or parcel bombs

The following are some physical characteristics of a letter/parcel bomb:

- Excessive use of postage, given the weight of the letter or parcel. This is because the sender of the letter bomb will not want it to be weighed and inspected at a post office so the sender will usually affix more stamps than necessary.
- Excessive use of securing material such as string or adhesive tape.
- Use of rigid, oddly-shaped or sized parcel/letter.
- Uneven or lopsided weight distribution within the parcel/letter, which is usually due to the weight of the batteries or explosives.
- Oily stains or discoloration on wrapping material. This is because most explosives are oil-based and tend to leave oily, translucent stains on ordinary paper.
- Trace of unusual odour like that of almond or marzipan on the letter or parcel.
- Detection of clock-ticking sound. Avoid shaking the parcel/letter; not even a gentle shake should be made.
- Presence of an inner sealed enclosure or container.
- Wires or aluminium foil protruding from the parcel/letter which become visible upon close inspection.
- Evidence of pinholes in the envelope containing the letter or wrapping material of the parcel.

Other peculiarities to note:

- The letter or parcel is addressed to the recipient by name only, or by title only. There are also instances in which the name of the addressee and his postal address are not directly typed or written on the envelope containing the letter or the parcel, but on a piece of paper, which is then pasted onto the envelope or the wrapping material of the parcel.
- The letter or parcel is addressed to a specific person by name with markings (e.g. 'Personal', 'Private and Confidential' or 'to be Opened by Addressee only') to indicate that the addressee should be the only one to open it.
- There is no return address or name of the sender.
- There may be spelling errors in the addressee's postal address, name or designation. These may be written in strange or foreign-looking handwriting.

Advice

If an unexpected or un-requested delivery is received, check with the sender and addressee what contents are expected in the letter or parcel.

Dealing with situations where letter/parcel bombs are received

1. Most letter/parcel bombs delivered through the mail or regular courier will tolerate a fair amount of handling. If you received a letter/parcel suspected of containing explosives, do not attempt to open it. Most bombs are designed to detonate when the outer wrapping is cut open or torn.
2. Place the suspected letter/parcel in a corner of the room away from windows.
3. Call the police immediately.
4. Evacuate the room and surrounding areas if necessary, and leave all the doors and windows open. This is to allow the blast, if any, to vent and mitigate the harmful effects of the shattering glass.

Identification of a suspicious vehicle, which may be laden with explosives

The following are some characteristics of a suspicious vehicle, which may be laden with explosives:

- Unmanned.
- Haphazardly parked
- Overly weighted especially where no indication of bulk is visible.
- Presence of suspicious items inside (e.g. boxes/parcels sticking with wires).
- Presence of foreign objects attached under the vehicle or beside the wheels.
- Signs of being tampered with (e.g. keyhole damaged, windows/doors ajar, drilled holes in car body).
- It has a new vehicle license plate mounted on an old and dirty vehicle.

Bomb Threat Call Checklist

Questions to ask:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place/send the bomb to us?
- Why?
- What is your address?
- What is your name?

Exact wording of the threat:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sex of Caller: M / F

Race: _____

Age: _____

Length of Call: _____

Number at which call is received: _____

Time: _____

Date: _____

Caller's Voice:

	Calm
	Angry
	Excited
	Slow
	Rapid
	Soft
	Loud
	Laughter

	Stutter
	Crying
	Normal
	District
	Slurred
	Whispered
	Nasal
	Lisp

	Clearing throat
	Deep breathing
	Raspy
	Deep
	Ragged
	Cracking voice
	Disguise
	Accent
	Familiar

If the voice is familiar, who did it sound like?

_____

_____

_____

_____

_____

Background Sounds:

	Street noises		House noise		Static
	Crockery		Motor		Local
	Voices		Office machinery		Long distance
	PA system		Factory machinery		Animal noises
	Music		Clear		Others

Others (Please Specify):
_____

Threat Language:

	Well Spoken (Educated)		Incoherent		Message read by threat maker
	Foul		Taped		Irrational

Remarks:

Report call immediately to:	(Name of authority)
Telephone number:	
Date/Time:	
Name of person reporting:	
Position in SCC:	

Frequently Asked Questions

1. **If a letter/parcel I receive only partially fits the description of the physical characteristics of a bomb, do I treat it as a bomb?**

Answer:
If you are not sure and there are reasons to suspect that it is a bomb, treat it as a bomb and alert the Police.

2. **Do I need to evacuate the staff while waiting for the police to arrive?**

Answer:
You are advised to place the letter/parcel at a corner of the room and evacuate the room, leaving the windows open.

3. **What should I do if parcels received are not requested or ordered?**

Answer:
If an unexpected or un-requested parcel is received, check with the sender and addressee on what contents are expected in the letter or parcel.

4. **Where should I place the parcel if I suspect that it is a bomb?**

Answer:
You should place the suspected parcel in a corner of the room away from the windows.

5. **What sounds would give away a parcel as a possible bomb?**

Answer:
You should try to listen for clock ticking sounds coming from the letter/parcel.

6. **What smell would indicate that a letter/parcel is a possible bomb?**

Answer:
The letter/parcel would give off an unusual odour like that of almond or marzipan.

7. **What do I do when I receive information of a bomb threat?**

Answer:
Stay calm and try to confirm with the source of the information if it is actually a bomb. If you encounter difficulty in checking with the source, call the police emergency line at 999. Do not spread rumours.

8. **What do I do when I discover a vehicle that may be laden with explosives?**

Answer:
Call the police at emergency number 999. Meanwhile, keep other people away from the vehicle.

9. **Do I need to personally conduct a check on a vehicle that may be laden with explosives?**

Answer:
You are advised not to do so. If you suspect a vehicle to be laden with a bomb from your initial observation of the vehicle's external features, do not conduct any further inspection that will cause you to make physical contact with the vehicle. You should keep people away from it and call the Police immediately.

10. **What do I do when I notice a suspicious vehicle being driven away?**

Answer:
Take down the vehicle number, vehicle model, description of the driver, and the direction in which it is heading and call the Police. Do not attempt to follow the car.

11. **What do I look out for inside a suspicious vehicle?**

Answer:
Without coming into contact with or entering the vehicle, you should try to look out for suspicious looking objects under the dashboard, on the floor, under the seats for partially hidden parcels.

Incident Reporting

The SCC operators/supervisors have the responsibility of reporting to the Ministry incidents relating to the safety of the students, health and hygiene, illness and serious incidents that happen during the operation of the centre.

In order to maintain parents' and public confidence, centres should demonstrate good governance and accountability by reporting the significant incident/accident to MSF as soon as possible or at least within 12 hours of the occurrence. The detailed report should reach MSF within 3 working days.

Please email your report to MSF_Student_Care@msf.gov.sg or fax: 6259 7305.

If the incident happens on Sunday or a Public Holiday, please report on the following working day. A sample of the 'Incident Report Format' is in Appendix D-1.

<u>**Sample List of Significant Incidents**</u>

Incidents that require incident reports to be submitted to MSF are those that are life-threatening or have a serious impact on the safety and security in a facility. These may include (but not confined to) the following:

a. Student missing from centre,
b. Serious crimes committed in the premises (e.g. suspected murder or suicide),
c. Unnatural or sudden death of person under custody or protection or visitors to the premises,
d. Unnatural or sudden death of an employee,
e. Terrorist activity: actual, attempted or planned terrorist activity, sabotage or other hostile acts against persons or property,
f. Death or life-threatening injury by accident or use of force,
g. Conflicts between two or more parties from different racial or religious groups, with racial or religious connotations where communal discord might result,
h. Mass outbreak of contagious or infectious diseases and mass food poisoning (involving 2 or more people),
i. Any fire of deliberate or suspicious origin,
j. Serious damage to property including malicious destruction,
k. Major natural or man-made civil emergencies which cause significant injuries or property damage,
l. Bomb threat, anthrax scare or other potential life-threatening related incident,
m. Arrest or detention of any employee,
n. Confirmed missing persons where foul play is suspected,
o. Other incidents of a serious nature, which by reason of the personalities involved or the surrounding circumstances, are likely to attract public or media interest,
p. Lodging police report (e.g. lodged by parents against the staff or SCC operators).

Incident Report Format

Date: _____

Time: _____

To: Director, Service Delivery and Coordination Division/MSF

Fax: 6259 7305   Email: MSF_Student_Care@msf.gov.sg

Report of Incident in: _____
                              (Name of Centre)

_____
(Address of Centre)

Prepared by: _____
                    (Name and Designation)

Approved by: _____
                    (Name and Designation)

Details to be included in the report

1.   Nature of incident

2.   Date and time of incident

3.   Location of incident
        Address, identity of the premises e.g. office building, service centre, which part of the property (if within building) or exact location (if outside building).

4.   Details of Incident:

  a. First information report (how it was discovered/who reported)
  b. Briefly summarise the incident:

   - Chronology of events
   - Persons involved- name, age, race etc.
   - Staff's reaction and immediate action taken
   - How situation was brought under control

  c. State number and extent of injuries and death. Identify the victims.
  d. Describe damage to property (if any).

5.   Current status of situation:

  a. Situation in the facility at the time of reporting;
  b. What is being done and/or will be done next to contain the situation;
  c. Measures taken to inform family and relatives of victim(s);
  d. The need to put up a daily situation report (if necessary).

6.   Findings of preliminary investigation conducted:

  Report progressively on findings into causes of the incident, and the extent and duration of investigation process.

7.   Police report:

  a. Were the police called in or any police report made?
  b. Name of police station and name of police officer taking the report.
  c. Date of police report.

8.   Media: Level of media interest and involvement.

9.   Any other comments: include other recommendations, requests or comments.

10. Contact: Name and 24-hour contact number of person whom MSF can contact for additional information.

Reporting of Suspected Child Abuse

For further information or for reporting of child abuse, please contact:

MSF	Child Protection Specialist Centres
Child Protective Service Helpline: 1800-777 0000 (Monday to Friday, 8.30am-5.30pm and Saturday, 8.30am-1pm) Child Protective Service SLF Podium #01-01 to #01-09 512A Thomson Road Singapore 298137	**HEART@Fei Yue** Tel: 6819 9170 (Monday – Friday 9.30am – 5.30pm) Email: heartadmin@fycs.org URL: http://www.fycs.org/index.cfm?GPID=260
	Big Love Child Protection Specialist Centre Tel: 6445 0400 (Monday – Friday 9.00am – 6.00pm) Email: contact@biglove.org.sg URL: http://www.biglove.org.sg/
	SAFE SPACE Tel: 6266 0171 (Monday to Friday 9.00am – 1.00pm, 2.00pm to 6.00pm) Email: admincpsc@pave.org.sg URL: http://www.pave.org.sg

Or the Police Divisional HQ or the nearest Neighbourhood Police Post.

Divisional Crime Prevention Phone List

Police Division	Divisional HQ Tel
Central	1800 - 224 0000
Clementi	1800 - 774 0000
Tanglin	1800 - 391 0000
Ang Mo Kio	1800 - 218 0000
Bedok	1800 - 244 0000
Jurong	1800 - 791 0000

For updates, please refer to http://www.spf.gov.sg/ under "contact info".

ESSENTIAL ITEMS FOR FIRST AID KIT

No.	Items	Quantity	Remarks
1.	Individually wrapped sterile adhesive dressings	20 plasters of different sizes	
2.	Crepe bandage 5 cm	1 roll	
3.	Crepe bandage 10 cm	1 roll	
4.	Sterile absorbent gauze	5 packets	Each packet contains ten pieces
5.	Torch light	1 unit	
6.	Hypoallergenic tape	1 roll	Recommend using 12mm tape
7.	Triangular bandages	4 pieces	
8.	Dressing scissors	1 pair	
9.	Safety pins	4 pieces	
10.	Disposable gloves	2 pairs	
11.	Eye shield	2 pieces	
12.	Eye pad	2 pieces	
13.	Resuscitation mask (one-way)	1 piece	
14.	Sterile water or Saline in 100 ml disposable containers	1 bottle	Only where tap water is not available
15.	Ice packs[3]	2 packets	
16.	Antiseptic cream (e.g. Chlorhexidine cream[4]) *No iodine or flavine lotion	1 tube (optional)	(optional but good to have on standby)
17.	Thermometer	1 set	

---

[3] Ice packs should be made available in a refrigerator and the location of their availability should be communicated to users of first aid items.

[4] Chlorhexidine cream does not cause allergic contact dermatitis. Oral medications or other forms of topical medications should not be included in the first aid kit.

Checklist on Health and Hygiene for Student Care Centres

Name/Address of Centre: _____

Date/Time of Visit: _____

Please indicate N.A at the comments column if the item is not applicable.

1. INDOOR ENVIRONMENT	Yes	No	Followed up	Comments
Spring cleaning sessions are carried out regularly.				
Daily maintenance of centre is evident (e.g. clean floors; swept/mopped).				
Toys and other objects handled by the students are disinfected at least once a week if there is no outbreak, and daily if there is an outbreak.				
Furniture, fittings and fixtures are cleaned with disinfectant.				
Rooms fitted with air-conditioners are aired.				
Filters in the air-conditioners are cleaned.				
All litter bins are lined, properly covered and emptied regularly.				
PVC mattresses are wiped with disinfectant after use everyday.				
Electrical outlet face plates intact – not missing or damaged (Approved safety marks)				
Electrical cords/power strips undamaged (no exposed/loose wires)				
2. OUTDOOR ENVIRONMENT	Yes	No	Followed up	Comments
Outdoor space is well-maintained and cleaned (e.g. corridor is clean).				
Outdoor equipment and materials are well-maintained and cleaned (e.g. sports equipment, if any).				

3. REPORTING & RECEPTION AREA	Yes	No	Followed up	Comments
A proper reporting area has been set up for screening students and staff.				
Temperature and visual screening checklists for students are available.				
Emergency number and useful contact list are promptly displayed.				
Poster and notice on outbreak of disease, if any, are prominently displayed.				
Update on outbreaks is displayed prominently (if any).				
4. SICK BAY/ISOLATION ROOM	Yes	No	Followed up	Comments
A separate and fully enclosed room (e.g. sick bay) for the isolation of sick students.				
Room is well-maintained and clean.				
Room should be fully enclosed with window facing outwards and with good ventilation.				
Room does not share an air-conditioning unit with any other facility.				
Room is situated away from students' activity areas.				
PVC mattress for the child to rest on. *Note: Centre has to ensure that the PVC mattresses and room are disinfected immediately after the sick child/staff leaves.				
5. FIRST AID KIT	Yes	No	Followed up	Comments
It should contain all items listed in the First Aid Kit as required by the Ministry. *Note: Items required in the First Aid Kit can be found in Appendix F.				
Disposable gloves and bandages are available.				
The items should be within the manufacturer's stated use date, replaced and replenished when necessary.				
6. TOILETS	Yes	No	Followed up	Comments

Toilets are kept clean and dry at all times. (No foul smell is generated from the toilets)				
Toilets are flushed after use.				
Disposable/Single used paper towels/hand dryers are available for drying hands.				
Toilet roll is within easy reach and mounted on the wall next to each toilet bowl.				
Liquid soap dispensers are mounted on the wall next to hand washing basins at a ratio of 1 dispenser to every 2 hand washing basins. They are also within the reach of the students.				
Non-slip mats (if any) are free from grime and dirt.				
Toilets and hand washing basins are in good working condition.				

7. KITCHEN/PANTRY	**Yes**	**No**	**Followed up**	**Comments**
Floor, counters, cabinets and appliances are kept clean and dry at all times.				
Surfaces for preparation of food are clean.				
Floor is washed and kept dry.				
Utensils are washed after use and disinfected regularly.				
No evidence of household pest.				
Each student has his/her own utensils (no sharing).				
Cooked food are covered at all times. *Note: Encourage centre to send cook for the "Follow food & beverage safety and hygiene policies and procedures course"				

8. STUDENTS' PERSONAL EFFECT	**Yes**	**No**	**Followed up**	**Comments**
Each student has his/her personal set of toiletries and they are stored individually.				
Toothbrushes, mugs and combs are well-maintained and clean.				

9. HEALTH CHECKS	Yes	No	Followed up	Comments
Health checks are conducted for all students upon their arrival at the centre.				
Temperature is monitored for all students at least once daily and during activity time.				

10. HEALTH/HYGIENE PRACTICES	Yes	No	Followed up	Comments
Students and staff wash their hands when they arrive at the centre.				
Students and staff wash their hands before & after meals, after using the washroom and outdoor play.				
Staff wash their hands before and after the preparation and serving of food.				
Eating surfaces are cleaned before serving food.				
Staff wash their hands after attending to a sick child.				
Disposable tissues are used to wipe students' mucus/saliva/tears.				

11. ADMINISTRATION	Yes	No	Followed up	Comments
Keep proper record of infectious diseases cases (HFMD, chicken pox, etc).				
Records of temperature checks and visual screen checklist are maintained.				
Records of circular/letter to parents on infectious diseases.				
Records of medical certificate and certification by medical practitioner from parent for the return of the recovered child are maintained.				
Parents' emergency contact numbers are made readily available.				

Comments:

_____

_____

_____

_____

_____

**Standard Operating Procedures for Student Care Centres during
Hand, Foot and Mouth Disease Transmission**

```
                        ┌──────────────┐
                        │    START     │
                        └──────┬───────┘
                               ▼
              ┌────────────────────────────────┐
              │ Visual screening and temperature│◄───────────┐
              │ taking upon arrival.            │            │
              └────────────────┬────────────────┘            │
                               ▼                             │
                    ◇ Does the staff / child show ◇   No   ┌─────────────────┐
                    ◇ symptoms of HFMD?          ◇───────►│ Staff / Child    │
                               │                          │ resumes          │
                              Yes                         │ activities at    │
                               ▼                          │ centre.          │
                                                          └─────────────────┘
```

- Staff / Child is sent home immediately.
- Isolate sick child in the sick bay prior to parent's arrival.
- Staff / Parents to seek immediate medical attention for child.

Staff / Parents to inform centre immediately if staff / child is diagnosed with HFMD.

- Centre to notify all parents immediately (verbal and written).
- Centre to display outbreak of HFMD on notice board.
- Recommends Centre to implement MOH's guidelines for good hygiene.
- Centre to brief staff and children on the importance of good health & hygiene practices.

- Centre disinfects premises, equipment and toys.
- Centre ensures staff / children with HFMD are well (i.e. no symptoms of illness) upon return.

- Centre continues with maintenance of hygiene standards.

```
                        ┌──────────────┐
                        │     END      │
                        └──────────────┘
```

CONFIDENTIAL

**PRE-EMPLOYMENT MEDICAL REPORT FORM FOR
STUDENT CARE CENTRE STAFF**

I. NOTES TO EMPLOYER

All Student Care Centres (SCCs) registered by the Ministry of Social and Family Development (MSF) as administrators of student care subsidies must ensure that their staff undergo medical checks to determine they are fit for employment in an SCC. Please arrange for new staff to undergo the medical examination as outlined below and keep a copy of this report as well as other necessary documents for verification purposes.

II. NECESSARY MEDICAL TESTS:

   a) Physical examination
   b) Chest X-ray. Please attach a copy of the chest X-ray report to this form.

III. CERTIFICATION BY EXAMINING DOCTOR

Candidates must be examined by a doctor and certified:-

a) Not to have any medical conditions that will adversely impact their ability to carry out the job scope, and
b) Fit for employment based on the physical examination, chest x-ray and the doctor's assessment.

IV. STAFF'S PARTICULARS

Name (as in NRIC/UIN):_____ NRIC No. /UIN: _____

Date of Birth: _____   Occupation: _____

Expected Start
Date of Employment: _____ Contact No: _____

Centre's Name (State Branch): _____

Centre's Address: _____

_____

CONFIDENTIAL

V. MEDICAL HISTORY (TO BE COMPLETED BY THE SCC STAFF)

Have you **EVER SUFFERED FROM OR BEEN TREATED** for any of the conditions below? Please tick the appropriate box. If 'Yes', please include details

	Yes	No	Details
1. Psychiatric disorders or nervous breakdown (includes anxiety and depression)			
2. Epilepsy			
3. Tuberculosis			
4. Others (to specify): _____			

DECLARATION:
I declare that all the information provided in this form are true and correct, and that I have not withheld any information of medical concerns of a similar nature, that will affect my ability to carry out my job at the Student Care Centre.

_____   _____
     Name and Signature of SCC staff   Date

CONFIDENTIAL

VI. CERTIFICATION BY EXAMINING DOCTOR

I certify that I have examined _____ (Name

and NRIC/UIN) and assessed him/her *** FIT / UNFIT** for employment in the Student Care

Centre, based on his/her mental and physical health and public health risk.

Name of Doctor: _____

Name and Address of Clinic: _____

_____

_____

Tel No.: _____   **Stamp of Clinic**:

Signature: _____

Date: _____

* Delete accordingly

MSF | MINISTRY OF SOCIAL AND FAMILY DEVELOPMENT

DECLARATION OF OFFENCES

I. PLEASE FILL IN YOUR DETAILS

Name as in NRIC: _____

NRIC: _____

II. PLEASE ANSWER THE FOLLOWING

(a) Do you have existing criminal record(s) in Singapore or overseas? Please tick below.

Yes (   )   **No** (   )

If yes, please fill in the details:-

(i) Nature of records:

_____

(ii) Sentencing court:

_____

(iii) Date of conviction:

_____

(iv) Sentence/ Fine imposed:

_____

(b) Are you currently under police investigation(s) in Singapore or overseas? Please tick below.

Yes (   )   **No** (   )

If yes, please fill in the details:-

_____

_____

(c) Have you been charged with any offence in a court of law in Singapore or in any other country for which the outcome is still pending? Please tick below.

Yes (   )   **No** (   )

If yes, please fill in the details:-

_____

_____

I understand that the above information will be provided to the Ministry of Social and Family Development (MSF) for the purposes of assessing my suitability for employment in a Student Care Centre (SCC), and the SCC's application to be appointed a Student Care Fee Assistance Administrator ("SCFA Administrator"). I understand that MSF has the right to reject the SCC's application should this form be improperly completed.

I declare that the information provided in this form is true and correct and I furnish the information knowing that I may be liable to criminal prosecution if I have stated any information which I know to be false or do not believe to be true. I understand that MSF may revoke the SCC's SCFA Administrator appointment, should I be found to have provided false or inaccurate information in this form.

I am aware that there will be background checks conducted to assess my suitability to work with young children.

_____   _____   _____
Name of Applicant   Signature   Date

NATIONAL FIRST AID COUNCIL (NFAC) CHILD FIRST AID COU
LISTING OF ACCREDITATED TRAINING PROVIDERS

The National First Aid Council (NFAC) has announced that with effect from 1ˢᵗ October 2014, the validity pe NFAC-accredited training providers will be for a period of 2 years.

Please refer to below table for the listing of accredited training providers. For more information or further nfac.secretariat@redcross.sg

S/No.	Name of Training Agency*	Address
1	AC & CS Pte Ltd	100D Pasir Panjang Rd #06-08/09, Meissa Building Spore 118520
2	Aris Integrated Medical Pte Ltd	989 Bukit Timah Rd, Singapore 589629
3	Life Saving Training Centre	Blk 102, Yishun Avenue 5, #02-113, S(760102)
4	Medi-life Saving Training Centre	Block 130 Simei Street 1 #07-248, S(520130)
5	MHI Training Centre	218E Changi Road,#03-05A, PKMS Building
6	Singapore Ambulance Service & Training Pte Ltd	A'Posh BizHub 1, Yishun industrial Street 1, #08-30 Singapore 768160
7	Singapore First Aid Training Centre	29 Bukit Pasoh Road, #03-01 S(089843)

STAFF TRAINING FEEDBACK FORM

Training Topic: _____

Date of training:_____

1) Please rate the items listed below using **√** for whichever applicable.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training met my expectations.					
2. The training is useful.					
3. I will be able to apply the knowledge and skills learnt.					
4. The content was organized and easy to follow.					
5. The materials distributed were pertinent and useful.					
6. The trainer was knowledgeable.					
7. The quality of instruction was good.					
8. The trainer met the training objectives.					
9. Participation and interaction were encouraged.					
10. Adequate time was provided for questions and discussion.					

2) What are some key concepts / ideas / skills / techniques that you will use?

_____

_____

_____

3) What aspects of training can be improved?

_____

_____

Thank you for your feedback!

Guidelines for Student Care Centres (2019)
Published by MSF, Singapore. All rights reserved.

WSQ Student Care Programme

What is this course about?

This course is designed as a starter-kit to induct staff from school-based and community-based centres into the new Student Care Centre (SCC) programme. It aims to equip participants with the knowledge and skills needed to plan programmes that cater to a child's developmental and learning needs. The training also draws attention to the importance of engaging stakeholders and communities in fostering a safe, caring and conducive environment within the SCCs that supports learning.

Suitable for

New staff in the SCCs who are keen to join the SCC sector.

Assumed Skills and Knowledge

Secondary school education or equivalent with medium of instruction in English

Course Outline

This course consists of 2 modules which will be offered on a modular basis.
• Support the Development of Children 7-14 Years
• Respond to Illness, Accidents and Emergencies

Certification

Participant who meets the 75% attendance and passed all course assessments required will be awarded 2 Statement of Attainment from SSG (WSQ Student Care Centre).

For more information, please visit Ngee Ann Polytechnic website at https://www.np.edu.sg/lifelonglearning/Pages/iscc.aspx or contact enquiryWSQ@np.edu.sg.

Supportive Processes for Staff Transition

Name of Centre:_____   Class/Level:_____

Name of Outgoing staff:_____   Date of transfer:_____

Name of Incoming staff:_____   Date of transfer:_____

Pre-transition Steps	**Comments**
1) Ensure at least 2 weeks' advance notice is given to the centre supervisor on transition of the outgoing staff to provide for sufficient time to put supportive processes in place. 2) Plan when, how and what would be communicated to the children on the transition of the staff/operator. The planning and its communication should involve all parties (a) the leaving staff, (b) new staff and, (c) centre supervisor. 3) Check with the outgoing staff if there are any concerns or needs of specific children which the incoming staff should know	

Transition Steps (Part 1: For Class/Level)	**Comments**
1) Gather the group of students under the charge of the staff due to leave 2) Ensure that students are comfortably seated, in a location with minimal distraction, with full attention given to the speaker at the front 3) In the presence of the leaving staff, the centre supervisor could make the announcement to the students that the specific staff will be leaving. The announcement can consist of: • Who is leaving • When is the staff leaving • Why is the staff leaving • Invite staff to address the students • Inform students that they can ask questions which they may have to the staff who will be leaving	

Transition Steps (Part 1: For Class/Level)	Comments

4) Gather the students under the charge of the outgoing staff
 	
5) Ensure that students are comfortably seated in a location with minimal distraction for them to give full attention to the speaker at the front
 	
6) In the presence of the outgoing staff, the centre supervisor (as a person of authority) makes the announcement to the group of students that specific staff will be leaving. The announcement can consist of:
 	
   • Who is leaving
   • When is the staff leaving
   • Why is the staff leaving
   • Invite staff to address the students
   • Inform students that they can ask questions which they may have to the staff who will be leaving
 	
7) Outgoing staff to share with students that he/she is leaving, providing information of when and why
 	
8) Outgoing staff to answer questions that students may have as authentically and positively as possible
 	
9) If there are questions that outgoing staff finds hard to answer, he/she can refer to the centre supervisor where needed
 	
10) Outgoing staff to deliver an affirmation message to students to encourage them
 	
11) Outgoing staff to introduce or direct the student's attention to the incoming staff who will be taking over
 	
12) Incoming staff could briefly introduce him/herself and reassure the students that he/she would continue to care for them
 	
13) Centre supervisor to extend invitation to engage in a "goodbye ritual" (e.g. make cards, short notes, etc) for the outgoing staff. To provide timeline and clear description of the ritual/activity (e.g. when the activity can conducted and to whom the students can submit the completed cards to)	

in the event the outgoing staff left without participating in the transition process, the centre supervisor could take over the steps above wherever possible.
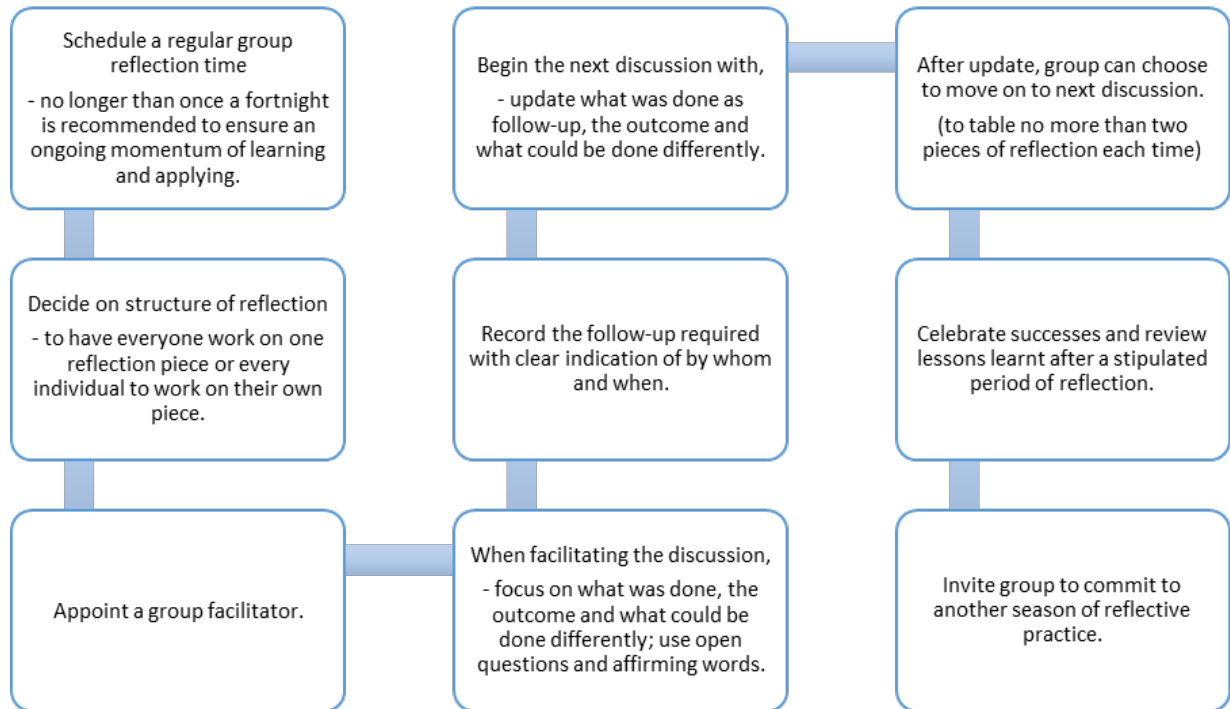
Transition Steps (Part 2: For the centre)	Comments
Repeat steps 1 to 13 above for students in the centre who may have form a relationship or interacted with the outgoing staff	

Post - Transition Steps	Comments
1) SCC to ensure continuation of programme with students 2) SCC to field lingering questions on the previous staff's departure, if any, and gently re-focus the students on the programme or task at hand 3) SCC to monitor students for difficulties in transition, if any • Difficulties can take the form of refusal to participate in programmes, persistent sadness, and/or constant mention of previous staff • To alert centre supervisor if needed	

Note: Student care centres may adapt and use the processes above during the SCC's transition to a new operator.

Staff Reflection Tool

How to Use the Reflection Tool Individually or as a Group

Schedule a regular group reflection time

- no longer than once a fortnight is recommended to ensure an ongoing momentum of learning and applying.

Begin the next discussion with,

- update what was done as follow-up, the outcome and what could be done differently.

After update, group can choose to move on to next discussion.

(to table no more than two pieces of reflection each time)

Decide on structure of reflection

- to have everyone work on one reflection piece or every individual to work on their own piece.

Record the follow-up required with clear indication of by whom and when.

Celebrate successes and review lessons learnt after a stipulated period of reflection.

Appoint a group facilitator.

When facilitating the discussion,

- focus on what was done, the outcome and what could be done differently; use open questions and affirming words.

Invite group to commit to another season of reflective practice.

Reflection Sheet

Name of staff filling the Reflection Sheet : _____ **Date / Time of incident:**_____

Name of student(s) or group being attended to:_____ **Activity or Event at the time of inc**

What happened?	What did you do? (e.g. in terms of actions & words)	What was the Outcome?
	Child/ Children :	**Child/ Children:**
	Parent/ Caregiver:	**Staff:**
Circle severity of issue <u>before </u>action taken (5 being very severe) **0 1 2 3 4 5**		Circle severity of issue <u>after </u>action tak (5 being very severe) **0 1 2 3 4 !**

Note: This sheet can be used to reflect on an incident or event involving an individual child or a group of children, and to facilitate the thinking proce
similar incidents. This reflection activity can be carried out by staff individually or as a group.

STUDENT ACTIVITY FEEDBACK FORM

Activity/Programme Title: _____

Date of activity:_____

A) Please read the statements and √ what you think or feel.

	Strongly Agree ☺☺	Agree ☺	Disagree ☹	Strongly Disagree ☹☹
1) I enjoyed the programme				
2) I find the _____ programme interesting				
3) I have learnt something new				
4)				
5)				
6)				
7)				
8) I am good in _____				
9) I would like to have more _____				

B) Share 2 things I have learnt in the _____ programme:

_____

_____

_____

Thank you for completing the feedback form.

Note: Items 4 to 7 are to be filled in with the specific objectives which the programme was designed to meet.

Sample Daily Time-table

TIME	ACTIVITY
1.00PM-1.15PM	Arrival of Students
1.15PM- 2.30PM	Shower & Lunch Time & Interactive Time
2.30PM-4.00PM	Homework
4.00PM-4.30PM	Rest/Tea-break
4.30PM-5.15PM	Revision Time or Enrichment Classes (IT/ Art & Craft etc.)
5.15PM-6.30PM	Fun and Games (Indoor/Outdoor)
6.30PM-6.45PM	Pack Up
6.45PM-7.00PM	Departure of Students

INCIDENT RECORD FORM

Date/Time:	
Venue:	
Class:	
Persons Involved:	
Teacher-in-Charge:	
Supervisor:	

Description:

INCIDENT REPORT FORM

| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

| Actions Taken: |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Signature of teacher/date:		Signature of supervisor/date:	

Parent Survey

Dear Parents / Guardian

Thank you for enrolling your child/ward in _____

We would appreciate it if you can complete the following survey so that we can better understand your child's / ward's needs and improve our services. We appreciate your feedback and it will be kept strictly confidential. Once you have completed the survey, please submit it to our student care centre staff before _____.

Thank you.

By _____
                    (Name of SCC)
Date _____

Name of Parent / Guardian: *Mr / Mrs / Mdm_____

Contact no.: _____

Name of child / ward: _____ School/Class:_____

No.	Questions	Please circle where appropriate		Comments (if any)
1	Does your child/ward look forward to attending the student care centre?	Yes	No	
2	Has your child benefitted from the enrichment / programmes provided at the centre?	Yes	No	
3	Has your child benefitted from the homework supervision provided at the centre?	Yes	No	
4	Does your child/ward like the lunch provided? If **"Yes"**, please share with us if your child/ward has a favourite dish: _____ If "No", please elaborate: _____	Yes	No	

5	Does your child/ward like his/her SCC staff in-charge?	Yes	No	
6	Is your child/ward able to approach the SCC staff for help?	1) No 2) Sometimes 3) Always		
7	Will you be keen to participate in some organized activities with your child during the school holiday?	Yes	No	My Preference: Weekday / Saturday
8	Will you be keen to participate in parent educational workshops or talks organized by the student care centre If **"Yes"**, kindly tick your topic of interest: ☐ Communication / bonding with my child ☐ Understanding children's behavior ☐ Coping with the stress of parenting ☐ Do's and Don'ts of disciplining a child ☐ Others (pls elaborate: _____	Yes	No	
9	Do you intend to continue enrolling your child in the student care centre in _____?	Yes	No	
10	Do you have any particulars to update in our records? ( ) my new telephone is _____ ( ) my new address is _____ _____	Yes	No	
Any other comments:				

Thank you for completing this survey.

Guidelines on Closure Days

Student care centres should be open throughout the year, except Sundays and gazetted public holidays. In addition, SCCs are recommended to select centre closure days based on MSF's guidelines.

Centres may observe half-days on the eve of any 3 public holidays. From June 2017, SCCs are given an additional ½ day of closure for Teachers Day; this is in addition to the 5 ½ closure days. Centres may close for a **maximum 6 days** in a calendar year for staff development, maintenance and other purposes

Centres should note that these additional 6 days of closure is not mandatory and feedback may be obtained from parents on the proposed days of closure. Should centres plan to utilise the 6 days of closure, the closure days are to be included in the Parents' Handbook and highlighted to parents during orientation/registration. Parents must also be informed at least two months in advance of any changes to the original planned days of closure so that alternative care arrangements can be made during such closures.

In addition, it is recommended that the operator applies the following guiding principles:

(a) At least 2½ days out of the 6 closure days are to be used for staff training and curriculum planning.

(b) If Saturdays are being used for staff training, these Saturday closures will be considered as half day closures and not full day closures.

For SCCs that operate on Saturdays, centres may close for a maximum of 5 Saturdays (i.e., 2½ days) a year for staff training.

Centres are discouraged from closing on consecutive Saturdays so as not to inconvenient parents who require student care services on Saturdays.

(c) Should the centre decide to close on Saturdays due to **purposes other than staff training**, only 1 Saturday closure is to be considered as a ½ day closure and the subsequent Saturday closure will be considered as a full day closure.

(d) Centres are allowed to close at 2pm on the eve of any 3 public holidays.

(e) Parents should also be reminded at least 1 month prior to the confirmed closure days via circulars. Notice of closure days should also be displayed on the notice board for parents' information.

(f) Unused closure days cannot be forwarded to the next calendar year.

(g) According to the centre's commencement date of operation, the number of closure days allowed for that year will be subjected to pro-rating.

Sample Student Medical Record

CONFIDENTIAL

1. **Type of immunisation**

	DATE OF VACCINATION
BCG	
Diptheria, Pertussis & Titanus	
Polio Vaccine	
Hepatitis B Vaccine	
Measles /Mumps/Rubella Vaccine	

Others (Specify): _____

2. **Physical challenge**

	Yes	**No**
i.　Speech		
ii.　Sight		
iii.　Hearing		
iv.　Movement		

Others (Specify): _____

CONFIDENTIAL

3. **Did/Does your child have any of the following medical conditions?**

	Yes	No
• Frequent colds		
• Tonsilitis		
• Ear Aches		
• Stomach Aches		
• Fits Due to High Fever		
• Bronchial Asthma		
• Epilepsy		
• Kidney Disease		
• Heart Disease		
• Diabetes Mellitus		
• Congenital Heart Disease		
• History of surgeries performed (Please specify if any:)		

Others (Specify): _____

4. **Has your child had any serious accident?**   **Yes / No**

    If Yes, please specify: _____

5. **Is your child allergic to anything?**   **Yes / No**

    If Yes, please specify: _____

CONFIDENTIAL

6. **Do you know what his/her allergy is caused by?**   **Yes / No**

   If yes, how does it manifest itself?

	Yes	No
• Asthma		
• Hay fever		
• Hives		

Others (specify): _____

7. **Special diet required?**   **Yes / No**

   If Yes, please specify: _____

8. **Has your child attended/or still attending any**   **Yes / No**
   Hospital/OPD/Private Doctor/Specialist?

   Name of Hospital/Clinic: _____

   Name of Doctor: _____

   Date of Next Appointment: _____

   Hospital Clinic Reg. No.: _____

   Reason for Attendance:

   _____

   _____

   _____

   _____

   _____

   _____

CONFIDENTIAL

9. Is your child taking any medicine regularly?   Yes / No

If Yes, please write down the name and if possible, the dosage of the medicine:

Drug Allergy: _____

In case of emergency, contact: _____

Doctor's Name: _____

Tel No.: _____

Address of Clinic/Hospital: _____

Name of Parent/Guardian: _____
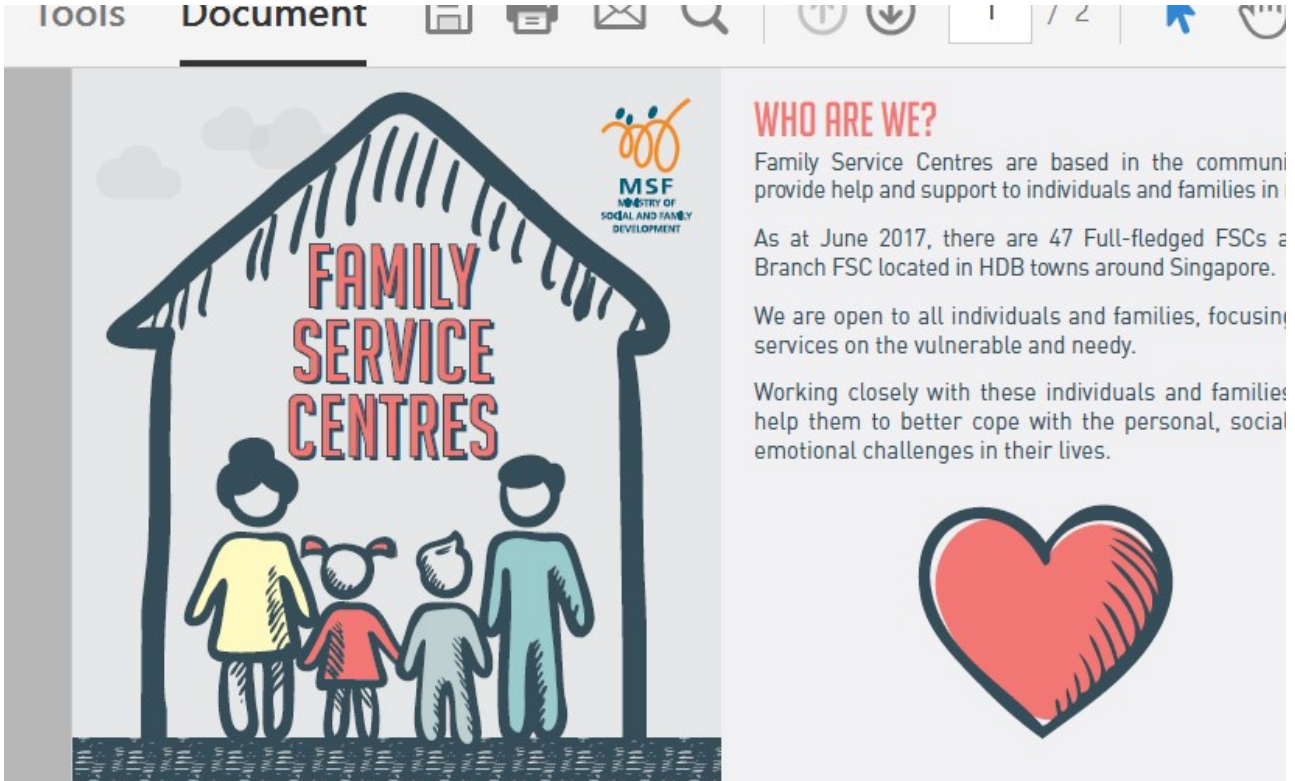
Tel No.: _____ (Home) _____ (Office) _____ (HP)

Signature of Parent/Guardian: _____

Please note that teachers should be informed of any special precautionary measures that have to be taken in the SCC for the safety and health of your child.

List of Hotline Numbers

HOTLINES	NUMBERS
1. Child Guidance Clinic	6389 2200
2. ComCare Call	1800-222 0000
3. Big Love Child Protection Specialist Centre	6445 0400
4. ECDA Information Line	6735 9213
5. HEART@Fei Yue	6819 9170
6. MSF Child Protective Service	1800-777 0000
7. PAVE (Promoting Alternatives to Violence)	6555 0390
8. SOS	1800-221 4444
9. Tinkle Friend Helpline (for Child Abuse)	1800-274 4788
10. TRANS Safe Centre	6449 9088
11. Touch Community Services	6377 0122
12. Care Corner Project StART	64761482

List of Family Service Centres (FSCs)
(As at June 2017)

Tools Document 1 / 72

WHO ARE WE?

Family Service Centres are based in the communi[ty] provide help and support to individuals and families in [the]

As at June 2017, there are 47 Full-fledged FSCs a[nd] Branch FSC located in HDB towns around Singapore.

We are open to all individuals and families, focusing services on the vulnerable and needy.

Working closely with these individuals and families help them to better cope with the personal, social emotional challenges in their lives.

LIST OF FAMILY SERVICE CENTRES

Location	Address	Tel
Ang Mo Kio		
Ang Mo Kio	Blk 230 Ang Mo Kio Ave 3, #01-1264, S(560230)	6453 5349
Cheng San	Blk 445 Ang Mo Kio Ave 10, #01-1647, S(560445)	6454 6678

Bukit Timah		
TRANS (Bukit Timah)	Blk 1 Toh Yi Drive, #01-143, S(591501)	6466
Choa Chu Kang		
Fei Yue (Choa Chu Kang)	Blk 280 Choa Chu Kang Ave 3, #01-360, S(680280)	6762
Fei Yue (Yew Tee)	Blk 604 Choa Chu Kang St 62, #01-52, S(680604)	6616

Tools Document 2 / 72

FAM[ILY]

SEMBAWANG · FEI YUE (CHAMPIONS WAY) · CARE CORNER (ADMIRALTY) · Sembawang · Woodlands · CARE CORNER (WOODLANDS) · SINGAPORE CHILDREN'S SOCIETY (YISHUN) · Yishun · DAYBREAK · FAMILY SERVICES @ YIO CHU KANG · Sengkang · FEI YUE (YEW TEE) · Choa Chu Kang · THK @ BUKIT PANJANG · Ang Mo Kio · SERANGOON MORAL · FEI YUE (CCK) · AMK · CHENG SAN · PPIS (WEST) · Bukit Panjang · REACH · THK @ JURONG · LAKESIDE (JURONG WEST) · Boon Lay · Bukit Batok · Toa Payoh · Serangoon · CARE CORNER (TOA PAYOH) · VIRIYA · FEI YUE (BB) · FEI YUE FAMILY SERVICES AT SSO @ TAMAN JURONG · WHISPERING HEARTS · LAKESIDE (JURONG EAST) · WHAMPOA · AWWA · ROTARY · TRANS

TERMS AND CONDITIONS FOR ADMINISTRATORS OF STUDENT CARE FEE ASSISTANCE (SCFA) SUBSIDIES

To be appointed an Administrator of SCFA Subsidies (which include the SCFA Subsidy ("the Subsidy") and the Start-Up Grant ("SUG")), the Organisation[5] shall ensure that the Student Care Centre ("the Centre") shall meet all the necessary requirements. The Organisation shall also ensure that the Centre continues to comply with the following terms and conditions throughout the tenure of its appointment.

1   Enrolment and Centre Fees

The Centre shall:-

a) Accept all students regardless of their race, language or religion;
b) Obtain the necessary approvals from HDB/URA to operate the Centre at its premises;
c) Ensure that at least 10% of the students enrolled in the Centre are eligible for, and receive the Subsidy ("Subsidised Students");
d) Charge the same rate of monthly fees to all students enrolled in a particular programme[6]. The Centre shall not levy additional charges or a higher rate of monthly fees for Subsidised Students. The fees charged shall be based on the Centre's published rate for each programme; and
e) Notify MSF and obtain MSF's acknowledgement of any proposed changes to the Centre's fees. The Centre is strongly advised to only effect fee increases at the beginning of the calendar year to avoid any disruptions to parents. Please also refer to clause 9a.

2.   Reporting Requirements

a)   The Centre shall provide written updates to MSF, which may include the following matters:-

(i) The Centre's maximum occupancy rate,

(ii) The Centre's total enrolment, with a breakdown by primary school levels,

(iii) The number of vacancies,

(v) The number of Subsidised Students,

(vi) Programme staff to child ratio, and

(vii) The fees charged/Centre fee structure (if any).

---

[5] i.e. the Organisation that is operating the Student Care Centre
[6] The Centre may charge a different monthly fee depending on the age of the student or the type of programme which a student has been registered for. However, the Centre's fee structure must be published clearly and be brought to the attention of the parents of all enrolled students.

The written updates shall be submitted to MSF every 6 months, at a date to be specified by MSF. The Centre agrees to allow MSF to use the reported information for data analysis, evaluation and policy-making.

b)   If the Centre is taking in students with special needs, it shall (in addition to its obligation to comply with these terms and conditions) use its best endeavours to fulfil the key performance indicators set out in Annex A5 and A5i.

3   Maintenance of Records

a)   The Centre shall maintain sufficient written records pertaining to the administration of the SCFA Subsidies to allow MSF or its agent(s) to assess whether the Centre has complied or is complying with these terms and conditions. Such records shall include : details of all applicants and beneficiaries, attendance and the Centre activities[7] records of Subsidised Students, the SCFA Subsidies applications, renewals, appeals, withdrawal forms and supporting documents, the Subsidy and SUG payment advice / approval letters issued by MSF. The Centre shall also retain the payment receipts issued to all parents of students enrolled in the Centre for MSF's inspection.

b)   The Centre shall retain such records, and all reports referred to in clause 2a above, for a period of 3 years from the start date of the Centre's SCFA Administrator Status. Where a Subsidised Student has withdrawn from the Centre, the Centre shall be required to retain all records pertaining to the Subsidised Student for a period of 3 years from the date of the student's withdrawal. The maintenance and retention of these written records are only for MSF's purposes, and this clause is not intended to affect the Centre's duty to comply with any regulations issued by other authorities.

c) The Centre shall retain all records which were made less than a year ago, within the Centre's premises for audit purposes.

d) The Centre shall give free access at any time, with or without receiving prior notice from MSF, to the persons authorised by MSF ("authorised inspectors") to visit its premises. The Centre shall (a) allow the authorised inspectors to inspect the Centre and all relevant documents in its possession pertaining to the administration of the SCFA Subsidies; (b) make copies of any such relevant documents as may be requested by the authorised inspectors, to be given to the authorised inspectors, at its own cost; and (c) allow, and if necessary, facilitate, the interview of any person involved in the administration of the SCFA Subsidies, by the authorised inspectors.

4   Structured Programme

a)   The Centre shall provide care and supervision for at least 3 hours each day for its students. The Centre shall display, on its premises, a structured daily-timetable for the children.

b)   The daily timetable shall include the following activities:-

---

[7] The Centre activities records may include documents such as the Subsidised Students' homework file, art and craft and/or enrichment materials etc.

(i) Daily Meals: breakfast (if applicable), lunch and tea;
(ii) Shower Time; and
(iii) Homework supervision

5 Operating Hours & Closure of Centre

a) The Centre shall operate during the following hours to support the needs of working parents / guardians:
- Mondays to Fridays: To be opened no later than 7.30 am and closed no earlier than 7.00pm; and
(ii) Saturdays: To be opened no later than 7.30 am and closed no earlier than 1.30 pm.

b) The Centre shall be closed on Sundays and gazetted public holidays.

c) The above operating hours shall continue to apply during school holidays.

d) The Centre must inform the parents of enrolled students of its operating hours. This may be done in writing, or by displaying the Centre's operating hours prominently on its premises.

e) Any proposed changes to the Centre's operating hours must first be approved by MSF at least 2 months before the proposed change. The Centre shall also ensure that at least 2 months' notice is provided to parents of enrolled students before the proposed change.

f) At the beginning of each calendar year, the Centre shall issue to the parents of enrolled students a list of dates on which the Centre will be closed in the relevant calendar year ("Closure Days"). The Centre shall also ensure that at least 2 months' notice is provided to the parents of enrolled students before the proposed change.

g) A Centre based in a school shall be exempt from complying with the requirements in clauses 5(a) to (c) above, so long as it operates in accordance with the school's operating hours.

6 Student Management

a) The Centre shall abide by a minimum programme staff-to-student ratio of 1 staff to 25 students.

b) The Centre shall develop its standard operating procedures (SOP) on child management, and all Centre staff shall be familiar, and act in accordance with the SOP. The Centre shall ensure that the staff of the Centre do not administer corporal punishment.

7 Conducive Environment

a) The Centre shall provide a conducive physical environment for its students. The Centre shall ensure that its premises are designed to meet, for each session, the recommended indoor usable floor area[8] ratio of 3 square metres to 1 student.

---

[8] Usable floor area includes only the activity area for students and does not include ancillary areas such as kitchen, store, toilets and staff office/sick bay. For example, a usable floor area of 90 square metres can take in approximately 30 students per session.

b) The Centre must ensure it does not exceed the maximum occupancy rate. The maximum occupancy rate of a Centre is derived as follows:-

For Centres operating in Civil Defence Bomb Shelters:-

The lower figure of either:

    (i) Maximum occupancy load as per the calculation table submitted for Fire Safety Certificate approval; or,

    (ii) The Centre's usable floor area (square metres) divided by 3. E.g. 90 m^2 = maximum capacity of 30 students at any point in time.

For all other Centres:-

    (iii) The Centre's usable floor area (square metres) divided by 3. E.g. 90 m^2 = maximum capacity of 30 students at any point in time.

c) The Centre shall have allocated spaces set aside for a study area, activity area, bathroom with showering equipment, and toilet facilities. There shall be sufficient and suitable lighting, furniture, equipment, and common communication boards within the Centre.

d) The Centre shall be maintained regularly to ensure cleanliness and hygiene at all times.

8   Health and Safety

a) The Centre shall adhere to the relevant health advisories issued by MSF, Ministry of Health and National Environment Agency and be familiar with and abide by the operating procedures and guidelines in managing health conditions e.g. Hand, Foot and Mouth Disease, flu epidemic etc., and environmental conditions, e.g. haze.

b) The Centre shall ensure the safety of all students at all times during operating hours.

c) The Centre must have and ensure that all Centre staff, volunteers and students are familiar with the emergency evacuation plan. A list of emergency telephone numbers shall be made accessible to Centre staff, volunteers and children. The Centre's exits, stairs and escape routes shall be free from obstruction. The Centre shall maintain and ensure that its fire-fighting equipment is in good working order.

d) The Centre shall maintain a First Aid Kit. At least one Centre staff shall be trained in First Aid who is ready to administer First Aid in the Centre at all times. The Centre shall develop SOPs on health, safety and emergency and all Centre staff shall be familiar with and act in accordance with the said SOPs.

e) The Centre shall notify the relevant authorities and refer any student who may be subject to physical, emotional, psychological and sexual abuse, neglect, child exploitation or other stressors at home, to the relevant social assistance agencies.

f) All Centre staff shall undergo a Pre-Employment medical check-up and ensure that the form attached at Annex A2 is duly completed by the doctor conducting the medical check-up. The Centre shall retain the completed forms on its premises and produce them for MSF's inspection during audits. The Centre may only employ staff who have been certified fit for employment by a doctor registered with the Singapore Medical Council.

9   Notice Periods

a) The Centre shall first notify MSF and obtain MSF's acknowledgement before effecting any of the following changes:-

   (i)   Changes to Centre Fees;
   (ii)   Relinquishment of Centre's appointment as SCFA Administrator; and
   (iii)   Any changes to the Centre's ownership or management

b) After notifying MSF and obtaining MSF's acknowledgment, the Centre must write to the parents of all enrolled students to inform them of the relevant changes and ensure that the relevant notice period (in the table below) is provided before the proposed changes are effected.

Subject Matter	Notice to be given
Changes to Centre Fees	At least 3 months before the changes are effected
Relinquishment of Centre's SCFA Administrator Status	At least 3 months before the appointment as a SCFA Administrator is relinquished.
Any changes to the Centre's ownership or management	At least 3 months before the changes are effected

10   Centre not to offer enrichment / tuition programmes to students who are not enrolled in the Centre

a) The Centre shall not offer enrichment / tuition programmes to students who are not enrolled in the Centre, during its official operating hours. Floor areas declared as part of the Centre will be subject to the Ministry's prevailing requirements of approved usage (i.e. for student care purposes only).

b) The Centre shall use its premises solely to provide student care centre services. It shall not permit the premises to be used for any other purposes.

11 Proselytisation

a) The Centre shall not proselytise, and shall take all reasonable precautions, measures and means to prevent proselytising by Centre staff and its agents (undertaking work within the Centre premises), and by persons making use of the Centre premises.

12 Staff

a) The Centre shall not employ any individual who:-

(i) Has been convicted in a court of law in any country for an offence involving dishonesty or moral turpitude (e.g. forgery, fraud, sexual offences etc.);
(ii) Has been warned by the police for an offence involving dishonesty or moral turpitude, in lieu of prosecution; or
(iii) Is the subject of a police investigation, for an offence involving dishonesty or moral turpitude.

b) The Centre shall ensure that all its staff sign the Declaration of Offences Form (Annex A3). The signed Forms must be kept on the Centre's premises and be available for inspection during audits.

13 Data Protection

a) The Centre shall (and shall ensure that all of its staff, agents and subcontractors) take all reasonable measures to ensure that Personal Data[9] held in connection with the administration of the SCFA Subsidies is protected against loss, and against unauthorised access, use, modification, disclosure or other misuse, and that only authorised personnel have access to that data. Disclosure or transfer within or outside of Singapore of any Personal Data obtained in connection with the Subsidy scheme without MSF's prior written consent is not allowed. For the avoidance of doubt, this clause also applies to Personal Data that is retained by the Centres pursuant to clause 3(a).

14 Compliance with operational directive(s) issued by hosting school

a) School-based Centres shall comply with all operational directive(s) issued by the hosting school's administration. In the event any inconsistency arises from between these terms and conditions and the hosting school's operational directives, the operational directives shall prevail.

15 Compliance with other regulatory requirements

a) The Centre shall comply with all other regulations issued by other authorities.

---

[9] "Personal Data" means data, whether true or not, about an individual who can be identified (a) from that data; or (b) from that data and other information to which the Centre has or is likely to have access.

16   Compliance with the administration and refund policy for the SCFA Subsidies

a) The Centre agrees to abide by the prevailing administration and refund policy for the SCFA Subsidies as specified below, and in Annex A4:

vii. The SCFA Subsidies which are disbursed directly to the Centre (via interbank GIRO direct credit into the Centre's designated corporate bank account), are to be used solely for the benefit of the Subsidised Students.

viii. The Centre shall ensure that it submits true and correct information in each Student's application for the SCFA Subsidies.

ix. The Subsidised Student must have attended at the Centre at least 50% of the total number of days that the Centre operates in a given calendar month ("the 50% attendance requirement")[10], to receive the Subsidy for the said month. The Centre shall ensure that the attendance records of Subsidised Students are up-to-date, for inspection and audit purposes.

x. The Subsidised Student would still be considered to have fulfilled the 50% attendance requirement if there are valid reasons[11] (accompanied by supporting documents[12]) which account for his absences ("valid absences"), and the sum of his attendances at the Centre and his valid absences make 50% of the total number of days that the Centre operates in the given calendar month.[13] The Centre shall record the reason(s) for a Subsidised Student's absence and keep a copy of the supporting document(s).

xi. If a Subsidised Student does not fulfil the 50% attendance requirement (by meeting the criteria in clause 16(a)(iii) or (iv) above), the Centre shall refund the Subsidy for the relevant calendar month to MSF, within the next calendar month. The refund shall be effected in accordance with Annex A4.

xii. The Centre shall keep records of:

A. All refunds of any SCFA Subsidies; and
B. Any appeals made on behalf of a Subsidised Student who was unable to fulfil the 50% attendance requirement, and the outcome of the appeal.

xiii. If the Child withdraws from the Centre before the assistance period expires, any excess and/or wrongful claims and payments of the Subsidy and/or SUG received by the Centre and to which the Centre is not entitled shall be refunded to MSF.

xiv. The Centre shall require a parent or guardian of the Subsidised Student to provide the Centre with at least one month's notice as part of the Centre withdrawal policy. The said withdrawal policy shall be communicated to all parents and/or guardians of enrolled students.

xv. No part of the Subsidy and/or SUG, if not utilised, should be given to the Applicant or Child. The Subsidy and/or SUG shall not be used to offset any fee arrears which the Applicant or Child owes to the Centre.

b) The Centre shall refund any of the SCFA Subsidies which remain unused, or are disbursed in excess (regardless of whether they are granted based on wrongful claims) to MSF, within one month from the date it receives a written notification from MSF. This clause shall survive the cessation or termination of the Centre's SCFA Administrator status. MSF reserves the right to

---

[10] Please see paragraph 1.1 of Annex A4 for details on how to calculate the attendance rate.

[11] Valid reasons stipulated by MSF are: when the child (a) has valid MC (b) engages in school activities outside of the Centre (e.g. such as co-curricular activities, supplementary classes, training for sport and national tournament), (c) engages in enrichment activities organised by VWOs outside of the Centre (e.g. tuition classes).

[12] For example, if a Subsidised Student is absent due to illness, this reason shall be accompanied by a valid medical certificate.

[13] Please see Section 1 of Annex A4 for further details.

set-off the unused amount against any subsequent Subsidy and/or SUG disbursement(s), and will notify the Centre of the same.

17   Renewal and Termination of SCFA Administrator Status

a) Subject to clauses 17(b)(iv) and (c) below, a Centre must apply to renew its appointment as an SCFA Administrator before the end of the existing SCFA Administrator Cycle[14], failing which, its appointment shall expire at the end of the current SCFA Administrator Cycle. Such a Centre must provide the parents of all enrolled students notice of its intention not to renew its appointment at least 3 months before the expiry of its appointment.

b) MSF may by written notice inform the Centre of any instance or areas where, in the reasonable opinion of MSF, the Centre has breached any of these terms and conditions in this Annex A1. MSF may require the Centre to remedy or rectify such breaches within a timeframe to be stipulated by MSF. If the Centre fails to rectify or remedy a breach within the stipulated timeframe, or if the Centre commits a breach of these terms and conditions which MSF considers to be incapable of remedy or rectification, MSF shall be entitled to take all or any of the following action(s):

   (i)   Publish details of the Centre's non-compliance on MSF's website;
   (ii) Reject any new applications for the Subsidy and/or SUG;
   (iii) Shorten the validity period of the Subsidy and require the Centre to submit applications and renewal applications more frequently within a time frame to be specified by MSF; and/or
   (iv) Revoke the Centre's SCFA Administrator status (immediately or within a stipulated period)

c) Notwithstanding anything in these terms and conditions, MSF may in its absolute discretion, reject a Centre's application to be appointed an SCFA Administrator, or revoke a Centre's SCFA Administrator status in writing, without notice.

d)   The Centre may, by written notice to MSF, relinquish its appointment as an SCFA Administrator. Such written notice must be furnished at least 3 months before the appointment is relinquished. The Centre must also provide the parents of all enrolled students at least three months' notice of its intention to relinquish its appointment.

18   Changes to these Terms and Conditions

a) The terms and conditions are subject to change. The Centre will be informed of any changes via email.

b) For clarification on materials contained in Form 1A & 1B and Annexes A1 to A4, please email: MSF_Student_Care@msf.gov.sg

---

[14] Each SCFA Administrator Cycle spans a duration of 2 years. Each cycle commences at the beginning of a calendar year and ends at the end of the following year. MSF will notify the Centres when the applications for renewal are to be submitted.

Refund Policy

1   The 50% Attendance Requirement

1.1   A Subsidised Student[15] shall be required to attain an attendance rate of at least 50% per month in a Centre ("the 50% attendance requirement"). The attendance rate shall be calculated using the following formula:

$$\frac{(B + C)}{A}$$

Where,

"A" refers to the number of calendar days in which the Centre operates in the calendar month[16],

"B" refers to the number of calendar days in which the Child attends the Centre in the calendar month, and

"C" refers to the number of calendar days in which the Child is absent with a valid reason[17] in the calendar month.

1.2   Once the Centre ascertains that a Subsidised Student's attendance rate falls below 50% for a given calendar month, the Centre shall be required to refund the Subsidy disbursed in respect of the Subsidised Student to MSF within the next calendar month. Please refer to paragraph (3) for the refund procedures.

---

[15] i.e. a student who is enrolled in the Centre and is eligible to receive the SCFA Subsidies

[16] If the Child is not enrolled in the beginning of the Month, (A) will be based on the number of calendar days in which the Centre operates in the month since the Child is enrolled. However, this only applies for extenuating circumstances where Child is not able to enrol in the beginning of the Month, and is subject to MSF's assessment.

[17] Valid reasons stipulated by MSF are: when the child (a) has valid MC (b) engages in school activities outside of the Centre (e.g. such as co-curricular activities, supplementary classes, training for sport and national tournament), (c) engages in enrichment activities organised by VWOs outside of the Centre (e.g. tuition classes).

2 Withdrawal from the Centre

2.1   The Centre will be required to submit a Withdrawal Form to MSF in respect of every Subsidised Student who withdraws from the Centre. A copy of the Withdrawal Form can be obtained from Annex 3 of the Subsidised Student Application Form.

2.2.   The Centre should encourage a Subsidised Student to complete a full calendar month before withdrawing from the Centre. This is so that the Subsidised Student may enjoy the full SCFA Subsidies for the relevant month.

Withdrawal with notice

2.3   If the Withdrawal Form reflects that at least 1 month's notice of his intended withdrawal has been given by the parent or guardian of the Subsidised Student, the Centre shall continue to receive the Subsidy in respect of a Subsidised Student until his last day of attendance at the Centre. If the Subsidised Student's last day of attendance does not fall on the last day of the calendar month, the attendance rate shall be calculated based on Paragraph 1.1 above. Once the Centre ascertains that a Subsidised Student's attendance rate falls below 50% for the calendar month, the Centre shall be obliged to return to MSF the entire Subsidy for the relevant month. Please refer to Paragraph 1.2 for details on how to refund the Subsidy for the relevant month.

2.4   The Start-Up Grant (SUG) Deposit shall not be released to the Centre, if it has received a one-month withdrawal notice. The table below illustrates an example.

	May 2016	Jun 2016
Attendance	Attended ≥50%; 1 month's withdrawal notice given	Attended; Last day 30/6/2016
Disbursement of Subsidies	Subsidy – Disbursed	The Centre submits Withdrawal Form to MSF – reflect 1-month notice given.
		Subsidy – Disbursed SUG (Deposit)- Cancelled

Withdrawal without notice

2.5   MSF shall not disburse any further Subsidy in respect of a Subsidised Student should the Withdrawal Form indicate that no notice of withdrawal was provided. Upon the occurrence of such an event, the Centre may apply for the Start Up Grant Deposit, if any, to be released to the Centre. The table below illustrates an example.

	May 2016	**Jun 2016**
Attendance	Attended ≥50%	No longer attending No 1-month withdrawal notice given
Disbursement of Subsidies	Subsidy – Disbursed	The Centre submits Withdrawal Form – reflect <u>no</u> 1- month withdrawal notice given, and seeks SUG Deposit release, if any.
		Subsidy – Cancelled SUG (Deposit)- Disbursed

3   Refund Procedure

3.1   All refunds are to be sent to MSF via cheques made payable to "Ministry of Social and Family Development". The cheques shall be mailed to 510 Thomson Road SLF Building #19-00 Singapore 298135, and addressed to "SCFA/SDCD".

3.2   The Centre must submit the following information in a separate document accompanying the cheque:

      i)   Centre's name;
      ii)   Cheque number and refund amount;
      iii) Subsidised Student's name and Birth Certificate number;
      iv)   Subsidy applicant's name and NRIC number;
      v)   Month(s) of refund; and
      vi)   Reason(s) for refund;

3.3   MSF will notify the Centre via email once the cheque has been cleared.

(only applicable to appointed SSCC enrolling students with special needs)

Annex A5- Key Performance Indicator (KPI) Requirements

XX Special Student Care Centre (SSCC) ("programme")

The following list of indicators will be reported to MSF on a half yearly basis. The indicators will be reported through the Enhanced Programme Evaluation System (EPES) for the purpose of a yearly programme evaluation.

Table 1

Basic Programme Indicators	Annual Targets	Verification Tools	Explanatory Notes
1. Cases brought forward from the last EPES submission	Not Applicable		Clients who were registered before the start of the reporting period and are still being served by the programme ("brought forward clients").
2. No. of new cases	X	Client Register	Clients who are newly registered into the programme during the reporting period.
3. Total cases served	X	Client Register	Total No. of clients served during the reporting period

Basic Programme Indicators	Annual Targets	Verification Tools	Explanatory Notes
			Includes brought forward clients and new cases registered by the programme.
4. No. of closed cases	Not Applicable		Clients who had left the centre during the reporting period.

Output Indicators	Annual Target	Verification Tools	Explanatory Notes
Activities that enhance the students' well-being.	X	Centre's activity plans/ timetable	This will monitor the activities the SSCC carry out to enhance clients' well-being. Examples of these activities can include, but not limited to: social skills training, recreational activities such as horticulture, sports, painting, arts & crafts, music appreciation, etc.

Outcome Indicator	Annual Targets	Verification Tools	Explanatory Notes (how the target should be met)
% of Clients who achieved at least 80% average daily attendance in the SSCC	100%	Attendance sheet	This tracks the percentage of clients attending the SSCC which achieved at least 80% average daily attendance. Computation Method i. To calculate % average daily attendance for each student **Numerator:** Total no of days each client attended **Denominator:** Total no of working days that the centre was open when the client was attending the SSCC ii. To calculate % of clients who achieve 80% average daily attendance **Numerator:** Number of clients who achieved at least 80% attendance **Denominator:** Total number of clients served

User Feedback Indicators	Annual Targets	Verification Tools	Explanatory Notes (how the target should be met)
Caregivers benefit from the services provided by the SSCC	70%	Caregiver Feedback Form provided by MSF (Refer to questions 1-4)	Collection Method Data is collected through the Caregiver Feedback Form (set out in Annex Ai) which is to be administered once a year. All caregivers are to be administered the Caregiver Feedback Form only once a year. The survey should also be carried out before closure of each case. The SSCC is encouraged to make use of platforms (e.g. Case Conferences or Appreciation Day) where it will be easier for most of the caregivers to return the completed forms so that a higher Client Feedback From response rate can be obtained. Computation Method The total survey score is divided by the number of survey questions answered by the caregivers.

Numerator:

No./% of caregivers who have reported an overall average rating of 3.5 and above.

Denominator:

Total no. of caregivers who have completed the survey. The SSCC must provide reasons for being unable to survey some caregivers under the "VWO Comments" of the EPES system.

User Feedback Indicators	Annual Targets	Verification Tools	Explanatory Notes (how the target should be met)
Clients are meaningfully engaged in the SSCC and made improvement in basic activities of daily living/ community living skills	70%	Caregiver Feedback Form provided by MSF (Refer to questions 5-7	As above.

Guidelines for Student Care Centres (2019)

Annex A5i -Caregiver Feedback Form

Dear Parent/Caregiver,

In order for us to improve ourselves in providing better quality care to our clients, we need your assistance in completing this feedback form and giving us your valuable comments. Thank you for your time.

亲爱的家长/看护者,

为了提高我们的服务水平, 我们希望您能完成以下问卷并填写您的宝贵意见. 谢谢您抽出宝贵的时间协助我们。

Filled in by (optional)/填写人姓名(非必须): ....   Date/日期:……………….

Name of Client (optional)/受益者姓名(非必须): ……………………..………….

Relationship to Client/与受益者的关系:…………………………………….

Are you the main caregiver of the client?   Yes/ No

您是受益者的主要看护者吗?   是/ 否

S/N	Please tick accordingly. 请在适当的空格里打勾	Totally Disagree/ 非常不同意	Disagree/不同意	Neutral/没意见	Agree/同意	Totally Agree/ 非常同意
		1	2	3	4	5
1	The SSCC has allowed me/ my spouse/ family members to have time and opportunities to work or pursue other activities. 特殊学生托管中心让我或我的家人有时间和机会工作或参与其他活动。					
2	The SSCC has provided me an avenue to seek advice and assistance. 特殊学生托管中心提供我一条寻求忠告和协助的管道。					
3	The SSCC staff has taught me how to care for my child/dependent. 特殊学生托管中心的看护人员教导我如何照顾我的亲人。					
4	The SSCC staff has taken care of my child/dependent's needs (basic needs) 看护人员照料我的亲人的需求。(精神及日常基本需求）					

S/N	Please tick accordingly. 请在适当的空格里打勾	Totally Disagree/ 非常不同意	Disagree/不同意	Neutral/没意见	Agree/同意	Totally Agree/ 非常同意
		1	2	3	4	5
5	My child/dependent has shown improvement in coping with his daily needs at home since joining the SSCC. 自从参加特殊学生托管中心的活动，我的亲人在应付他的日常生活需求上有所进步。					
6	My child/dependent has shown improvement in interacting with family/people since joining the SSCC. 自从参加特殊学生托管中心的活动，我的亲人在与家人或他人沟通上有所进步。					
7	My child/dependent is more confident of going out to the community since joining the SSCC. 自从参加特殊学生托管中心的活动，我的亲人出门在外时显得更有信心。					

8. What other areas do you think we can improve in our services?

您觉得我们能在哪些方面加强特殊学生托管中心的服务水平? (请提出您的意见)

_____

_____

_____

_____

_____

The End – Thank You

<u>For agency's use</u>

	Total Score	**Average Rating**
Questions 1-4		Total score/4 =
Questions 5-7		Total score/3 =

For clarification on materials contained in Annex A5 & A5i, please email: SDMD_Mailbox@msf.gov.sg

Checklist

For Child Safe Organisations

This checklist sets out the minimum requirements an **organisation** must meet to demonstrate that it has in place appropriate policies and procedures to establish and maintain a child safe environment.
A checklist can help your organisation to develop and maintain a Child Safe environment by:

- Informing organisational priorities
- Identifying strengths and flagging out gaps that need action
- Facilitating discussion and encouraging reflective self-assessment

N.B: The Checklist is not exhaustive – further discussion may surface other areas for attention in your organisation.

Part 1 Organisation details

1.1 Name of your organisation

1.2 Type of service provided

☐ Child care
☐ Student Care Centres
☐ SPED Schools
☐ Early Intervention Programme for Infants & Children (EIPIC) centres
☐ Voluntary Children and Young Persons' Homes (VCHs)
☐ Other Disability Services for Children

Part 2 Policy

S/No	Item	Yes	No	Partially/ In Progress
2	Every organisation should have a documented child safe policy that outlines its commitment to children's safety and well-being. The policy can be embedded in existing SOPs or as a separate document. The policy should be reviewed on a regular basis. At the minimum, the child safe policy should have the following components below:			
2.1	A written statement on the Organisation's commitment to child safe principles.	☐	☐	☐
2.2	A documented risk management plan that guides the organisation to: • Identify, assess and take proactive steps to minimise and prevent risk of harm to children.[1] • Sets clear procedures for the handling of disclosures of harm and, support for all parties (e.g. child, parents, workers) affected by the reporting of harm.	☐	☐	☐
2.3	A code of conduct that sets out expected standards of appropriate behaviours in relation to children within the organisation and its activities.	☐	☐	☐

---

[1] Harm is defined as any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. Harm can be caused by physical, psychological, or emotional abuse or neglect; or sexual abuse or exploitation.

Part 3 Human Resource Management

S/No	Item	Yes	No	Partially /In Progress
3.1	My organisation has a comprehensive procedure for recruiting suitable staff to work with or around children. At a minimum, this includes: a. Comprehensive application form b. Declaration form for offences, if any c. Pre-interview screening d. Professional and personal reference checks e. Confirmation of educational and professional qualifications f. Medical screening for infectious diseases g. Staff training in recruitment practices h. Thorough personal interview	☐	☐	☐

Part 4 Staff Supervision and Training

S/No	Item	Yes	No	Partially/In Progress
4.1	My organisation provides ongoing training and development opportunities for staff to maintain their knowledge of: • Definitions and types of child abuse and family violence • Signs and symptoms • Child safe principles • Managing sexualised behaviour in children • Sector Specific Screening Guide and Child Abuse Reporting Guide (CARG) for child protection concerns • Legislations involving children such as the Children and Young Persons Act (CYPA) • Section 424 of the Criminal Procedure Code on mandatory reporting requirements[2]	☐	☐	☐
4.2	My organisation provides orientation programmes to induct and socialise new staff on the organisation's values, attitudes and expectations.	☐	☐	☐

[2] Full text of the section is available at http://statutes.agc.gov.sg

Part 5 Volunteer Recruitment

S/No	Item	Yes	No	Partially /In Progress	N/A
5.1	My organisation has a comprehensive procedure for recruiting suitable volunteers[3] to work with or around children. At a minimum, this includes: a. Thorough personal interview b. Declaration form for offences, if any c. Medical screening for infectious diseases	☐	☐	☐	☐

---

[3] This applies only to volunteers who are expected to have regular contact with children.

Part 6 Volunteer Supervision and Training

S/No	Item	Yes	No	Partially /In Progress	N/A
6.1	My organisation provides ongoing training and development opportunities for volunteers[4] to maintain their knowledge of: • Child safe principles • Legislations involving children such as Children and Young Persons Act (CYPA)	☐	☐	☐	☐
6.2	My organisation provides orientation programmes to induct and socialise new volunteers on the organisation's values, attitudes and expectations.	☐	☐	☐	☐

Part 7 Child Engagement

S/No	Item	Yes	No	Partially /In Progress
7.1	My organisation actively facilitates the participation of children in programmes which covers: • Setting of clear boundaries and asserting right to say "NO" e.g., to any inappropriate touching • Avenues for reporting instances of abuse	☐	☐	☐

---

[4] This applies only to volunteers who are expected to have regular contact with children.

Part 8 Information-sharing and communications

S/No	Item	Yes	No	Partially /In Progress
8.1	My organisation conforms to the Personal Data Protection Act (PDPA)'s guidelines on releasing information, internally and externally (such as disclosure of children's personal information limited to those who need to know), to deal with requests for information from donors/media/visitors /other agencies.	☐	☐	☐
8.2	My organisation conforms to PDPA guidelines on use of children's information for media reporting (e.g. interviews, photographs, voice or video recordings), such as obtaining a consent form and ensuring children are portrayed appropriately.	☐	☐	☐

Part 9 Self-Reflection

In the implementation of child safe practices, please describe your organisation's: • Improvements since the last completion of the checklist (for organisation completing this checklist for the second or subsequent time) • Strengths/weaknesses • Current or anticipated challenges

References

Australian Children's Commissioners and Guardians (2013). *Submission in response to Royal Commission into institutional Responses to Child Sexual Abuse – Issues Paper 3 – Child Safe Institutions.* Retrieved from
http://www.ccyp.vic.gov.au/downloads/submissions/submission-issues-paper03-child-safe-institutions-accg.pdf

Australian Children's Commissioners and Guardians (Australia). *Principles for Child Safety in Organisations.* Retrieved from
http://www.ccyp.vic.gov.au/downloads/accg-principles-for-child-safety-in-organisations.pdf

Department of Education and Child Development (South Australia). *Child Safe Environments. Compliance Statement for single organisations.* Retrieved from
https://www.families.sa.gov.au/sites/g/files/net916/f/compliance_statement_for_single_organisations.pdf

Families SA (South Australia) (2012). *Child Safe Environments. Principles of Good* Practice. Retrieved from
https://www.families.sa.gov.au/sites/g/files/net916/f/cse_principles_of_good_practice.pdf

Office of the Children's Guardian (New South Wales). *Getting Started Checklist.* Retrieved from
http://www.kidsguardian.nsw.gov.au/ArticleDocuments/184/CS_Checklist_interactive.pdf
.aspx?Embed=Y

Save the Children (United Kingdom) (2006). *Child-Safe Organisations-Self Study Manual.* Retrieved from
http://www.ecpat.net/sites/default/files/cso_selfstudy_eng.pdf