



# **Kids Up Front**

## **Safety Handbook and**

## **Policies**

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# Our Promise

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

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

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

Our Performing Arts Workshops culminate in a fabulous musical show on the last day where every child will sing, act and dance and perform in costume as a character. We promise a fun and positive experience which aims to inspire every student to build confidence in themselves, which will benefit them throughout their lives.



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

## Emergency Contacts

In the event of an emergency please call 111

Karin Clifford - Kids Up Front Managing Director -	+61 417 432 002
Kids Up Front Head Office -	+61 2 9953 4040

## Code of Conduct

### FOR STUDENTS

Kids Up Front students always...

- Are positive and encouraging towards each other
- Adhere to our no bullying policy
- Behave inclusively and look after each other
- Listen to each other and work collaboratively
- Respect our teachers
- Keep their hands to themselves
- Go to the toilet with a buddy
- Stay together and do not wander off
- Let the teacher know if there is anything wrong
- Do the best they can and have FUN!
- Know they are in a safe place

### FOR FAMILY MEMBERS

Kids Up Front family members always...

- Follow the sign in and sign out procedure
- Provide secondary and emergency contacts
- Follow our 'no nuts' policy
- Collect their children on time
- Provide action plans for anaphylactic students
- Communicate with our teachers about any allergies or medical conditions or concerns of any kind
- Understand that they need to leave once they have dropped their child
- Complete all details and required information online
- Are supportive of their children
- Love seeing their child shine in the show!

## FOR TEACHERS

### Kids Up Front teachers and team MUST

- Encourage every student and provide an inclusive and nurturing environment
- Be polite and friendly and welcome parents when they arrive
- Protect all children from all forms of child abuse including bullying
- Respect the privacy of children and their families
- Respect all children and speak with positive and affirmative language
- Maintain appropriate physical and emotional boundaries in their interactions with children
- Avoid any conflict of interest
- Be responsible with regards to first aid and report any incidents or accidents to Head Office
- Behave respectfully and reliably in all situations
- Be on time
- Wear the Kids Up Front T shirt uniform provided
- Work as a good team member and communicate with their supervisors
- Notify immediately the supervisor if any child is violent towards another
- Passionately encourage and inspire our young students

### Kids Up Front teachers and team MUST NOT

- Develop any 'special' relationships with students that could be seen as favouritism
- Correspond with any student outside of the class
- Physically touch students
- Put a child at risk of neglect or abuse such as locking doors or isolating them.
- Use any physical means or corporal punishment to discipline or control a student
- Allow a child to leave the supervised space alone
- Use alcohol or drugs whilst supervising children
- Be on their phone when they are supervising children
- Have online contact with a student, including social media or messaging or personal emails

# Hiring and Training

## Application and Interviewing Process

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

A good teacher for Kids Up Front can demonstrate that they can engage, build rapport and have fun with children whilst maintaining control of the class.

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

## Police and Child Safety Checks

Teachers are required to complete a police check.

## Teacher Training, Mentoring and Supervision

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

- Supervisors are responsible for their team and are always trained fully in a live situation before they can perform a supervisory position.
- Supervisors have their own manual with clear procedures

### Responding & Reporting

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

### **Child Abuse includes:**

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

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

1. Tell the supervisor and document the information that leads the team member to this concern and provide it to Kids Up Front Head Office.

### **Immediate Danger**

If a child is in immediate danger, call 111 and request the police right away.

### **Orange Tamariki – Ministry for Children (Non- Urgent or Advice)**

To report a concern or seek guidance (non-urgent):

Phone 0508 326 459 (available 24/7)

Email: [contact@ot.govt.nz](mailto:contact@ot.govt.nz)

### **Multi-Agency Centre in Auckland: Puawaitahi**

Puawaitahi located in Auckland is a dedicated multi-agency centre for child protection. It brings together:

Orange Tamariki

New Zealand Police (Child Protection Team)

Te Puaruruhau (Starship Hospital's Child Protection Team)

During the Workshop if there is any suspected abuse notify the supervisor.

If the suspected abuse involves a staff member they must be suspended immediately.

Any person who reports a concern in good faith is legally protected from civil, criminal or disciplinary action – even if the report turns out to be unfounded.

## **Safety Procedures**

At Kids Up Front we are constantly reviewing and improving our procedures to ensure the safety and wellbeing of our students and families. We have a first aid trained supervisor who is onsite for the duration of workshop. The supervisor is on location at 8:00 am when we open in the morning and is the last to leave at the end of the day.

We have a policy of two teachers as a minimum on site at any time. Staff are rostered for the before and aftercare to ensure this happens.

# 1. Physical Safety

## 1.1 Drop off & Pick Up

Parents/caregivers are emailed before the holiday workshop as to where the drop off point is for leaving their children. It is communicated clearly that they must sign their child in and when picking them up sign them out. For older children (11 years and older) we will release them with a written note from their parent acknowledging they are able to sign themselves out and walk home.

For easy and quick reference, the sign in/out sheet also contains the parents phone numbers and emergency contacts as well as medical information.

## 1.2 Venue

The supervisor for our holiday workshops will have a site inspection before conducting the program and be familiar with the area we are conducting the program and areas for recess and lunch.

The teaching team and students are fully briefed on the first day of the workshop as to the appropriate entrances and exits, any areas or equipment which are out of bounds and also fire drill procedures.

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

## 1.3 Class Equipment

Our Singing and Dance teachers are responsible for their own equipment in their sessions. Speakers and cables are packed away to ensure student safety. Equipment varies from each venue however children are not to touch equipment for their own safety and to keep it in excellent condition.

## 1.4 Teacher Punctuality and Supervision of Students

The Kids Up Front Program runs from 9:00am to 3:00pm with a show on the last day at 3:00pm. We offer parents before and after care from 8:00am to 5:30pm. We have a break for recess and lunch for which all the team are required to supervise when not on a rostered break.

All the teaching team are required at 8:00am on the first day to debrief with the supervisor. The team is rostered so that there are always two of the team onsite from 8:00am to 5:30pm.

The teaching team will consist of three or four people including the supervisor depending on how many children are enrolled and therefore how many groups we have. Our group size may not be larger than 23 children (usually 20).

In the case of a parent running late for pick-up it is our duty of care to never leave a student alone. Parents are emailed prior to workshop that the latest they can pick up their child is 5:30pm. They are notified there will be a late fee if they are running late, and we do not usually have too many latecomers for this reason.

## 1.5 Performance Spaces & Technical Equipment.

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

Every day the dance sessions will be held on the stage (where possible), and this will help the students to gain a great physical awareness of the performance space. After lunch when we have completed our morning sessions the whole cast come together to rehearse the show. Students are not allowed close to the edge of the stage or to dance in thongs, socks or unsuitable footwear.

During rehearsals and the actual show children are supervised at all times and are sitting where they can be seen.

## 1.6 First Aid

### **First Aid & Safety**

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

- Teachers to arrive before the children are allowed into the space.
- Children are not allowed to run around unsupervised on the stage and behind the curtains.

- In an emergency call 111 for an ambulance. Then call the parents. Then call Kids Up Front.
- Safety is to be discussed with the children.
- If using props in the drama class the props must not be of a dangerous nature e.g. no pointy objects.
- Teachers are to familiarise themselves with the medical conditions of their students including asthma and allergies. These are noted on the sign in/out register.
- All of the teaching team must be aware of children with allergies or anaphylactic action plans and know where their EpiPen is at all times.
- Action Plans, EpiPens and the First Aid Kit should be centrally located and easily accessed.
- If there is an accident or injury during class, we require a written report on our casualty report below. This form is in the Supervisors Manual.



## Accident and Incident Report - Confidential Casualty Report

Teachers are required to record

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

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

## CONFIDENTIAL CASUALTY REPORT

Date:		Time:		Employer:	
Casualty Surname:			Casualty First Name:		
Gender:		DOB:		Telephone:	
Address:		Suburb:		Post Code:	
<b>History of Accident/Illness</b>					
What are the casualties signs & symptoms?					
When did it happen?					
Where did it happen?					
Does the casualty have any known allergies?					
<b>Past Medical History</b>					
<input type="checkbox"/> Not Known		<input type="checkbox"/> Diabetes		<input type="checkbox"/> Epilepsy	
<input type="checkbox"/> Nil		<input type="checkbox"/> Asthma		<input type="checkbox"/> Medic alert	
<input type="checkbox"/> Hypertension		<input type="checkbox"/> Cardiac		<input type="checkbox"/> Blood thinning medication	
<input type="checkbox"/> Other .....					
<b>Observations</b>		<b>Comments</b>		<b>Assessment</b>	
Level of Consciousness:				<b>Injuries / Symptoms &amp; Signs</b>  <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">   Front         </div> <div style="text-align: center;">   Back         </div> </div>	
Fully-conscious					
Semi-conscious					
Unconscious					
Breathing:					
Normal					
Slow					
Rapid					
Pulse:					
Normal					
Irregular					
Skin:				Abrasion	
Normal				Burn	
Hot				Deformity	
Cold				Bleeding	
Pupils:				Cut	
Right				Pain	
Left				Rigidity	
				Swelling	
				Tenderness	
<b>Management:</b>					

First Aider's Name (Print): \_\_\_\_\_ First Aider's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Asthma emergency (notes for teachers)**

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

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

Symptoms of a mild asthma attack:

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

Symptoms of a moderate asthma attack:

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

Symptoms of a severe asthma attack:




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

If you or someone else is having a severe attack, you should call an ambulance. (dial 111) immediately and say ASTHMA EMERGENCY.

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

## Asthma First Aid

# First Aid for Asthma

<b>1</b>	<b>Sit the person comfortably upright.</b> Be calm and reassuring. Don't leave the person alone.	
<b>2</b>	<b>Give 4 puffs of a blue/grey reliever</b> (e.g. Ventolin, Asmol or Airomir) Use a spacer, if available. Give 1 puff at a time with 4 breaths after each puff Use the person's own inhaler if possible. If not, use first aid kit inhaler or borrow one.	<b>OR</b> <b>Give 2 separate doses of a Bricanyl or Symbicort inhaler</b> If a puffer is not available, you can use Symbicort (people over 12) or Bricanyl, even if the person does not normally use these.
<b>3</b>	<b>Wait 4 minutes.</b> If the person still cannot breathe normally, <b>give 4 more puffs.</b>	
<b>4</b>	If the person still cannot breathe normally, <b>CALL AN AMBULANCE IMMEDIATELY (DIAL 000)</b> Say that someone is having an asthma attack. <b>Keep giving reliever.</b> Give 4 puffs every 4 minutes until the ambulance arrives. Children: 4 puffs each time is a safe dose. Adults: For a severe attack you can give up to 6-8 puffs every 4 minutes	
<b>HOW TO USE INHALER</b>	<b>WITH SPACER</b>  <ul style="list-style-type: none"> <li>• Assemble spacer</li> <li>• Remove puffer cap and shake well</li> <li>• Insert puffer upright into spacer</li> <li>• Place mouthpiece between teeth and seal lips around it</li> <li>• Press once firmly on puffer to fire one puff into spacer</li> <li>• Take 4 breaths in and out of spacer</li> <li>• Slip spacer out of mouth</li> <li>• Repeat 1 puff at a time until 4 puffs taken – remember to shake the puffer before each puff</li> <li>• Replace cap</li> </ul>	<b>WITHOUT SPACER</b>  <ul style="list-style-type: none"> <li>• Remove cap and shake well</li> <li>• Breathe out away from puffer</li> <li>• Place mouthpiece between teeth and seal lips around it</li> <li>• Press once firmly on puffer while breathing in slowly and deeply</li> <li>• Slip puffer out of mouth</li> <li>• Hold breath for 4 seconds or as long as comfortable</li> <li>• Breathe out slowly away from puffer</li> <li>• Repeat 1 puff at a time until 4 puffs taken – remember to shake the puffer before each puff</li> <li>• Replace cap</li> </ul>
	<b>BRICANYL OR SYMBICORT</b>  <ul style="list-style-type: none"> <li>• Unscrew cover and remove</li> <li>• Hold inhaler upright and twist grip around and then back</li> <li>• Breathe out away from inhaler</li> <li>• Place mouthpiece between teeth and seal lips around it</li> <li>• Breathe in forcefully and deeply</li> <li>• Slip inhaler out of mouth</li> <li>• Breathe out slowly away from inhaler</li> <li>• Repeat to take a second dose – remember to twist the grip both ways to reload before each dose</li> <li>• Replace cover</li> </ul>	

### Not Sure if it's Asthma?

#### CALL AMBULANCE IMMEDIATELY (DIAL 000)

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

### Severe Allergic Reactions

#### CALL AMBULANCE IMMEDIATELY (DIAL 000)

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

For more information on asthma visit:

Asthma Foundations – [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)

National Asthma Council Australia – [www.nationalasthma.org.au](http://www.nationalasthma.org.au)



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

1. Still able to speak in full sentences between breaths  
Sit the person upright
  - Be calm and reassuring
  - Do not leave them alone
2. Give 4 separate puffs of blue/grey reliever puffer  
Be calm and reassuring
  - Shake puffer
  - Put 1 puff into space
  - Take 4 breaths from spacer
  - Repeat until 4 puffs have been taken
  - Remember: Shake, 1 puff, 4 breaths OR Give 2 separate doses of a Bricanyl inhaler (age 6 and over) or a Symbicort inhaler (over 12)
3. Wait 4 minutes
  - If there is no improvement, give 4 more separate puffs of blue/grey reliever as above
  - (OR give 1 more dose of Bricanyl or Symbicort inhaler)
4. If there is still no improvement call emergency assistance (dial 111)
  - If there is no improvement, give 4 more separate puffs of blue/grey reliever as above
  - Say 'ambulance' and that someone is having an asthma attack
  - Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives
  - (OR 1 dose of Bricanyl or Symbicort every 4 minutes - up to 3 more doses of Symbicort)

## **1.7 Allergies, Medical Conditions & Action Plans**

Parents must supply Action plans and EpiPens for anaphylactic children.

### **Anaphylaxis**

#### **ACTION PLAN FOR •**

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

#### **ACTION MILD TO MODERATE ALLERGIC REACTION**

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

2 Give EpiPen® or EpiPen® Jr

3 Phone ambulance\* 111 (NZ)

4 Phone family/emergency contact

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

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

### **In the event of an emergency:**

Remain calm and reassure the child.

Move the child ONLY if in immediate danger.

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

Call 111 in event of an emergency.

## **1.8 Evacuation Procedures.**

1. Teachers commence each day with a roll call.

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

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

3. Students to assemble on grass area and stay there.

4. Teacher to bring the first aid kit and parent and emergency contact details.  
Call the roll and account for everyone being present.

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

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

Teacher to keep a log of events during emergency.

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

## **1.9 Lockdown Procedures**

A lockdown is a response to a perceived threat wherein

- All staff and students remain locked in the hall or room with blinds drawn (if available) sit on the floor and away from windows.
- Lock hall door if possible, lock external doors.
- The roll should be marked, Mobile phones, speaker systems and social media should not be used.

- Allow no entry to any person unless known to be someone in authority in the school.

### **Situation Causing a Lockdown**

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

### **Declaring a Lockdown**

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

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

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

## **2. Emotional Safety**

### **2.1 Behaviour Management**

Kids Up Front expect a high standard of behaviour at our holiday workshops in order for everyone to feel safe, have fun and put on a fabulous show at the end of the week.

Our rules are simple

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

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

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

- Disruptive behaviour needs to be reported to the supervisor and Jennifer Monk. If the behaviour is ongoing then either the supervisor or Jennifer will contact the parents.

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

## 2.2 Bullying

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

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

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

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

## 2.3 Acceptance & Embracing Diversity

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

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

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

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

Wheelchair access is needed at our venues.

## 2.4 Teaching Methods and Pedagogy

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

Examples for asking for a group to be quiet

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

When teaching singing, acting and dancing the children love when the teachers demonstrate especially when they go over the top and make it fun for the children.

## 2.5 Mental Health

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

### Orange Tamariki – Ministry for Children (Non- Urgent or Advice)

To report a concern or seek guidance (non-urgent):

Phone 0508 326 459 (available 24/7)

Email: [contact@ot.govt.nz](mailto:contact@ot.govt.nz)

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

## 2.6 Positive Atmosphere: Verbal Instruction & Feedback

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

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

## 2.8 Positive Atmosphere: Body Language

We expect our teachers to be positive role models in every way from spoken to body language. They should use eye contact when speaking to students and move in an engaging and interesting way with excellent posture. We do not have teachers crossing their arms and pointing fingers at students.

# 3. Artistic Safety

## 3.1 How we respond to mistakes

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

### 3.2 Encouraging Artistic Risk-Taking

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

### 3.3 Freedom of Expression

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

