Graeme Dingle Foundation

Policies and Procedures:
General and Programme

2019

This Version updated: **December 2019**

Revision history:

Revision Number	Summary of changes	Date	Responsible	Updated filename
1	*Amended revision history table*	*30/8/17*	*GM - CPS*	*… Aug 2017*
2	*No vaping added to P8.30*	*8/9/17*	*SM*	
3	*Multiple minor changes to Stars and Kiwi Can policies to bring these into line with earlier changes to Project K and general policies*	*12/10/17*	*KA/SM*	*…Oct 2017*
4	*Deletion of Employment policies – replaced with link to new HR Policy Manual*	*12/10/17*	*KA*	*… Oct 2017*
5	*Inclusion of full Career Navigator policies*	*14/12/17*	*SM*	*… Dec 2017*
6	*Removal of 'Deloitte Grow' from the Career Navigator policies*	*28/02/2018*	*BF*	*…Feb 2018*
7	*Added part of Policy: 3.07motor vehicle policy. Relevant to mentors/volunteers*	*19/12/2018*	*SM*	*…Dec 2018*
8	*Additions to P8.10 and P8.11 which cover G.12 In Loco-Parentis)*	*19/12/2018*	*SM*	*…Dec 2018*
9	*Additions to P8.11 The Role of the Mentor – mentors will act in accordance with parent/caregiver expectations. Understand and undertake risk assessments for activities.*	*19/12/2018*	*SM*	*…Dec 2018*
9	*Additions to P8.25 Mentors reporting incidents and accidents*	*19/12/2018*	*SM*	*…Dec 2018*
10	*P8.30 discretion removed*	*19/12/2018*	*SM*	*…Dec 2018*
11	*P8.10 obtain consent for meetings added in*	*19/12/2018*	*SM*	*…Dec 2018*
12	*G15.5 Child Protection Policy latest updated version to replace existing version (change of name from CYF)*	*9/1/2019*	*SM*	*…Dec 2018*
13	*G16.1 Incident and communication plan updated with latest version*	*9/1/2019*	*SM*	*…Dec 2019*
14	*Small changes in wording to G11.1 Branding to do with colours*	*14/1/19*	*SM*	*…Dec 2019*

GRAEME DINGLE FOUNDATION POLICIES AND PROCEDURES 2016 | CONTENTS

GENERAL POLICIES AND PROCEDURES

DEFINITIONS

Graeme Dingle Foundation: A charitable trust created in New Zealand by Deed dated 21 November 1995
and with the Trustees incorporated as a Board under the Charitable Trusts Act 1957 on 24 May 1996
(formerly named Foundation for Youth Development or FYD)
The Foundation: The Graeme Dingle Foundation
Community Partner Trust: A charitable trust licenced by the Foundation to deliver its programmes.
Trust Board: the governing body of a Licenced Community Partner.
Trustee: a trustee of a Community Partner
NSO: The National Support Office of the Foundation
Regional Manager: Chief Executive of the Community Partner Trust
Sharepoint: The Foundation's web-based document management and storage system
Document Centre: The Foundation's intranet library of online resources for Community Partners
Foundation staff: Employees of the Graeme Dingle Foundation and its Community Partners

G 1.0 STRATEGIC AND BUSINESS PLANNING

G 1.1 Strategic Planning

Policy:

The Community Partner, Trustees and Regional Manager, in consultation with NSO, should undertake a strategic planning process to determine direction and support for annual business planning. This plan should include at least a three year strategic vision that aligns with strategic plan of the Graeme Dingle Foundation and which also builds capacity of the Community Partner.

Outcome:

A quality vision and strategic direction is achieved to ensure long term sustainability and a robust infrastructure which supports coordinated and strategic delivery of programmes.

Procedures:

All Community Partners will develop a three year strategic plan that is aligned with the NSO strategic plan.

1. Long term vision, mission, goals and objectives are identified and agreed.
2. Prepare draft strategic plan for feedback and consultation with staff, board and NSO. Complete final plan for sign off.
3. Refer back to strategic plan prior to undertaking annual business planning.
4. Review at least every three years.

G 1.2 Business Planning

Policy:

To ensure the sustainability of programmes within a Community Partner region, Regional Manager in consultation with Trustees should prepare an annual Business Plan.

Outcome:

A quality business, fundraising and communication plan with budget ensures successful implementation of programmes planned for the following year, and robust marketing and fundraising to ensure sustainability.

Procedures:

1. Review strategic plan.
2. Agree milestones for development and completion with trustees, ideally prior to the end of September.
3. Review current year's performance against target for programmes, fundraising and budget.
4. Prepare draft projections for programmes, fundraising plan and budget.
5. Submit draft to trustees by end October.
6. Work with trustees, staff and NSO to complete final business plan, budget and fundraising plan by 30 November.

G 4.0 ACCOUNTING AND FINANCIAL MANAGEMENT

G 4.1 Budgets

Policy:

Ensure that an annual budget for the activities of the Community Partner Trust is prepared against which actual performance can be monitored.

Outcome:

Forecast income and expenditure is determined to enable management to assess financial needs of the Community Partner Trust.

Procedures:

1. A budget is prepared based on the Business Plan.
2. The budget is scrutinised to enable the Trust Board to assess whether adequate funding can be sourced for the activities proposed.
3. Amendments to the draft budget are undertaken as required.
4. The budget is approved by the Trust Board.
5. A copy of the budget is sent to NSO.
6. Expenditure is monitored against income on a monthly basis.

Responsibilities:

1. Regional Manager
2. Accountant/ Trust Board

G4.14 Financial Management Systems & Financial Reporting Procedures

Community Partner Trust Cash Reserves Policy:

1. To ensure that the Trust Board, Regional Manager and NSO are informed of the financial results and future position of the Community Partner Trust in a timely manner.
2. To ensure the sustainability of quality programmes by the Trust holding:
   a. The level of funding required by NSO before running the inaugural programme
   b. Cash and/or committed funds sufficient to cover all outgoings for the next three months, including programme expenses, salaries, all operating and administration expenses and any other expenses.

Outcomes:

1. The financial management systems are robust and compliant.
2. Regular monthly financial reports are prepared and reviewed by the Trust Board and the Regional Manager (or equivalent).
3. Trust maintains a financial reserve that enables the continuation of programme delivery and related activities.

Procedures:

1. Computerised user-friendly financial systems are used with access limited to authorised personnel only.
2. Adequate internal controls will be in place with appropriate segregation of duties.
3. Month end statements of financial performance and position showing current month actuals, year to date results and comparison against budget and cash flow forecasts are prepared by the Regional Manager and/or Accountant and provided to the Trust Board. Audit trails and work paper files are maintained as appropriate to support transactions and account balances.
4. Variances are analysed and explanations provided.
5. Re-forecasting of the projected results for the year should be undertaken monthly.
6. Reports are circulated to the Trust Board and to NSO.
7. The 'Quarterly Declaration of the Trustees' is to be completed quarterly.

Responsibility:

1. Trust Board with support from Community Partner Accountant and/or Regional Manager

G 4.16 Preparation of End of Year Audited Accounts

Policy:

Annual financial statements will be prepared and available for distribution to stakeholders.

Outcome:

Full end of year accounts will be prepared which can be incorporated within the Community Partner Trust's Annual Report.

Procedures:

1. As soon as possible (and no later than 3 months) after the Trust's year-end, the annual accounts will be prepared.
2. Full supporting work papers and schedules will be maintained.
3. The accounts will meet all disclosure requirements and be informative.
4. To the extent necessary outside accounting assistance will be obtained.
5. Send copy of end of year accounts to NSO.

Responsibilities:

1. Regional Manager
2. Community Partner Accountant

G 4.17 Auditing

Policy:

The financial statements of the Community Partner Trust are to be audited annually.

Outcome:

Meets requirements of Community Partner Trust Deed and provides credibility and comfort to stakeholders.

Procedures:

1. The Trust Board will appoint a qualified auditor.
2. The accounts of the Trust will be audited within five months of the Trust's annual balance date.
3. Recommendation for improvement in the Trust's systems and procedures arising out of the audit will be acted upon immediately.
4. The remuneration of the auditors will be determined by the Trust Board.

Responsibilities:

Trust Board

G 5.0 INFORMATION SYSTEMS

G 5.1 Computer Specifications

Policy:

To have a computer system that is compatible with NSO systems and applications.

Outcome:

Community Partners and NSO can exchange data.

Procedures:

Contact NSO for details of required computer specifications before obtaining computer hardware and software.

G 5.2 Access, Backup and Security

Policy:

To have a networked computer system which is backed up regularly and has appropriate security features.

Outcomes:

1. Staff have appropriate access to each other's files through the shared drive on the network.
2. User password controls ensure only appropriate users have access.
3. Data is secure and accessible.

Procedures:

1. Community Partners will use the NSO hosted Sharepoint Document Centre for filing and storage of their computer files, or an NSO-approved alternative Cloud-based data storage service.
2. The Regional Manager will ensure password protection is in place for sensitive files (for example, payroll and accounting files).

G 5.3 Proper Use _ add in IT policy here

Policy:

Users are responsible for all use of their user password access to all Community Partner and the Foundation computer applications, including the internet, Sharepoint, Document Centre, databases and email, and must take all reasonable precautions to prevent others from using their password.

1. Users will follow the Foundation's any requirements for usage and user behaviour addressed in any specific Conditions of Use.
2. Users will notify the Foundation IT specialist when they identify a security problem, or their supervisor/manager in the case of illegal/inappropriate use of the Foundation sites.
3. When a user leaves the organisation, the National Programme and Operations Manager is informed immediately and log-ins cancelled.

Outcomes:

1. The integrity of data and copyright is maintained.

The integrity of Community Partners, programmes and the Foundation is maintained.

Procedures:

1. Computers and applications are password controlled.
2. Users understand and agree to any required conditions of use for specific applications, e.g. Intranet, Programme and Evaluation database.

G 5.4 Virus Protection and Management

Policy:

To provide security against viruses.

Outcome:

1. Risk of virus is minimised.

Procedures:

All users must have anti-virus software on their computers, and on the main server, if networked.

G 6.0 EMPLOYEES AND VOLUNTEERS

G 6.1 HR Policies

Policies:

Community Partners, their employees, volunteers and trustees will follow robust and transparent HR policies.

Outcomes:

Human resource practices are consistent across the Graeme Dingle Foundation network, comply with the law and protect our employees.

Procedures:

1. The following polices must be complied with by all Community Partners employees, volunteers and trustees:

    - This Policy and Procedures Manual (refer **G9.5** below)
    - Graeme Dingle Foundation Health and Safety Policy Manual
    - Children's Worker Safety Checking Process (refer HR Folder Document Centre)

2. For other HR Policies outside the policy manuals listed in point 1 above, the Community Partners may apply/follow the HR Policy Manual, or develop and apply similar policies in each Community Partner region, ensuring in particular robust policies in the following areas:

    - IT
    - Social media
    - Driving/Motor Vehicle
    - Mobile phone use

References:

HR Policy Manual and Health and Safety Policy Manual, Document Centre

G 6.11 Engaging Contractors

Policies:

Where a contractor role will involve contact with children or young people, Community Partners will follow the process detailed in the **Children's Worker Safety Checklist** before engaging the contractor (regardless of whether they are Children's Workers as defined).

Outcomes:

Precautions are taken to maintain student safety.

Procedures:

Complete the **Children's Worker Safety Checklist** and process which can be found on the Document Centre, and includes details of the processes for: identity confirmation; obtaining a detailed work history; reference checking; and criminal record checking. The process concludes with an assessment of whether the applicant would pose a risk to the safety of children if engaged by the Community Partner Trust. This process must be completed before engaging the contractor.

G 7.0 HEALTH AND SAFETY POLICY

Refer separate Graeme Dingle Foundation Health and Safety Policy Manual

G 9.0 LEGAL

G 9.1 Contracting and Contracts

Policy:

When contracting a party to provide services, a written contract must be entered into.

Outcome:

Ensure rights, obligations and remedies are clearly set out.

Procedures:

1. Do background check on contractor.
2. Meet with contractor and negotiate basic terms. Have legal firm prepare contract and offer advice on supplementary terms, or seek guidance from NSO.
3. These terms can be those required by law or seen as preferable.
4. Send draft to contractor for comment and negotiate any amendments required.
5. Have it signed by person of relevant authority and contractor.
6. Have legal representation present if necessary.
7. Ensure sufficient copies are signed and dated to allow each party to hold one copy.

G 9.3 Relevant Laws

Relevant laws that may impact on the operations of a Community Partner include:

a) Health and Safety at Work Act 2015

b) Building Act 2004

c) Employment Relations Act 2000

d) Holidays Act 2003

e) Education Act 1989

f) Privacy Act 1993

g) Charities Act 2005

h) Kiwi Saver Act 2006

Policy:

All relevant Statutes and By Laws and local body legislation and their amendments will be complied with to ensure smooth and effective running.

Outcome:

Avoids litigation/prosecution and fines and promotes the Trust and the programme as an entity worthy of investment and respect.

Procedures:

1. Copies of these laws are held in the Community Partner office library or consult your Trust Board's legal advisor.
2. The Regional Manager ensures each staff member has the information relevant to their position.
3. Follow procedures outlined in the Foundation's manuals and on the Document Centre.
4. Where those procedures do not adequately address an issue, consult your legal advisor or NSO.

Supplementary

For information on some of these laws, refer www.dol.govt.nz and www.charities.govt.nz

G 9.5 Compliance with Manuals

Policy:

Community Partners and their officers, agents and subcontractors will comply with all mandatory processes and procedures set out in the Foundation's Manuals.

Outcomes:

1. Programmes will have consistency across the country.
2. Quality programme delivery, including a strong focus on the safety of our people.
3. The Foundation's intellectual property will be protected.
4. All reporting and information sharing requirements will be completed in full and on time.

Procedures:

1. Relevant staff (including subcontractors) will be trained to ensure familiarisation with the manuals, including the intellectual property and copyright obligations.
2. Relevant staff (including subcontractors) will complete mandatory tasks/ forms specified within the manuals

G 9.6 Key Document Management

Policy:

Any manual or form that is part of the Manuals (including documents located in the Document Centre) can only be altered with the authorisation of the relevant NSO manager. Alterations will be signed off by that manager or their direct line manager.

> **This includes the:**
> 1. The Foundation's Policies and Procedures Manual, Health and Safety Policy Manual and Employee Handbook
> 2. Licence Agreement
> 3. Project K Programme manuals
> 4. Stars Programme manuals
> 5. Kiwi Can Manuals
> 6. Career Navigator Manuals
> 7. MYND manuals
> 8. Online documents on SharePoint and/or the Document Centre.

Outcomes:

1. Changes will be managed according to NSO policies and procedures.

Procedures:

1. Any request for change will be submitted to the Foundation's National Programmes Manager in writing (via email). The National Programmes Manager will consider the request and notify the Community Partner of the decision of NSO. If required, the National Programmes Manager may request the Community Partner to complete a Core Changes application.
2. Community Partners will be notified about approved changes.

Supplementary:

G 12.2 Core Changes to Programme

G 10.0 FUNDRAISING

G 10.1 Schedule for Funding

Policies:

Annual fundraising plan is part of or aligned with the strategic and business plans, and should be approved by Community Partner board before submitting to NSO.

1. Fundraising plan will be consistent with NSO planned objectives.
2. Monthly updates against plan are sent to NSO.

Outcomes:

1. Trust and NSO kept advised monthly of current funding status.

Procedures:

1. Complete annual Fundraising Action Plan (FAP) in line with the Business Plan.
2. Submit FAP to NSO for approval along with the Business Plan.
3. Update FAP monthly.
4. Diary schedule of actions.
5. Review schedule quarterly.

G 10.2 Applying to Companies for Funds

Policies:

1. Applications to a nationwide company must be made in consultation with NSO.
2. Fundraising must be consistent with your FAP.
3. Potential funders must be involved in activities consistent with the Foundation's values, e.g. no cigarette sponsorship.
4. Any agreement with a sponsor or donor must not harm the Trust or the Foundation or their reputations in any way.

Outcomes:

1. Funding applications are coordinated and the integrity of programmes is maintained.
2. Minimise conflicting or duplication of approaches made to national organisations by communicating with NSO.
3. Opportunities for national sponsorship are maximised.

Procedures:

1. If the company has an office anywhere else in New Zealand, or if it provides goods and services to areas outside your region, always contact the Foundation before you approach it.
2. If you are uncertain if accepting funds from a potential sponsor or donor could harm the reputation of the Foundation, contact NSO for approval to proceed.

G 10.3 Applying to Trusts for Funds

Policies:

NSO will make applications on behalf of Community Partners to trusts that only accept applications from national bodies. Community Partners will make applications to local trusts as per their fundraising plan.

Outcome:

Funding applications are coordinated and the integrity of the Foundation is maintained.

Procedures:

1. Applications to Lion Foundation and Southern Trust are to be prepared by the Community Partner and sent to NSO for an endorsing covering letter.
2. Check the criteria of each Trust before applying.

3. Seek coaching/guidance/proofreading from NSO, if required, before submitting applications.

G 10.4 Contracts and Commitments with Sponsors (both Corporate and Philanthropic Trusts)

Policy:

Understand what the sponsor requires and make sure it can be delivered. Only make promises that can be kept.

Outcomes:

1. Ensures the integrity and reputation of the Trust, the Foundation and its Programmes.
2. The sponsor relationship is positively maintained.

Procedures:

1. Complete a supporter commitment summary (see Fundraising/Marketing folder, Intranet) to record the understanding and detail discussions. Keep up to date.
2. Copy the form to the accounts department to ensure the funds are utilised as required and sponsor is invoiced when required.
3. The Precedent Sponsorship Agreement must be used when your sponsor (which is a business) has given $10,000 or more. For less than $10k, send a letter outlining agreements.
4. Ensure reporting requirements are diaried so commitments to sponsors are met in a timely fashion.
5. Any sponsorship contracts should be checked by a legal advisor before signing.
6. Forward newsletters and Annual Reports to sponsors as a matter of course.

Supplementary:

Refer:

G10.3 Applying to Trusts for Funds

Fundraising/Marketing folder, Intranet

G 10.5 Reporting to Funders

Policies:

1. All funders should receive reports by way of local and the Foundation newsletters, annual reports, a report specific to their requirements and any other relevant documentation.
2. Major funders should be invited to events and visited at least annually.

Outcomes:

1. Funders are kept current with operations and good relationships are maintained.
2. All contract requirements are met.

Procedures:

1. Reporting times diaried (visit, email, report, phone, external communication).
2. Reporting (Funding Action Plan) completed and report filed and ccd to NSO.
3. Copy of funding form to accounts.
4. Conduct annual relationship health check as per health check process.

Supplementary:

Refer Sponsorship Health Checklist, intranet

G 10.6 Acknowledging Individual Donors

Policy:

All individual donors are acknowledged as having contributed regardless of amount.

Outcome:

Contributors feel good about having made a contribution and are positive about the programme.

Procedures:

1. All contributions are receipted.
2. Donations over an amount to be decided on (say $25) receive a hand-written thank you note.
3. Donations over say $50 receive a thank you phone call.
4. All donors receive newsletters and an annual report.
5. Call all donors at least once a year.
6. Unless specifically asked for, no receipting is necessary in the case of a street appeal.

G 10.7 Fundraising Promotions / Events

Policies:

1. Plan events that will be regular contributors to the Trust.
2. Plan events which require minimum up front funding effort and give maximum return.
3. Do not risk Trust funds through events.

Outcome:

Good profile and maximum benefit is gained.

Procedures:

1. Events should be scheduled in your annual Fundraising Action Plan.

Programme events with plenty of lead time. Talk to NSO and other Community Partners about previous event experience, to get advice and avoid pitfalls.

2. Review events and refine process to achieve maximum impact for next time.
3. Use expert event managers on commission, or pro bono where possible.
4. Make sure budget is approved by trust/manager before proceeding.
5. Require event managers to keep to budget.

NB: Be wary of events that drain resources.

G 11.0 BRANDING, MARKETING AND COMMUNICATIONS

G 11.1 BRANDING

Policies:

Use of logo and strap-line
Ensure the Graeme Dingle Foundation brand is positioned positively and conforms to the organisation's standards (electronic and print) resulting in strong brand recognition and equity. Refer to the Brand and Styles Guides.

Promotion and use of brand
The full colour logo of the Graeme Dingle Foundation must always appear on a white background never on different colours. It must always be stacked, never horizontal.

The Graeme Dingle Foundation logo should never appear next to an event or programme logos.

In all instances the Graeme Dingle Foundation logo must appear with the positioning statement and Maori translation - Transforming young lives forever – Oranga Taiohi, Oranga Ake.

The programme logos may ONLY be used in programme specific material. ie: Programme manuals, marketing collateral such as Programme flyers on the website and not in general Graeme Dingle Foundation branded material.
Refer to the Brand and Styles Guides.

Outcomes:

1. The logo and brand are valued and positioned positively.
2. Users are familiar with the correct logo and its application.
3. A consistent brand and clear and consistent communications is achieved.
4. Our ability to attract resources and support for the programmes locally and nationally is maximised.

Procedures:
1. All public documentation, including electronic communication, bears the Graeme Dingle Foundation logo.
2. The logo is used in its authorised format and is not changed or altered in any way.
3. With variations of the logo, users must ensure the correct logo is used on each publication.
4. The Foundation website address must be shown on all material.
5. Any publicity resource (brochures/newsletters/hats/caps/banners etc) produced that shows the brand must be approved by NSO before introduction.
6. All programme logos are available in Sharepoint/Document Centre
7. Standard forms and templates are correctly branded.

Community Partner promotional and communication material must be referred to NSO for sign off prior to publication and use, to ensure consistency and accuracy in programme messages and branding.

Supplementary: For detailed guidelines, refer to the Branding Guidelines, Comms Guide and Style Guide available in Sharepoint/Document Centre.

[G11.2]

G 11.3 MARKETING / COMMUNICATIONS, INCLUDING MEDIA

Policy:
NSO (national) and Community Partners (regional) marketing, events and communications plans will be updated annually.

Outcome:
Ensure each plan reflects the current objectives of the organisation and that all Community Partner plans build on the national plan.

Procedures:
Community Partner plans are developed in consultation with its Trustees and staff.
1. Ensure plans are consistent with the Foundation's marketing/communications plan.
2. Draft plans are forwarded to NSO, or included in business plan, for approval prior to adoption and implementation.
3. Variations to plans need to be communicated to those concerned.

Supplementary:
Branding Guidelines, Comms Guide and Style Guide available in Sharepoint/Document Centre.

G 11.4 WORKING WITH THE MEDIA

Policy:
The Community Partner should use every opportunity to profile itself positively in the media.

Outcome:
Publicity is presented professionally, positioned positively and consistently across the organisation.

Procedures:

1. Contacting and working with the local Media:
    a. establish an accurate database of your regional media (available from NSO)
    b. keep in contact and distribute information regularly
    c. reinforce key messages
    d. seek advice from NSO if you require assistance or have a potentially difficult situation
    e. advise NSO if any local negative media issue arises
    f. never criticise, or speak negatively about the organisation or students or other organisations and their work
    g. respect student's privacy and never expose them to the media without:
        a. A signed release form being completed if the student is to be interviewed / photographed / filmed
        b. them being briefed and supported with a mentor or representative from the organisation
        c. be responsive to media enquiries and deliver to promises
    h. in a crisis situation ensure NSO are advised immediately and adhere to the Incident Management Communication Strategy and the crisis management plan. Unless NSO says otherwise, only NSO Executive Trustees, or if not available, the National Programme and Operations Manager or delegated person shall be spokesperson
    i. make opportunities, photos and news available for the media. Include them on your newsletter distribution list.
    j. ensure the media are invited to local events and activities.

2. Media Releases:
    a. only designated spokesperson (e.g. trust chair or trustee/manager with media experience) can write and distribute regional media releases
    b. distribute on the branded media release template
    c. use simple language, avoid jargon
    d. use facts and key messages
    e. be available to provide additional information once the release has been issued
    f. forward a copy to NSO for sign-off (allow two working days) before issuing
    g. keep a filed copy of all releases
    h. collect newspaper clippings and file with the release.

3. Radio, TV and public speaking engagements
    a. only designated spokesperson to comment / present;
    b. use simple language, avoid acronyms;
    c. use facts and key messages;
    d. never comment on a national issue;
    e. prepare for the interview, seek advice from NSO if required;
    f. provide supporting material and be available to provide additional information once the interview / presentation has been completed; and
    g. advise NSO if the interview / presentation is likely to go national or be controversial.

Supplementary:
Refer: Comms Guide available in Sharepoint/Document Centre.

G 11.5 PUBLICATIONS

Policy:
All Community Partner publications will be approved by NSO before publication. Publications include:

- Video/DVD
- Newsletters
- Brochures
- Any other material which is distributed publically

NB: Community Partners are not permitted to publish their own public facing website, and instead will utilise their regional page on the Foundation website.

Outcome:
Ensures all materials are correct and of a consistent standard.

Procedures:
1. If possible, get help from relevant experts, e.g. public relations expert, graphic designer, proof-reader.
2. Send/email drafts to NSO for approval, allowing at least three days for approval process.

G 11.6 PHOTOGRAPHS / VIDEO

Policies:
1. Only use photos/video (of groups or individuals) when all of those in the photograph/video have signed consent forms.
2. Where students have not signed a programme consent form, school policy regarding use of student images will apply. NB: consent form covers all possible end uses (for promotional / training purposes) at local, regional and national level.
3. If a student does not have a signed consent form – do not take/use their image. Do not save their image for use in communications materials. Do not send to NSO.
4. Programme Director/Co-ordinator is responsible for a) ensuring Contractors or Providers and the Co-ordinator photograph students achieving during the programme; b) maintaining a library of these photos.
5. Copies of these photos are put into Sharepoint/Document Centre/Image centre.

Outcomes:
1. Students and schools are happy with their photos being used in materials.
2. A photographic record is maintained of all events where possible.
3. Support material is available for local and national marketing purposes.

Procedures:
Before a photo of an individual is used, the student (or parent) signs an Individual Student Consent Form, which is then kept on file by Community Partners.

Where school policy applies and it conflicts with the Foundation policies and procedures or hampers Community Partners'' efforts to publicise the programme, the Community Partner should discuss with school principal to ensure a good outcome for all.

Photos are saved in Sharepoint/Document Centre/Image centre - under year, programme, and region. Images should be over 1MB.

Supplementary:
Refer Sharepoint/Document Centre/Image centre.

G 11.7 Research Studies and Projects

Policy:
Research by outside agencies related to all the Foundation's programmes will be conducted to a high standard, and measures will be taken to ensure the physical, social and psychological well-being of participants is not adversely affected by the research.

Community Partners shall not participate in any research project or evaluation of any programmes without prior consent from the relevant NSO programme manager.

Prior approval is required for any research proposal, where research is conducted to fulfil the requirements for a University dissertation or thesis and/or involves the collection of data from programme participants.

Prior approval is not required where information is requested for a university or school course-based assignment, where the information supplied is currently accessible to the public (see procedure 3 below).

Outcomes:
1. Student well-being is protected.
2. The Foundation's research integrity is safeguarded.

Procedures:
1. When contacted by a member of the public wanting to conduct a research study, for a thesis or dissertation, the request must be submitted to NSO for prior approval, before allowing any such research.
2. When contacted by a member of the public requesting information for a simple course-based assignment or project, they can be referred to the relevant public website/s and given recent NSO/Community Partner marketing publications. Any other requests for information will be referred to the relevant NSO programme manager.
3. The Foundation's programme data is not to be supplied at local level.

Supplementary:
Refer Licence Agreement
Refer Project K, P 3.8 and Stars S 4.10 Restrictions on Research.

G 12.0 PROGRAMME DEVELOPMENT

G 12.1 Core Changes to Programme

Policy:

Programmes will be delivered in accordance with the Manuals, except where a Core Change has been approved by NSO. Core Changes to the Foundation's Programmes can be requested by a Community Partner, Programme Development Advisory Group or NSO staff member. Core Changes to the Foundation's Programmes can only be made once the request has been approved by the Foundation's Board.

Outcomes:
1. Programmes will have consistency across the country
2. Programmes will meet the needs of each community.

Procedures:
1. Programme discussion or debrief identifies need for core change.
2. Community Partners present their proposed changes and rationale to their Board or to a Foundation Programme Advisory Group to endorse.
3. Community Partners complete an 'Application for a Suggested Core Change to a Graeme Dingle Foundation Programme' form.
4. The Application is submitted to the Community Partner Board or the Foundation's Programme Advisory Group and endorsed.
5. Application for the change is submitted to the NSO Programme Development and Training team which considers the request and makes a recommendation to the CEO and the Foundation's Programmes Committee. The Foundation's Programmes Committee meet to consider the request

and makes recommendations which are forwarded to the Foundation's National Board for consideration and/or approval.

6. If a Core Change is approved, NSO will advise Community Partners whether the change(s) will be implemented regionally or nationally.

Definition:

A Core Change is defined as being a:

1. Reduction or exclusion to any of the stages or essential components of the programme as specified in programme manuals and electronic resources.
2. Change to any of the programme outcomes.
3. Change to any of the key philosophies, goals, aims, objectives of the programme.
4. Change to the overall programme length

G 12.3 Inclusive Programme Design for children/young people with Special Education Needs

Policy:

Programmes are designed to be inclusive of children / young people with special education needs.

Outcomes:

1. Children/young people with special needs have the opportunity to participate in the Foundation programmes provided they meet selection/referral criteria.
2. Programmes meet the Foundation's philosophies and values, in keeping with the United Nations Convention on the Rights of the Child.
3. Programme deliverers consult with specialist education services, including Resource Teachers for Learning and Behaviour, to support the delivery of an inclusive delivery environment.

G 12.4 Tailoring the Programme to meet Young People's Needs

Policy:

As far as practicable and without compromising the key outcomes, a programme can be tailored to meet young people's needs.

Outcome:

Personalised Learning occurs. Facilitators and learners tailor educational theory, delivery styles and learning environments to meet young people's different learning needs and aspirations.

Procedure:

Refer to specific programme manuals.

Supplementary:

Refer:

G 12.2, Core Changes to the Programme

G 12.5, Culturally Appropriate Learning

G 12.5 Culturally Appropriate Learning

Policy:

The Foundation's Programmes are designed to recognise and respect culture and cultural diversity.

Outcome:

1. The Foundation's programmes will respect the civil, political, economic, social and cultural rights of programme participants, regardless of ethnicity, gender, religion, or national origin
2. Children, young people and staff will recognise and respect diversity.

3. Children/young people increase their awareness of their own culture and gain greater appreciation of others.

Procedures:

1. Programme content will be regularly reviewed to reflect this policy.

2. Where possible, Community Partners will utilise services to support programme delivery which will enhance student's understanding of culture and cultural diversity.

G 12.6 Programme Outlines and Schedules

Policy:

Each programme has a prepared timetable of activities.

Outcome:

Each programme is carefully pre-planned, timelines identified for activities, location, resources and personnel identified, to ensure smooth running and effectiveness.

Procedures:

1. The stages are pre-planned and a timetable prepared.
2. Themes and specific skill development are planned for and allocated over the length of the programme.
3. Appropriate activities are identified to meet learning intentions and support skill development.
4. Programme deliverers facilitate a debrief with young people for each activity either at the completion of key activities or at the end of the day. The purpose of the debrief is to: a) cement the students' learning; and b) allow programme deliverers to review the effectiveness of that activity including their method of delivery.

G 13.0 REPORTING, QUALITY ASSURANCE

G 13.1 Reporting to NSO

Policy:

Community Partners are required to report regularly to NSO using the current reporting template.

Outcome:

Trust and Community Partner performance is tracked and monitored using a 'no surprises' approach.

Procedures:

For template, refer to Reporting folder, Document Centre.

G 13.2 Quality Assurance

Policy:

Community Partners will support NSO's Quality Assurance role, including participating in training offered by NSO, following the Quality Assurance process, supporting Quality Assurance visits by NSO and working in partnership with NSO to complete programme evaluations.

Outcomes:

1. Programmes continue to be delivered to a high standard.
2. Professional competence and capability is promoted.
3. Licence agreement requirements are met.
4. Our workforce builds their capacity in reviewing programme delivery and forming evidence-based judgements about quality.

Procedures:

1. Community Partners will work in partnership with NSO to facilitate and support Quality Assurance visits.

G 14.0 PRE-PROGRAMME & PROGRAMME DELIVERY

G 14.1 Programme Commencement Criteria

Policies:

The programme is delivered with the necessary support and resources guaranteed before the start of each programme. The following criteria need to be assessed and met before a programme can commence:

1. Budget: A minimum of the direct programme costs (i.e. wilderness, community, mentoring) and three months of operating costs must have been received (held on reserve) or confirmed.
2. Programme staff: Sufficient skilled staff in place or recruitment planned.
3. School support (if applicable): Financial contribution (where at all possible), in kind contribution (e.g. van use) and liaison team in place.
4. Additionally for Project K, Stars, Career Navigator and MYND: *Mentors:* Sufficient Mentors trained or due to be trained by relevant date.

Outcomes:

1. Programmes will be run to the necessary standard.
2. Community Partners have the necessary financial and administrative support, equipment, and trained personnel/volunteers in place in time to deliver the programme effectively and for the programme to fulfil the contract with students.
3. Programmes will meet stated objectives and assist young people to maximise their potential.

Procedures:

1. The Regional Manager or MYND Programme Director will provide assurance that the pre-programme criteria is met.
2. If the criteria cannot be met, the Regional Manager or MYND senior managers will refer the matter to their Board and NSO for guidance on whether the scheduled programme can proceed or not.

Supplementary:

G 4.14, Financial Management Systems and Financial Reporting Procedures

G 14.2 Resources and Facilities

Policy:

All essential resources are readily available to enable a programme to be run effectively.

Outcome:

All essential resources will be readily available for the programme in a timely and safe manner.

Procedures:

1. From the programme manuals, identify all resources, equipment and facilities required.
2. On-going resource requirements such as vehicles and venues are identified, quoted on and contracts drawn up for the year.
3. Wilderness equipment needs to meet safety codes. A maintenance schedule maintains the equipment to optimum level.
4. Other equipment such as whiteboards, pens, paper and other classroom resources must be available to programme deliverers.
5. The environment the students work in needs to be conducive to learning.

G 14.3 Community Representation

Policy:

Where possible, a true representation of the local community culture, ethnicity and shared experiences will be represented in the Trust, administration and programme delivery team

Outcome:

The unique needs of each community and the unique resources and location of each community are recognised and utilised in the way the programmes are delivered.

Procedures:

1. Key people within the community are identified and approached to be either Trustees or advisors to the Trust.
2. Unique strengths and needs of the youth who participate or will participate in the programmes are identified.
3. The delivery of the programme, the activities and the resources are tailored, where possible, to meet the needs of each community.

G 15.5 Child/Young Person Protection Policy

(To be reviewed Q1, 2019)

Summary

Graeme Dingle Foundation is committed to ensuring the wellbeing and safety of children and young people, including prevention of child/young person abuse or maltreatment. This policy provides guidance to Graeme Dingle Foundation staff (including contractors and volunteers) on how to identify and respond to concerns about possible abuse or neglect of a child or young person.

Policy Framework:

1. **Purpose, Scope and Principles**
2. **Definitions**
3. **Identifying Abuse/Neglect**
4. **Responding to Suspected Abuse/Neglect**
5. **Confidentiality and Information Sharing**

   Appendix One - Flowcharts:
   - **Responding to Suspected Child/Young Person Abuse/Neglect;**
   - **Reporting to Oranga Tamariki; and**
   - **When the Alleged Abuser is a Staff Member**

   Appendix Two - Detailed definitions

The interests of the child/young person will be the paramount consideration when any action is taken in response to suspected abuse or neglect. This organisation commits to support the statutory agencies Oranga Tamariki and the New Zealand Police (the Police)) to investigate abuse and will report suspected cases and concerns to these agencies as per the process in this policy.

Graeme Dingle Foundation's designated **Child/Youth Protection Officer** is the National Support Office **Operations Manager**. A Role Description for this role is attached as Appendix Three to this policy.

A copy of this Policy will be placed on Graeme Dingle Foundation's Website for public access and information.

1. **Purpose, Scope and Principles**
   a. **Purpose**

This Child/Young Person Protection Policy supports our staff/volunteers/contractors to respond in a timely and appropriate way to potential child/young person protection concerns, including suspected abuse or neglect. This policy reflects Graeme Dingle Foundation's commitment to protect children and young people from abuse and recognises the important roles all of our staff/volunteers/contractors have in protecting children and young people.

b. Scope

Graeme Dingle Foundation works with children and young people up to the age of 19. This policy will apply to all children and young people aged under 20 years.

This policy will apply to all staff /volunteers/contractors and should be used wherever abuse or neglect of a child or young person is suspected or identified, regardless of whether or not the child/young person is in one of Graeme Dingle Foundation's programmes.

c. Principles

Graeme Dingle Foundation's Vision is "All young people are confident contributors to New Zealand life". Graeme Dingle Foundation's Mission is "Transforming young lives forever". Graeme Dingle Foundation's values are: "Caring, Courageous and Collaborative". Graeme Dingle Foundation's Vision, Mission and Values underpin this Child/Young Person Protection Policy.

In addition, we:

- Have a commitment to ensure all staff /volunteers/contractors are able to identify the signs and symptoms of potential abuse/neglect and are able to take appropriate action in response and will do so;
- Will support our staff /volunteers/contractors to share information about suspected child/young person abuse or neglect in a timely way, even if feeling uncertain, and to discuss any concerns with colleagues, their manager or Graeme Dingle Foundation's Child/Young Person Protection Officer;
- Are committed to building and maintaining an organisational culture where staff /volunteers/contractors feel confident that they can constructively challenge poor practise or raise concern without fear of reprisal;
- Will keep the child/young person at the centre of all decision-making and will recognise the rights of the child/young person to participate, in age-appropriate ways, in decision-making about themselves; and
- Commit to ensuring staff /volunteers/contractors have access to the training they need to uphold this Policy and Principles.
- Support the role of the Police and Oranga Tamariki in the investigation of suspected abuse/neglect and will report abuse/neglect to these agencies.

2. Definitions

Definitions are detailed in Appendix Two to this policy.

3. Identifying child/young person abuse and neglect

Our approach to identifying abuse or neglect is guided by the following principles:

- We understand that every situation is different and it is important to consider all available information about the child/young person and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as divorce, accidental injury, the arrival of a new sibling etc.

- We understand when we are concerned a child/young person is showing signs of potential abuse or neglect we should talk to someone, either a colleague, manager/supervisor or Graeme Dingle Foundation's Child/Youth Protection Officer – we shouldn't act alone.
- While there are different definitions of abuse, the important thing is for us to consider overall wellbeing and the risk of harm to the child/young person. It is not so important to be able to categorise the type of abuse or neglect.
- It is normal for us to feel uncertain, however, the important thing is that we should be able to recognise when something is wrong, especially if we notice a pattern forming or several signs that make us concerned.
- Exposure to intimate partner violence (IPV) is a form of child/young person abuse. There is a high rate of co-occurrence between IPV and the physical abuse of children and young people.

a. **Signs of potential abuse:**

Concern	Examples
Physical signs	Unexplained injuries, burns, fractures, unusual or excessive itching, genital injuries, sexually transmitted diseases
Behavioural concerns	Age-inappropriate sexual interest or play, fear of a certain person or place, eating disorders/substance abuse, disengagement/neediness, aggression
Developmental delays	Small for their age, cognitive delays, falling behind in school, poor speech and social skills
Emotional abuse/neglect	Sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm
Allegation or disclosure	Child/young person talking about things that indicate abuse

b. **Signs of potential neglect:**

Concern	Examples
Physical signs	Looking rough and uncared for, dirty, without appropriate clothing, underweight
Behavioural concerns	Disengagement/neediness, eating disorders/substance abuse, aggression
Developmental delays	Small for their age, cognitive delays, falling behind in school, poor speech and social skills
Emotional abuse/neglect	Sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm
Neglectful supervision	Out and about unsupervised, left alone, no safe home to return to
Medical neglect	Persistent nappy rash or skin disorders or other untreated medical issues

4. Responding to suspected child/young person abuse or neglect

The process of responding to suspected child/young person abuse or neglect is detailed in the Flowcharts in Appendix One to this policy.

If a child/young person is in immediate danger, contact the Police immediately.

Staff /volunteers/contractors will report all suspicions or observed incidents or reports of incidents to their Manager, or to Graeme Dingle Foundation's Child/Youth Protection Officer as soon as possible. If there is clear evidence or reasonable cause to believe child/young person abuse or neglect has occurred, staff /volunteers/ contractors, their Manager or Graeme Dingle Foundation's Child/Youth Protection Officer will notify Oranga Tamariki (phone 0508 326 459).

Graeme Dingle Foundation will always consider the recommendations of statutory agencies, including Oranga Tamariki and the Police. We will only inform families/whānau about suspected or actual abuse after we have discussed this with these agencies.

When responding to suspected child/young person abuse or any concerning behaviour, staff/volunteers/ contractors will document their observations, impressions and communications. Staff/volunteers/ contractors and their Manager will ensure that any such documentation will be kept secure and confidential.

The Graeme Dingle Foundation Manager or the CYPO will ensure that the person making the incident report/observation/ allegation is aware of and has access to a copy of this policy.

The Flowcharts in Appendix One specifically address what to do if the alleged abuser is a staff member, volunteer or contractor of Graeme Dingle Foundation. Staff /volunteers/contractors involved in cases of suspected child/young person abuse are entitled to have support. We will maintain knowledge of such individuals, agencies and organisations in the community that provide support.

5. Confidentiality and information sharing

We will seek advice from Child, Youth and Family and/or the Police before identifying information about an allegation is shared with anyone, other than the manager involved or the Graeme Dingle Foundation Child and Youth Protection Officer.

Staff /volunteers/contractors should be aware that the Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989 (CYPF Act) allow information to be shared to keep children or young people safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the CYPF Act 1989, any person who believes that a child or young person has been or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child, Youth and Family or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

6. Training

Graeme Dingle Foundation is committed to maintaining and increasing staff /volunteer/contractor awareness of how to prevent, recognise and respond to abuse/neglect through appropriate training. Graeme Dingle Foundation will seek to deliver appropriate training as required, using the annual conference and/or other training platforms to achieve this policy.

As part of their training, new staff /volunteers/contractors are made aware of the policy on child/young person protection.

7. Review

This policy was approved by the Graeme Dingle Foundation board on 5 May 2015. A digital copy can be found on our website at www.Graeme Dingle Foundation.org.nz/childyoungpersonprotection. The policy will be reviewed and updated annually by 30 June in each year, or earlier if new guidance is issued by Oranga Tamariki or the New Zealand Police.

Other related Graeme Dingle Foundation Polices:

Human Resource Polices (recruitment/reference checking/vetting/settlement agreements

G15.6 Dealing with Alleged, Suspected or Confirmed Drug or Substance Abuse by Children/Youth

G15.8 Child/Young Person Disclosure and Confidentiality

G15.9 Use of Force against a Child or Young Person

G16.1 Incident Management and Communication, Incident Management and Communication Plan

Additional Resources:

- Child, Youth and Family (now Oranaga Tamariki) has developed the *Working Together* guide on inter-agency working to identify and respond to potential abuse and neglect:
  http://www.Oranga Tamariki.govt.nz/documents/about-us/publications/27713-working-together-3-0-45ppi.pdf

- The Ministry of Health has also made guidance available in the health sector:
  https://www.health.govt.nz/our-work/preventative-health-wellness/family-violence?mega=Our%20work&title=Family%20violence

Appendix One: Responding to Suspected Child/Young Person Abuse or Neglect

Disclosure of abuse or neglect is made by a child/young person

Abuse or Neglect suspected

[If appropriate (e.g., for teenagers), ask the young person to pause as soon as you can, and explain that you will be required to respond to their disclosure (describe what kind of response is likely), then give them the option of choosing how much more they will disclose]

Respond to the child/young person's needs:
• Listen (be careful not to ask leading questions)
• Reassure
• If distressed, support them until they can re-engage in ordinary activities
• Explain what you are going to do next

Is the child/young person in immediate danger?

YES

CALL THE POLICE dial 111

NO

Talk to your Manager (or the NSO Child/Youth Protection Officer)

As soon as possible, record:
• If applicable, what the child/young person said (try to recall what was actually said)
• And/or record any factual concerns/observations that have led to a suspicion of abuse/neglect
• Date, time, location, other staff involved
• Any other relevant information

As soon as possible notify NSO, following Graeme Dingle Foundation's **Incident Management and Communication Plan**

Decision-making – do you have reasonable cause to believe abuse/neglect has occurred?

• Talk to the school, if possible
• Consider seeking advice from NSO Child/Youth Protection Officer
• If a Staff Member is the alleged abuser, follow process on page 3 of this

Yes

No

Consider referral to other support agencies in the community (such as the School Counsellor, Whanau Ora or Social Workers in Schools)

Notify Oranga Tamariki promptly*
Ph 0508 326 459

• Follow Reporting process on the following page
• Update records with actions taken

*If time is available, discuss the situation with the School (e.g., School Counsellor, School Liaison teacher or Principal) and seek his/her support for notifying Oranga Tamariki. In practise the notification will often be done by the School Counsellor, but remember it is **your** obligation to make sure Oranga Tamariki is notified.*

Reporting To Oranga Tamariki

GATHER INFORMATION
Ensure you have a full report from the person who identified the abuse. Offer them support. Ideally get them to sign the report. Tell them what actions you will take.

REPORT ABUSE
Ring Oranga Tamariki on 0508 326459 and tell them:
- Your name, organisation, role and contact details
- Name of child/young person (also known as/nicknames)
- Date of birth (if known)
- Ethnicity (if known)
- Name of caregivers, parents and other family members, and current living situation
- Current legal custodians
- Reasons why it is believed that the child/young person has been abused / neglected
- Any other significant background information
- Any concerns for your physical safety in making this notification

ASK WHAT HAPPENS NEXT – get timeframe

NEXT STEPS
- Work with Oranga Tamariki to decide how and when parents/caregivers are told
- Work with Oranga Tamariki to communicate next steps to the child/young person

SUPPORT THOSE IN NEED
Attend to healing of your community and get support for yourself

When the Alleged Abuser is a staff member /volunteer/contractor

Follow Response Process, up to 'Decision-making'

If Yes:

If No:

Notify Oranga Tamariki promptly
Ph 0508 326 459
(Ensure Senior Management, your board and NSO are notified, and where possible, involved in the process of reporting to Oranga Tamariki)

Consider whether staff member/ volunteer/ contractor:
o *requires any additional training; and/or*
o *should continue to be in contact with children and young people.*

Management to consult with Oranga Tamariki and/or the Police and:

- For **employees**, refer to the relevant employment agreement and employment law and make a decision as to whether to stand-down the employee while the allegation is investigated. Advise the employee of their right to support/advice.
- For **volunteers**, stand-down the volunteer while the allegation is investigated.
- For **contractors**, refer to the relevant service agreement and request the contracting company/organisation to withdraw the individual concerned from providing services to Graeme Dingle Foundation while the allegation is investigated.

Consider referral of child/young person and/or their family/whanau to other support agencies in the community (such as the School Counsellor, Whanau Ora or Social Workers in Schools).

Appendix Two: Definitions

- **Child** – any child aged under 13 years.
- **Young Person** – any young person aged 13 to 19 years
- **Child protection –** activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or are at risk of abuse or neglect.
- **Child/Youth Protection Officer** – the designated person responsible for providing advice and support to staff members/contractors/volunteers where they have a concern about an individual child/young person or who want advice about child/young person protection policy.
- **Staff** Member– any employee of Graeme Dingle Foundation or one of its Licensed Community Partners.
- **Volunteer** – a volunteer for Graeme Dingle Foundation or one of its Licensed Community Partners
- **Contractor** – a contractor to Graeme Dingle Foundation or one of its Licensed Community Partners
- **Disclosure** – information given to a staff member/contractor/volunteer by a child/young person, parent or caregiver or a third party in relation to abuse or neglect.
- **Child, Youth and Family Services (Oranga Tamariki)** – the government department responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children and young people found to be in need.
- **New Zealand Police** – the agency responsible for responding to situations where a child/young person is in immediate danger and for working with Oranga Tamariki in child/young person protection work and investigating cases of abuse or neglect where an offence may have occurred.
- **Physical abuse** – any acts that may result in physical harm of a child/young person or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.
- **Sexual abuse** – any acts that involve forcing or enticing a child/young person to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can be, but is not limited to:
  o **Contact abuse:** touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child/young person to perform such acts on the perpetrator or another, involvement of the child/young person in activities for the purposes of pornography or prostitution.
  o **Non-contact abuse:** exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.
- **Emotional abuse** – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:
  o Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child/young person can also be emotional abuse.
  o Exposure to family/whānau or intimate partner violence.
- **Neglect** – neglect is the most common form of abuse and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:
  o Physical (not providing the necessities of life like a warm place, food and clothing).
  o Emotional (not providing comfort, attention and love).
  o Neglectful supervision (leaving children or young people without someone safe looking after them).
  o Medical neglect (not taking care of health needs).
  o Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

Appendix Three: Role Description – Graeme Dingle Foundation Child/Youth Protection Officer

Graeme Dingle Foundation's Child/Youth Protection Officer (CYPO) is responsible for the operation of Graeme Dingle Foundation's Child and Youth Protection Policy (CYPP), including:

- supporting Graeme Dingle Foundation staff/volunteers/contractors to **identify** suspected child/youth abuse and/or neglect;
- supporting Graeme Dingle Foundation staff/volunteers/contractors to **respond** to suspected child/youth abuse and/or neglect;
- organising a debrief for each instance of identified child/youth abuse/neglect to consider if the CYPP provided sufficient guidance and direction, and if any aspect of the policy or the response could be improved;
- training new Regional Managers in the CYPP, so they can train and support their staff to follow the policy; and
- contribute to the Graeme Dingle Foundation Board's annual review of the CYPP, seeking to improve this policy.

The CYPO will be familiar with the terms of the CYPP and with the Vulnerable Children's Act 2014. He or she will also be familiar with all of Graeme Dingle Foundation's Policies and Procedures. Graeme Dingle Foundation's CYPO will be supported in this role by Edge Lifeskills Ltd (provider of Graeme Dingle Foundation's MYND Youth Mentoring Programme); in particular, the MYND Management will provide guidance to the CYPO on the identification of child/youth abuse/neglect and guidance on the appropriate response.

Key Performance Indicators:

- Positively reviewed by each Graeme Dingle Foundation staff member/volunteer/contractor, and/or their manager, that the CYPO supports with a child protection issue.

G 15.6 Dealing with Alleged, Suspected or Confirmed Drug or Substance Abuse by Children/Youth

Policy:
It is the responsibility of all Foundation staff, Facilitators and Mentors to be alert to the signs and symptoms of drug or substance abuse.

Outcomes:
1. The welfare and interests of a child or young person shall be the first and paramount consideration
2. If substance abuse is alleged, suspected or confirmed children/young people will be referred to appropriate organisations/support people.

Procedures:
All Foundation staff, Facilitators and Mentors will understand the processes for referral and management of alleged/ suspected or confirmed drug or substance abuse:
1. Programme Managers will be contacted as soon as possible if abuse is alleged/suspected/confirmed.
2. Managers will follow *Incident Management and Communication Plan*. A plan will be developed to support the child/young person and, as appropriate, will include consultation with required and/or appropriate supports and services.
3. Where applicable School Counsellors should be consulted.
4. Referrals to the Ministry for Vulnerable Children Oranga Tamariki are mandatory in the case of MYND youth.
5. Foundation staff will offer support to the young person until the matter is satisfactorily referred/resolved.

Supplementary:

G 15.7 Dealing with Complaints

Policy:

The Foundation's Community Partners are required to manage complaints quickly, effectively and with sensitivity.

Outcome:

1. People feel they are being dealt with fairly and the integrity of our programmes will be maintained.
2. Programme participants and their families/caregivers will have a clear understanding of the complaints procedure.

Procedures:

1. Foundation Staff, Facilitators and Mentors, if they receive a verbal complaint, will encourage and support the complainant to put it in writing.
2. Once a written complaint has been received by Foundation staff, notification of receipt of the complaint will be sent to all parties involved, along with details of the process that will be adopted to address/resolve the complaint, and expected timeframes.
3. If the complaint is an Incident, the *Incident Management and Communication Plan* must be followed.
4. All complaints received must be noted in the monthly report to NSO, including details of plans to resolve/address the complaint.
5. All complaints will be given a fair hearing and will be addressed or resolved as soon as practicable, whether they are verbal or written complaints.
6. All parties will be notified of the decision made and action to be taken.
7. At all stages of the process the safety of young people will take priority.
8. These procedures apply to all complaints received, including those made by young people, school staff and/or Community Partner staff.

Supplementary:

G 16.1 Incident Management and Communication policy

G 15.8 Child/Young Person Disclosure and Confidentiality

Policy:

Mentors, Facilitators and the Foundation staff are required to hold information disclosed to them by children/youth in confidence, except where

1. The child/young person or someone else is in danger;
2. There is an emergency situation;
3. It is required by legislation or the courts; or
4. The child/young person is incapable of consenting.

Outcomes:

1. Young people will be protected and supported.
2. Facilitators, Mentors and Foundation staff will be clear on the limits of confidentiality and will inform young people about these limits. When it is necessary to disclose information, the Facilitator/Mentor or Foundation staff will endeavour to obtain the young person's permission before the disclosure occurs. If that is not possible, the Facilitator/Mentor/staff member will inform the young person of what will be disclosed.
3. Where information is disclosed, only the minimum required for the purpose should be given.
4. Facilitators, Mentors and Foundation staff will be protected from taking on responsibilities inappropriate to their training or experience.

Procedures:

1. Facilitators, Mentors and Foundation staff are expected to explain this policy to children/young people at the beginning of the programme, as appropriate to the programme and the age of the children/young people, and re-explain the policy when any disclosure requires referral.
2. Facilitators, Mentors and Foundation staff will notify Foundation senior management of any child/young person disclosure which requires referral under the limits of confidentiality requirements. An action plan (including communications and support plans) will be developed that identifies referral to specialists/key services.
3. The *Incident Management and Communication Plan* will be followed.

Supplementary

G 16.1 Incident Management and Communication policy

G. 15.5 Child/Young Person Protection Policy

G.15.6 Dealing with Alleged, Suspected or Confirmed Drug or Substance Abuse

P6.3 Facilitators to Work Within Their Competencies

G 15.9 Use of Force against a Child or Young Person

Policy:

Use of force is only considered when all other reasonable alternatives have been attempted or, in extreme circumstances, when all other reasonable alternatives are considered inappropriate due to the nature of the situation. It is discontinued at the first safe opportunity once control is regained.

Outcome:

Force will not be used against a Foundation Child or Young Person unless it is essential.

Procedures:

1. Staff must exhaust every effort to communicate with the young person to diffuse a situation peacefully without the need for physical force.
2. Physical force can only be used if there are reasonable grounds to believe the use of physical force is necessary, either for:
   a. self-defence;
   b. in the defence of another person;
   c. to protect the young person from injury;
   d. to prevent the young person from damaging any property; or
   e. in the case of active resistance to law.
3. The use of physical force is limited to the minimum degree reasonable and necessary to resolve the situation as promptly and safely as possible for all parties involved in any incident. It is discontinued at the first safe opportunity once control is regained.
4. The matter must be reported to Senior Management and NSO as soon as possible after the incident. Reports should include the name of the person who applied 'use of force', details of the incident, intervention strategies used prior to the use of force, details of the type of force used, witnesses and the subsequent result.
5. The Community Partner Regional Manager will interview the young person in question, with the support of NSO staff if required, and will document the discussion.
6. A copy of the Incident/Management reports will be sent to NSO.
7. The Community Partner and NSO senior management will review the information to assess whether procedures were followed.

Supplementary:

G 16.1 Incident Management and Communication policy

G 16.0 INCIDENTS

G 16.1 Incident Management and Communication

Policy:

In the event of an emergency, accident or incident, the communication process will be clear, efficient and professional and the *Incident Management and Communication Plan* will be followed.

Outcomes:

1. Safety and support of students, staff and volunteers is maximised.
2. Undue stress and confusion is minimised.
3. Community Partner is supported by NSO
4. Reputation of the Foundation is protected.

Procedures:

1. Staff, contractors or mentors will notify the Community Partner Regional Manager of the incident (see definition below) as soon as feasible after the immediate physical safety of those affected by the incident is ensured.
2. The Regional Manager will refer to the *Incident Management and Communication Plan*, back page of this manual, or the Policy and Procedures folder, [Sharepoint Document Centre](#), and **report to NSO as soon as feasible** (but no later than 48 hours after the incident).
3. Referrals – for all incidents, consider referral to an appropriate agency (where possible with the consent of student and family). Appropriate agencies could include MVCOT, counsellors, community organisations, medical practitioners, etc.
4. The Foundation's Incident and WORKSAFE NZ reports completed.
5. There is to be no communication with the Media unless authorised by NSO.
6. Should media become involved, media communications will be managed by NSO.

N.B: An 'Incident' is defined as follows:

An 'Incident' is any occurrence that has, or could have, an adverse effect (and is not a minor effect) on any Graeme Dingle Foundation person (defined as students currently on Foundation programmes, Foundation staff, contractors and volunteers) or any Foundation stakeholder (such as schools or sponsors), or on the Foundation (reputational, financial or other). An 'Incident' includes all near miss events, work-related illnesses and injury events that harm or could potentially harm one of our employees, young people, volunteers, visitors or any other people in the Foundation's workplaces

The following examples would be an 'Incident':

- Incident or accident requiring emergency services, or referral to medical or hospital services.
- Near miss with the potential to cause injury requiring emergency services, or referral to medical or hospital services.
- Any incident involving:
    - o Illegal drugs or substance abuse
    - o Alcohol
    - o Sex
    - o Mention or attempt of suicide
    - o Disclosure of abuse (past or present)
    - o Self-harm behaviour
    - o Violence/fights/excessive bullying on the programme
- Any referral to or from, or consultation with, a School Counsellor (or other school staff member) or other services such as Ministry for Vulnerable Children Oranga Tamariki (MVCOT)
- Any notification that a young person is under MVCOT care or supervision.
- Any incident that requires a young person to stop participating in any programme activity such as a Wilderness Adventure, Community Challenge or Stars Camp.
- Any time a Foundation person advises that they feel threatened or unsafe in their role with the Foundation.

- Any incident that has the potential to bring negative publicity to the organisation.

Supplementary:

Refer: Incident Management and Communication Plan (in this manual)

Health and Safety Policy Manual

INCIDENT MANAGEMENT AND COMMUNICATION PLAN

Definition of an Incident:

An 'Incident' is any occurrence that has, or could have, an adverse effect (and is not a minor effect) on any Graeme Dingle Foundation person (defined as students currently on Foundation programmes, Foundation staff, contractors and volunteers) or any Foundation stakeholder (such as schools or sponsors), or on the Foundation (reputational, financial or other). An 'Incident' includes all near miss events, work-related illnesses and injury events that harm or could potentially harm one of our employees, young people, volunteers, visitors or any other people in the Foundation's workplaces.

The following examples would be an 'Incident':

- Event or accident causing injury or illness, requiring emergency services, or referral to medical or hospital services.
- Any incident involving:
  - Illegal drugs or substance abuse
  - Alcohol
  - Sex
  - Mention or attempt of suicide
  - Disclosure of abuse (past or present)
  - Self-harm behaviour
  - Violence/fights/excessive bullying on the programme
  - Workplace bullying
- Any referral to or from, or consultation with, a School Counsellor (or other school staff member) or other services such as Ministry for Children Oranga Tamariki – Ministry for Children.
- Any notification that a young person is under Oranga Tamariki care or supervision.
- Any incident that requires a young person to stop participating in any programme activity such as a Wilderness Adventure, Community Challenge or Stars Camp/Activity Days or PK mentoring
- Any time a Foundation person advises that they feel threatened or unsafe in their role with the Foundation.
- Any incident that has the potential to bring negative publicity to the organisation.

The above incidents must be reported to NSO within 48 hours or immediately for notifiable events – see next page.

- Near miss <u>with the potential to cause</u> injury requiring emergency services, or referral to medical or hospital services.

Incident Management:

If a Worker is involved in an accident or an incident, if they are able or if other colleagues are in attendance, they should first ensure the immediate safety of the person/group, provide first aid or medical treatment and then call emergency services if required.

Follow the Incident Communication Plan below.

Privacy should be maintained – only disclose the minimum amount of information required.

For all Incidents, consider whether referral to an appropriate agency is required (where possible this should be done with the consent of student and family and in collaboration with the school). Appropriate agencies could include Oranga Tamariki, counsellors, community organisations, medical practitioners, etc.

If not an urgent event report to NSO as soon as feasible (but no later than 48 hours after the incident). Keep NSO informed as the Incident is managed, addressed, resolved. NSO staff are there to support Community Partners to develop and implement an Incident Management Plan, so seek their support or advice, as required.

Identifying a **Notifiable Event**

* A **Notifiable Event** includes death, serious injury/illness, or being exposed to the risk of death or serious injury. All injuries or illnesses which require a person to be admitted to hospital for immediate treatment are **notifiable**. A table of **notifiable injuries and illnesses** as defined in the Health and Safety at Work Act 2015 is provided by Worksafe [here.](#)

In instances where the worker at the scene of an incident believes it is a **notifiable event** they must contact the school then contact the Regional Manager or NSO Operations immediately, then contact Worksafe (0800 030 040) and freeze the scene. Refer to the Communication Plan below.

The accident scene may not be altered without the permission of WorkSafe unless:

- o to help an injured person
- o to remove someone who has died
- o it is essential to make the site safe or to minimise the risks of a further notifiable event
- o instructed by the Police
- o permitted by Worksafe

Incident Communication Plan:

Media Communication:

No Community Partner staff, volunteers, trustees or contractors are to speak to media, without NSO approval. Media communications on behalf of the Graeme Dingle Foundation and its Community Partners will be managed by NSO CEO or Board Chair (supported by PR advice, if necessary), following the Communication Plan (as above).

Under no circumstances will the school or any of the students involved be named to media without the permission of the school and/or the student/family/whanau.

The Community Partner and NSO will agree with the school who will communicate to the media and NSO will provide the necessary support if communication is delegated to the school.

Contact:

Following the flow chart below the first communication of emergency, accident or Incident can be from: contractors / mentors / students / schools / parents / programme staff /others.

First ensure immediate safety of person/group, provide first aid (if required) and:

| Call Emergency Services

111

(if required) | → | Call the School | → | Call your Manager

(if you can't get hold of them, call **NSO Operations Manager**) | → | If a notifiable event*

Call Worksafe 0800 030 040

Call immediately for death or serious injury, as soon as possible for all other notifiable events |

↓

The following responsibilities for contact apply

Community Partner,	Regional Manager,	CP Staff :
↓	↓	↓
Community Partner Board Chair	National Support Office: Operations Manager Head of Operational Strategy and Relationships National Programmes Manager or CEO	Others: Those that need to be informed on an urgent basis i.e. families, mentors (consult with school in first instance)

You can ask others to make these calls on your behalf, including notifying Worksafe.

To contact NSO in an emergency:
Ph 0800 249 276 (monitored 24 hours)

NSO Support:

The following support is available from NSO:

- Support to manage the incident, including advice and guidance;
- As required, a specific Communication Plan, developed in collaboration with the Community Partner and the school;
- Reporting to and liaising with WorkSafe on behalf of the Community Partner.

POLICY: 3.07 MOTOR VEHICLE POLICY

POLICY

Prior to using a Foundation vehicle or driving their own vehicle for work-related travel, all employees must agree to the terms and conditions of the Motor Vehicle policy.

Employees are expected to comply with New Zealand road rules and legislation in force when driving for work-related travel; this will help to keep themselves and others safe.

Objectives of the policy

1. To ensure that staff who drive vehicles in the course of their work demonstrate safe, efficient driving skills and other good road safety habits at all times.
2. To maintain all company vehicles in a safe, clean and roadworthy condition to ensure the maximum safety of the drivers, occupants and other road users, and reduce the impacts of company vehicles on the environment – this also applies to personal vehicles used for work purposes.

Motor Vehicle Policy and Terms and Conditions

Pre driving checks

1. All drivers must hold a current driver's licence, for the class of vehicle they will be driving before they can drive for work-related travel and if using a Foundation vehicle, must have a full driver's licence. If this status changes, drivers must advise their Manager (or at NSO - the Accounts Assistant) immediately.
2. All drivers must provide their Manager with a copy of their current driver's licence.
3. NSO will validate drivers' licences via www.drivercheck.nzta.govt.nz.

Responsibilities as an employee

1. Immediately notify their supervisor or manager if their driver licence has been suspended or cancelled, or has had limitations placed upon it.
2. Be responsible and accountable for their actions when operating a company vehicle or driving for the purposes of work.
3. Display the highest level of professional conduct when driving a Foundation vehicle
4. Regularly check the oil, tyre pressures, radiator and battery levels of Foundation vehicles they regularly use
5. Comply with traffic legislation when driving.
6. Assess hazards while driving and anticipate 'what if' scenarios.
7. Drive within the legal speed limits, including driving to the conditions.
8. Wear a safety belt at all times.
9. Never drive under the influence of alcohol or drugs, including prescription and over the counter medication if they cause drowsiness – to do so will merit disciplinary measures.
10. Not use mobile phones while driving (other than via an approved car kit).
11. Avoid distraction when driving – the driver will adjust car stereos/mirrors etc before setting off, or pull over safely in order to do so.

12. Not to carry any children or students during work-related travel without obtaining the prior permission of their Manager.
13. Report any near-hits, crashes and scrapes to their manager, including those that do not result in injury, and follow the crash procedures outlined in this policy.
14. Report infringements to a manager at the earliest opportunity.
15. Report vehicle defects to a manager before the next vehicle use.

In addition, it is required that all drivers:
1. Take regular and adequate rest breaks, at least every two hours.
2. Stop when tired.
3. Plan their journeys, considering pre-journey work duties, the length of the trip and post-journey commitments, and ensure details of the travel are entered in the office shared diary, so that others know where they are travelling.
4. Stay overnight if driving time and non-driving duties exceed 10 hours in one day.

If an employee is driving their own vehicle for the purposes of work, the same policies apply. In addition:
1. The employee must seek the employer's agreement before using their vehicle for work.
2. The car must be legally registered, warranted and insured for the purposes of work – the employee must show evidence of this on request.
3. The employee must not carry loads for which the vehicle is unsuited, nor may they carry more passengers than for whom there are seat belts.
4. The vehicle must not be used in conditions for which it was not designed (such as off-road).

Should a driver incur a speeding ticket, parking ticket or other fine, payment of the ticket is the responsibility of the individual driver not us.

Any damage to a Foundation vehicle incurred by a driver, which is not covered by insurance and which is deemed by us to be caused by the driver through fault or negligence, is to be covered by the driver.

PROJECT K POLICIES AND PROCEDURES

P 1.0 PROGRAMME REVIEW

P 1.1 Quality Assurance Requirements for Programme Review

Policies:

1. Each programme is reviewed for achievement against planned outcomes.
2. At the end of each programme component, stakeholders debrief programme content, processes and delivery. A written summary of each debrief will be kept on file.

Outcomes:

1. Programme and process are of highest possible standard.
2. The success of each programme is measured.
3. Any enhancements can be identified for future programme development and delivery.
4. There is a record of each student's development.

Procedures:

1. At the end of each day, the Facilitator Pack is written up to reflect each day's occurrences on the daily log sheet and student's development on the student record sheet.
2. On the last day of the Wilderness Adventure, Facilitators get students to complete the End of Wilderness Adventure Survey.
3. On the last day of the Community Challenge, Facilitators get students to complete the End of Community Challenge Survey.
4. At each stage of the programme, there is a formal debrief between the Facilitators and the Programme Manager that evaluates programme efficacy and child/youth development and achievement. Strategies for continuous improvement are noted. Urgent matters are attended to immediately, unless it involves a core change.
5. If any core change is recommended follow the process under policy G 12.2. Recommended non-core changes are forwarded to NSO on the Suggested Changes to Documentation form. Community Partners will be notified if the change will be implemented and if so by when.

Supplementary:

Refer:

G. 12.2 Core changes to the Foundation Programmes

P 5.17 Assessment and Debrief

Suggested Changes to Documentation form, Manuals folder, SharePoint

P 2.0 PRE-PROGRAMME

P 2.1 Selecting Students

Policy:

The Community Partner Trust will prioritise for selection students who score below the median on the Self-efficacy and the Teacher Screening Surveys, as defined in Evaluation guidelines. They will NOT be students who have recent or active concerns related to:

1. Suicide attempts.
2. Violent behaviour.
3. Substance abuse (alcohol, solvents or drugs).
4. Regular counselling for serious problems.
5. Severe cognitive or learning difficulties.

Students will be excluded on the advice of the school guidance counsellor.

Outcome:

The Project K programme will meet its stated objectives and assist young people to maximise their potential.

Procedures:

1. Year 10 students surveyed using the Project K self-efficacy survey.
2. Teacher screening survey is conducted to provide teacher input to selection process.
3. Project K school liaison meets with school liaison team. Any students with recent histories as described above are excluded.
4. A minimum of 20 families from the ranked list are invited to attend the introduction meeting. It may be necessary to hold more than one introduction meeting to fill the programmes.
5. Families give general consent to have the opportunity to participate.
6. Consenting students are randomly selected to Project K with six males and six females if possible.

Supplementary:

Refer Evaluation Resources on Document Centre for detail.

P 2.2 Contacting Parents/caregivers and Obtaining Informed Consent

Policy:

Parents/caregivers are to be informed about all stages of the Project K process and evaluation procedures so that they can give fully-informed consent.

Outcome:

Parents/caregivers will understand and consent to Project K selection and evaluation.

Procedures:

1. All Year 10 parents/caregivers are sent an information sheet outlining the Project K programme and the survey of Year 10 students (stage 1 evaluation) and giving them the opportunity to withdraw their child.
2. Parents/caregivers of those students eligible for selection are invited to attend an introduction meeting. Information sheets are provided outlining stage 2 of the selection and evaluation procedures and consent is obtained.
3. At the first caregivers' meeting, parents/caregivers are given an explanation of why their child was selected (e.g. students have told us in their survey they are not as confident in their ability as they could be in some areas of their lives and this means they are not realising their potential). Reference to 'at risk' is avoided as it is seen as negative.
4. Students of consenting families may attend the random selection meeting. Students are randomly selected to Project K.
5. Project K group families attend the second pre-programme parent meeting at school and complete student and caregiver agreement packs.
6. Once the programme participants have been selected, confirmation letters are sent to parents/caregivers.

P 2.3 Student Behaviour Agreement

Policy:

Students agree to the Project K rules regarding their behaviour while on the programme.

Outcome:

Students are made aware of and consent to rules of no drugs, no alcohol, no sexual or romantic relationships with other Project K students, and no violent behaviour. This encourages them at an early stage to commit to positive change.

Procedure:

See Student Liaison Material (Student Agreement Pack and Student Contract).

P 2.4 Explanation of Selection to Students

Policy:

All students are given an explanation of how they were selected.

Outcome:

Students will understand how they were selected and the purpose of Project K.

Procedures:

1. Students are invited to the introduction meeting and an explanation is given regarding their selection, e.g. students have told us in their surveys they are not as confident as they could be in their ability in some areas of their lives.
2. During induction, students have a short session on selection and read the associated logbook page.
3. Avoid use of 'at risk' or other negative labels as the Project K programme is one of positive intervention to maximise potential.

Supplementary:

Refer:

P 2.2 Contacting Parents/caregivers and Obtaining Informed Consent

Student Liaison Material, Project K Programme Manual

P 2.5 Parent/Caregiver Involvement and Meeting attendance

Policies:

1. Parents/caregivers will be involved in the programme so that they are aware of what is expected of their child and what they can expect from Project K.
2. Parents/caregivers commit to attending meetings as part of their contractual relationship with Project K.

Outcome:

Parents and caregivers support their child during the programme and attend all parent meetings so they understand the changes that have taken place in their child and how they can support that change.

Procedures:

1. When introducing the Project K programme, parents/caregivers are told of the need for them to attend the planned meetings.
2. The consent signed by Parents/caregivers commits their child to the Project K programme and their own attendance at the meetings.
3. Outline of caregiver meetings is set out in the Caregiver Liaison Material.

Supplementary:

Refer Caregiver Liaison material, Facilitator Pack, Student Record Sheet and Evaluation Section of Project K Programme Manual.

[P2.6]
P 3.0 EVALUATION

P 3.1 Schedule of Evaluation

Policy:

To promote collaborative research and evaluation that includes participation by NSO, Community Partner Trusts and external evaluators on all aspects of research and evaluation project planning and design. Project K students, their parents/caregivers and Mentors will be involved in the evaluation process. Both quantitative and qualitative data will be collected. Data will be collected pre-programme, post Wilderness Adventure and Community Challenge, 2 months into mentoring, 6 months into mentoring, end of mentoring

Outcomes:

1. All parties involved will have the opportunity for input.
2. Student progress can be measured against baseline data.
3. Programme effectiveness can be measured.

Procedure:

Refer to Evaluation Section of Project K Programme Manual.

P 3.2 Evaluation Process

Policy:

All parties involved in data collection will be advised in advance of the evaluation process and timing. The process will be followed for all programmes being evaluated.

Outcomes:

1. Data collection process will be efficient.
2. All data required will be collected.
3. Maximum data will be collected at first attempt.

Procedure:

Refer Evaluation Section of Project K Programme Manual.

P 3.3 Data Collection and Entry Process and Protocols

Policy:

All data required to be entered by Community Partner Trusts into the Programme and Evaluation Database is done so within 2-4 weeks of collection.

Outcome:

Current information is available for both NSO and Community Partner use.

Procedure:

Refer to the Chronology of Data Entry and the online Help function.

P 3.4 Administering Evaluation Instruments

Policy:

Any psychometric test (i.e. recognised measure) must be administered according to the associated instructions by a fully trained and accredited Programme Manager or Project K staff member

Outcomes:

1. The test will be administered according to specified procedures.
2. Missing and incorrect data will be minimal.
3. The results will be reliable and valid.

Procedure:

Refer Evaluation section of Project K Programme Manual or specific instructions from NSO Research & Evaluation team.

P 3.5 Reporting to National Support Office

Policy:

Community Partner Trusts are required to report monthly to NSO on student numbers and any mentoring shortfall.

 Outcome:

1. Student and Mentor statistics are kept current and available.

Procedure:

Refer Reporting and Moderation, Document Centre

P 3.6 Programme and Evaluation Reports for Community Partner Trusts

Policy:

All Community Partner Trusts will have access to necessary programme and evaluation reports.

Outcomes:

1. Trusts will be able to monitor data entry completion and accuracy.
2. Trusts will be able to monitor programme effectiveness and report on effectiveness to stakeholders.
3. Trusts will be able to utilise process evaluation reports for refining programme delivery.
4. NSO will be able to provide current reports to stakeholders.

Procedure:

1. Refer Chronology of Data Entry for data entry process and linked reports.

If a Trust requires a report that is not currently available, they may request this information from NSO.

P 3.7 Restrictions on Changes to Evaluation Documents

Policy:

Evaluation documents and procedures may not be changed/altered by anyone but Evaluation staff at NSO.

Outcome:

The evaluation procedures are completed as required, maintaining the integrity of the evaluation process and data.

P 3.8 Restrictions on Research

Policy:

Project K will take all measures to ensure that all research conducted is of a high standard, and that the physical, social and psychological well-being of participants is not adversely affected by the research.

Outcomes:

1. Student well-being is protected.
2. Project K's research integrity is safeguarded.

Procedures:

1. Any requests to conduct a research thesis or dissertation involving Project K students, and/or Project K evaluation processes must be submitted to NSO for prior approval. Please forward all research requests to: Evaluation Coordinator, NSO.
2. Foundation in house materials or programme data that are not otherwise publicly available on the Foundation Website are not to be distributed in your region without prior approval from the NSO Research & Evaluation Manager.

Supplementary:

Refer G 11.7 Research Studies and Projects

P 3.9 Restrictions on Data Use

Policy:

Reports produced by the evaluation database and NSO Research and Evaluation staff should be adequate for Community Partner Trust reporting. If a Trust wishes to conduct additional analysis, they are required to submit a proposal to NSO for approval before commencing any such analysis.

Outcomes:

1. Project K reporting will be clear and consistent.
2. Quality control will be maintained.

Procedure:

Proposals are forwarded to NSO.

P 3.10 Direct Electronic Entry

Policy:

Where facilities are available, Community Partner Trusts will promote the option for respondents to directly enter Project K surveys into the Programme and Evaluation database.

Outcomes:

1. Time will be saved on data entry.
2. Data entry errors will be minimised.
3. Data will be entered in a timely fashion.

Procedure:

See Chronology of Data Entry and online Help function.

P 3.11 Student and Mentor Outcomes

Policy:

Every student that enters Project K, and every person that enquires about mentoring, is required to be tracked and their final outcome available from the Programme and Evaluation Database for accountability of funding.

Outcomes:

1. Knowledge about student and Mentor outcomes is stored electronically, minimising the loss of information through staff turnover.
2. All students and Mentors are accounted for in reporting to funders.

Procedure:

Refer Evaluation Section of Project K Programme Manual.

P 3.12 Programme and Evaluation Database Integrity

Policy:

Data entry and updating student contact details is set as a priority, and staff/volunteers allocated for this purpose.

Outcome:

Information in the database is reliable and current to allow for accurate reporting and contact with students when necessary.

Procedure:

1. Database maintenance occurs at least weekly.
2. Quarterly reviews of student contact details are conducted to ensure accurate record keeping for long term follow up of students.

[P3.13, P3.14]

P 3.15 Student Confidentiality

Policy:

All information supplied by respondents is treated confidentially. Codes, not student names, are used on surveys.

Outcomes:

1. Credible information is collected from respondents.
2. The privacy of respondents is protected.
3. Responses are used for evaluation purposes only.

Procedure:

1. Refer Project K Programme Manual.

P 4.0 APPOINTMENT AND TRAINING OF WILDERNESS ADVENTURE AND COMMUNITY CHALLENGE PROVIDERS

P 4.1 Contractor Selection and Training

Policy:

When contracting a company or other corporate body to deliver the programme, Community Partner Trusts will ensure contractors and their employees have sufficient expertise and experience both administratively and in delivery.

Outcome:

A high standard of delivery is maintained and is well-supported technically and administratively.

Procedures:

1. Use Tendering Pack (Document Centre, Sharepoint).
2. Ensure credentials and skills of their employees match those required in the description of qualifications and skills for Facilitators set out in Tendering Pack, Document Centre/CP Support.
3. Ensure contractor's employment, operating and safety policies are consistent with these practices.
4. Ensure employees (Facilitators) are screened in accordance with P 4.2.
5. If a trust or incorporated society, obtain copy of deed.
6. If a company, carry out company search at the Companies Office.
7. Sight latest annual report/accounts.
8. All new deliverers and their employees must be inducted and trained in Project K philosophies and values and the correct use of the programme manuals. Training is either provided by an appropriate Trust staff member or the Contractor's Senior manager (with approval from the Community Partner Trust).

Supplementary:

For training refer:

P 4.3 Facilitator Induction Training

P 4.2 Facilitator Selection

Policy:

When engaging individuals to deliver the programme, Community Partner Trusts will ensure Facilitators have proven expertise and experience in obtaining positive youth development outcomes through experiential education.

Outcomes:

Facilitators will demonstrate proven competencies which generate positive youth achievement outcomes.

Procedures:

1. Obtain current C.V.

2. Ensure qualifications and skills match those required in the description of qualifications and skills for Facilitators set out in the Tendering Pack.
3. Carry out criminal record check (follow procedure in P 8.4).
4. New Facilitators will be inducted and trained in Project K philosophies and values and the correct use of the programme manuals.

Refer:

Tendering Pack, Document Centre

[P4.3, P4.4]
P 5.0 PROGRAMME DELIVERY

P 5.1 Induction

Policy:

Student induction to the Project K programme will take place prior to leaving on the Wilderness Adventure.

Outcomes:

1. Students will be clear on:
   - Expectations and role of participants
   - The role and responsibilities of Facilitators
   - Agreed behaviour (as detailed in the Student Agreement)
   - Purpose, use and recording of Logbooks
   - Attendance requirements
   - Dress code
   - Confidentiality and Limits of Confidentiality
2. Facilitator assesses each student's learning style by observing their work habits and ability to work in a group/work alone.
3. Facilitator assesses each student's behaviour.
4. Students begin bonding as a team.

Procedure:

Outlined in the Facilitator Pack.

P 5.2 Student Attendance

Policy:

While students are involved in the Project K programme, their attendance will be monitored by the relevant Facilitator/s or Mentor.

Outcomes:

Attendance records are used to confirm a student's eligibility to graduate from each stage of a programme or the entire programme.

Procedures:

1. Facilitators will note a student's absence in the attendance record page of the Facilitator Pack.
2. When a student does not turn up for any part of the programme, Facilitators will contact the Community Partner or will:
   a. Call the student's home or call/text his/her mobile phone to attempt to find out where he/she is.
   b. If the student is contacted, make every effort to get her/him to the programme.
   c. If the student is not able to be contacted, phone the caregiver/s to inform them of the situation.
3. Outcomes and actions will be recorded.
4. The Trust's Programme Manager will advise the school of absenteeism.

Supplementary:

For other graduation requirements see policy **P 9.1**

P 5.3 Supervision of Students and Ratios

Policy:
1. Facilitators will ensure students are supervised while they are participating in the Wilderness Adventure and Community Challenge.
2. The ratio of Facilitators to students will normally be no less than 2:12 and no less than 3:12 for water-based activities.

Outcome:
Student safety is maximised.

Procedures:
1. Facilitators will ensure students' activities and whereabouts are monitored.
2. Where an activity requires (e.g. kayaking), Facilitator numbers will increase to ensure student safety is maximised.

P 5.4 Gender Appropriate Facilitators

Policy:
At least one male/female Facilitator should be present during the Wilderness Adventure and Community Challenge stages when there are male/female students.

Outcomes:
1. Student safety and appropriate facilitation is maximised.
2. Ensures female students have access to female staff members, and male students have access to males.
3. A gender mix of facilitation staff will act as role models to the students.

Procedure:
1. Wilderness Adventure and Community Challenge Providers should ensure at least one female Facilitator is present during programme delivery if there are female students.
2. Wilderness Adventure and Community Challenge Providers should ensure at least one male Facilitator is present during programme delivery if there are male students.
3. This policy may be disregarded in an emergency situation.

P 5.5 Student Logbooks

Policy:
A student logbook is provided for each student.

Outcome:
Each student processes the experience and learning that results from each activity.

Procedures:
1. All students are given a Student Logbook on the first day of the programme.
2. Time is scheduled every day for Facilitators to facilitate the learning process for each activity.
3. Students record their experiences and learning in their logbooks.
4. Facilitators check students are completing their logbooks.
5. When Facilitators view information that is of a concern, they are to follow the procedures outlined in:
    a. **G.15.5.** Child/Young Person Protection Policy.
    b. **G.15.6** Dealing with Alleged, Suspected or Confirmed Drug or Substance Abuse
    c. **G 15.8** Child/Young Person Disclosure and Confidentiality
    d. **G 16.1** Incident Management and Communication policy

P 5.6 Facilitator Pack

Policies:

1. A Facilitator Pack is provided for each programme.
2. The Facilitator Pack is used to record the daily activity of the programme and chart the progress of each student.

Outcomes:

1. A record is kept of each day's activities, points of note and suggestions.
2. Each student's progress is charted.

Procedures:

1. The Pack is used to reflect daily debriefs and should include each day's activities, debriefs, points of note and suggestions. Facilitators complete:
   a. Planning sheets for each day noting activities and the debrief of each activity.
   b. Student record sheets for each student for Facilitators to chart each student's progress/ needs.
   c. Student information sheets for each student which Facilitators must familiarise themselves with, noting any medical or behavioural conditions.
2. Completed student record sheets are copied at the end of the Wilderness Adventure and sent to the the Foundation office. On handover of the Pack from Wilderness to Community Challenge Facilitators, WA Facilitators should brief the Foundation staff and the CC Facilitators and draw attention to any student's strengths, needs or issues that need to be followed up or they otherwise need to be aware of.
3. Community Challenge Facilitators continue to chart the student's progress on the record sheets.
4. On handover of the Pack to the Mentor Coordinator, Facilitators brief the Mentor Coordinator and draw their attention to any student's strengths, needs or issues that need to be followed up or they otherwise need to be aware of.
5. The daily planning pages are used as part of the debrief and then filed for record.
6. The Facilitator Pack and all of its content must be handed back to the Project K Programme Manager at the conclusion of the Programme Provider's involvement with the programme (eg after the WA or after the CC).

[P5.7 to P5.9]
P 5.10 Facilitator Relations

Policy:

Facilitators and other staff in contact with students will present a cooperative and united front to students.

Outcome:

Students will see the value of teamwork. Seamless transitions from one part of the programme to another will occur.

Procedure:

Facilitators keep each other fully informed on programme outcomes and student behaviours and attitudes – particularly on handover from one part of the programme to another.

Supplementary:

Facilitator Pack

[P5.11, P5.12]
5.13 Communication with Families/Caregivers

Policy:

Project K will maintain communication with the family of Project K students/caregivers.

Outcome:

The family/caregivers of Project K students will understand the purpose and components of Project K and will work in partnership with programme staff to maximise outcomes for students.

Procedures:

1. Parents/caregivers are invited to and attend scheduled meetings.
2. Parents/caregivers and family are invited to and attend celebration.
3. Parents/caregivers receive record sheets at the end of each programme stage

Refer:

Caregiver liaison documents

P 2.2 Contacting Parents/Caregivers and Obtaining Informed Consent

P 2.5 Parent/Caregiver Involvement and Meeting Attendance

P 5.14 Communication with the School

Policy:

The Community Partner Trust's Programme Manager will have monthly meetings with the school liaison team to collect information on student progress once they have returned to school. More frequent contact will be made during the student selection phase of Project K (see Liaison Timeline in School Liaison Material). The school liaison team will be responsible for keeping the school informed about all Project K issues.

Outcome:

The Trust will have effective and consistent communication with schools.

Procedures:

1. The school will be given a copy of the Project K Liaison Timeline.
2. The Programme Manager will establish a monthly meeting date with the school liaison team to discuss student progress and any issues the students or teachers have.
3. The school liaison team will be given a list of Mentor names and contacts.
4. Communication will mainly be through the liaison team, except where evaluations are required to be completed by Year 10 teaching staff, and where the liaison team is proving to be ineffective, in which case the Programme Manager will assume responsibility until an effective team is in place. In this case, discussions will be held with the School Principal or their approved delegate.
5. Copy of student record of learning sheets are made available to the liaison team at the end of the Wilderness Adventure and Community Challenge.
6. Summary evaluation results will be made available to the liaison team who will make them available to relevant teachers.

P 5.15 Dealing with School Staff Concerns

Policy:

School staff concerns will be dealt with effectively and with the support of Community Partner Trusts and the school.

Outcome:

School staff concerns will be dealt with through the school liaison team at the monthly meetings unless the matter is urgent in which case an emergency liaison meeting will be called.

Procedures:

1. School staff member makes their concern known to a member of the liaison team.
2. The liaison team report the concern at the monthly meeting (or call an urgent meeting) and the team decides on action to be taken. A selected person then reports back to the staff member who lodged the concern.
3. The Programme Manager records the concern and the action taken.
4. School staff are aware of and provided with contacts to access the trust board or NSO where appropriate.

P 5.16 Students changing to a non-Project K school

Policy:

Where possible, students will complete their participation in the Project K programme, and a Project K liaison person will be established with the new school and a new Mentor allocated if necessary.

Outcome:

The student will be supported within the new school and community environment and will be eligible for graduation along with original group members.

Procedures:

1. Contact the guidance department of the new school and explain the situation. Send Project K package and details of student goals.
2. Follow up phone contact with meeting in person where possible. Establish a liaison person and a schedule and format for meeting. Advise details of the student's Mentor. If the student no longer has a Mentor, then seek to establish either a school-based Mentor or new community Mentor.
3. Confirm the details in writing of the new arrangement to all parties involved.

P 5.17 Assessment and Debrief of Wilderness Adventure and Community Challenge

Policy:

The Wilderness Adventure and Community Challenge components will be evaluated by the students through the *End of Wilderness Adventure Survey* and *End of Community Challenge Survey*. Facilitators and the Community Partner Programme Manager will conduct a debrief of Induction, Wilderness Adventure and Community Challenge at the end of each component.

Outcome:

Facilitator performance and programme content will be constantly evaluated to ensure the programme maintains high standards and continues to meet Project K goals and objectives.

Procedures:

1. Facilitators complete daily log sheets noting what worked well/what didn't with programme design or implementation. Recommendations for improvement are recorded.
2. Students complete the End of Wilderness and/or Community Challenge Surveys.
3. After each component, Facilitators collect the relevant surveys and forward them through to the Programme Manager.
4. After each component, a programme debrief occurs in which Facilitators and the Programme Manager evaluate the programme component by exploring what occurred, key findings and outcomes, and recommendations for programme development or future delivery. The debrief should focus on four key areas: content knowledge, effective facilitation, safety and programme management.
5. The Programme Manager reports to the Community Partner Trust and NSO key findings, actions and/or recommendations.

Supplementary:

Quality Assurance Framework

Facilitator Pack

P 5.18 Student Progress and Reporting

Policy:

A goal of the Project K Programme is to have students complete the programme with increased self-efficacy and resiliency. The student is introduced to experiential education activities and positive role modelling techniques that are proven to increase self-efficacy and resiliency such as: goal setting; social modelling; social persuasion; mastery; and applying positive physical and emotional states. Facilitators must track each student's progress so that strengths, challenges and positive development are identified through regular observation and are summarised in written reports.

Outcome:

Project K students will have demonstrated increases in their self-efficacy and resiliency.

Procedures:

1. The Programme Manager, in conjunction with the School Liaison teacher, should identify and note in the Student Information Sheet page of the Facilitator Pack any perceived strengths and challenges.
2. The Community Challenge and Wilderness Adventure Facilitators will ensure they are familiar with this information prior to taking charge of the students.
3. During the Wilderness Adventure and Community Challenge, students are asked to consider how their knowledge, skills and behaviours have developed due to Project K. This information is recorded in individual meetings that each student has with their Project K Facilitator(s) mid-way and at the end of each programme stage.
4. At the end of the Mentoring, students are asked to consider how their knowledge, skills and behaviours have developed during the mentoring partnership.
5. Students and staff consider what each student has learnt under the 5 Cs of Positive Youth Development. A collaborative assessment is implemented. Findings are recorded on the Record of Learning and Development.

[P5.19]
P 5.20 Emergency Procedures

Policy:

In the event of an emergency, staff and contractors will ensure the immediate safety of all people involved as soon as is practicably possible and then contact the Programme Manager/Coordinator or his/her appointed deputy.

Outcomes:

1. Safety of students and staff is paramount.
2. Reputation of the Foundation is protected.

Procedures:

1. Ensure the immediate safety of all people involved and call emergency services if required
2. Follow **G 16** Incident Management and Communication policy
3. No staff member or contractor will communicate with the media.
4. Staff and Contractors will refrain from making any admission of fault or guilt.
5. Programme Manager/Coordinator, or his/her appointed deputy will give guidance on what steps should be taken.
6. The Foundation's and Worksafe NZ's Incident reports are completed.

Supplementary:

Community Partner Trust staff to refer to **G 16** Incident Management and Communication policy, and the *Incident Management and Communication Plan*, this manual, or the Document Centre.

P 5.21 Incident and Accident Reports

Policy:

Facilitators and staff must diligently complete and file incident and accident reports where the situation requires it. The Foundation requires standards of practice to be in accordance with the relevant industry safety standards.

Outcome:

Project K students will be in as safe an environment as is practicable.

Procedures:

1. Where there is a near miss, an incident or accident, Facilitators should consult the Facilitator Pack, complete the necessary forms and file them with the Programme Coordinator as soon as practicable.

2. Where the situation involves an accident, the Facilitators must also report it to the Programme Coordinator by telephone as soon as possible after the accident and also comply with the Health and Safety procedures set out in the Facilitator Pack.
3. The Programme Coordinator must file the reports in the Incident and Accident Register and advise NSO where required (refer to **G16** Incident Management and Communication policy)

Supplementary:

Refer: Facilitator Pack

P 5.20 Emergency Procedures

G 15.3 Standards for Conduct of Outdoor Activities

G 16 Incident Management and Communication policy

P 5.22 Students Leaving the Programme

Policy:

Community Partner Trust staff will encourage students to complete the programme and will withdraw them only under extreme circumstances. If a student leaves the programme of their own accord, despite serious attempts to dissuade them, withdrawal questionnaires need to be completed and (if during mentoring) the Mentor contract will be terminated.

Outcomes:

1. Where at all possible, students complete the programme.
2. Where this is not possible, the student, family, school and (if applicable) the Mentor are fully informed of why the student is leaving.
3. The Mentor contract is terminated.

Procedures:

1. Hold a meeting with student/parents/caregivers/school liaison/ Mentor to try to resolve issues.
2. Advise all parties of the decision and reasons.
3. If the student leaves the programme and the student and Mentor choose to remain in contact, they do so on an individual basis and not as Project K student and Mentor. Terminate the Mentor contract as set out in that contract.
4. If the student leaves the programme, the relevant evaluation withdrawal questionnaires are completed by the student and/or caregiver.
5. Community Partner student report updated.

Supplementary:

See Student Liaison, Mentor Liaison and Evaluation Liaison material

Refer P 6.6 Removing a Student from the Programme

P 6.0 WILDERNESS ADVENTURE

P 6.1 Wilderness Adventure

Policy:

Students participate in the Wilderness Adventure after induction and prior to the Community Challenge and mentoring phases of the programme.

Outcomes:

1. Facilitators will be clear on:
   a) Roles, responsibilities and best practices
   b) The experiential learning process
   c) Transferring learning to different contexts
   d) Communication and reporting
   e) Wilderness rules

f) Student disclosure

g) Safe planning for each activity

h) Goal setting in an outdoor environment

2. Students will be clear on:
   a) Roles and responsibilities
   b) Safe planning for each activity
   c) Leadership responsibilities
   d) Dress code
   e) Nutrition
   f) Duties roster
   g) Environmental sustainability
   h) Reporting requirements
   i) Challenge by choice
   j) Setting personal goals
   k) Goal setting in an outdoor environment

3. Students participate in the Wilderness Adventure.

Procedures:

Refer Facilitator Pack, Student Logbook and Expedition manual.

P 6.2 Equipment Maintenance for Wilderness Adventure and Community Challenge

Policy:

All equipment is maintained regularly and according to use by Facilitators and organisations contracted to provide services

Outcome:

Equipment is maintained to optimise safe, efficient and timely use.

Procedures:

1. At the tendering process, Wilderness and Community Challenge providers inform Programme Managers about how they review and maintain equipment. Particular attention is given to the frequency of the reviews.
2. Wilderness/Community Challenge equipment is stored, used and maintained to makers' specifications. Before use, kayaks, ropes, harnesses, VHF radios, satellite phones etc. are checked.
3. Written reports and recommendations for servicing and maintenance are given at programme debriefs and team meetings.

P 6.3 Facilitator to work within their Competencies

Policy:

While delivering the programme, Facilitators must stay within the parameters of their professional expertise.
They deliver strategies proven to increase self-efficacy, resiliency and foster positive youth development.

Outcome:

Facilitators facilitate students receiving maximum benefit from the Project K programme.

Procedures:

1. Facilitators must ask for help if they feel out of their depth either cognitively, physically or emotionally.
2. Counselling students is undertaken only by those qualified to do so.

Supplementary:

Job Description

Tender Packs
Facilitator Pack
G16 Incident Management and Communication Plan

P 6.4 In Loco-Parentis

Policy:

Given the age of Project K students, Facilitators are legally responsible for the students in the absence of parents/caregivers. Facilitators are required to act in the place of parents/caregivers when they are with students.

Outcome:

1.   Every young person is:
   a   treated with respect and dignity;
   b   given positive guidance promoting appropriate behaviour, having regard to the young person's stage of development;
   c   given positive guidance by the use of praise and encouragement and the avoidance of blame, harsh language, and belittling or degrading responses; and
   d   not subjected to any form of discrimination (including favouritism or antipathy), physical ill-treatment, solitary confinement, or deprivation of food, drink, warmth, shelter, privacy, or protection.

Procedures:

1.   Students will be supervised at all times to keep them as safe as practicable.
2.   Facilitators will familiarise themselves with the student information and record sheets on dietary, health and behavioural issues and act accordingly.

Supplementary:

Employment and Service Agreements/Contracts
Facilitator Pack
Caregiver Liaison Material (Agreement Pack)

P 6.5 Medical Conditions

Policy:

Student medical conditions are managed to maximise student wellbeing.

Outcome:

Staff have clear guidance as to the medical conditions of students and how to store appropriately and administer medicine to support student health and wellbeing.

Process

1.   Parents/caregivers are asked to supply medical information about their son/daughter prior to the Wilderness Adventure, Community Challenge and Mentoring components.
2.   Facilitators familiarise themselves with any medical conditions, making assessments as to whether the young person can attend each phase, noting what supports will be necessary to attend to medical conditions. Facilitators can ask for permission to contact the student's GP for guidance.
3.   A care plan is developed and documented.
4.   Records are kept of any medicine dispensed, including type, dosage, time and any side effects that may occur.

Refer

Student Information Sheet in Facilitator Pack
Caregiver Liaison Material (Agreement Pack) or Facilitator-provided Medical form

P 6.6 Removing a Student from the Programme

Policy:

A student will only be removed from a programme in extreme circumstances.

Outcomes:

1. Allowing students to achieve beyond their norm.
2. Safety of student and others is paramount.

Procedures:

1. Before removing a student from the programme for any of the following reasons, refer the matter to the Community Partner Programmes Manager or the NSO National Programmes Manager. Issues warranting withdrawal include:
    a. Violent behaviour.
    b. Drug or alcohol use.
    c. Serious non-compliance that threatens the safety or trust of the group or any member of it.
    d. Injury or ill health that prevents she/he from continuing.
    e. Heightened mental health presentation such as extreme anxiety or disassociation.
2. In all cases, an incident report must be completed and a management and communication plan developed

Supplementary:

G 16.1 Incident Management and Communication policy

P 6.7 Allowing a Student to Return to the Programme

Policy:

Where possible, a student should be encouraged and allowed to return to the programme.

Outcome:

Providing opportunity for young people to demonstrate resilience, repair and rebuild relationships, and/or evidence positive change.

Procedures:

1. The student meets with the Community Partner Programme Manager and relevant staff/stakeholders. A discussion is held as to why the student was removed from the programme and plans for re-admittance. Plans need to be recorded and should include care plans which identify how the student will be supported through the transition back to the programme (particular attention needs to be given to assessing group dynamics).
2. If the student was withdrawn for violence, drug use or serious non-compliance, the student (with the support of their caregivers/ advocates) will need to:
    a. evidence how their attitude/actions have changed;
    b. identify the supports they are accessing to embed the change; and
    c. agree to an individual plan that summarises behavioural expectations if re-admittance is agreed to.

P 6.8 Bereavement Leave

Policy:

Students are entitled to bereavement leave if one of their close family or friends passes away while on the programme.

Outcome:

Student wellbeing is paramount: the student's emotional and physical safety is monitored until such a time that the student can be alongside their family/caregivers.

Procedures:

1. Programme Manager ascertains relationship and details.
2. Programme Manager informs student either personally or through a Facilitator.
3. Travel arrangements are made that ensures student's physical and emotional safety.
4. Student returns to programme as soon as possible.

P 6.9 Evacuation of a Student

Policy:

Where a student is injured or falls ill on a programme and requires medical attention and/or transport home, Facilitators will support the student until the student can receive care from an the Foundation staff member or the student's family/caregivers.

Outcome:

Injured students are attended to by Facilitators who provide first-line medical treatment and emotional support.

Procedures:

1. Make the student as comfortable as possible. Assess/treat the injury/illness according to first aid training requirements.
2. If an emergency dial 111 and request assistance [N.B. use of the 111 number means that the cost of evacuation is paid by ACC in the case of an accident or the Health Funding Authority in the case of illness (apart from a part charge)].
3. If the student needs to be evacuated (either by air or foot) a Facilitator must accompany the student to access medical treatment. This person should be the most competent to do so based on medical requirements. The Facilitator assumes in-loco-parentis until the Programme Manager or parents/caregivers are present.
4. Where the matter is not urgent, use best means available to take the student to a doctor given the nature of the injury or illness. A Facilitator must accompany the student to access medical treatment. This person should be the most competent to do so based on medical/emotional requirements. The Facilitator assumes in-loco-parentis. If the student can't return to the programme, the Facilitator contacts the Programme Manager and a plan is made as to who will travel to collect the young person to escort them home.
5. Obtain receipts for any payments made on behalf of the student.
6. Submit those receipts to the Programme Manager on completion of that part of the programme.

Supplementary:

The Trust may use its discretion in seeking cost reimbursement from parents/caregivers, taking into account:

    a. The cause of the injury or illness; and
    b. The financial circumstances of the parents/caregivers.

G 16.1 Incident Management and Communication policy
P 6.4 In loco parentis

P 6.10 Communications During Wilderness Adventure

Policy:

Contact will be maintained with Facilitators and students.

Outcomes:

The Community Partner staff receive regular updates as to the position, activities and group dynamics of the cohort.

1. Facilitators have the opportunity to discuss highlights and difficulties with their office.
2. Parents/caregivers can obtain progress reports from the office and communicate by letter.
3. Students are restricted from using communication devices unless in emergencies or at the instruction of Facilitators. This supports the group to develop inter-dependence as a collective.

Procedures:

1. No student may phone out from the Wilderness Adventure unless there is an emergency. Neither may students be contacted by phone unless there is an emergency. In this case, the Community Partner's office should be contacted and a message passed to the Facilitators.
2. When in the outdoors, the Facilitators will have mobile phones; and where there is poor mobile phone coverage, satellite phones; and on the sea, a VHF radio for weather and emergencies.
3. The Facilitators will contact the Community Partner staff at pre-agreed times.
4. The Community Partner staff member who receives the communication will document the team's position, date and other relevant information.

5. Parents/caregivers and students are encouraged to communicate with their children/guardian by letter. Students must write at least one letter home during the Wilderness Adventure.
6. Facilitators will collect and forward mail.

P 7.0 COMMUNITY CHALLENGE

P 7.1 Community Challenge

Policy:

Students take part in the Community Challenge after the Wilderness Adventure.

The Community Challenge's primary purpose is to prompt student thinking about the importance of community, explore and access resources and opportunities available locally, and undertake a community project to 'give something back' to their community.

Outcomes:

1. Facilitators will be clear on:
   a. Their roles and responsibilities as outlined in the Foundation's Tendering Pack and Facilitator manuals.
2. Students will be clear on:
   a. Behavioural expectations
   b. The purpose and process of the community journey
   c. The purpose and process of the community project including requirements to participate in the planning, implementation and review of the community project.
3. Students participate in the Community Challenge.

Procedures:

Refer Facilitator Pack and Student Logbook.

Supplementary:

Tender Pack

Service Agreement

P 8.0 PROJECT K MENTORING

P 8.1 Selection and Training of Mentors

Policies:

1. Potential Project K Mentors must have completed a Mentor training programme or have approved Recognition of Prior Learning by NSO. The Foundation believes that **all** prospective Mentors should complete the Project K Mentor training, so that they are familiar with the specific requirements of the Project K mentoring process and have an opportunity to share experiences, opinions and ideas with other Mentor trainees.
2. Mentors must not have a criminal record.
3. Mentors must have completed a Project K interview.
4. Mentors must authorise a police and G.P. check. Those checks should reveal nothing that would make them unsuitable for mentoring a young person.
5. Community Partner Trusts reserve the right to decline access to mentoring.

Outcomes:

1. All Mentors matched with Project K students will be familiar with the content of the programme and have sufficient and appropriate skills to Mentor.
2. Project K Mentors will be trained in establishing and maintaining authentic, productive and safe youth mentoring relationships.
3. All Mentors will be confident in dealing with issues related to youth.
4. Mentors will be oriented to the Project K philosophy and understand reporting and meeting requirements.

Procedures:

1. Community Partner staff member to sight evidence of completion of Project K Mentor training before matching with a Project K student.
2. If an applicant wishes to apply for Recognition of Prior Learning (RPL), they must first meet with a Community Partner staff member who will ascertain if the applicant's qualifications and experience are in accordance with RPL criteria. Where the staff member believes exemption from training may be appropriate, they will request approval from NSO's Programme Development and Training team. Mentors exempt from training must attend an orientation session to ensure familiarity with Project K philosophies, values, goal setting, reporting and meeting requirements.

Supplementary:

G6.8, P 8.2, P 8.3 and **P 8.4**

See also Mentor liaison material, Project K Programme Manual.

P 8.2 Screening

Policy:

All potential Project K Mentors must be screened according to the Project K screening process. Only those who successfully complete the screening process may go on to be matched with a student for mentoring.

Outcomes:

1. Students are protected:
   - o The Mentor has completed youth mentor training
   - o The Mentor has good character references.
   - o The Mentor has approval from their GP to mentor.
   - o The Mentor has no criminal convictions.

Procedures:

Community Partner staff member

1. Sends enquiry letter to referees
2. Sends enquiry letter to GP
3. Completes Police Vetting in accordance with **G6.9 Engaging Volunteers**
4. Completes Children's Worker Safety Checklist
5. Records receipt of screening documentation in the database.
6. Completes Mentor checks form

Supplementary:

G6.9

Document Centre

Mentor liaison material

Project K Programme Manual

P 8.3 The Interview

Policy:

All potential Project K Mentors must complete an interview with a suitable Project K staff member (ideally supported by one other staff member) within three weeks of completing Mentor training.

Outcomes:

1. The interviewee has appropriate motives for being a Mentor.
2. The interviewee is ready for mentoring:
   - o Has confidence in their mentoring abilities;
   - o Has a realistic perception of mentoring and understands what is involved; and
   - o Their values and philosophies match those of the Foundation and the Project K programme.

Procedures:

At interview:

1. Follow the interview schedule and document the interviewee's responses.
2. If not already done, collect criminal record request, completed Mentor declaration, and have interviewee read and sign Mentor agreement.

After interview:

1. Discuss any concerns at a team meeting/with management.
2. If not already done, complete screening process.
3. If there are no concerns then advise the interviewee by letter or phone of their acceptance as a Project K Mentor.
4. If there are concerns, these will be discussed with the interviewee.

Supplementary:

See Mentor Interview Schedule in Mentor liaison material: Project K Programme Manual

See Mentor Information and Declaration form in Mentor liaison material: Project K Programme Manual.

P 8.4 Mentor Criminal Record Check

Refer P8.2 and G6.9

P 8.5 Contracting Mentors

Policy:

All potential Mentors must sign a Project K Mentor Agreement before being matched with a student.

Outcomes:

1. Mentors are aware of the commitment they are making to their Project K student.
2. Mentors are aware of what support they can expect from Project K.

Procedures:

1. All potential Mentors will be given the Project K Mentor Agreement at or prior to the Project K interview.
2. The signed Agreement must be received before a Mentor can be matched with a student.

Supplementary:

See Mentor Agreement in Mentor Liaison Material: Project K Programme Manual.

P 8.6 Students and Mentors Meeting

Policy:

Students and Mentors will meet prior to being matched either for a day's or evening's activities so that they can get to know each other.

Outcome:

A natural selection process occurs so that the partnership is based in friendship and is therefore more likely to be successful.

Procedures:

Refer Mentor Liaison Material, Student Liaison Material and Mentor Portfolio: Project K Programme Manual.
Refer: **P 2.5** Parent/Caregiver Involvement and Meeting Attendance

P 8.7 Student and Mentor Gender Matching

Policy:

Where possible, Mentors are matched with students of the same gender. This goal applies irrespective of Mentor or student sexual orientation.

Outcomes:

1. Mentors and students are aware that they will be matched with someone of the same gender as themselves.

2. If there is a shortage of male Mentors, a male student is matched with a female Mentor (after student and parental/caregiver consent has been obtained prior to mentoring commencing). A male Mentor cannot be matched with a female student.

Procedures:

1. Mentor Coordinator arranges Mentor/student group meetings and activities prior to matching.
2. Mentor Coordinator arranges the Mentor matching/selection process attempting to give students their first choice of Mentor, provided they are of the same gender. This gender match policy is made clear to both students and Mentors from the beginning.
3. When a gender match is not possible then the Mentor Coordinator looks at the feasibility of matching a female Mentor with a male student. If a mixed-gender match is required, student and parental/caregiver consent has to be obtained prior to prior to mentoring commencing)

P 8.8 Delayed Mentor Matching

Policy:

All potential Mentors must attend a refresher meeting with a suitable Project K staff member if there is a delay of more than three months between completion of Mentor training and being matched with a student.

Outcome:

Mentors are aware of the commitment they are making to their Project K student and understand their roles and responsibilities

Procedure:

The staff member arranges a two-hour meeting with Mentors prior to matching to reinforce the key responsibilities of being a Project K Mentor and to refresh their understanding of the content/use of manuals.

Supplementary:

Mentor Portfolio.

P 8.9 Mentor Standards of Behaviour

Policy:

All Mentors must accept and act in accordance with the standards of behaviour as outlined and agreed to in the Mentor Agreement and Project K policies and procedures.

Outcomes:

1. The rights of Project K students are protected
2. If a complaint is laid against a Mentor, an investigation is undertaken
3. If a Mentor doesn't uphold the standards of behaviour, transparent action is taken to minimise harm to all parties.

Procedures:

1. The Mentor Coordinator will be advised in writing of any concerns that a person has with a Mentor's behaviour.
2. Notification of receipt of a complaint and procedures being followed will be sent to all parties involved.
3. The complaint and action to be taken will be discussed at an emergency staff meeting, and if necessary, ratified at an emergency management board meeting.
4. At all stages of this process the safety of the student will take priority.
5. All parties will be kept informed in the interests of fairness.
6. If a Mentor is proven to have not upheld the standards of behaviour, a decision may be reached to immediately withdraw the Mentor from participating in the programme.

Supplementary:

Refer Complaint Form, Student Logbook.

P 8.10 Relating with the Student's Family

Policies:

1. Parents/caregivers must provide consent for their child/caregiver to be engaged in mentoring. They will also consent to the Mentor match that has been approved by Project K staff.
2. Mentors must keep parents/caregivers informed of all Mentor/student contact.
3. Mentors must obtain parent/caregiver consent (verbal or written) for Mentor/student activities.
4. Mentors must respect the culture, values and beliefs of the student and their family/caregivers. .

Outcomes:

1. Parents/caregivers will understand the concept of mentoring and agree to their child being regularly mentored by an adult for 12 months.
2. Parents/caregivers will welcome their child's Mentor and support their efforts.
3. Parents/caregivers will know the whereabouts and activity that their child is involved in during mentoring.

Procedures:

1. Parents/caregivers will be informed about the mentoring process at the caregiver introduction meeting.
2. The Mentor Coordinator will send out to parents/caregivers a profile of their child's Mentor (see form in Mentor Liaison Material: Programme Manual).
3. Parents/caregivers must meet their child's potential Mentor and advise the Mentor Coordinator urgently if they object to the Mentor.
4. Mentors must respect the culture, values and beliefs of the student and their family/caregivers.
5. Mentors will inform parents/caregivers about all intended or actual contact with students including:
   a) Where they are taking the student.
   b) When they are meeting the student.
   c) What time the student will return home.
   d) Key activities that are intended or did occur.

Supplementary:

Refer Programme Manual.

P 8.11 The Role of the Mentor

Policy:

The role of the Mentor is to establish a supportive relationship with a Project K student for a minimum period of one year. Mentors will act in accordance with parental expectations.

Outcomes:

1. The Project K student is provided with an additional source of support.
2. The student is given assistance with setting and achieving their goals.
3. The Mentor is able to help the student maintain the learning achieved during the first two stages of the programme.
4. The Mentor can liaise with other support people including the school liaison team, and Project K staff to assist the student.
5. Mentors are required to abide by the rules and expectations of parents/caregivers when they are with students.
6. The mentor must be aware of assessing risk involved in mentor/mentee activities undertaken and seek appropriate permissions to undertake activities.

Procedures:

1. The Mentor will meet with the student once a fortnight and record meeting dates. They will text, skype, facebook or email the student every other week.
2. The Mentor will attend Mentor meetings as required.
3. The Mentor will either enter monthly reports online, or provide monthly written reports to the Mentor Coordinator.

4. The Mentor will not try to be a counsellor, substitute parent, or disciplinarian.
5. The Mentor will be given the details of other support people for the student i.e. school liaison teacher.
6. The Mentor will be given a copy of the Student Record Sheet.
7. Mentors are required to meet and talk with parents/caregivers about their rules and expectations for the student.
8. The mentor must work with the Mentor Coordinator to assess risk and seek appropriate permissions for activities.

P 8.12 In Loco-Parentis

Policy:
Given the age of Project K students, Mentors are legally responsible for their students in the absence of parents/caregivers. Mentors are required to abide by the rules and expectations of parents/caregivers when they are with students.

Outcome:
Mentors will act in accordance with parental expectations.

Procedures:
1. When matched with a student, the Mentor is required to meet and talk with parents/caregivers about their rules and expectations for the student.
2. The Mentor is required to explain to the student the meaning of this policy

P 8.13 Mentor Portfolio: Module 7

Policy:
Every Project K Mentor will receive Module 7 of the Project K Mentor Portfolio once they have been accepted/matched as a Project K Mentor.

Outcomes:
1. Mentors will understand mentoring policies and procedures (in Module 1).
2. Mentors will keep a record of Mentor and student progress.
3. Mentors will be equipped with necessary resources.
4. Mentors will have the required reporting forms and instructions.

Procedure:
Module 7 content will be introduced to screened and matched Mentors by the Mentor Coordinator. The Mentor Coordinator will ensure each Mentor understands the contents of Module 7.

Supplementary:
See Module 7, Mentor Liaison.

P 8.14 Assisting Students to Achieve their Goals

Policy:
Project K Mentors are required to monitor student goal progress on a monthly basis and give regular encouragement and assistance.

Outcomes:
1. Project K students will receive the support and encouragement required to stay on track with their goals.
2. Students will achieve at least one of their goals and recognise the value of goal setting.

Procedures:
1. Mentors assist students to write their goals at the beginning of mentoring, and engage in formally reviewing student goals with the Mentor Coordinator 6 months into mentoring.
2. Mentors are asked to report monthly on student goal progress.

3. Mentors are expected to talk with their student about goal progress at least once a month and where possible give practical assistance.
4. Mentors should assist students to set new goals when it is clear the student's focus has moved away from a goal.
5. Mentors are required to notify the Mentor Coordinator of changes to student goals.

Supplementary:

See Student Agreement in Mentor Portfolio & Mentoring Journal.

P 9.1 Requirements for Students to Graduate

[P8.15]
P 8.16 Respecting Student Privacy

Policy:

Mentors and Facilitators are required to respect student privacy, both social, physical and emotional.

Outcomes:

1. Mentors will not attempt to obtain information about the student or their activities against their wishes.
2. Any information held by the Community Partner Trust about the student may only be disclosed to the Mentor without student's consent where staff consider it essential for the student's well-being.
3. If such a disclosure is made, suitable Trust staff will advise the student accordingly.

Procedures:

1. Mentors will be given demographic data for their student.
2. Any other requests for information must be made to the Trust's Programme Manager. These may be declined at the discretion of the Trust.

Supplementary:

G 15.8 Child / Young Person Disclosure and Confidentiality

P 8.17 Communications with Students

Policy:

Mentors are required to spend at least a few hours with their student each fortnight, and preferably be in phone contact the weeks in between (or if this is not possible, text, email, skype or Facebook contact). Mentors are expected to arrange a regular fortnightly meeting time with the students.

Outcomes:

1. Mentors will have regular communication with their student with a view to establishing a friendship.
2. Students will have maximum opportunity to discuss problems or issues with Mentors.

Procedures:

1. Mentors will establish a regular meeting time with their student at the beginning of the partnership.
2. If the regular meeting arrangement breaks down the responsibility lies with the Mentor to arrange another time as soon as possible.
3. If the student is being completely unresponsive (i.e. not attending meetings or returning phone calls) the Mentor will report this to the Mentor Coordinator.
4. Mentors will advise students if they are going to be away for significant periods of time, e.g. a month.

P 8.18 Student / Mentor overnight stays

Policy:

For a student/Mentor to stay overnight with their Mentor/student in any situation including camping or home, the Mentor must have the student's parental permission and approval from Project K.

Outcomes:

1. Student and Mentor safety is paramount
2. The student does not feel under pressure to stay over.

3. The Mentor does not feel under pressure to agree to a stay over.
4. Potential risks are reduced.
5. The student's family is secure in the knowledge that all precautions have been taken to ensure their child is safe.
6. All parties are fully informed of the situation.

Procedures:

1. A sound reason as to why the student/Mentor needs to stay over must be given, and noted, to the Project K Programme Manager.
2. The Mentor/student partnership must have been running successfully for a minimum of 3 months.
3. The Project K Programme Manager will make a home visit (or place they will stay) to ascertain suitability especially regarding safety for the student.
4. A list of the people that will also be staying at the house/venue must be provided to the Programme Manager and approved by that person.
5. The student's parents/caregiver must be fully aware of the situation, be given the option of a home visit (venue visit), and must give their permission for their child to stay over.
6. A written record of Project K approval for an overnight stay that includes the rationale, list of who else will be present, location and parental permission must be kept on file at the Trust.

[P8.19]
P 8.20 Dealing with Harassment or Abuse by the Student

Policy:

The Community Partner Trust will not accept harassment of mentors by students. Whenever possible mentors and students will be gender matched.

Outcome:

The rights of the mentor will be protected.

Procedures:

Any mentor who feels they have been either harassed or abused by a student must report this immediately to the Programme Manager who may then call an emergency team meeting to decide on a programme of action. This may involve:

a) Contacting another agency who can counsel the student and, where appropriate, the mentor.
b) Replacing the mentor with another.
c) In serious cases removing the student from the programme.

Supplementary:

G16 Incident Management and Communication
[P8.21, P8.22]

P 8.23 Student Dishonesty

Policy:

The Community Partner Trust will not accept dishonesty by students and will act on any such behaviour.

Outcomes:

Students will recognise that there are consequences to dishonest or illegal behaviour.

Procedures:

1. Mentors are required to notify the Programme Manager of any illegal or dishonest behaviour by students.
2. Mentors are required to inform students of the action they have taken.
3. If the dishonest behaviour is against the Mentor, the Mentor may decide whether to inform parents/caregivers.

4. If the dishonest behaviour is against a third party, the Mentor and preferably the student, supported by the Programme Manager, will inform parents/caregivers.

P 8.24 Reporting and Meeting Attendance

Policy:

Project K Mentors are required to attend one meeting a month and to either enter a report online or provide a written report before the meeting or as agreed by the Programme Manager and Mentor.

Outcomes:

Mentors attend a monthly meeting where they have an opportunity to discuss successes/concerns, and/or debrief, and to receive feedback, training and support. This meeting can be either an individual meeting with the Programme Manager, or a collective meeting alongside all of the Mentors which is facilitated by the Programme Manager. The Community Partner Trust will keep records of Mentor/student contact and progress, and can act on concerns quickly.

Procedures:

1. Mentors are notified at the beginning of mentoring of the monthly meeting dates.
2. Each Mentor is given a Programme and Evaluation database username and password for access to the database to enter monthly reports online.
3. Mentors are also given hardcopies of the Mentor Report Back Sheet should they prefer to hand these in at the monthly meetings or send by fax/email/post.
4. Meeting attendance will be entered into the database by Trust staff within one week of each monthly meeting.
5. Where Mentors have not completed the Report online, staff will enter student contacts and other notes against each Mentor's record in the Programme and Evaluation Database.

Supplementary:

See Report Back Sheet in Module 7, Liaison Manual
Evaluation Section: Project K Programmes Manual.

P 8.25 Mentors Reporting Incidents and Accidents

Policy:

In the event of any accident or incident (including a near miss), Mentors are required to ensure the immediate safety of people involved, to communicate to parents/caregivers and the Foundation and complete an Accident/Incident form.

 Outcomes:

1. Mentors will act quickly and effectively in the event of an accident or incident.
2. Details of the incident or accident are recorded and can be examined later to help prevent recurrence.
3. Parents/caregivers will be able to be quickly informed and given specific details related to the incident or accident.

Procedures:

1. If necessary, medical assistance should be requested. The Mentor will then apply the appropriate first aid until assistance arrives.
2. The Mentor will advise the student's parents/caregivers as soon as possible. The Mentor should then contact the Foundation.
3. The Mentor will stay with the student until a caregiver or the Foundation staff member arrives.
4. The Mentor will complete the Incident/Near Miss Report Form and return to the Foundation.
5. Programme staff will send the NSO Operations Manager a summary report detailing key actions and outcomes.

Supplementary:

See the Mentor Incident/Near Miss Report Form in the Mentor Portfolio.

P 8.27 Money and gifts from Mentors

Policy:

Students are expected to pay their own way when with their Mentor. Mentors are not to give money or gifts, except on appropriate occasions such as birthdays, and only if acceptable to the students' parents/caregivers.

Outcomes:

1. Mentors and students are both aware of who is expected to pay for activities.
2. Mentoring will focus on spending time together rather than spending money.
3. Respect is shown to the family/caregivers as the key contributor of gifts and money to the student.
4. There are no expectations of reciprocity.

Procedure:

A Mentor will only give a gift after talking with parents and getting their permission.

P 8.28 Ongoing Training

Policy:

The Community Partner Trust will be committed to providing students with well-trained Mentors through ongoing training at the monthly meetings. Mentors are also asked about training needs and where a specific need is stated this will be addressed. Where a need is observed Trust staff will discuss this with a Mentor and provide training.

Outcomes:

1. Mentors will feel confident in their mentoring skills and are better able to enjoy mentoring.
2. Project K students will gain the maximum benefit from mentoring.

Procedure:

Programme staff conducts ongoing training at monthly meetings using the Mentoring in Practice Portfolio and/or calls in specialists to address specific needs.

Supplementary:

Mentoring in Practice

P 8.29 Mentor Partnership Review

Policy:

All Project K Mentors are required to participate in a Mentor Review after eight weeks to assess the mentoring relationship.

Outcomes:

1. Mentor Partnerships are carefully reviewed in the early stages of mentoring.
2. If partnerships are proving to be ineffective, issues can be dealt with early.
3. Training needs can be met early.

Procedures:

1. Mentors are advised in their initial interview that they will undergo an eight-week Mentor Partnership Review.
2. At the eight-week period, Mentors complete a partnership review questionnaire and submit to the Programme staff. Students and parents also complete review questionnaires.
3. The Programme staff interview the Mentor to discuss eligibility for continuing mentoring and further training needs.
4. If training needs are identified, action plans are put into place. If a decision is made to discontinue a Mentor partnership, all parties will be supported.

Supplementary:

See Partnership Review Questionnaire: Mentor in Mentor Portfolio.

Materials Order Form, Manuals folder, Document Centre

P 8.30 Mentor Smoking and Substance Use

Policy:

Project K Mentors are asked to not use substances such as cigarettes, vaping and alcohol in the presence of Project K students. Mentors discovered to be using illegal drugs will be withdrawn immediately from the programme.

Outcome:

Project K Mentors will act as positive role models in regard to substance use when in the presence of students.

Procedures:

1. Any Mentor found to be disregarding this policy in regard to drugs will be withdrawn immediately from the programme. .
2. If a Mentor is intoxicated in the presence of Project K students, they will be asked to attend a meeting with Programme staff to resolve the matter.
3. Mentors should refrain from smoking and vaping in the presence of Project K students.

[P8.31]

P 9.0 GRADUATION

P 9.1 Requirements for Students to Graduate

Policy:

1. To graduate, students must have remained committed to Project K throughout the fourteen months of the programme and shown a positive attitude to trying to achieve their goals.
2. In addition, students who achieve all of their goals will be acknowledged as having graduated with merit.
3. Students who do not remain committed to Project K or who have not shown a positive attitude to achieving their goals will be acknowledged as having participated in Project K and given the opportunity to remain in the programme with their existing Mentor or a new Mentor for a further 6-month period.

Outcomes:

1. Students will have attended at least 75% of the Wilderness Adventure and Community Challenge.
2. Students will have completed 75% of their logbook and student journal entries.
3. Students will have made a positive effort with mentoring including attending Mentor and student meetings as well as one-on-one meetings with Mentors.
4. Students will have their own evidence of the success of the goal setting process.

Procedures:

1. Student attendance on the Wilderness Adventure and Community Challenge is recorded by the Facilitators each day.
2. Student Logbooks, Mentoring Journals and Expedition Logbooks are collected in at the end of the Community Challenge and reviewed by the Programme staff.
3. If there is any information contained in these student materials that is of a concern, Programme Managers are to follow relevant policies and procedures such as Student Disclosure, Quality Assurance.
4. Mentors record contacts with students.
5. Students record their goals and goal progress in their Mentor Journal. Goals are reviewed, looking in particular at whether they are realistic and measurable. Programme staff check goal progress at each meeting between Mentors and students and again at formal goal review meetings.

P 9.2 Student Graduation Assessment Process

Policy:

Students, their Mentors, and Families/Caregivers work in partnership with the Community Partner Trust to determine whether and why a student should graduate.

Outcomes:

1. Students take the graduation process seriously and can identify why they should graduate.
2. All parties have an opportunity for input and review.

Procedures:

1. Programme staff will interview the student alongside their parents/caregivers and/or Mentors. A record will be kept of the student's responses and evidence sighted of goal achievement. Students, parents/caregivers and the Mentor complete the end of the programme questionnaire if they have not already done so.
2. The Programme staff will evaluate the information available and decide if the student is eligible to graduate. The decision, the reasons behind that decision and any supporting information is then passed back to the student and their family/caregivers.

Supplementary:

See Student Liaison material, Project K Programme Manual.

P 9.3 Requirements for Mentors to Graduate

Policy:

Project K Mentors must have remained committed to Project K and their student throughout the mentoring phase of the programme.

Outcomes:

1. Mentors will have at least 16 out of 24 personal contacts with their student and at least one other contact each calendar month.
2. Mentors must have attended at least 8 out of 12 Mentor and student events.
3. Mentors must have completed the Mentor and student graduation assessment.

Procedures:

1. Caregiver contact observation sheet is completed.
2. Monthly report back sheets are completed.
3. The Mentor Partnership Review is completed.
4. End of mentoring questionnaire is completed.

[P9.4]
P 9.5 Graduation Celebration

Policy:

Project K students will take most of the responsibility for organising their graduation celebration, with the support of the Mentors and the Mentor Coordinator or Programme Manager.

Outcomes:

1. Students will have ownership of their graduation celebration.
2. Students will continue to use the planning tools they have developed during the first two stages of Project K.

Procedures:

1. Two months prior to graduation, Mentors and students will have the first graduation planning meeting to decide on a venue, the content of the celebration, invitation list, etc and to allocate responsibilities.
2. Students need to fundraise for their own celebration, e.g. organise a mufti day at school.
3. A second meeting will be held one month prior for each person to report on their responsibilities.
4. A third meeting may be required to tie up loose ends.

P 9.6 Graduation Recognised at School Prizegiving

Policy:

Certificates will be awarded to all graduating students and graduating Mentors at the school end of year prize-giving or a special Project K event.

Outcome:

The Community Partner Trust, in partnership with the school, will celebrate the students' and Mentors' achievements.

Procedures:

1. Arrangements are made with the school by Programme staff.
2. A representative is required to give a short speech on behalf of the Trust and to hand out the certificates.
3. At least one student should give a short speech about Project K.

P 9.7 Graduation Documentation

Policy:

All students and Mentors who graduate receive a Project K certificate. All students will have their participation in, and graduation from Project K acknowledged in their school's database.

Outcomes:

Students and Mentors have an acknowledgement of their completion.

Procedures:

1. Programme staff ensure certificates are ordered and ready before graduation.
2. Programme staff to confirm with the school the names of students who have graduated so their record of learning is accurate on the school's database.
3. Supply the school with the sample statement for the record of learning (see school liaison material).

Supplementary:

Mentor and student graduation certificates should be ordered from NSO.

STARS POLICIES AND PROCEDURES

S 1.0 PROGRAMME REVIEW

S 1.1 QA Requirements for Programme Review

Policies:

1. Each programme is reviewed for achievement against planned outcomes.
2. At the end of each programme component, stakeholders debrief programme content, processes and delivery. A written summary of each debrief will be kept on file.

Outcomes:

1. The success of each programme is measured.
2. Any enhancements can be identified for future programme development and delivery.

Procedures:

1. After the Adventure Camp/Activity Days, there is a formal debrief between the Stars Coordinator, providers and Group Leaders. Programme content and delivery is reviewed.
2. Year 9 students complete the Peer Mentor Adventure Camp/Activity Days Debrief Questionnaire
3. At the end of each programme, focus groups are held to review programme effectiveness.
4. If any core change is recommended follow the process under policy G 12.1.

Supplementary: G 12.1 Core changes to Programme
Refer: Peer Mentor Adventure Camp Debrief Questionnaire

[S2]

S3.0 PRE-PROGRAMME

S 3.1 Contacting Parents/caregivers and Gaining Consent

Policy:

1. Year 9 parents/caregivers are informed about the programme so that they can make an informed decision as to whether their child is included in the Stars programme.
2. Where a potential Peer Mentor is aged under 16, parents/caregivers are informed about the programme so that they can make an informed decision and give their written consent as to whether their child participates in the Stars programme.

Outcome:

Parents/caregivers will receive information that will give them an opportunity to make an informed decision about whether to include their child in the Stars programme.

Procedures:

1. All Year 9 parents/caregivers are sent a letter about the programme which outlines how they can withdraw their child from the programme.
2. Peer Mentors and their parents/caregivers are sent information about the programme and at least one parent/caregiver gives written approval, where the student is aged under 16.

Supplementary:

Stars Programme Manual

S 4.0 EVALUATION

S 4.1 Schedule of Evaluation

Policy:

To promote collaborative research and evaluation that includes participation by NSO, the community partners and external evaluators on all aspects of research and evaluation project planning and design.

Year 9 students, Peer Mentors, Group Leaders and teachers will be involved in the evaluation process. Data will be collected at the completion of each programme phase and at the end of Peer Mentoring.

Outcomes:

1. The provision of an accurate picture of how the programme is proposed to work and produce desired outcomes.
2. Identification of evaluation questions of concern to external stakeholders and community partners.
3. Enhanced commitment of all parties involved in the evaluation.
4. The development of an agreed evaluation framework to assess programme effectiveness, track participant outcomes and inform programme development.

Procedures:

1. The Foundation Research and Evaluation team will drive the evaluation process.
2. Community partners will be given the opportunity to input into programme research and evaluation projects.
3. The Foundation Research and Evaluation team will work with external researchers to ensure rigorous evaluation design and methods.

[S4.2]
S 4.3 Data Collection

Policy:

To collect quality data that is useful, timely, accurate and unbiased.

Outcome:

1. Efficient collection of quality data by the Community Partners and NSO.

2. Accurate information on programme participants and their experiences of the Stars programme.

Current information is available, enabling timely reporting.

Procedures:

1. NSO will provide training for Community Partners on data administration and collection procedures (See the Evaluation Section of the Stars Programme Manual.)
2. NSO will coordinate the data collection process and liaise with Community Partners to provide timely reminders for collecting data.
3. Community Partners will collect data following NSO data administration procedures and send to NSO for data entry and/or storage.
4. NSO will check data received, acknowledge receipt and maintain an up-to-date record of data collected and entered.

Refer Evaluation Section, Programme Manual.

[S 4.4,4.5]
S 4.6 Student Confidentiality

Policy:

All measures will be taken to ensure the confidentiality and privacy of evaluation participants is protected.

Outcomes:

Participants will be assured their confidentiality and privacy is protected, promoting participation, honest responses and helping the Foundation to achieve its evaluation objectives.

Procedure:

1. Wherever possible, any information provided by the participant will be given anonymously.
2. Where identification is required each participant will be allocated a code number so that individual responses cannot be linked with participants' identities
3. Documents that link the code to participants' identifying information will be kept in a separate location.

4. Access to evaluation data and participant codes will be restricted to relevant NSO and the related community partner.
5. Evaluation data will be securely stored in a locked cabinet.
6. When no longer required, all documents will be securely destroyed

S 4.7 Administering Evaluation Surveys

Policy:

Evaluation surveys will be administered under the supervision of Foundation staff or an accredited Community Partner staff member who has a good understanding of the requirements of survey administration.

Outcomes:.

1. Good quality data will be collected that will ensure that the integrity of the research and evaluation project is protected.

2. Participants are given the information they need to make an informed decision about whether or not they want to complete the survey.

Procedures:

Surveys will be administered following directions outlined in "Administration of Surveys", (See the Evaluation Section of the Stars Programme Manual.)

S 4.8 Analysis of Data and Evaluation Reports

Policy:

Evaluation Data will be analysed by National Support Office research and evaluation staff or external researchers. Findings will be made available to the Community Partners and other stakeholders through evaluation reports.

Outcome:

1. Evaluation data is analysed by personnel with relevant skills and focussed on relevant outcomes.

2. NSO will provide reports to stakeholders, which include evaluation findings, conclusions and recommendations.

3. Community Partners will be able to monitor programme effectiveness and report on programme effectiveness to stakeholders.

4. Community Partners will be able to utilise process evaluation reports for refining programme delivery.

5. Research and evaluation findings will inform programme development and training.

Procedures:

Refer Evaluation Section, Programme Manual.

[S4.9]

S 4.10 Restrictions on Research

Policy:

Measures will be taken to ensure that all research conducted is of a high standard, and that the physical, social and psychological well-being of participants is not adversely affected by the research.

Outcomes:

1. Student privacy is protected.
2. The integrity of the research is safeguarded.

Procedures:

1. Any requests to conduct a research thesis or dissertation involving Stars students, and/or Stars evaluation processes must be submitted to National Support Office for prior approval. Please forward all research requests to: Research and Evaluation Manager, National Support Office.

2. When contacted by a member of the public requesting information for a simple course-based assignment, they can be referred to the relevant public website/s and given recent NSO marketing publications. Any other requests will be referred to Research and Evaluation Manager, National Support Office.

3. The Foundation's in house materials or programme data are not to be supplied at local level.

Supplementary:

Refer G 11.7 Research Studies and Projects

S 4.11 Restrictions on Data Use

Policy:

Evaluation data is used for the purpose of the Foundation's programme research and evaluation. Use of the data by Community Partners or other parties is restricted and requires written agreement from NSO.

Outcomes:

1. Data will be used only for the purpose for which it was obtained and to which the participant consented.
2. Analysis and reporting will be accurate, clear and consistent and quality control will be maintained.

Procedures:

1. Any person wishing to conduct analysis of the Foundation's Stars data should first contact the Research and Evaluation manager at NSO who will review the request and obtain the necessary permission.

2. NSO will acknowledge the application and provide written approval or reasons for denying the application.

S 4.12 Restrictions on Changes to Evaluation Documents

Policy:

Any changes to evaluation documents and procedures will be managed by NSO Research and Evaluation staff.

Outcome:

1. Research and evaluation measures maintain their reliability.
2. All approved changes will be documented and revised documents will be made available to Community Partners.

Procedures

1. All applications for changes to research and evaluation documents must be approved by NSO, after a request from a Community Partner.
2. The suggested change will be reviewed and approved changes will be made by NSO.
3. Details of any changes made will be circulated to the Community Partners and the revised document made available on the Document Centre.

S 5.0 APPOINTMENT AND TRAINING OF PROVIDERS

S 5.1 QA Requirements for Programme Providers

Policy:

The best possible deliverers will be employed or contracted to deliver the Stars programme.

Outcomes:

A high standard of delivery is maintained.

Procedures:

1. Refer to qualifications and skills for Adventure Camp providers in the Tendering Pack on the Document Centre.
2. All deliverers must have been vetted through a police and character check.
3. All new deliverers must be inducted and trained in Stars philosophies and values.

S 5.2 Provider Selection and Training

Policy:

When contracting a company or other corporate body to deliver the Adventure Camp, ensure contractors have sufficient expertise and experience both administratively and in delivery.

Outcome:

Safety of our young people, and professional administration and delivery of the programme.

Procedures:

1. Follow Health and Safety Policy Manual
2. Follow Child Protection Policy (G15.5)
3. Follow Children's Worker Safety Check process

Refer:

Health and Safety Policy Manual, HR Policy Manual, Document Centre

S 6.0 PROGRAMME DELIVERY

S 6.1 School Policies and Procedures to apply

Policy:

At all times during the programme, school policies and procedures apply.

Outcomes:

1. Students have consistency in rules and required standards of behaviour.
2. Stars personnel and contractors acknowledge school rules at all times.
3. The Adventure Camp/ Activity Days and community phases are acknowledged as school activities.

Procedures:

1. Stars School Agreement states policy.
2. School insurances are not compromised.
3. Stars and contractors are clear on roles and responsibilities.

S 6.2 Supervision of Students and Ratios

Policies:

1. Providers will ensure students are supervised while they are participating in the Adventure Camp/Activity Days and Group Leaders and the Stars Coordinator will assume this responsibility during the Community phases.
2. Ratio's should be based on conservative industry standards, for example, the ratio of Providers to students will normally be no less than 1:4 for water-based activities such as Kayaking.

Outcome:

Student safety is paramount.

Procedures:

1. During the Adventure Camp, providers will ensure students' activities and whereabouts are monitored. Where an activity requires, (e.g. kayaking), provider numbers will increase to ensure student safety is maximised.
2. During the Community phases, Group Leaders will accompany students at all times, in line also with School policies.

S 6.3 Group Leader Training

Policies:

Community Partners will be trained in training materials for Group Leaders.

All Group Leaders will receive training by the Community Partner.

Outcome:

Group Leaders will have sound knowledge of Stars philosophies and values and will support the Stars Coordinator to deliver and review the programme.

Procedure:

Deliver Group Leader training, as set out in the Programme Manual.

Refer: Group Leader training material, Stars Programme Manual

[S6.4, 6.4]
S 6.6 Communication with Families/Caregivers

Policy:

Communication with the family/caregivers of Stars students will be through the school and the

Stars Coordinator.

Outcome:

The family of Stars students will be informed about the programme and understand who to contact if they have questions/concerns.

Procedures:

1. Information sheets are sent to families/caregivers.
2. Teachers are aware of the Stars Programme and will forward parents/caregivers to the Stars Coordinator if they have questions/concerns.
3. Parents/ Caregivers are invited to agreed events.

Refer:

S 3.1 Contacting Parents/Caregivers and Gaining Consent

Programme Manual

S 6.7 Communication with the School

Policy:

In addition to the evaluation requirements, the Programme Manager will have meetings each term with the Stars Coordinator and Group Leaders to collect information on how the programme is running. The school will be responsible for keeping the Stars Coordinator and the Programme Manager informed about all Stars issues.

Outcome:

There will be effective and consistent communication with schools.

Procedure:

The Programme Manager will establish a meeting date each term with the Stars Coordinator, Group Leaders and or the School Liaison.

S 6.8 Dealing with School Concerns

Policy:

School concerns will be dealt with effectively and with the support of Community Partner and the Stars Coordinator.

Outcome:

School concerns are dealt with promptly and effectively.

Procedures:

1. School staff member makes their concern known to the Stars Coordinator or if the concern is about this person directly to the Programme Manager.
2. Stars Coordinator takes any necessary action or refers the concern to the Programme Manger and Principal, if a major issue is involved.
3. All parties are advised of the action taken.

S 7.0 ADVENTURE CAMP/ACTIVITY DAYS

S 7.1 Adventure Camp/Activity days

Policy:

Programme Coordinators will ensure that all participants understand the goals and objectives of the Adventure Camp/Activity Days for the students, and how they can support positive outcomes.

Outcomes:

1. Providers and Group Leaders will be clear on:
    a) The experiential learning process
    b) Transfer of learning to different mediums (e.g. understanding fear when abseiling the same as when making a speech)
    c) Communication and reporting
    d) Wilderness rules
    e) Safe planning for each activity
    f) Goal setting in an outdoor environment
2. Students will be clear on:
    a) Safe planning for each activity
    b) Transference of learning/skills to different contexts
    c) Dress code for the outdoors
    d) Nutrition
    e) Duties roster
    f) The environment
    g) Experience, challenge risk
    h) Goal setting in an outdoor environment

Procedures:

Refer Stars Programme Manual

S 7.2 Equipment Maintenance

Policy:

All equipment used in the Adventure Camp/Activities Day is maintained regularly and according to use by Adventure Camp/Activities Day providers.

Outcome:

Equipment is maintained to optimise safe, efficient and timely use.

Procedures:

Community Partner to confirm with Adventure Camp Provider prior to camp that:

1. Adventure Camp equipment is stored, used and maintained to makers' specifications.
2. Before use, kayaks, ropes, harnesses, VHF radios, satellite phones, etc. are pre-checked.
3. Written reports and recommendations for servicing and maintenance are given at programme debriefs.
4. Replacement of equipment is scheduled and budgeted for.

S 7.3 Medical Conditions

Policy:

School is responsible for obtaining any relevant medical information about students and Peer Mentors and supplying to providers and Group Leaders, as appropriate.

Outcome:

Student and Peer Mentor health and safety is maintained.

Procedure:

School forwards any relevant medical information about students and Peer Mentors to providers and Group Leaders, as appropriate.

S 7.4 Adventure Camp debrief

Policy:

Stars Coordinator conducts a debrief at the end of the Adventure Camp with the providers and Group Leaders.

Outcomes:

Provider/Facilitator performance and programme content will be constantly evaluated to ensure the programme maintains high standards and continues to meet its mission.

Procedures:

1. After the Adventure Camp, the Stars Coordinator conducts debrief with providers and Group Leaders, covering induction and the camp.
2. Stars Coordinator records debrief notes and gives to the Regional Manager.
3. The Regional Manager passes any relevant feedback to the Adventure Camp Providers/Facilitators.
4. Debrief notes are forwarded to NSO, as per Reporting Schedule.

Supplementary:

The Regional Manager should analyse all debrief notes and be prepared to make recommendations to Providers/Facilitators to ensure the success of future programmes.

Refer: Stars Programme Manual

S 8.0 COMMUNITY

S 8.1 Community

Policy:

Students take part in the community phases after the Adventure Camp.

Outcomes:

1. Stars Coordinator, Group Leaders and Peer Mentors will:
   a) Build on the learning and teamwork from the Adventure Camp.
   b) Assist Year 9 students to plan the activities
   c) Identify resources

2. Students will learn from:
   a) Requirements to participate in the planning
   b) Contributing to their community by undertaking a Community Project
   c) The Community Adventure
   d) The Careers Expo
   e) Resources available to them in the near and wider community

Procedures:

Refer Group Leader Manual, Peer Mentor Manual and Student Diary/Logbook

S 9.0 PEER MENTORING

S 9.1 Selection and Training of Peer Mentors

Policy:

1. Potential Stars Peer Mentors complete the Peer Mentor induction. The Selection Questionnaire is optional.
2. Peer Mentors complete training.

Outcomes:

1. Suitable senior students are selected as Peer Mentors.
2. Peer Mentors understand the aims of the programme and are equipped for the role.

Procedures:

1. Stars Coordinator seeks volunteers, following the induction session. Using the Stars Coordinator and teachers' knowledge of students (plus the Peer Mentor Selection Questionnaire if used), students most eligible to be Peer Mentors are selected.
2. Programme Director or Stars Coordinator runs Peer Mentor training, using the Peer Mentor training material.

Supplementary:

Peer Mentor Training Material, Programme Manual

S 9.2 The Role of the Peer Mentor

Policy:

The role of the Peer Mentor is to establish a supportive relationship with a group of Stars students for the duration of the programme.

Outcomes:

1. Year 9 students are provided with an additional source of support.
2. Students are given assistance with setting and achieving their goals.
3. The Peer Mentor is able to help students maintain the learning achieved during the other phases of the programme.

Procedures:

1. Peer Mentors attend the Adventure Camp.
2. Once Peer Mentoring has started, Peer Mentors will meet with their group of students once a week for the duration of the programme.
3. Peer Mentors will attend meetings with the Stars Coordinator as required.
4. Peer Mentors will provide weekly Peer Mentor session evaluations.
5. Peer Mentors will not try to be a counsellor or disciplinarian.
6. Peer Mentors will assist Year 9 students to plan community phases and participate in those phases.

Refer: Mentor Contract, Peer Mentor Manual

S 9.3 Peer Mentor Manual

Policy:

Every Stars Peer Mentor will receive a Peer Mentor Manual during training.

Outcomes:

1. Mentors will be equipped with necessary resources.
2. Mentors will have the required reporting forms and instructions.

Procedures:

The Stars Coordinator will distribute the Peer Mentor Manuals during training.

Supplementary:

Peer Mentor Manual

[S9.4]
S 9.5 Student Disclosure and Confidentiality

Policy:

Peer Mentors are required to hold information disclosed to them by the Year 9 students in confidence, except where the student discloses information that would affect the student's or someone else's safety, information is required by law, or there is an emergency situation

Outcomes:

1. Students will be clear on the limits of confidentiality.

2. Students will receive the protection and support needed from Peer Mentors, Group Leaders and Stars Coordinators.
3. Peer Mentors will be protected from taking on inappropriate responsibilities.

Procedures:

1. Stars Coordinators are expected to explain this policy to Peer Mentors during training.
2. Peer Mentors are expected to explain this policy to Year 9 students at the beginning of mentoring, and when they think a student is about to disclose any information.
3. Peer Mentors will notify a Group Leader or the Stars Coordinator of any student disclosure which indicates the student's safety is at risk.

Refer Peer Mentor Manual

S 9.6 Dealing with Harassment or Abuse by a Year 9 Student

Policy:

Stars does not accept harassment of Peer Mentors by students.

Outcome:

The rights of the Peer Mentor will be protected.

Procedures:

Any Peer Mentor who feels they have been either harassed or abused by a student must report this immediately to their Group Leader or the Stars Coordinator to decide on an action plan. This may involve:

a) Contacting another agency who can counsel the student and, where appropriate, the Peer Mentor.
b) In serious cases, removing the student from the programme.

S 9.7 Dealing with Difficult Student Behaviour and Negative Attitudes

Policy:

Stars does not accept continuous difficult and/or disruptive behaviour or negative attitudes from students.

Outcome:

Negative student behaviour will be dealt with quickly and effectively.

Procedures:

1. 1. In the first instance Peer Mentors are expected to respond to negative attitudes or behaviour by students by discussing the incident and impact directly with the student.
2. If the behaviour continues, Peer Mentors are required to report the behaviour/attitude to the Group Leader.

S 9.8 Reporting and Meeting Attendance

Policy:

Stars Peer Mentors are required to attend one preparation meeting a week with the Stars Coordinator and to submit an evaluation sheet after each Peer Mentoring session.

Outcome:

Peer Mentors will be supported by their Group Leader and the Stars Coordinator.

Procedures:

1. Peer Mentors are notified at the beginning of the mentoring process of the meeting times.
2. Peer Mentors are given copies of the Evaluation Sheet to complete after each session and give to the Stars Coordinator.

S 9.9 Acknowledgement of Peer Mentors

Policy:

Peer Mentors who have completed the programme should receive incentives as acknowledgement of their contribution to Stars and their students.

Outcome:

Peer Mentors will feel valued and remain committed to the Stars philosophies and values.

Procedure:

Peer Mentors should receive a graduation certificate and, if possible, some other incentive to acknowledge their contribution, e.g. an outing.

S 10.0 GRADUATION

S 10.1 Requirements for Students to Graduate

Policy:

All Year 9 students will graduate from the programme having completed all phases, unless they have refused to participate.

Outcome:

Year 9 students will have made a positive effort to participate in the programme and be a positive and effective member of their mentoring group.

Procedure:

Group Leaders/Stars Coordinator meet to discuss whether any students should be excluded from graduation, at their discretion.

S 10.2 Requirements for Peer Mentors to Graduate

Policy:

Stars Peer Mentors must have remained committed to Stars and their students throughout the mentoring phase of the programme.

Outcome:

Peer Mentors will have contributed significantly to their group and developed leadership skills.

Procedures:

In order to graduate, Peer Mentors will have:

1. Attended 75 percent of the Peer Mentor sessions.
2. Been fully prepared for sessions and completed evaluation forms.
3. Participated positively in sessions.

[S10.3]

S 10.4 Graduation Celebration

Policy:

Stars students will take most of the responsibility for organising their graduation celebration, with the support of the Group Leaders, Stars Coordinator and Peer Mentors.

Outcomes:

1. Students will have ownership of their graduation celebration.
2. Students will continue to use the planning tools they have developed during Stars.

Procedure:

Follow the procedures set out in the Peer Mentor and Group Leader Manuals.

Supplementary:

See Group Leader and Peer Mentor Manual.

S 10.5 Graduation Recognised at School Prize-giving or Special Event

Policy:

Certificates will be awarded to all graduating students, graduating Mentors and Group Leaders at the school end of year prize-giving or a special Stars event.

Outcome:

Stars, in partnership with the school, celebrate the students' and Mentors' achievements.

Procedures:

1. Arrangements are made with the school by the Stars Coordinator or Programme Director.
2. A Stars representative is required to give a short speech on behalf of Stars.

S 10.6 Graduation Documentation

Policy:

All students, Peer Mentors and Group Leaders who graduate receive a Stars certificate. All Peer Mentors and students will have their participation in and graduation from Stars acknowledged in the school record of learning.

Outcome:

Students, Peer Mentors and Group Leaders have an acknowledgement of their achievements.

Procedure:

The Stars Coordinator ensures certificates are ordered from NSO and ready before graduation.

Supplementary:

Graduation certificates, supplied by NSO.

S 10.7 Recognition of a Stars Leader and Emerging Leader

Policy:

To recognise outstanding leadership qualities and effort, it is recommended that the school implement a Stars Emerging Leader award for a Year 9 student and a Stars Leadership award for a Peer Mentor.

Outcome:

Outstanding contribution and effort to leadership is acknowledged and publicly recognised.

Procedure:

Recipients are selected from candidates nominated by Group Leaders, Peer Mentors and Year 9 students.

KIWI CAN POLICIES AND PROCEDURES

PHILOSOPHY AND VALUES

Kiwi Can philosophy and values underpin all our policies. This culture defines what we do, and how we do it. Our philosophy and values can be defined as:

- Having a 'can do' attitude. A positive self-belief in our own abilities. We are self-motivated, optimistic and problem-solvers.
- Having respect for ourselves, each other and the communities/stakeholders with whom we work.
- Role-modelling positive behaviours and attitudes in all that we do.
- Acting within our philosophy of praise, encouragement, achievement, challenge and excellence.

K 1.1 Programme Outline

Policy:

Kiwi Can is a primary school-based life skills and values programme for Year 1-8 children. Schools select from the available menu of themes and modules. It is designed to meet individual school needs and is generally delivered:

- to every class in the school, every week of the school year
- by two Kiwi Can Leaders in a classroom (endeavouring to have a gender balance in each case)
- in a dedicated space, e.g. classroom, hall
- with a teacher present during each Kiwi Can lesson
- Each year the programme includes either one Community or School Project

Should schools require an adapted version of the above, this would need to be negotiated with NSO.

Outcome:

Kiwi Can is delivered to a consistent and high standard, maximising desired programme outcomes for students and schools as per the school contract.

Procedure:

Refer manuals and school contract.

K 1.2 Kiwi Can Lessons

Policy:

Students take part in weekly Kiwi Can lessons which are mapped against the school curriculum and impart Kiwi Can philosophies and values.

Outcome:

Students receive high-quality lessons which are in line with the Kiwi Can philosophies and values and meet schools' needs.

Procedures:

1. Lessons are taken from the agreed list of themes and modules after consultation with schools.
2. Leaders refer to manuals and curriculum documents when writing lesson plans.
3. Lesson plans are approved by Kiwi Can Coordinators before delivery.
4. Coordinators forward lesson plans to NSO for possible use as a national resource.

K 1.3 School and Community Projects

Policy:

Students take part in either a School or Community project each year.

Outcome:

Students learn how to plan and carry out School and Community projects and can link them to Kiwi Can philosophy and values.

Procedures:

1. Kiwi Can Coordinator and Leaders will:
   a) Plan and co-ordinate appropriate school/community projects involving every Kiwi Can student.
   b) Have clear objectives for each project and demonstrate how it links with the philosophy and values of Kiwi Can.
2. Students will:
   a) Take an active part in planning and executing the project (students should be encouraged to take both leadership roles and practise good team-working skills).
   b) Be able to link the learning gained in Kiwi Can lessons to the wider school and/or community context.

Refer: manuals

K 2.0 PRE-PROGRAMME

K 2.1 School Contracts

Policies:

Schools are fully informed about the programme so that they are aware of the commitment required as well as roles and responsibilities.

Community Partners and schools sign a contract each year formalising the above.

Outcome:

Programme expectations and responsibilities are clear to all parties

Procedures:

1. Schools are given a contract in Term 4 for the coming year.
2. The Community Partner and school sign two copies of the contract. Each party keeps a copy on file.

K 3.0 DOCUMENTATION

K 3.1 School Folder

Policy:

Each Kiwi Can school is supplied with a school folder to record the delivery of the programme.

Outcome:

Visitors and school staff are fully informed about the structure, activities and content of the programme by the contents of the folder.

Procedures:

1. Kiwi Can Coordinator provides each school with a folder at the start of the year.
2. The folder is kept in the Kiwi Can classroom.
3. Leaders and Coordinators keep it up to date and maintained throughout the year.
4. The folder is used as part of the programme review at the end of the year, and in any evaluation/promotional activities.
5. Any recommended changes to the folder by Community Partners are made to NSO.

K 3.2 Evaluation Book

Policy:

Each school is supplied with an evaluation book in which teachers evaluate each lesson their class attends. The principal is responsible for the overall evaluation of the programme run in their school.

Outcomes:

1. The school evaluates the programme on a lesson-by-lesson basis by teachers.
2. School principals are involved in the ongoing evaluation of Kiwi Can.

Procedures:

1. The theme and modules are documented in the Evaluation Book at the start of each term.
2. Teachers evaluate each lesson against the lesson plan and provide short constructive comments and evaluative feedback.
3. The Evaluation Book is reviewed and signed by the school principal each week.

K 3.3 Leader and Coordinator Manuals

Policy:

Each Kiwi Can Leader and Coordinator is supplied with a manual by NSO.

Outcome:

Kiwi Can Leaders and Coordinators have the necessary information to carry out their role and duties.

Procedures:

1. The Leader and Coordinator Manuals are used throughout the year to support lesson planning and to record points of note and suggestions.
2. The Leader and Coordinator Manuals provide instructions and background readings, to assist Leaders and Coordinators in the planning and delivery of Kiwi Can.
3. Any recommended changes to the Leader and Coordinator Manual by Community Partners are made to NSO.

K 4.0 EVALUATION

K 4.1 Evaluation

Policy:

Community Partners, Kiwi Can staff, students, teachers and senior school staff will be involved in the evaluation process. Both quantitative and qualitative data may be collected. Data collected will be used to measure the programme and provide information to our stakeholders.

Outcomes:

1. Programme effectiveness can be measured.
2. Changes in outcomes can be tracked over time.

Procedures:

1. Coordinators will be responsible for collecting evaluation data (i.e. MoE surveys, teacher and student surveys and new school surveys).
2. Data will be passed to NSO in a timely manner.
3. Keep copies of MoE surveys.
4. On request summary reports may be provided by NSO to each Community Partner for use in local fund/profile raising.

K 5.0 PROGRAMME DEVELOPMENT

K 5.1 Quality Assurance Requirements for Programme Review / Development

Policies:

The programme content and processes are reviewed by NSO and Community Partners to reflect on the quality of the programme and to plan for the following year.

Outcomes:

1. The programme is reviewed and the quality of the programme is upheld.
2. Recommendations can be identified for future programme development or delivery and modifications or enhancements made to improve effectiveness.

Procedures:

1. The Foundation's quality assurance procedures will apply.
2. Community Partner requests for changes to the programme will be referred to NSO.

K 6.0 EMPLOYMENT

K 6.1 The Role of the Kiwi Can Leader

Policy:

The role of the Kiwi Can Leader is to deliver high quality lessons, according to Kiwi Can objectives and the Code of Conduct, in keeping with the philosophy and values of the programme; and to be positive role models for the students.

Outcomes:

1. Leaders are selected according to the competencies and personal specifications required by Kiwi Can.
2. Students are provided with access to positive role models who demonstrate and promote positive values and behaviour.
3. Leaders are clear on their role and the boundaries they work within.

Procedures:

1. Community Partners will adhere to recruitment guidelines and employment policies when employing a new leader.
2. Where there are a significant number of new Trustees, or the Trust is new, the National Programme and/or Operations Managers will assist the Community Partner in the selection of staff.
3. Leaders receive timely feedback from the Kiwi Can Coordinator, based on classroom observations and school feedback.
4. Leaders will not undertake a counselling role with the students.
5. Leaders are given copies of the observation sheet used in classroom observations as a basis of discussion with the Kiwi Can Coordinator.
6. Any requests from Schools for Leaders to participate in extra-curricular activities should be referred to the Kiwi Can Coordinator in the first instance.

Refer: Leader Manual and the Foundation's policies on recruitment and screening.

K 6.2 Gender Appropriate Kiwi Can Leaders

Policies:

1. Kiwi Can employs positive role models of both genders[1] and aspires to have a male and female Leader in each Kiwi Can classroom.
2. Kiwi Can has a robust and transparent recruitment process.
3. All persons engaged will be appropriate to work for Kiwi Can

Outcomes:

1. Children have access to positive role models of both genders.
2. Prospective candidates are treated with transparency and respect.

Procedure:

1. Community Partners are able to advertise for a specific gender, using appropriate wording to indicate the need. E.g. 'Kiwi Can uses male and female role models to deliver a values and life-skills programme in schools. A vacancy for a male Leader has arisen…'
2. Follow the standard the Foundation policies and procedures around recruitment.
3. Where a recruitment process has not identified a suitable candidate of the desired gender, the Community Partner should consider the following:
   - the impact of postponing the programme to allow re-advertising

- the impact on the programme of having two Leaders of the same gender delivering the programme in a school
- the likelihood of further staff changes in the near future which would affect the overall gender balance of the team.

4. Contact the National Programme and Operations Manager for advice.

[1] *The success of Kiwi Can is based on having inspiring and accessible role models –often from the same community as the children themselves. Having leaders that children can identify with encourages them to adopt a 'can do' attitude. Often in the small, rural schools that Kiwi Can operates in, there is an all-female staff, leading to a lack of male role models. Similarly, home backgrounds of some children may mean they do not have male role models in their lives. We feel that it is important that children are exposed to positive role models of both genders and so actively recruit Leaders on this basis.*

K 6.3 Staff Training and Development

Policies:

1. Community Partners will be trained in job-specific induction and orientation for new staff.
2. On-going training and development of staff will be on an individual or team basis, provided by the Community Partner.
3. The Foundation will conduct induction/orientation for all new employees delivering the Foundation's programmes.
4. National training will be provided by the Foundation on an annual basis.

Outcome:

Leaders and Coordinators will

- have a sound knowledge of Kiwi Can philosophies and values
- continue to grow and develop their own skills
- ensure continued programme quality.

Procedures:

Community Partners will

1. Inform NSO of new staff appointments.
2. Ensure all Leaders and Coordinators attend national training.
3. Keep individual training records for each staff member and review on-going training and development needs on a regular basis.
4. Include training and development records as part of annual performance review for staff.

K 6.4 Leader Uniforms

Policy:

Leaders will wear Kiwi Can national uniforms when delivering the programme and engaged in Kiwi Can activities and events.

Outcome:

All leaders will be professionally dressed, presenting a strong, positive image of Kiwi Can.

Procedures:

1. NSO will provide an annual allocation of uniforms to Community Partners free of charge.
2. Replacement or additional items above the annual allocation are to be ordered by Community Partners through NSO, at Community Partner's cost.
3. Staff are to wear their own trousers, skirts or shorts with the uniform. These should be either plain black or navy.

4. Community Partners may choose to offer a branding opportunity to their principal sponsor (those who donate over $10k per year in an on-going relationship), provided it does not conflict with national sponsorship arrangements.
5. Uniforms remain the property of Kiwi Can. When a staff member leaves, the uniform is to be returned to the Community Partner.
6. It is the responsibility of the staff member to care for their own uniform.
7. Staff will only wear their uniform when engaged in Kiwi Can activities.

Supplementary:

Refer general fundraising/branding policies and procedures.

K 7.0 PROGRAMME DELIVERY

K 7.1 School Policies and Procedures to apply

Policy:

School policies and procedures apply at all times during the programme.

Outcomes:

1. Students have consistency in rules and required standards of behaviour.
2. Kiwi Can staff and contractors acknowledge school rules at all times.
3. The School Project and Community Project are acknowledged as school activities.
4. School insurances are not compromised.

Procedures:

1. Schools advise Kiwi Can staff and Community Partner Board members of school's policies and advise any changes.
2. Kiwi Can Coordinator sets up process to ensure this happens.
3. Kiwi Can Coordinator reads policies and makes sure Kiwi Can activities align with each school's policies.

[K7.2]
K 7.3 Medical Conditions

Policy:

Schools are responsible for obtaining any relevant medical information about students and supplying to Kiwi Can teams as appropriate.

Outcome:

Student health and safety and privacy is maintained.

Procedure:

Schools forward any relevant medical information about students to Coordinators / Leaders, as appropriate.

K 7.4 Reporting and Meeting Attendance

Policy:

Kiwi Can staff are required to attend staff meetings, school meetings, Trust Board Meetings, as required, and submit reports either verbally or in writing at these meetings.

Outcomes:

1. Kiwi Can Coordinators, Trust Boards and NSO are provided with regular and accurate information on the delivery of the programme.
2. Communication between Kiwi Can and schools is maintained.
3. Communication between Community Partners and NSO is maintained.

Procedures:

1. Staff are notified of the meeting times at the beginning of the year.
2. Staff are given guidance on the format of their reports by the Community Partner.

3. Regional Managers provide a monthly report, using the template, to the National Programme and Operations Manager.

Supplementary:

Refer G 13.1 Reporting to NSO

K 7.5 Communication with Families/Whanau

Policy:

Communication with the family/whanau of Kiwi Can students will be through the school and the Kiwi Can Coordinator.

Outcomes:

The family of students will support the programme.

Schools will share responsibility with Kiwi Can Community Partners for taking Kiwi Can messages into the community.

Procedures:

1. Parents/caregivers and family are given opportunities to attend appropriate events and activities.
2. Parents/caregivers are informed about Kiwi Can through school newsletters, brochures and/or Kiwi Can newsletters and other appropriate media.

[K7.6]
K 7.7 Communication with the School

Policy:

In addition to the evaluation requirements, the Kiwi Can Coordinator will have meetings at least once a term with the School Principal (more frequently if required) and with the Kiwi Can School Liaison person to collect information on how the programme is running. The school will be responsible for keeping the Coordinator informed about all Kiwi Can issues.

Outcome:

There will be effective and consistent communication with each school.

Procedures:

The Kiwi Can Coordinator will:

1. Establish a meeting date each term with the Principal.
2. Have regular and frequent meetings with the Kiwi Can Liaison Person.
3. Regularly feedback any issues to Leaders, NSO and their Board as they arise.

K 7.8 Dealing with School Concerns

Policy:

School concerns will be dealt with effectively and with the support of Community Partner and the Kiwi Can Coordinator.

Outcome:

School concerns are dealt with promptly and effectively.

Procedures:

1. School staff member makes their concern known to the Coordinator.
2. Coordinator takes any necessary action or refers the concern to the Board Chair and Principal, if a major issue is involved.
3. All involved parties are advised of the action taken.

[K7.9]
K 7.10 School Camps

Policy:

Where Kiwi Can Leaders are asked by schools to participate in School Camps, they do so in the same capacity as a parent or volunteer helper would take part.

Outcome:

The role of Leaders at the camps is clearly defined and Leaders are not placed in situations for which they are unqualified.

Procedures:

1. All requests to attend school camp are made by the school to the Kiwi Can Coordinator
2. Kiwi Can Coordinator liaises with other schools to ensure continuity of service is provided.
3. Kiwi Can Leaders are briefed by the school on their responsibilities during the school camp, and applicable school policies and procedures.
4. Letter signed by school acknowledging that the Kiwi Can Leaders are attending camp as an untrained volunteer.

K 7.11 Equipment Maintenance

Policy:

All equipment is maintained regularly and according to use by Kiwi Can Leaders.

Outcome:

Equipment is maintained to optimise safe, efficient and timely use.

Procedures:

1. Equipment is stored, used and maintained appropriately. Before use, equipment is checked.
2. Written reports and recommendations for servicing, maintenance and replacement are given to Coordinators.
3. Replacement of equipment is scheduled and budgeted for.
4. Manuals that are provided for specific equipment are followed.

K 7.12 Dealing with Difficult Student Behaviour and Negative Attitudes

Policy:

Kiwi Can does not accept continuous difficult and/or disruptive behaviour or negative attitudes from students.

Outcome:

Negative student behaviour will be dealt with effectively, in keeping with the schools procedures and the Kiwi Can philosophy and values.

Procedures:

1. In the first instance and where possible, Leaders need to take reasonable measures to prevent pupils becoming negative and disruptive.
2. Leaders are expected to respond to negative attitudes or behaviour by students initially by discussing it with the student.
3. If the behaviour continues, Leaders are required to discuss the behaviour/attitude to the classroom teacher, and if necessary, the Principal.
4. Any Leader who feels they have been either harassed or abused by a student must report this immediately to their Coordinator who may then call a meeting with the School Principal to decide on a programme of action.

CAREER NAVIGATOR POLICIES AND PROCEDURES – TO BE UPDATED PENDING THEORY OF CHANGE REVIEW 2019

C 1.0 PROGRAMME REVIEW

C 1.1 QA Requirements for Programme Review

Policies:
1. Each programme is reviewed for achievement against planned outcomes.
2. At the end of each programme component, stakeholders debrief programme content, processes and delivery. A written summary of each debrief will be kept on file.

Outcomes:
1. The success of each programme is measured.
2. Any enhancements can be identified for future programme development and delivery.
3. There is a record of each student's development.

Procedures:
1. After each stage of the programme - mentor session/experiential workshops/career pathway events, there is a formal debrief between the Career Navigator Coordinator, providers and school liaison staff. Programme content and delivery is reviewed.
2. Students complete the Pre-Programme Questionnaire at the start and Debrief Questionnaire at the end of the programme.
3. At the end of each programme, focus groups are held to review programme effectiveness.
4. If any core change is recommended follow the process under policy G 12.2Recommended changes are forwarded to NSO on the Suggested Changes to Documentation form, the Foundation Sharepoint/Document Centre/Programmes. Community Partners will be notified if change will be implemented and if so by when.

Supplementary: G 12.1 Full Programme Review
Refer:
        Suggested Changes to Documentation form, Manuals folder, Intranet

C 2.0 PRE-PROGRAMME

C 2.1 Selecting Students

Policy:
The Community Partner Trust will prioritise for selection students who meet the criteria of motivated and engaged young people/secondary school students aged 15 to 18 years who are the least resourced and/or are unprepared for the transition to the workplace or further education.

Outcome:
The Career Navigator programme will meet its stated objectives and assist young people students create a purposeful pathway into their future.

Procedures:
1. Career Navigator school liaison meets with school liaison team. Students are included that meet the programme criteria.

Supplementary:
Refer Evaluation Resources on Document Centre for detail.

C 3.1 Contacting Parents/caregivers and Gaining Consent

Policy:
Career Navigator parents/caregivers are informed about the programme so that they can make an informed decision as to whether their child is included in the Career Navigator programme.

Outcome:
Parents/caregivers will receive information that will give them an opportunity to make an informed decision about whether to include their child in the Career Navigator programme.

Procedures:
1. All parents/caregivers of Career Navigator students are sent a letter about the programme which outlines how they can withdraw their child from the programme.

Supplementary:
Career Navigator Programme Manual and supplementary information in SharePoint Document Centre

C 4.0 EVALUATION

C 4.1 Schedule of Evaluation

Policy:
To promote collaborative research and evaluation that includes participation by NSO, the community partners and external evaluators on all aspects of research and evaluation project planning and design.
Career Navigator students, Career Coach/Mentors, school liaison and teachers will be involved in the evaluation process. Data will be collected at the completion of each programme phase and at the end of Mentoring.
Both quantitative and qualitative data will be collected.

Outcome:
1. The provision of an accurate picture of how the programme is proposed to work and produce desired outcomes.
2. Identification of evaluation questions of concern to external stakeholders and community partners.
3. Enhanced commitment of all parties involved in the evaluation.
4. The development of an agreed evaluation framework to assess programme effectiveness, track participant outcomes and inform programme development.

Procedures:
1. The Foundation evaluation team will drive the evaluation process.
2. Community partners will be given the opportunity to input into programme research and evaluation projects.
3. The Foundation evaluation team will work with external researchers to ensure rigorous evaluation design and methods.

C 4.3 Data Collection

Policy:
To collect quality data that is useful, timely, accurate and unbiased.

Outcome:
1. Efficient collection of quality data by the community partners and NSO.
2. Accurate information on programme participants and their experiences of the Career Navigator programme.
3. Current information is available, enabling timely reporting.

Procedures:
1. NSO will provide training for community partners on data administration and collection procedures (See the Evaluation Section of the Career Navigator Programme Manual.)
2. NSO will coordinate the data collection process and liaise with community partners to provide timely reminders for collecting data.
3. Community Partners will collect data following NSO data administration procedures and send to NSO for data entry and/or storage.

4. NSO will check data received, acknowledge receipt and maintain an up-to-date record of data collected and entered.

Supplementary:
Refer Evaluation Section, Programme Manual.

C 4.4 Programme and Evaluation Database Development

Policy:
NSO will coordinate the entry of data in an accurate and timely manner into a centralised database

Outcome:
1. Community partners and NSO will have access to reliable data that is stored securely and in one place.
2. NSO will provide a shared source of knowledge on current programme status.
3. The database will generate required programme and Evaluation reports.

Procedures:
1. NSO will coordinate the data entry process.
2. NSO will provide database training.
3. The community partners will enter relevant programme data.
4. NSO will enter survey data into the database and provide regular checks for accuracy.
5. NSO will maintain a secure database that allows community partners to enter and access programme and evaluation data.
6. NSO will ensure that effective security measures, including password protection, are in place.
7. NSO will provide a process that enables community partners to request new reports or modify existing reports.

C 4.6 Student Confidentiality

Policy:
All measures will be taken to ensure the confidentiality and privacy of evaluation participants is protected.

Outcome:
Participants will be assured their confidentiality and privacy is protected, promoting participation, honest responses and helping the Foundation to achieve their evaluation objectives.

Procedures:
1. Wherever possible, any information provided by the participant will be given anonymously.
2. Where identification is required each participant will be allocated a code number so that individual responses cannot be linked with participants' identities
3. Documents that link the code to participants' identifying information will be kept in a separate location.
4. Access to evaluation data and participant codes will be restricted to relevant NSO and the related community partner.
5. Evaluation data will be securely stored in a locked cabinet.
6. When no longer required, all documents will be securely destroyed.

C 4.7 Administering Evaluation Surveys

Policy:
Evaluation surveys will be administered under the supervision of the Foundation staff or an accredited community partner with a good understanding of the requirements of survey administration.

Outcome:
1. There are reduced numbers of incomplete and invalid surveys.
2. Good quality data will be collected that will ensure that the integrity of the research and evaluation project is protected.

3. Participants are given the information they need to make an informed decision about whether or not they want to complete the survey.

Procedures:
Surveys will be administered following directions outlined in "Administration of Surveys", (See the Evaluation Section of the Career Navigator Programme Manual.)

C 4.8 Analysis of Data

Policy:
Evaluation Data will be analysed by National Support Office research and evaluation staff or external researchers. Findings will be made available to the community partners and other stakeholders through evaluation reports.

Outcome:
1. Evaluation data is analysed by personnel with relevant skills and focussed on relevant outcomes.
2. NSO will provide reports to stakeholders, which include evaluation findings, conclusions and recommendations.
3. Community Partners will be able to monitor programme effectiveness and report on programme effectiveness to stakeholders.
4. Community Partners will be able to utilise process evaluation reports for refining programme delivery.
5. Research and evaluation findings will inform programme development and training.

Procedures:
Refer Evaluation Section, Programme Manual.

C 4.9 Evaluation Reports

Policy:
All Community Partners will have access to necessary programme and evaluation reports.

Outcome:
1. Community Partners will be able to monitor programme effectiveness and report on effectiveness to stakeholders.
2. Community Partners will be able to utilise process evaluation reports for refining programme delivery.
3. NSO will be able to provide current reports to stakeholders.

Procedure:
Refer Evaluation section, Programme Manual

C 4.10 Restrictions on Research

Policy:
Measures will be taken to ensure that all research conducted is of a high standard, and that the physical, social and psychological well-being of participants is not adversely affected by the research.

Outcome:
1. Student privacy is protected.
2. The integrity of the research is safeguarded.

Procedures:
1. Any requests to conduct a research thesis or dissertation involving Stars students, and/or Stars evaluation processes must be submitted to National Support Office for prior approval. Please forward all research requests to: Evaluation Manager, National Support Office.
2. When contacted by a member of the public requesting information for a simple course-based assignment, they can be referred to the relevant public website/s and given recent NSO/licensee marketing publications. Any other requests will be referred to the Community partner programme manager.
3. the Foundation in house materials or programme data are not to be supplied at local level.

Supplementary:
Refer G 11.7 Research Studies and Projects

C 4.11 Restrictions on Data Use

Policy:

Evaluation data is used for the purpose of the Foundation programme research and evaluation. Use of the data by community partners or other parties is restricted and requires written agreement from NSO.

Outcome:
1. Data will be used only for the purpose for which it was obtained and to which the participant consented.
2. Analysis and reporting will be accurate, clear and consistent and quality control will be maintained.

Procedures:
1. Any person wishing to conduct analysis of the Foundation Stars data should first contact the Research and Evaluation manager at NSO who will review the request and obtain the necessary permission.
2. NSO will acknowledge the application and provide written approval or reasons for denying the application.

C 4.12 Restrictions on Changes to Evaluation Documents

Policy:

Any changes to evaluation documents and procedures will be managed by NSO research and Evaluation staff.

Outcome:
1. Research and evaluation measures maintain their reliability.
2. All approved changes will be documented and revised documents will be made available to community partners.

Procedures
1. All applications for changes to research and evaluation documents must be approved by NSO using the formal 'suggested changes' procedures.
2. The suggested change will be reviewed and approved changes will be made by NSO.
3. Details of any changes made will be circulated to the community partners and the revised document made available on the intranet.

C 4.13 Confidentiality of Released data

Policy:

NSO will release data for external use under controlled conditions. NSO will keep a formal record of all data released, and a signed agreement informing that person of their responsibility to store data securely so that no other person has access to the data.

Outcome:
1. NSO will have a record of all data that is released and returned to NSO.
2. Participants' confidentiality and privacy will be protected.

Procedures:
1. A formal agreement will be signed by the person responsible for the data upon release, which includes:
   - A record of the data being released.
   - A list of names of the people who are authorized to have access to the data.
   - Information on their responsibility not to share the data with people outside NSO and the people named on the agreement.
   - An assurance that the area where the data will be used and stored is secure.
2. NSO will ensure that data will not include any information that will link the participant identifying codes to their personal information.

C 6.0 PROGRAMME DELIVERY

C 6.1 School Policies and Procedures to apply

Policy:
At all times during the programme, school policies and procedures apply.

Outcomes:
1. Students have consistency in rules and required standards of behaviour.
2. Career Navigator personnel and contractors acknowledge school rules at all times.
3. The community phases are acknowledged as school activities.

Procedures:
1. Career Navigator Agreement states policy.
2. School insurances are not compromised.
3. Career Navigator and career coach/mentors are clear on roles and responsibilities.

C 6.2 Supervision of Students and Ratios

Policies:
The Career Navigator Coordinator will assume the responsibility for supervising students during all aspects of the programme (Experiential Workshops, Career Coaching/Mentoring, Community Project phase and Career Pathway Events).

Outcome:
1. Student safety is paramount.

Procedures:
1. During the Career Pathway Events and Career Coaching/Mentoring, providers/Group or individual career coach/mentor will ensure students' activities and whereabouts are monitored.
2. During the Community phases, teachers will accompany students at all times, in line also with School policies.

[C 6.3]

C 6.4 Dealing with Student Complaints

Policy:
Student complaints will be dealt with quickly, effectively and with sensitivity.
Outcome:
Complaints are dealt with fairly and the integrity of the programme will be maintained.
Procedures:
1. Once a written complaint has been made (a verbal complaint will need to be put in writing), notification of receipt of the complaint will be sent to all parties involved. N.B: the complaint form is in the Programme Manual for printing, as required or in the Peer Mentor Manual. A complaint form is handed in to the Career Navigator Coordinator unless the complaint is made against that person. The Career Navigator Coordinator will contact the Programme Manager who will assume responsibility for resolving the complaint.
2. All parties will be given a fair hearing.
3. The complaint and action to be taken will be discussed with the Career Navigator Coordinator and School Liaison.
4. All parties will be notified of the decision made and action to be taken.
5. At all stages of the process, the safety of students will take priority.

C 6.5 Dealing with Family/Caregiver Complaints

Policy:

Family/Caregiver complaints will be dealt with quickly, effectively and with sensitivity.

Outcome:
Families/Caregivers will have a clear understanding of the complaints procedure.

Procedures:
1. Once a written complaint has been made (a verbal complaint will need to be put in writing) notification of receipt of the complaint will be sent to all parties involved.
N.B: the complaint form is in the Programme Manual for printing, as required or in the Peer Mentor Manual. A complaint form is handed in to the Career Navigator Coordinator unless the complaint is made against that person. The Career Navigator Coordinator will contact the Programme Manager who will assume responsibility for resolving the complaint.
2. All parties will be given a fair hearing.
3. The complaint and action to be taken will be discussed with the Career Navigator Coordinator and Schools Liaison.
4. All parties will be notified of the decision made and action to be taken.
5. At all stages of the process, the safety of the student will take priority.

C 6.6 Communication with Families/Caregivers

Policy:
Communication with the family/caregivers of Career Navigator students will be through the school and the Career Navigator Coordinator.

Outcome:
The family of Career Navigator students will be informed about the programme and understand who to contact if they have questions/concerns. .

Procedures:
1. Information sheets are sent to families/caregivers.
2. Teachers are aware of the Career Navigator Programme and will forward parents/caregivers to the Career Navigator Coordinator if they have questions/concerns.
3. Parents/ Caregivers are invited to agreed events. .

Refer:
C 3.1 Contacting Parents/Caregivers and Gaining Consent
Refer Programme Manual

C 6.7 Communication with the School

Policy:
In addition to the evaluation requirements, the Programme Manager will have meetings each term with the Career Navigator Coordinator and School's Liaison to collect information on how the programme is running. The school will be responsible for keeping the Career Navigator Coordinator and the Programme Manager informed about all Career Navigator issues.

Outcome:
There will be effective and consistent communication with schools.

Procedure:
The Programme Manager will establish a meeting date each term with the Career Navigator Coordinator and School Liaison.

C 6.8 Dealing with School Concerns

Policy:
School concerns will be dealt with effectively and with the support of Community Partner and the Career Navigator Coordinator.

Outcome:
School concerns are dealt with promptly and effectively.

Procedures:

1. School staff member makes their concern known to the Career Navigator Coordinator or if the concern is about this person directly to the Programme Manager.
2. Career Navigator Coordinator takes any necessary action or refers the concern to the Programme Manger and Principal, if a major issue is involved.
3. All parties are advised of the action taken.

C 6.9 Incident and Accident Reports

Policy:
1. During the all aspects of the programme the Career Navigator Coordinator to diligently complete and file their incident and accident reports where the situation requires it. The Trust requires standards of practice to be in accordance with the relevant industry safety standards.
2. The school's incident and accident reports are completed as per school policy.

Outcome:
Stars students will be in as safe an environment as is practicable.

Procedures:
1. Where there is a near miss, an incident or accident the Career Navigator Coordinator should complete the necessary forms and copy to the Programme Manager.
2. Where the situation involves an accident, the Career Navigator Coordinator must also report it to the Programme Manager by telephone as soon as possible after the accident and also comply with the school's OSH procedures and the Foundation's Incident Management Communication Process.
3. The Programme Manager must file the reports in the Incident and Accident Register and ensure policies are put in place to remove or reduce the risk of the event occurring again. Those policies should also be noted on the relevant accident or incident forms. The Programme Manager must inform the Foundation's Operation's Manager of the incident.

Supplementary:
Incident Management Communication Process

C 6.10 Emergency Procedures

Policy:
In the event of an emergency, providers should follow school procedures and also immediately contact the Community Partner's person in authority or his/her appointed deputy.

Outcomes:
1. Safety of students is maximised.
2. Reputation of the Trust is protected.

Procedures:
1. No staff member or contractor will communicate with the media.
2. Staff and Contractors will refrain from making any admission of guilt.
3. Person in authority will give guidance on what steps should be taken.
4. Incident and Accident Reports are completed.

Supplementary:
Community Partner staff to refer to G 11.2 Incident Management and Communication Plan

C 7.0 COMMUNITY

C 8.1 Community

Policy:
Students take part in the community project phase.

Outcomes:
1. Career Navigator Coordinator, Career Coach/Mentors and School Liaison will:
   a) Assist Career Navigator students to plan the activities
   b) Help to identify resources

2. Students will learn from:
   a) Requirements to participate in the planning
   b) Contributing to their community by undertaking a Community Project
   c) The Careers Pathway Events
   d) Resources available to them in the near and wider community

Procedures:
Refer Coordinator Manual, Peer Mentor Manual and Group Career Coach/Mentor Manual

C 8.0 CAREER NAVIGATOR GROUP CAREER COACH/MENTOR TRAINING

C 8.1 Selection and Training of Mentors

Policies:
1. Potential business coach/mentors must have completed a business coach/mentors training programme or have approved Recognition of Prior Learning by NSO. The Foundation believes that all prospective business coach/mentors should complete the Career Navigator Mentor training, so that they are familiar with the specific requirements of the Career Navigator business coach/mentors process and have an opportunity to share experiences, opinions and ideas with other business coach/mentors trainees.
2. Business coach/mentors must not have a criminal record.
3. Business coach/mentors must have completed a Career Navigator interview.
4. Business coach/mentors must authorise a police and G.P. check. Those checks should reveal nothing that would make them unsuitable for mentoring a young person.
5. Community Partner Trusts reserve the right to decline access to mentoring.

Outcomes:
1. All business coach/mentors matched with Career Navigator students will be familiar with the content of the programme and have sufficient and appropriate skills to business coach/mentor.
2. Career Navigator Mentors will be trained in establishing and maintaining authentic, productive and safe youth mentoring relationships.
3. All business coach/mentors will be confident in dealing with issues related to youth.
4. Business coach/mentors will be oriented to the Career Navigator philosophy and understand reporting and meeting requirements.

Procedures:
1. Community Partner staff member to sight evidence of completion of Career Navigator business coach/mentor training before matching with a Career Navigator student.
2. If an applicant wishes to apply for Recognition of Prior Learning (RPL), they must first meet with a Community Partner staff member who will ascertain if the applicant's qualifications and experience are in accordance with RPL criteria. Where the staff member believes exemption from training may be appropriate, they will request approval from NSO's Programme Development and Training team. Business coach/mentors exempt from training must attend an orientation session to ensure familiarity with Career Navigator philosophies, values, goal setting, reporting and meeting requirements.

Supplementary:
G6.8, P 8.2, P 8.3 and **P 8.4**
See also business coach/mentor liaison material, Career Navigator Programme Manual.

C 8.2 Screening

Policy:
All potential Career Navigator business coach/mentors must be screened according to the Career Navigator screening process. Only those who successfully complete the screening process may go on to be matched with a student for business coach/mentoring.

Outcomes:
1. Students are protected:
   o The business coach/mentor has completed youth mentor training

o The business coach/mentor has good character references.
o The business coach/mentor has approval from their GP to mentor (if appropriate).
o The business coach/mentor has no criminal convictions.

Procedures:
Community Partner staff member
1. Sends enquiry letter to referees
2. Sends enquiry letter to GP (if appropriate)
1. Completes Police Vetting in accordance with **G6.9 Engaging Volunteers**
2. Completes Children's Worker Safety Checklist
3. Records receipt of screening documentation in the database.
4. Completes business coach/mentor checks form

Supplementary:
G6.9
Document Centre
Business coach/mentor liaison material
Career Navigator Programme Manual

C 8.3 The Interview

Policy:
All potential Career Navigator business coach/mentors must complete an interview with a suitable Career Navigator staff member (ideally supported by one other staff member) within three weeks of completing business coach/mentor training.

Outcomes:
1. The interviewee has appropriate motives for being a business coach/mentor.
2. The interviewee is ready for business coach/mentoring:
    o Has confidence in their business coach/mentoring abilities;
    o Has a realistic perception of business coach/mentoring and understands what is involved; and
    o Their values and philosophies match those of the Foundation and the Career Navigator programme.

Procedures:
At interview:
1. Follow the interview schedule and document the interviewee's responses.
2. If not already done, collect criminal record request, completed business coach/mentor declaration, and have interviewee read and sign business coach/mentor agreement.
After interview:
3. Discuss any concerns at a team meeting/with management.
4. If not already done, complete screening process.
5. If there are no concerns then advise the interviewee by letter or phone of their acceptance as a Career Navigator business coach/mentor.
6. If there are concerns, these will be discussed with the interviewee.

Supplementary:
See Business coach/mentor Interview Schedule in Mentor liaison material: Career Navigator Programme Manual/CPDocument Centre >Programmes >Career Navigator
See Business coach/mentor Information and Declaration form in Mentor liaison material: Career Navigator Programme Manual/CPDocument Centre >Programmes >Career Navigator.

C 8.4 Business coach/mentor Criminal Record Check

Refer C8.2 and G6.9

C 8.5 Contracting Business coach/mentors

Policy:

All potential Business coach/mentor must sign a Career Navigator Business coach/mentor Agreement before being matched with a student.

Outcomes:
1. Business coach/mentors are aware of the commitment they are making to their Career Navigator student.
2. Business coach/mentors are aware of what support they can expect from Career Navigator.

Procedures:
1. All potential business coach/mentors will be given the Career Navigator Business coach/mentor Agreement at or prior to the interview.
2. The signed Agreement must be received before a business coach/mentor can be matched with a student.

Supplementary:
See Business coach/mentor Agreement in Mentor Liaison Material: Career Navigator Programme Manual/CPDocument Centre >Programmes >Career Navigator.

C 8.6 Students and Business coach/mentors Meeting

Policy:
Students and business coach/mentors will meet prior to being matched either for a day's or evening's activities so that they can get to know each other.

Outcome:
A natural selection process occurs so that the partnership is based in friendship and is therefore more likely to be successful.

Procedures:
Refer Business coach/mentor Liaison Material, and Business coach/mentor Portfolio: Career Navigator Programme Manual.

C 8.7 Student and Business coach/mentor Gender Matching

Policy:
Where possible, business coach/mentors are matched with students of the same gender. This goal applies irrespective of business coach/mentor or student sexual orientation.

Outcomes:
1. Business coach/mentors and students are aware that they will be matched with someone of the same gender as themselves.
2. If there is a shortage of male business coach/mentors, a male student is matched with a female business coach/mentors (after student and parental/caregiver consent has been obtained prior to business coach/mentors commencing). A male business coach/mentors cannot be matched with a female student.

Procedures:
1. Business coach/mentor Coordinator arranges business coach/mentors /student group meetings and activities prior to matching.
2. Business coach/mentor Coordinator arranges the business coach/mentor matching/selection process attempting to give students their first choice of business coach/mentor, provided they are of the same gender. This gender match policy is made clear to both students and business coach/mentor s from the beginning.
3. When a gender match is not possible then the Business coach/mentor Coordinator looks at the feasibility of matching a female business coach/mentor with a male student. If a mixed-gender match is required, student and parental/caregiver consent has to be obtained prior to prior to mentoring commencing).
4. For group business coach/mentoring same gender matching is not necessary.

C 8.8 Delayed Business coach/mentor Matching

Policy:

All potential business coach/mentors must attend a refresher meeting with a suitable Career Navigator staff member if there is a delay of more than three months between completion of business coach/mentor training and being matched with a student.

Outcome:
Business coach/mentors are aware of the commitment they are making to their Career Navigator student and understand their roles and responsibilities

Procedure:
The staff member arranges a two-hour meeting with business coach/mentors prior to matching to reinforce the key responsibilities of being a Career Navigator business coach/mentor and to refresh their understanding of the content/use of manuals.

Supplementary:
Mentor Portfolio.

C 8.9 Mentor Standards of Behaviour

Policy:
All business coach/mentors must accept and act in accordance with the standards of behaviour as outlined and agreed to in the Business coach/mentor Agreement and Career Navigator policies and procedures.

Outcomes:
1. The rights of Career Navigator students are protected
2. If a complaint is laid against a business coach/mentor, an investigation is undertaken
3. If a business coach/mentor doesn't uphold the standards of behaviour, transparent action is taken to minimise harm to all parties.

Procedures:
1. The Business coach/mentor Coordinator will be advised in writing of any concerns that a person has with a business coach/mentor's behaviour.
2. Notification of receipt of a complaint and procedures being followed will be sent to all parties involved.
3. The complaint and action to be taken will be discussed at an emergency staff meeting, and if necessary, ratified at an emergency management board meeting.
4. At all stages of this process the safety of the student will take priority.
5. All parties will be kept informed in the interests of fairness.
6. If a business coach/mentor is proven to have not upheld the standards of behaviour, a decision may be reached to immediately withdraw the business coach/mentor from participating in the programme.

Supplementary:
Refer Complaint Form, Student Logbook.

C 8.10 Relating with the Student's Family (for one-on-one coaching/mentoring where students meet outside of the Career Navigator sessions)

Policies:
1. Parents/caregivers must provide consent for their child/caregiver to be engaged in business coach/mentoring. They will also consent to the business coach/mentor match that has been approved by Career Navigator staff.
2. Mentors must obtain parent/caregiver consent (verbal or written) for Mentor/student activities.
3. Business coach/mentors must keep parents/caregivers informed of all business coach/mentor/student contact.
4. Business coach/mentors must respect the culture, values and beliefs of the student and their family/caregivers. .

Outcomes:
1. Parents/caregivers will understand the concept of business coach/mentoring and agree to their child being regularly business coach/mentored by an adult for up to 12 months (time may vary).
2. Parents/caregivers will welcome their child's business coach/mentor and support their efforts.
3. Parents/caregivers will know the whereabouts and activity that their child is involved in during mentoring.

Procedures:

1. Parents/caregivers will be informed about the business coach/mentoring process at the caregiver introduction meeting.
2. The Business coach/mentor Coordinator will send out to parents/caregivers a profile of their child's business coach/mentor (see form in Mentor Liaison Material: Programme Manual).
3. Parents/caregivers must meet their child's potential business coach/mentor and advise the Business coach/mentor Coordinator urgently if they object to the business coach/mentor.
4. Business coach/mentors must respect the culture, values and beliefs of the student and their family/caregivers.
5. Business coach/mentors will inform parents/caregivers about all intended or actual contact with students including:
    e) Where they are taking the student.
    f) When they are meeting the student.
    g) What time the student will return home.
    h) Key activities that are intended or did occur.

Supplementary:
Refer Programme Manual.

C 8.11 The Role of the business coach/mentor

Policy:
The role of the business coach/mentor is to establish a supportive relationship with a Career Navigator student for a maximum period of up to one year. Mentors will act in accordance with parental expectations.

Outcomes:
1. The Career Navigator student is provided with an additional source of support.
2. The student is given assistance with setting and achieving their goals.
3. The business coach/mentor is able to help the student maintain the learning achieved during the programme.
4. The business coach/mentor can liaise with other support people including the school liaison team, and Career Navigator staff to assist the student.
5. Mentors are required to abide by the rules and expectations of parents/caregivers when they are with students.
6. The mentor must be aware of assessing risk involved in mentor/mentee activities undertaken and seek appropriate permissions to undertake activities.

Procedures:
1. The business coach/mentor will meet with the student once a fortnight and record meeting dates. They will text, skype, Facebook or email the student every other week.
2. The business coach/mentor will attend business coach/mentor meetings as required.
3. The business coach/mentor will either enter monthly reports online, or provide monthly written reports to the Business coach/mentor Coordinator.
4. The business coach/mentor will not try to be a counsellor, substitute parent, or disciplinarian.
5. The business coach/mentor will be given the details of other support people for the student i.e. school liaison teacher.
6. The business coach/mentor will be given a copy of the Student Record Sheet.
7. Mentors are required to meet and talk with parents/caregivers about their rules and expectations for the student.
8. The mentor must work with the Mentor Coordinator to assess risk and seek appropriate permissions for activities.

C 8.12 In Loco-Parentis

Policy:
Given the age of Career Navigator students, business coach/mentors are legally responsible for their students in the absence of parents/caregivers. Business coach/mentors are required to abide by the rules and expectations of parents/caregivers when they are with students.

Outcome:
Business coach/mentors will act in accordance with parental expectations.

Procedures:
3. When matched with a student, the business coach/mentor is required to meet and talk with parents/caregivers about their rules and expectations for the student.
4. The business coach/mentor is required to explain to the student the meaning of this policy

C 8.13 Career Navigator business coach/mentor manual

Policy:
Every Career Navigator business coach/mentor will receive the Career Navigator business coach/mentor manual once they have been accepted/matched as a Career Navigator business coach/mentor.

Outcomes:
1. Business coach/mentors will understand business coach/mentoring policies and procedures.
2. Business coach/mentors will keep a record of business coach/mentor and student progress.
3. Business coach/mentors will be equipped with necessary resources.
4. Business coach/mentors will have the required reporting forms and instructions.

Procedure:
Career Navigator business coach/mentor content will be introduced to screened and matched business coach/mentors by the Business coach/mentor Coordinator. The Business coach/mentor Coordinator will ensure each business coach/mentor understands the contents of the manual.

Supplementary:
See Career Navigator business coach/mentor manual.

C 8.14 Assisting Students to Achieve their Goals

Policy:
Career Navigator business coach/mentors are required to monitor student goal/challenge progress on a monthly basis and give regular encouragement and assistance.

Outcomes:
1. Career Navigator students will receive the support and encouragement required to stay on track with their goals/challenges.
2. Students will achieve at least one of their goals and recognise the value of goal setting.

Procedures:
1. Business coach/mentors assist students to write their goals at the beginning of mentoring, and engage in formally reviewing student goals with the Business coach/mentors Coordinator.
2. Business coach/mentors are asked to report on student goal progress.
3. Business coach/mentors are expected to talk with their student about goal/challenge progress at least once a month and where possible give practical assistance.
4. Business coach/mentors should assist students to set new goals/challenges when it is clear the student's focus has moved away from a goal.
5. Business coach/mentors are required to notify the Business coach/mentor Coordinator of changes to student goals.

Supplementary:
See Student Agreement in Career Navigator manuals.
C 9.1 Requirements for Students to Graduate

[no C8.15]

C 8.16 Respecting Student Privacy

Policy:
Business coach/mentors and Facilitators are required to respect student privacy, both social, physical and emotional.

Outcomes:
1. Business coach/mentors will not attempt to obtain information about the student or their activities against their wishes.
2. Any information held by the Community Partner Trust about the student may only be disclosed to the business coach/mentors without student's consent where staff consider it essential for the student's well-being.
3. If such a disclosure is made, suitable Trust staff will advise the student accordingly.

Procedures:
1. Business coach/mentors will be given demographic data for their student.
2. Any other requests for information must be made to the Trust's Programme Manager. These may be declined at the discretion of the Trust.

Supplementary:
G 15.8 Child / Young Person Disclosure and Confidentiality

C 8.17 Communications with Students

Policy:
Business coach/mentors are required to spend at least a few hours with their student each fortnight, and preferably be in phone contact the weeks in between (or if this is not possible, text, email, skype or Facebook contact). Business coach/mentors are expected to arrange a regular fortnightly meeting time with the students.

Outcomes:
1. Business coach/mentors will have regular communication with their student with a view to establishing a friendship.
2. Students will have maximum opportunity to discuss problems or issues with Mentors.

Procedures:
1. Business coach/mentors will establish a regular meeting time with their student at the beginning of the partnership.
2. If the regular meeting arrangement breaks down the responsibility lies with the business coach/mentor to arrange another time as soon as possible.
3. If the student is being completely unresponsive (i.e. not attending meetings or returning phone calls) the business coach/mentor will report this to the Business coach/mentor Coordinator.
4. Business coach/mentors will advise students if they are going to be away for significant periods of time, e.g. a month.

C 8.18 Student / Mentor overnight stays

Policy:
Students should not under any circumstances stay overnight with their business coach/mentor.

Outcomes:
1. Student and business coach/mentor safety is paramount
2. The student does not feel under pressure to stay over.
3. The business coach/mentor does not feel under pressure to agree to a stay over.
4. Potential risks are reduced.
5. The student's family is secure in the knowledge that all precautions have been taken to ensure their child is safe.
6. All parties are fully informed of the situation.

[no C8.19]

C 8.20 Dealing with Harassment or Abuse by the Student

Policy:
The Community Partner Trust will not accept harassment of business coach/mentors by students. Whenever possible business coach/mentors and students will be gender matched.

Outcome:
The rights of the business coach/mentor will be protected.

Procedures:
Any business coach/mentor who feels they have been either harassed or abused by a student must report this immediately to the Programme Manager who may then call an emergency team meeting to decide on a programme of action. This may involve:

d)   Contacting another agency who can counsel the student and, where appropriate, the business coach/mentor.
e)   Replacing the business coach/mentor with another.
f)   In serious cases removing the student from the programme.

Supplementary:
G16 Incident Management and Communication

[no C8.21, C8.22]

C 8.23 Student Dishonesty

Policy:
The Community Partner Trust will not accept dishonesty by students and will act on any such behaviour.

Outcomes:
Students will recognise that there are consequences to dishonest or illegal behaviour.

Procedures:
1. Business coach/mentors are required to notify the Programme Manager of any illegal or dishonest behaviour by students.
2. Business coach/mentors are required to inform students of the action they have taken.
3. If the dishonest behaviour is against the business coach/mentor, the business coach/mentor may decide whether to inform parents/caregivers.
4. If the dishonest behaviour is against a third party, the business coach/mentor and preferably the student, supported by the Programme Manager, will inform parents/caregivers.

C 8.24 Reporting and Meeting Attendance

Policy:
Career Navigator business coach/mentors are required to attend one meeting a month and to either enter a report online or provide a written report before the meeting or as agreed by the Programme Manager and business coach/mentor.

Outcomes:
Business coach/mentor attend a monthly meeting where they have an opportunity to discuss successes/concerns, and/or debrief, and to receive feedback, training and support. This meeting can be either an individual meeting with the Programme Manager, or a collective meeting alongside all of the business coach/mentors which is facilitated by the Programme Manager. The Community Partner Trust will keep records of business coach/mentor/student contact and progress, and can act on concerns quickly.

Procedures:
1. Business coach/mentors are notified at the beginning of business coach/mentoring of the monthly meeting dates.
2. business coach/mentors are also given hardcopies of the Business coach/mentor Report Back Sheet to hand these in at the monthly meetings or send by fax/email/post.
3. Meeting attendance will be entered into the database by Trust staff within one week of each monthly meeting.
4. Where business coach/mentors have not completed the Report online, staff will enter student contacts and other notes against each business coach/mentor's record in the Programme and Evaluation Database.

Supplementary:
See Report Back Sheet in Career Navigator Manual .

C 8.25 Mentors Reporting Incidents and Accidents

Policy:
In the event of any accident or incident (including a near miss), business coach/mentors are required to ensure the immediate safety of people involved and later complete an Accident/Incident form.

 Outcomes:
1. business coach/mentors will act quickly and effectively in the event of an accident or incident.
2. Details of the incident or accident are recorded and can be examined later to help prevent recurrence.
3. Parents/caregivers will be able to be quickly informed and given specific details related to the incident or accident.

Procedures:
1. If necessary, medical assistance should be requested. The business coach/mentor will then apply the appropriate first aid until assistance arrives.
2. The business coach/mentor will advise the student's parents/caregivers as soon as possible. The business coach/mentor should then contact the Foundation.
3. The business coach/mentor will stay with the student until a caregiver or the Foundation Programmes Manager arrives.
4. The business coach/mentor will complete the Accident/Incident Report Form and return to the Foundation.
5. Programme staff will send the NSO Operations Manager a summary report detailing key actions and outcomes.

Supplementary:
See the Accident/Incident Report Form in the Career Navigator manual.

[no C8.26]

C 8.27 Money and gifts from business coach/mentors

Policy:
Students are expected to pay their own way when with their business coach/mentor. Business coach/mentors are not to give money or gifts, except on appropriate occasions such as birthdays, and only if acceptable to the students' parents/caregivers.

Outcomes:
1. Business coach/mentors and students are both aware of who is expected to pay for activities.
2. Business coach/mentoring will focus on spending time together rather than spending money.
3. Respect is shown to the family/caregivers as the key contributor of gifts and money to the student.
4. There are no expectations of reciprocity.

Procedure:
A business coach/mentor will only give a gift after talking with parents and getting their permission.

C 8.28 Ongoing Training

Policy:
The Community Partner Trust will be committed to providing students with well-trained business coach/mentors through ongoing training at the monthly meetings. Business coach/mentors are also asked about training needs and where a specific need is stated this will be addressed. Where a need is observed Trust staff will discuss this with a business coach/mentor and provide training.

Outcomes:
1. Business coach/mentors will feel confident in their business coach/mentoring skills and are better able to enjoy business coach/mentoring.
2. Career Navigator students will gain the maximum benefit from business coach/mentoring.

Procedure:
Programme staff conducts ongoing training at monthly meetings using the Career Navigator manual and/or calls in specialists to address specific needs.

Supplementary:
Career Navigator manual

C 8.29 Mentor Partnership Review

Policy:
All Career Navigator business coach/mentors are required to participate in a business coach/mentor Review after eight weeks to assess the business coach/mentoring relationship.

Outcomes:
1. Business coach/mentor partnerships are carefully reviewed in the early stages of business coach/mentoring.
2. If partnerships are proving to be ineffective, issues can be dealt with early.
3. Training needs can be met early.

Procedures:
1. Business coach/mentors are advised in their initial interview that they will undergo an eight-week business coach/mentor partnership review.
2. At the eight-week period, business coach/mentors complete a partnership review questionnaire and submit to the Programme staff. Students and parents also complete review questionnaires.
3. The Programme staff interview the business coach/mentor to discuss eligibility for continuing business coach/mentoring and further training needs.
4. If training needs are identified, action plans are put into place. If a decision is made to discontinue a business coach/mentor partnership, all parties will be supported.

Supplementary:
See Partnership Review Questionnaire.
Career Navigator Programme Manual

C 8.30 Mentor Smoking and Substance Use

Policy:
Career Navigator business coach/mentors are asked to not use substances such as cigarettes, vaping and alcohol in the presence of Career Navigator students. Business coach/mentors discovered to be using illegal drugs will be withdrawn immediately from the programme.

Outcome:
Career Navigator business coach/mentors will act as positive role models in regard to substance use when in the presence of students.

Procedures:
1. Any business coach/mentors found to be disregarding this policy in regard to drugs will be withdrawn immediately from the programme.
2. If a business coach/mentor is intoxicated in the presence of Career Navigator students, they will be asked to attend a meeting with Programme staff to resolve the matter.
3. Business coach/mentors should refrain from smoking in the presence of Career Navigator students.

[no C8.31]

C 9.0 GRADUATION

C 9.1 Requirements for Students to Graduate

Policy:
1. To graduate, students must have remained committed to Career Navigator throughout the programme and shown a positive attitude to trying to achieve their goals/challenges.
2. Students who do not remain committed to Career Navigator or who have not shown a positive attitude to achieving their goals/challenges will be acknowledged as having participated in Career Navigator.

Outcomes:
1. Students will have attended at least 75% of the programme.
2. Students will have completed 75% of their logbook and student journal entries.
3. Students will have made a positive effort with business coach/mentoring including attending business coach/mentor and student meetings.
4. Students will have their own evidence of the success of the goal setting process.

Procedures:
1. Student attendance on at least 75% of the programme recorded by the Business Coach/mentor Coordinator.
2. Student Logbooks are collected in at the end and reviewed by the Programme staff.
3. If there is any information contained in these student materials that is of a concern, Programme Managers are to follow relevant policies and procedures such as Student Disclosure, Quality Assurance.
4. Business coach/mentors record contacts with students.
5. Students record their goals and goal progress in their Journal. Goals/challenges are reviewed, looking in particular at whether they are realistic and measurable. Programme staff check goal progress at each meeting between business coach/mentors and students and again at formal review meetings.

C 9.2 Student Graduation Assessment Process

Policy:
Students, their business coach/mentors, and Families/Caregivers work in partnership with the Community Partner Trust to determine whether and why a student should graduate.

Outcomes:
1. Students take the graduation process seriously and can identify why they should graduate.
2. All parties have an opportunity for input and review.

Procedures:
1. Programme staff will interview the student alongside their parents/caregivers and/or business coach/mentors. A record will be kept of the student's responses and evidence sighted of goal achievement. Students, parents/caregivers and the business coach/mentors complete the end of the programme questionnaire if they have not already done so.
2. The Programme staff will evaluate the information available and decide if the student is eligible to graduate. The decision, the reasons behind that decision and any supporting information is then passed back to the student and their family/caregivers.

Supplementary:
See Career Navigator Programme Manual.

C 9.3 Requirements for business coach/mentors to Graduate

Policy:
Career Navigator business coach/mentors must have remained committed to Career Navigator and their student throughout the business coach/mentorng phase of the programme.

Outcomes:
1. Business coach/mentors will have met 75% of the agreed contact time with their students.
2. Business coach/mentors must have attended 75% of business coach/mentor and student events.
3. Business coach/mentors must have completed the Mentor and student graduation assessment.

Procedures:
1. Monthly report back sheets are completed.
2. The Business coach/mentor Partnership Review is completed.
3. End of business coach/mentoring questionnaire is completed.