**St.Paul’s Waccamaw Methodist Church**

Change the World One Child at a time, by handing down the truth of GOD’s word.



“And all the children will be taught of the Lord- the well-being of your children will be great”

Isaiah 54:13

These Little Hands

These little hands so very small will grow as I grow tall.

As my hands hold on to yours;

you will guide and teach me all about this big big world.

Your hand will love me and bless me and in return

I will learn to bless and love.

These little hands so very small will grow in understanding

of things great and small. As my hands grow in

God’s love I will be able to touch

lives with heavens love.

These little hands will grow with God’s grace

 because of the hands that have shown God’s face.



“What does the LORD require of you?

to act justly and to love mercy and to

 walk humbly with your God. Micah 6:8

We are not just teaching Sunday School we are reaching

out to the future making disciples for Jesus Christ.

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ST. PAUL’S CHILDRENS MINISTRY STATEMENT

OF PURPOSE

We believe we are called by GOD to help mold the spiritual understanding of children. The foundation that is laid during childhood will be the stepping stone for their Christian faith tomorrow. We are committed to provide a safe and nurturing environment that honors each stage of a child’s development spiritually, emotionally and physically. We help them understand that GOD has a divine purpose for their lives while providing opportunities for servant leadership.

“Train up a child “**in the way**” he should go.” Proverbs 22:6

WHAT WE BELIEVE

That Jesus Christ is our LORD and SAVIOR.

\*Children are a gift from God and should be handled with love and care.

\*Children need a safe, nurturing age-appropriate environment.

\*This ministry is guided by looking through a child’s eyes and ministering to the individual child by promoting positive self-esteem and personal growth with themselves, God and others.

\*We are partnering with families to raise children in the way they should by supporting them and providing opportunities for all to grow through sound biblical teaching of God’s word.

“For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. John 3:16

OUR GOALS AND MISSION

Our vision is to foster within each child a desire to grow personally in the grace and knowledge of our LORD JESUS CHRIST. Our heart’s desire is helping them develop their lives so there is an eternal imprint of God on this world.

* \*Providing the knowledge of God’s word
* \*To empower them as servant leaders
* \*Helping with the understanding of God’s calling on their lives
* \*Empowering them to make a difference in the world around them.

“And you shall love the LORD your God with all your heart and with all your soul and with all your might. And these words, which I am commanding you today, shall be on your heart” Deuteronomy 6:5

St. Paul’s Methodist Church

In order to provide an atmosphere where children are valued, safe, and loved:

1. Know ourselves as Christians and teachers. We need to be aware of our own strengths, styles, and needs. We recognize that we serve as both teachers and models for children.
2. Each child that comes to us comes with their own unique bent. They have their own interest, strengths, learning style, and intelligence. We are there to teach and nurture all children.
3. Set an atmosphere that is conducive to age-appropriate learning. Our classrooms are to be God-focused and child-centered. We recognize that children experience learning in a variety of ways, including movement, music, art, and crafts and other community actions.
4. We will offer curriculum that teaches in different learning styles. These lessons will be filled with activities and learning opportunities that will help children get excited about learning. There is a variety of experiences in order to accommodate the different leaning styles of each child.
5. Find positive ways to direct behavior while looking for opportunities to praise children for good behavior and attitudes.

 DISCIPLIN FALLS INTO TWO CATEGORIES:

 Isolated incidents & Chronic behavior

Isolated incidents:

1. Separate the child from the group so as not to embarrass the child in front of the class.
2. Ask questions, listen and talk. Avoid asking why the child misbehaved and focus on the behavior you desire.
3. Offer real choices that will help the child be successful. “Please put your feet on the floor or come sit down with me.” “Our words are used to be kind to our friends. Please use a kind inside voice.” Praise the child when the right choice is made.
4. Pray with the child. Many times, this can be a God moment for you and the child.
5. In case of emergency, send for another adult to help but don’t leave the room or have children in the care of a teenager.

Chronic issues:

If there is a child who disrupts the class continually:

A) Review all aspect of the class atmosphere and curriculum that may inadvertently be contributing to the child’s issue. Are there opportunities for movement, communication and for the child to feel valued?

B) Some children need adaptations in the classroom. The action may be is a result of something bothering the child.

The child who is constantly seeking attention (even negative attention) is searching for acceptance. Find a way for the child to be successful in the class.

1. Talk to the parent and ask for advice rather than implying that there is a problem. Do your best to reach the child’s personality, interest and circumstance.
2. Ask parent to read a story, help with a project.
3. Pray daily for the child and for God to give you insight into the heart of the child. Please don’t discuss the child’s behavior with others.
4. Contact the \_\_\_\_\_\_\_\_\_\_\_\_\_ for support, prayer and ideas for alternative ideas to help the child.
5. Please never talk to others about a child’s actions. Pray and ask God to give you his insight for this child.

WE WILL:

* Build on a child’s strength
* Avoid seeing them as discipline problems
* Remember they are young and just learning
* Each child is a Gift from God, special, unique, and valued
* Remember there are NO BAD children just inappropriate choices.

PLEASE DON’T:

* Place or isolate the child in the hall
* Humiliate or hurt the child with your words or actions

Remember we are teachers and our role is to create a safe place for the children to guide and mentor them. We are to correct and give boundaries that are age appropriate. We are teaching the love of Jesus Christ that is filled with love and acceptance.

NURSERY STAFF JOB DESCRIPTION

* Please be prompt in arriving for ministry 10 -15 minute early.
* Please notify \_\_\_\_\_\_\_that you are here. If you are unable to come, please notify us beforehand.
* Inspect the room for safety removing any article that may be a hazard.
* Prepare the room for the children and the lesson. Gather all supplies needed before hand.
* Set up the room for the lesson.
* Please allow time to pray for each child and God’s spirit to fill the you and the room.
* Doing all these preparations beforehand allows your full attention on the children. Stoop down and look in their eyes when talking to them. These are their first encounters with the love of God and his son Jesus Christ.
* Please don’t ever leave a class room unattended for any reason. Have someone relieve you if you need to leave.
* Please stay off your phone and give your attention to them.
* When changing diapers for your safety please always wear gloves. If possible, have someone watch. Wrap diaper up in a bag and dispose in the designated trash can.
* Taking turns cleaning the room and toys (Clorox, use spray bottles to clean toys and surfaces) changing diapers and other nursery responsibilities. Please wipe down all toys used and surfaces used.
* We are a servant team please don’t talk about others or children.
* If there is an issue please address\_\_\_\_\_\_\_\_\_\_\_in private. Please never discuss a child’s behavior in the hall or other teachers. Please write down your concerns and give to\_\_\_\_\_\_\_.
* We are servant leaders, we are a team, we are the hands and heart of Jesus Christ serving his little ones.
* Please make sure you read The Children’s Ministry Hand book.

Thank you for the gift of loving and serving our LORD and being his hands with a servant’s heart.

 MAP OF BUILDING AND ROOMS USAGE

TEACHER JOB DESCRIPTION

 PERSONAL:

* \*Believe in Jesus Christ and exhibit a consistent testimony and God walk
* \*Complete My Covenant and Personal Information sheet
* Attend worship services regularly.
* Spend time with the Word of God

ASSIST YOUR DEPARTMENT:

* Preparing all lessons and activities before class.
* Help with special activities during given time in class
* Guide children from one activity to another and maintain an age-appropriate learning environment.
* Be a servant leader and nurture friendships with children and other servant leaders.
* Pray for the children, servant leaders, Children Ministries and church.

 SHOW PERSONAL CONCERN FOR THE CHILDREN BY:

* Praying for them regularly.
* Be prepared mentally, physically and spiritually. This will help you to be at your best.

 SHOW PERSONAL CONCERN FOR THE CHURCH BY:

* Returning all equipment and supplies to appointed areas.
* Modeling to children respect for rooms, furniture, and equipment.

 TIME INVOLVEMENT:

* 1-2 hours weekly, including outside preparation.
* Give adequate notice to servant leaders and \_\_\_\_\_\_\_\_\_\_\_\_ if you will be absent on any given Sunday. Try to cover the class by calling the list of servant leaders.
* Try to attend scheduled training meetings.
* Take advantage of outside training opportunities.
* Please make sure you read The Children’s Ministry Hand book.

Thank you for the gift of loving and serving our LORD and being his hands with a servant’s heart.

 TEACHING AND NURSERY COVENANT

I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, because I feel God’s call on me to teach, I commit to the guidelines of ministering and teaching children.

**As a teacher, I will**

Serve as a Servant Leader for the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_class.

**As a Teacher**, I am committed to our LORD JESUS CHRIST. My personal relationship with Christ will help me be a model to the children. I will study God’s Word regularly and have a desire to grow in my faith.

**Our Church**

I will regularly worship with our church family.

I support the doctrinal statement and leadership of our church.

**Our Children**

I will pray for each child.

I will honor each child with respect, love and acceptance.

I will show love and concern for their lives.

I will call and send a card/email if the child is absent.

I will prepare the lessons beforehand and be in the classroom early.

I will participate in training events during the year to improve my teaching skills.

**My Servant Leader Team**

I will pray for our church and Servant Leaders.

I will care for and return all equipment and supplies.

I will express my needs to the Director.

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Teacher Date

 CLASSROOM SUPPLIES NEEDED

Please give us two weeks to have any supplies needed. Turn your list into Children’s Ministry Director. Please circle item needed.

Quantity

\_\_\_\_\_\_

\_\_\_\_\_\_

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Items

Pencils/Pens

Markers/Crayons

Glue/Paste/Rubber Cement

Clear Tape/Masking

Bibles

Construction Paper/

Typing Paper/Lined Paper/Other

Staples/Stapler

Stickers

Scissors

Paint/Paint Brushes

Magazines

Equipment/TV/VCR

Other

Date Needed

\_\_\_\_\_\_

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**CHURCH OFFICE NOTIFICATION INJURY REPORT**

Name, Age and Gender of Child Who Was Injured:

Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_City/Zip:\_\_\_\_\_\_\_\_\_\_\_\_

Name of Parent:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date and Time of Accident: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Describe in detail how the child was injured, including location, names and actions of all children and adults involved.

Describe the child’s injuries and what action was taken to treat the injuries. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How and when was the parent notified? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please list names and phone numbers of witnesses to the accident:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

AdditionalComments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Your name, address and phone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Notification

I Was Hurt Today (But I’m OK Now)!

Name Of Child: Date: Time:

What Happened:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_helped me by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Notification

I Was Hurt Today (But I’m OK Now)!

Name Of Child: Date: Time:

What Happened:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_helped me by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please fill out one for the parent and one for the \_\_\_\_\_\_\_\_.

 EMERGENCIES 

Events that put children in danger

* Threat of violence
* Fires/MAP
* Severe winds, hurricanes, flooding, and natural events
* Missing child
* Epidemic

STAFF

* Establishing Your Communication Procedures
* Plan how you and your staff will interact with each other, first responders, children, and families during an emergency.
* Who will alert children and staff about an emergency?
* How will staff be alerted?
* Who will call emergency services?
* Using what device?
* If cell service, phone lines, and/or power are out, how will you contact emergency services?
* Who will communicate necessary information to parents/guardians?
* How will parents/guardians be contacted and/or updated?
* What device will you use to receive information from emergency officials?
* How will you communicate with and provide updates to staff during an emergency?
* What is your back-up communication plan if the power is out?
* Once the all clear is received from first responders, who will alert staff about resuming normal activities?
* How will the all-clear message be communicated to families?

 MAPE OF BUILDLING AND GROUNDS

 EMERGENCY PHONE NUMBERS

Whom to Contact in Your Community During an Emergency

 Medical Emergency (911)

Police (911)

 Fire (911)

Rescue (911)

 Hospital or Clinic Poison Control 1-800-222-1222

 Local Emergency 843-237-1698

 Electric Company & Gas 843-839-5555

 Water Company 843-237-9727

 Waste Disposal 843-545-3483

 Insurance Provider



REUNITE CHILDREN AND FAMILIES FOR ALL EMERGENCIES

* Send an “all-clear message to PARENTS/GUARDIAN
* Maintain a safe and secure environment.
* Know who is responsible for each child.
* Count children and notify person who is in charge.
* Choose a meeting place far enough from facility to avoid danger.
* Release children only to authorized individuals.
* Check identification on person picking up child and the child’s identification before releasing child

MAP IDENTIFYING THE AREA FOR EACH GROUP OF CHILDREN

HELP CHILDREN COPE

Our concern is to help provide a safe and nurturing environment for our children. By nature, any change is hard for them. Tell them in advance what will be changing.

* Reassure, be calm and patient.
* Answer questions appropriately.
* Acknowledge feelings and encourage children
* Be positive, extra hugs may be necessary
* Pray with children



MOVING INFANTS AND TODDLERS

* Evacuation cribs and strollers can be used to quickly and safely move infant toddlers, and children with special needs.
* Evacuation cribs and strollers must be easy to move and must fit through designated fire exits.
* Cribs must be compliant with Consumer Product Safety Commission (CPSC) standers.

 EVACUATION ROUTES

* Hallways and exit routes must be clear at all times.
* Exit doors must easily open for evacuation.
* Evacuation routes and doors should be clearly marked and have emergency lighting.
* Evacuation routes and exits must be accessible to all.

MAPS MARKED WITH EVACUATIONS ROUTES



EVACUATE

Leave building if there is fire, gas leakage, a bomb threat, explosion, indoor contamination, or other threats.

* Gather children and do a head count.
* Exit building using routes and count heads.
* Take children to designated area and do a head count.
* Inform \_\_\_\_\_\_\_\_of head count and that you are in your appropriate area.
* Wait for further instructions.

 

WEATHER ALERTS

* WATCH

IF conditions are right for severe weather notify parents as soon as possible to pick up children.

* If storm is too close, take shelter immediately. If possible, not by windows.

SHELTER-IN-PLACE

Weather or other circumstances may require not leaving the building.

* Select room and if possible, stay away from windows.
* Try to stay calm so the children will not get frightened.
* Make sure you keep a head count of the children.
* Communicate with emergency personnel. Be prepared to transport children to an offsite location.

 THREAT OF VIOLENCE 

LOCKDOWN

GO IN, STAY IN, TURN IN

* If possible, get away from intruder.
* Lock doors. Barricade doors with furniture.
* Lock and cover door window and windows.
* Turn off lights.
* Gather children in the safest area of the room.
* Hide children if possible.
* Keep as calm as possible to help children stay calm
* If needed be aggressive

The following steps provide guidelines for staff, students and visitors in an emergency situation:

1. On hearing the lock down signal the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ will

call for assistance using 999.

2. Staff will lock the front outer door and internal hall door and the back door.

3. Three (3) long whistle blows will signal lockdown procedures to take effect immediately.

In the setting:

Upon hearing the Lockdown signal, these steps will be followed:

1. Staff to guide all children into the hall if playing outside. Staff to secure all windows and doors. Instruct children to move into the rear room on the right of the stage and keep them calm. If anyone is outside, call them in. Collect medical box, register & mobile phone.

2. Do a head count immediately & call register.

3. Supervise, ensuring everyone remains out of sight and are sitting quietly.

4. No one should be allowed out of the room or safe area during a lockdown procedure.

5. Remain in lockdown until the all-clear has been given by the police.

 MAP OF BUILDINGS AND GROUNDS

 FOR FIRE EVACUATIONS

 2 WAYS IN 2 WAYS OUT



 FIRE

Fire Safety

* Fire doors are clearly marked, never obstructed and easily opened from the inside
* Smoke detectors/alarms and firefighting appliances conform to state standards, and are electronically linked. The building is checked for fire risk, health and safety.
* Two ways in and two ways out.

Emergency Evacuation Procedure

* Children are introduced to the sound of the fire alarm through a drill.
* Children, staff and parents are introduced to the emergency exits.
* In case of an emergency, \_\_\_\_\_\_\_\_\_inside the building will call all children to line up immediately, count heads and lead them through the nearest emergency exit to\_\_\_\_\_\_\_\_\_\_ taking the register (which includes details of visitors) and emergency contact details with her.
* Any children must be called back immediately, if it is safe to do so, and led to the \_\_\_\_\_\_\_\_\_\_\_\_ with the other children.
* If there are any children in the outdoor play area, a second member of staff will call all these children to line up immediately, count heads and lead them to \_\_\_\_\_\_\_\_\_\_\_\_.
* \_\_\_\_\_\_\_\_will take the register to ensure that all children are accounted for and check that all staff and visitors are also accounted for.
* Under no circumstances should anyone return to a burning or dangerous building to search for anyone unaccounted for.
* The emergency services should be informed immediately if they need to search for anyone.
* At all times, staff will follow the advice of the emergency services.

 

MISSING CHILD POLICY AND PROCEDURE

St. Paul’s takes the safety of children very seriously and will take every precaution necessary to ensure that the children in their care are not left unsupervised.

To ensure that children are not lost while in our care we;

* Carefully supervise children at all times
* Maintain appropriate teacher-child ratios at all times
* Provide high handles on all doors
* Closely monitor children in and out of the building.
* Closely monitor children on outings and trips
* Ensure that visitors are supervised at all times

Teacher or staff will periodically take a head count of the children. If in the event that a teacher or staff member is not able to account for a child’s whereabouts the following action will be taken:

* Teacher or Staff members will immediately undertake a search of the immediate vicinity.
* \_\_\_\_\_\_\_ will be notified.
* The roll will be checked to make sure no other child is not accounted for.
* Doors and gates will be checked to see if there has been a breach of security to make sure no one has walled out or in.
* After a thorough search of the building and rounds, and the child cannot be found the police will be called and the child’s parents will be notified without delay

The investigation

* Staff keep calm and do not let the other children become anxious or worried.
* \_\_\_\_\_\_to speak with the parents.
* A full investigation taking written statements from the teacher or staff.
* An incident report to be written detailing.
* The date and time of the report.
* What staff/children were in the group and the name of teacher. or staff that was responsible for the missing child.
* When the child was last seen.
* What has taken place since the child went missing.
* The time it is estimated that the child went missing.
* A conclusion is drawn how the breach or security happened.
* The insurance provider informed.

 Provide regular updates with families; assure them that children are receiving quality care and safe.

* Follow established procedures to reunite children with their parents.

Managing People

Any emergency is frightening for all concerned.

Part of managing incidents is to try to keep everyone as calm as possible.

The staff will feel worried about the child; especially the member of staff who was responsible for the child while on the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases. The Pre-School Manager should ensure that the staff feel supported while they are feeling vulnerable

The parents will feel angry. They may want to blame staff and single out one member over others; they may direct anger at the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When dealing with a distraught and angry parent however understandable the parent’s anger may be, aggression or threats against staff are not tolerated and security should be called.

The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for the children need to be focused on their needs and must not discuss the incident in front of them. They should answer children’s questions honestly but also reassure them

Staff must not discuss any missing child incident without taking advice from the setting \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

WEATHER

Tornado

A tornado watch is issued when weather conditions are favorable for the development of severe thunderstorms that are capable of producing tornadoes. Remain alert for approaching storms. Observe the area around you whether inside or outside, look for the safest areas that you could take the children if need be. Listen to the radio or television for further developments. A tornado warning is an alert to warn that a tornado is imminent. Take the children to the safest place possible immediately. During a tornado:

♣ Direct children and staff to a shelter place, preferably an underground area of the home or center or an interior area away from windows. Bring a cell or cordless phone to the area.

♣ If there is no basement available, move to an interior hallway on the lowest level of the building.

♣ Avoid rooms with wide-span roofs, such as cafeterias or multi-purpose rooms.

♣ Seek protection under equipment such as tables. If outdoors, seek shelter in a low-lying area (culvert or ditch).

HURRICANES

 Have child HURRICANES Monitor Hurricane Watch and Warnings and take action based on direction from your Authority in Charge (Board of Directors, Owner/Operator, etc.).

• If time permits:

1. Return children to their families.

2. Secure outside equipment.

 3. Close and board up windows.

4. Turn refrigerators and freezers to their coldest settings. Open only when necessary and close quickly.

5. Store drinking water in clean containers.

6. Fill vehicles with fuel.

7. Check emergency kits

8. Turn off propane tanks. Turn off utilities if told to do so by authorities.

 9. Check status of battery-powered radios and alternate light sources.

• Remain indoors until the storm has passed. Hurricanes often have a lull as the eye of the storm passes so ensure you remain indoors for an adequate amount of time.

• If power is lost, unplug appliances to avoid a possible power surge when electricity is restored.

• If you are caught in a hurricane and do not have time to return children to their parents/caregivers follow same sheltering and/or evacuation procedures as for tornadoes. Rember to use their arms to protect their head and neck.

FLOODS

Floods can occur in spring rains, summer thunderstorms, tropical storms or hurricanes.

♣ Listen for announcements of flood watches and warnings.

♣ Inspect areas prone to flood such as the basement to move important documents and supplies out of the way.

♣ Forward records to a computer outside of the area.

♣ Turn off utilities at main panel.

♣ Close main gas valve.

♣ Pay attention to evacuation orders from public officials.

♣ Do not walk or drive through flooded areas that are deeper than knee-high.

♣ Any unprotected food that comes in contact with flood waters should be discarded.

 ♣ Discuss flood situation with your Authority in Charge to make decisions on whether to close the facility. If so, call parents/caregivers to pick up children as soon as possible

RECOGNIZING CHILD ABUSE AND NEGLECT

**The child:**

* Shows sudden changes in behavior or seems to regress without explanation
* Has not received help for physical or medical problems brought to the parents’ attention
* Is always watchful, as though preparing for something bad to happen
* Lacks adult supervision
* Is overly compliant, passive, or withdrawn
* Is dropped off at the program or other activities early, stays late, or does not want to go home

**The parent:**

* Shows little concern for the child
* Denies the existence of—or blames the child for—the child's problems in the program or at home
* Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
* Sees the child as entirely bad, worthless, or burdensome
* Demands a level of physical or academic performance the child cannot achieve
* Looks primarily to the child for care, attention, and satisfaction of emotional needs

**The parent and child:**

* Rarely touch or look at each other
* Consider their relationship entirely negative
* State that they do not like each other

Asking Questions and Opening the Lines of Communication

* Ask open-ended questions. You might say, “Ouch. That looks like it hurts. What happened?”
* Show concern and empathy: “I bet that was pretty scary. How did it happen?”
* Make sure it’s an OK time to talk, and be prepared to get help if the family needs it. “Is it OK to ask you about Geri’s bruises? Do you have a minute?”
* Find out if there is anything else you should know about the injuries. “I’m glad you took her to the doctor. Is there anything we should do to make her comfortable during the day? Or is there anything she shouldn’t do?”

In most cases the family member will give you a clear and accurate account of what happened. You can also ask the child what happened. You might suspect child abuse or neglect if:

* The child’s answer and the adult’s answers do not match or if two different adults give conflicting stories about how the injury happened. For example, a child has scratches all over her face. At drop-off, her dad says she got them from a child at a birthday party. At pick-up, her mom says she got them from the family cat.
* The story does not seem consistent with the child’s developmental level. For example, if you know a child cannot yet physically pull her body weight up to climb a tree, you might be suspicious if the parent says she climbed high enough to fall and get seriously injured.
* The story is not consistent with the injuries. For example, a child has burn marks on his hands that look almost like gloves—his hands were clearly submerged in something hot. His mother says the child accidentally grabbed a pot off the stove. Accidental burn injuries usually show some kind of splatter patterns as the child pulls away.

REPORTING CHILD ABUSE AND NEGLECT

Child Abuse and Neglect Reporting Policy. The reason this policy is important: Besides being illegal, child abuse and neglect interfere with healthy child development and later achievement in life. State requirements may differ, but those in which reporting suspected abuse is mandatory usually include child care personnel. Child care staff and parents should be aware of reporting requirements and procedures for handling reports of child abuse and neglect. Information on where to call and how to report abuse and neglect should be posted, so it is readily available to parents and staff. Procedure and Practices, including responsible person(s): All observations or suspicions of child abuse or neglect will be immediately reported to Law Enforcement and the Child Protective Services hotline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, no matter where the abuse might have occurred. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(staff title & name )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will call to report suspected abuse or neglect. All staff involved in the reported incident will follow the direction of Child Protective Services regarding completion of written reports. If the parent or legal guardian of the child is suspected of abuse, staff will follow the guidance of Law Enforcement and Child Protective Services regarding notification of the child’s parent or legal guardian. Reporters of suspected child abuse will not be discharged for making a report; unless it is proven that a false report was knowingly made. Signs of suspected child abuse or neglect will be recorded on the Student Injury Report form, which will be kept in a confidential file located in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If a staff member is suspected of abuse, parents or legal guardians of suspected abused children will be notified by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (staff title/name) immediately after contact with La Enforcement and Child Protective Services is made. Parents or legal guardians of other children in the program will be contacted by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(staff title/name) within 24 hours of contact with Child Protective Services, so that they may share any concerns they have. Staff who are accused of child abuse may be suspended or given leave (with/without) pay, pending investigation of the accusation. Such staff may also be removed from the classroom and given a job that does not require interaction with children. However, no accusation or affirmation of guilt will be made until the Law Enforcement and Child Protective Services investigations are complete. Caregivers found guilty of child abuse will be immediately dismissed. When this policy applies: Whenever any staff member has reason to suspect that any child on the premises of this child care facility may have been abused or neglected by anyone. (See Clues to and Risk Factors for Child Abuse and Neglect) Communication plan for staff and parents: Staff and volunteers will receive a written copy of this policy in their Orientation Packets before beginning work. All parents will receive a written copy of this policy in their Parent Handbook upon their child’s enrollment Effective Date and Review Date: This policy is effective \_\_\_\_\_\_( month/day/year )\_\_\_\_\_\_ and will be reviewed annually or as needed. Reviewed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Director/Owner \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Health Professional (physician, nurse, health department, EMS, Health consultant) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Staff member \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Other (parent, advisory committee, police, CPS) References: • Prevent Child Abuse Indiana: www.pcain.org • Caring for Our Children – http://nrc.uchsc.ed