



GUIDELINES FOR STUDENT CARE CENTRES

Published by Service Delivery Division (SDD), Ministry of Social and Family Development
(November 2025)

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1. Introduction

1.1 Preface

This guide provides guidelines and best practices for potential or existing Student Care operators in the areas relating to management, operation and administration of a Student Care Centre (SCC).

1.2 Student Care Sector

Student Care Centres (SCCs) provide a continuum of care and supervision to school-going children aged 7 years (Primary 1) to 14 years (Secondary 2). The student care sector comprises SCCs that registered with the Ministry of Social and Family Development (MSF), and those that are not registered. An SCC may register with MSF in order to administer ComCare Student Care Fee Assistance (i.e., Student Care Fee Assistance) scheme to make student care affordable to lower-income families. It is not mandatory for all SCCs to register as SCFA Administrators. Registration is voluntary for community-based SCCs. All school-based SCCs are required to register with MSF. MSF audits these SCFA Administrators periodically to ensure that they meet a set of requirements on areas such as physical environment, health, safety, supervision, and structured programming.

1.3 Setting up community-based SCC

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

Step 1: Establishing the Need

a. Understanding the community's profile

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

b. Surveying the demand for a SCC within the vicinity

It would be beneficial to gather feedback from parents in the vicinity regarding existing SCC services. Consider conducting surveys and focus groups, holding informal discussions, and seeking feedback from community partners to gain valuable insights into local needs.

Step 2: Choosing Suitable Premises

Urban Redevelopment Agency (URA) classifies SCCs under the Childcare Centre (CCC) Class and are subject to the same zoning [guidelines](#). Potential SCC operators can look into setting up centres at various types of premises and buildings (e.g. [State properties](#), [HDB commercial space](#) leased out for commercial use, community centres, private properties, private shopping centres etc). For further clarification on zoning requirements and change of use, please contact URA at [URA ContactUs Webpage](#).

Step 3: Obtaining the statutory approvals from Relevant Authorities

Seek approval from the relevant authorities:

- Urban Redevelopment Authority (URA) for Private Residential / Commercial sites
- Housing and Development Board (HDB) for Void Deck / Commercial sites
- Singapore Land Authority (SLA) for State Land / Properties
- National Environment Agency (NEA) for B1 Industrial Premises / Business Parks
- Private landlords

Statutory Approvals

Obtain approvals / clearances from:

- HDB/SLA/Private landlords for tenancy agreement of the premises
- HDB/SLA/URA/Private landlords for Approved Use (if required)
- Building and Construction Authority (BCA) for Temporary Occupation Permit (TOP) / Certificate of Statutory Clearance (CSC) of the premises (if required)
- Singapore Civil Defence Force (SCDF) for Temporary Fire Permit (TFP) / Fire Safety Certificate (FSC)
- Land Transport Authority (LTA) for car park facilities (if required)
- Public Utilities Board (PUB) for sanitary works done (if required)

SCCs are independent business entities and must comply with:

- a) Existing rules of business registration as outlined by [Accounting and Corporate Regulatory Authority Singapore \(ACRA\)](#) and
- b) Other regulatory requirements to operate a business and occupy commercial premises.

1.4 Setting up school-based SCC

Schools will publish the Invitation to Quote or Invitation to Tender (ITT) electronically through on the centralised Government procurement portal (i.e. GeBIZ). The SCC service provider for schools co-located with MOE Kindergartens (MKs) will also be required to provide KCare services¹. In order to view and submit bids, an organisation will need to apply for an account on the GeBIZ portal. To apply for an account, please visit the following website: <http://www.gebiz.gov.sg/> For more information on Government grants for school-based SCCs, please refer to the Terms and Conditions in the Invitation to Quote or Invitation to Tender documents.

1.5 Registering with MSF as a Student Care Fee Assistance (SCFA) Administrator Centres

SCC operators can apply to MSF to become SCFA Administrators to provide financial assistance for children from lower-income families. To be appointed as an administrator of

¹ KCare refers to care services for children enrolled in MKs. All MKs offer KCare services.

SCFA, the SCC has to meet requirements stipulated by MSF. SCFA Administrator Centres are subject to regular audits to ensure compliance with the scheme requirements. Interested operators may visit [MSF Website](#) for more details.

2. Space, Facilities and Resources

2.1 Physical Environment of the Centre

The physical environment of a SCC consists of the indoor and outdoor spaces, and includes furniture, equipment and resource materials within these spaces. The physical environment should be clean and safe. In addition, the physical environment should encourage learning participation and foster constructive relationships among students and between students and staff.

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

When planning the layout of the centre, SCC operators are to ensure that there are clear pathways for staff and students. In the event of adverse weather condition (e.g. Haze), indoor space should be large enough to enable gross motor play activities to be conducted.

The SCC operators are to ensure that the space and layout of the SCC is able to accommodate the capacity of students. The total capacity is computed based on the areas dedicated for teaching and learning use, and it excludes services areas (e.g. toilets, pantry/kitchen, office, store).

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

Ventilation

For centres with windows and doors that can be opened, rooms must be ventilated on a daily basis to ensure good air quality. The centre must have natural air where possible. For centres with windows that cannot be opened, air purifiers can be used to help improve and maintain better air quality. In general, there must not be pervasive unpleasant or strong odours in the centre.

Temperature

Rooms are to be kept at a comfortable temperature for activities to take place. Please ensure that the classrooms are well ventilated, and the temperature within the room can be controlled. For example, on a rainy day, the speed of the ventilating fan can be reduced, or temperature of the air-conditioning units can be adjusted.

Lighting

The lighting provided in the centre is suitable and adequate for the different activities implemented. The lighting must not be too harsh; students and adults should not need to strain their eyes while engaged in activities. Centres can have a variety of lighting at different areas for different purposes, be it natural or artificial lighting.

Sick Bay

The centre must have a designated isolation area suitable for students who are unwell to rest and be closely monitored. The area must be fully enclosed and separated from regular programme space. It is comfortable and well-ventilated or fitted with an air purifier, and conducive for the child to rest. This area is to be available at all times. Corridors, pantry, kitchen, storeroom or toilets etc. are considered unsuitable areas.

Floor Surfacing

For areas accessible to students, the floor surfacing must be safe and not slippery to prevent students from slipping, falling and injuring themselves. Floor surfacing must be well-maintained, without any cracks or protrusions, which could lead to students tripping or cutting themselves. Toilets and water play areas are not slippery. No still water is collected in these areas.

Sanitary Facilities

Sufficient toilets and hand-washing points for students' use must be available.

Student's Safety and Centres' Accessibility

The centre premises must be secured with access limited to authorised personnel only. Visitors are not able to access the premises freely without permission (e.g. the centre is secured by locked doors or gates, entrances/exits are closely monitored by staff). Secured access points must not contravene any fire safety requirements. There must be preventive and safety measures for student's safety and well-being.

2.2 Furnishing/Fittings and Equipment

The centre must have sufficient furnishings and resources for learning, play and routine care. Furnishings and resources used by students are developmentally appropriate, child-safe and in good working condition.

Other Considerations

- All fixtures, fittings, furniture, gross motor equipment and toilets should be well-maintained and in good working condition. They should not present any health and/or safety risks e.g., no exposed sharp edges, loose/unstable parts, splinters, peeling paint, rust.
- Hazardous materials must be kept away from students. Such items include hot liquids, chemicals, cleaning agents, unsecured heavy objects, tripping hazards (including wires, strings, and cords), pails of water, or any object that can cause strangulation, suffocation, choking or burns.

- Sufficient storage facilities.
- A designated area for food preparation (if required).
- Personal space for students' belongings, such as cubbyholes, boxes or shelves are provided for their personal belongings.

2.3 General Maintenance and Cleanliness

A series of gastroenteritis outbreak, which affected several pre-schools and eldercare facilities in late 2018/early 2019, along with the COVID-19 pandemic highlighted the importance of good environmental hygiene in preventing the transmission of infectious diseases.

With effect from 1 October 2022, the National Environment Agency (NEA) has implemented the Environmental Sanitation (ES) regime at all Student Care Centres (SCCs). The ES regime builds on existing hygiene and sanitation measures already practised by the various sectors and premises; and aims to move towards a co-regulatory approach where all stakeholders take accountability and ownership of the ES standards within their respective premises.

For more information on the ES regime, please refer to NEA's website at <http://www.nea.gov.sg/our-services/public-cleanliness/ESR>. If you have further queries regarding the ES regime, you may email to ES_Regime@nea.gov.sg.

3. Staff Provision and Quality

The staff deployment in an SCC is crucial. SCC must employ staff who meet the basic qualifications and are suitable in terms of age, experience, health, knowledge and disposition within an SCC setting.

Programme Staff are employees who are deployed to work at the SCC for the care and education of students. They include the supervisors, teachers, assistant teachers. Non-Programme staff are employees who are deployed to work at the SCC in operational or administrative roles not directly related to the care and education of students. They include cooks, cleaners, administrators etc.

3.1 Programme Staff

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

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

SCC teachers should possess at least 5 GCE 'O' level credits and preferably have received training related to school-age children.

Assistant teachers should have at least completed Secondary 4 education.

3.2 Volunteers

Volunteers could be enlisted to assist programme staff in the supervision of students during their revision, excursions and ad hoc activities. They should be given the appropriate training (e.g. code of conduct/ethics) and be guided in conducting activities in the centre. Volunteers should be carefully selected to ensure students' safety and that they could act as role models to the students. A comprehensive procedure should be carried out to recruit volunteers who have direct and prolonged contact with students. This should minimally include:

- Pre-interview screening
- Thorough personal interview
- Declaration form for offences (refer to [Appendix A](#))
- Medical screening for infectious diseases (refer [Appendix B](#))

3.3 Cooks

For centres providing in-house meals, it is recommended that the cook or food handler attends the WSQ Food Safety Course Level 1 conducted by training providers approved by SkillsFuture Singapore (SSG) and the Singapore Food Agency (SFA), before commencing work.

3.4 Available Training for staff

The Ministry of Social and Family Development (MSF), Ministry of Education (MOE) and SkillsFuture Singapore (SSG) have worked with Ngee Ann Polytechnic to develop a training course (i.e., 'Introduction to Student and Youth Care') to equip SCC staff with the skills and knowledge required to work with and support students enrolled in the SCC. Eligible participants may apply for subsidies for the course fees. For more details on the course, please visit Ngee Ann Polytechnic's website at this [link](#).

3.5 Staff-child Ratio

- i. It is strongly recommended that programme staff-to-child ratio² of 1:25 is maintained at all times.
- ii. There should be at least 2 staff members in the SCC at all times. This is to ensure that in the event of an emergency, the students are not left unattended while one of the staff responds to the emergency.

² Programme Staff refer to employees who are deployed to work at the SCC for the care and education of students.

3.6 First Aid Requirements

At least one of the staff must have first aid certification accredited by National Resuscitation & First Aid Council at all times.

3.7 Health Clearances required for staff

All staff working in the SCC must undergo a pre-employment medical check-up to be certified fit for employment before starting work. Due to close contact with students on a daily basis, all staff (including the cook/relief cook/cleaner etc.) must be certified as 'medically fit for employment' by a registered medical practitioner. All the staff's medical results must be available for inspection at all times. The types of medical clearance required for SCC staff are shown in the table below.

Medical Clearance	Frequency
General physical examination	Once only.
Chest X-ray	If there is a change of employment, the staff must undergo another medical examination (not required if examination was done within a year).
Fit for employment	

Please refer to [Appendix B](#) for the Pre-Employment Medical Report Form.

3.8 Declaration of Offences

All staff, volunteers and vendors with direct and prolonged contact with students must sign and submit a declaration form ([Appendix A](#)) to confirm that they have/have not been convicted of criminal offences. Staff working in SCFA administrator Student Care Centres will need to provide their personal information to the Ministry of Social and Family for the purpose of assessing their suitability to work in the SCC.

4. Administration, Record Keeping and Standard Operating Procedures

Having good governance and administration is important for SCCs. Relevant documentation, record keeping and Standard Operating Procedures (SOP) must be maintained and kept up-to-date.

4.1 Parent's Handbook

A parent's handbook with comprehensive information to parents or guardians must be provided upon enrolment. Policies must be highlighted and explained to parents or guardians, and they must acknowledge reading the handbook and agree to the centre's policies.

4.2 Particulars of Students, Parents and/or Guardians

There must be a system to capture up-to-date particulars of students enrolled in the centre and their parents or guardians for the centre to monitor the students' well-being. The information of all students must be easily accessible to authorised personnel. They could include the following:

- Student's enrolment form
- Copy of Birth Certificate/Citizenship Certificate/Passport/FIN of student
- Any known medical conditions and/or food or drug allergies of student
- Long-term medication (if any) taken by the student
- Name and contact of family physician of student (if any)
- Emergency contact information of student
- Parents' or guardians' written authorisation for the centre to take the necessary measures during an emergency, as stipulated in the centres' Standard Operating Procedures (SOP)
- Record of authorized personnel(s) permitted to fetch student from centre (Name, NRIC, Address) (if necessary)
- Immunisation records of students
- Student's allergies

Up-to-date records of parents or guardians' particulars must be maintained. The records could include the following:

- Names of parents or guardians
- Contact information of parents or guardians (home and email addresses, telephone and mobile numbers)
- Copy of NRIC / Citizenship Certificate / Passport / FIN of parents or guardians

4.3 Record Keeping

There is a system or method to keep records of all of the following:

- Accidents / Incidents
- Illnesses / Outbreak of diseases
- Arrival time of students
- Attendance of students
- Visitors' log
- No. of evacuation exercises conducted, including the date, time, attendance for the day and duration of the exercises and the area from which the mock incident started.
- Time that the centre carries out daily temperature and health checks for student, staff and visitors upon arrival.

All information regarding medication administered to each student is kept i.e., the student's name and medication, dosage, manner of administration, date, time, name and signature of administrator and written authorisation with guardian's name and signature.

4.4 Staff Particulars

The staff particulars are to be in order and updated. Examples are:

- Letter of appointment/employment
- Copy of NRIC/Passport/FIN
- Copy of a valid work pass (if applicable)
- Certified true copies of academic / professional qualifications
- Pre-employment medical check-up with chest X-Ray results
- Declaration of Offences or Warnings
- First Aid certificates
- Approved Basic Food and Hygiene Course certification (for food handlers only)

4.5 Standard Operating Procedures (SOPs) for Safety

SOPs on safety measures refer to a set of written instructions which staff may refer to in the event of accidents or emergencies. The SOPs must include:

- Emergency evacuation for crisis situations
- Handling of safety-related incidents, major and minor injuries, death of a student, and reporting to parents and relevant authorities within 24 hours (refer to [Appendix C](#) for a sample of the Incident Report Form)
- Supervision of students when they are outside centre's premises
- Dismissal of students and measures to ensure that students are dismissed to persons authorised by their parents / guardians (if necessary)
- Mandatory and voluntary centre closures

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

First aid kits in the centre must be maintained with items which are not expired. They are to be located at a fixed convenient place that is easily and readily accessible to all staff at all times. Please refer to [Appendix D](#) for the list of first Aid items.

The Centre must notify the relevant authorities (e.g., the Singapore Police Force or MSF's Protective Service) if there is reasonable cause to suspect that a student is being abused (whether physically, emotionally or sexually) whether or not such abuse has occurred during the Centre's operating hours, or within the Centre.

A list of emergency phone numbers easily accessible to all staff at all times must be displayed near the telephones and includes the following:

- Emergency Ambulance and Fire (995)
- Non-Emergency Ambulance (1777)
- Police Emergency (999)

- Nearest Neighbourhood Police Post (NPP) and address
- Nearest clinic and address
- Nearest hospital and address

4.6 Standard Operating Procedures (SOPs) for Health and Hygiene

SOPs on health and hygiene refer to a set of written instructions which users may refer to safeguard health and hygiene, or in the event of a crisis. The SOPs must include:

- Daily temperature-taking and visual health checks for students, staff and visitors
- Management and reporting in the event of an outbreak of infectious disease
- Emergency contact tracing procedures
- Management of haze situation
- Handling of food
- Washing and disinfecting equipment such as toys and manipulatives
- All special events and celebrations held involving the provision of food
- Management of allergies

Please refer to [Appendix E](#) for a sample of an SOP for SCCs during Hand, Foot and Mouth Disease Transmission.

4.7 Guidelines on Meals

Centres that provide food to students must ensure that the food is nutritious, balanced and varied, as per the Health Promotion Board (HPB)'s guidelines³ on healthy eating. Menus must be displayed at a prominent location within the premises.

To ensure that children in Singapore are well nourished with safe and nutritious food in appropriate portion sizes, the Singapore Manufacturing Federation – Standards Development Organisation (SMF-SDO) had developed good practice guidelines in food and nutrition for both care centres and food service providers. Centres may refer to this link: <https://www.singaporestandardseshop.sg/Product/SSPdtDetail/a4b221ef-b0e8-49cc-be36-f2c9872749d4> to purchase a copy of the guidelines.

4.8 Guidelines on Child Guidance and Behaviour Management and Child-Safe Policies

There must be a comprehensive guide on student guidance and behaviour management which includes but are not limited to the following:

- Staff use positive and developmentally appropriate methods of guidance and management to encourage positive behaviours.
- Staff collaborate with each other and the students' families in managing challenging behaviours, and involve other professionals where necessary.
- Boundaries are set and students and parents are aware of the consequences of unacceptable behaviour.

³ [Healthy Meals in Schools Programme \(hpb.gov.sg\)](https://www.hpb.gov.sg/HealthyMeals)

- Corporal punishment, humiliation, intimidation or withholding food and beverages as forms of disciplinary action are strictly prohibited. This includes isolation and physical restriction of movements, neglect and deliberate absence of response.
- A set of child-safe policies and guidelines

4.9 Business Continuity Plans (BCPs)

SCCs are encouraged to develop, implement and maintain updated BCPs to ensure business continuity of critical business functions in the event of significant operational disruptions.

5. Centre's Programme

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

The programme should be reviewed constantly to ensure that it is inclusive and diverse in supporting and meeting the needs of the students and their families.

A time-table displaying the programmes for the day should be posted on the SCC's notice board. This would allow both students and parents to have a clear idea of activities for the day. However, the time-table planned should be flexible enough to allow changes to be made to the daily programme. Please refer to [Appendix F](#) for a sample of SCC programme time-table.

5.1 Centre's hours of operation

The Centre⁴ should operate during the following hours to support the needs of working parents / guardians:

- Monday-Friday
7.30am or earlier to 7.00pm or later;
- Saturday
7.30am or earlier to 1.30pm or later; and
- Closed on Sundays and gazetted public holidays

Student Care Centres (SCCs) are allowed to close on Teachers' Day and Children's Day. In addition to Teachers' Day and Children's Day, SCCs will be allowed to close for six days each year. This means that SCCs can close for eight days each year.

As for the eve of public holidays, MSF will leave it to the SCCs to adjust their operating hours on the eve of public holidays, based on their operational and the caregiving needs

⁴ School-Based SCCs' operating hours are stipulated by the respective School.

of parents.

For school-based SCCs, they are to refer to MOE and/or school administration for the Centre's closure guidelines. They should also familiarise themselves with their school's calendar of events. This is to help them organise and plan their programme to complement the school.

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

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

6. Code of Conduct for working with Children and Young Persons (CYPs)

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

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

1. What is a Code of Conduct?

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

2. Preface for Code of Conduct

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

3. Importance of a Code of Conduct

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

3.2. The Code serves as a guide of Do's and Don'ts to set boundaries to minimize allegations or the risk of child abuse occurring in the organization, promotes transparency

by reducing grey areas and highlighting inappropriate behaviours, facilitates stronger peer support within fraternities/professional communities and provides empowerment and protection to organisations and individuals as it offers greater clarity and guidance on role expectations.

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

DOMAIN #1 Physical touching

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

DOMAIN #2 Discipline

- Discipline methods should be developmentally appropriate and not to cause harm to student
- There must be clear discipline policy that spells out how disruptive behaviour is dealt with

DOMAIN #3 Respect for privacy and confidentiality

- Centres/Applicant should decide which issues are to be kept confidential (e.g., student's parental issues, student's learning difficulties)
- There is a need to consider when to breach confidentiality, such as when there are issues of significant concerns (e.g., child abuse issues)

DOMAIN #4 Contact

- Clear guidelines about outside contact to minimize risk
- Any adult contact with students both within and outside of the intervention settings should be monitored, particularly activities that take place in private areas, the home or in isolated settings

DOMAIN #5 Adult-child supervision ratio

The supervision ratio should be dependent on the following factors:

- developmental age of students
- nature of the activities; activities that are carried out in isolated environments would require higher adult supervision

DOMAIN #6 Social media

- There must be clear guidelines on appropriate use of social media to maintain a safe professional environment
- This includes social media contacts with students and their families

DOMAIN #7 Language and dressing

- Staff should be mindful of the language used and dress code should be respectful to students



DECLARATION OF OFFENCES FOR SCC STAFF, VOLUNTEERS AND VENDORS

Part I	
Name of Programme:	
Job Designation:	<i>Refers to your role in the Organisation, e.g. Chair of Board/ Employee/ Volunteer/ Vendor/ Executive Director/Head of Agency</i>
Name (according to NRIC):	
NRIC/ID No:	
Sex:	DOB:
Nationality:	Country of Birth:

Part II	
1. Do you have any criminal record in Singapore or overseas?	☐ No ☐ Yes: <i>(details)</i> _____
2. Have you ever been, or are you currently under investigation by the Police or any other law enforcement agency in Singapore or overseas?	☐ No ☐ Yes: <i>(details)</i> _____
3. Have you been involved in any court proceedings within Singapore or any other court of law outside of Singapore?	☐ No ☐ Yes: <i>(details)</i> _____
4. Have you had any disciplinary proceedings initiated against you by any organisation or professional bodies?	☐ No ☐ Yes: <i>(details)</i> _____
5. Have you been declared financially embarrassed or a bankrupt within the last 10 years?	☐ No ☐ Yes: <i>(details)</i> _____

6. Do you have any substance dependence issues (i.e. dependence on alcohol, drugs, etc., excluding prescriptions by medical professional)?	☐ No ☐ Yes: <i>(details)</i> _____
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Part III

1 I understand that the above information (“my Personal Information”) will be provided to the Government of Singapore, as represented by the Ministry of Social and Family Development (“Government” or “MSF”), for the purpose of assessing my suitability to run, manage, provide services or volunteer for the Programme (as specified under Part I).

2 I allow the Government to collect, share and use my Personal Information for the purposes in Paragraph 1.

3 I declare that the information provided in this form is true and correct and I furnish the information knowing that I may be liable to criminal prosecution if I have stated any information which I know to be false or do not believe to be true.

_____	_____	_____
Name	Signature	Date

CONFIDENTIAL

**PRE-EMPLOYMENT MEDICAL REPORT FORM FOR
STUDENT CARE CENTRE (SCC) STAFF****I. NOTES TO EMPLOYER**

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

II. NECESSARY MEDICAL TESTS:

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

III. CERTIFICATION BY EXAMINING DOCTOR

Candidates must be examined by a doctor and certified: -

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

IV. STAFF'S PARTICULARS

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

Date of Birth: _____ Occupation: _____

Expected Start
Date of Employment: _____ Contact No: _____

Centre's Name (State Branch):

Centre's Address:

CONFIDENTIAL

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

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

	Yes	No	Details
1. Epilepsy			
2. Tuberculosis			
3. Others (to specify): _____			

DECLARATION:

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

Name and Signature of SCC Staff

Date

CONFIDENTIAL

VI. CERTIFICATION BY EXAMINING DOCTOR

I certify that I have examined _____ (Name and NRIC/UIN) and assessed him/her * **FIT / UNFIT** for employment in the Student Care Centre, based on his/her mental and physical health and public health risk.

Name of Doctor: _____

Name and Address of Clinic: _____

Tel No.: _____

Stamp of Clinic:

Signature: _____

Date: _____

* Delete accordingly

Sample Incident Report

Date: _____

Time: _____

Email: MSF Student_Care@msf.gov.sg

Report of Incident in: _____
(Name of Centre)

(Address of Centre)

Prepared by: _____
(Name and Designation)

Approved by: _____
(Name and Designation)

Details to be included in the report

1. Nature of incident
2. Date and time of incident
3. Location of incident
Address, identity of the premises e.g. office building, service centre, which part of the property (if within building) or exact location (if outside building)
4. Details of Incident:
 - a. First information report (how it was discovered/who reported)
 - b. Briefly summarise the incident:
 - Chronology of events

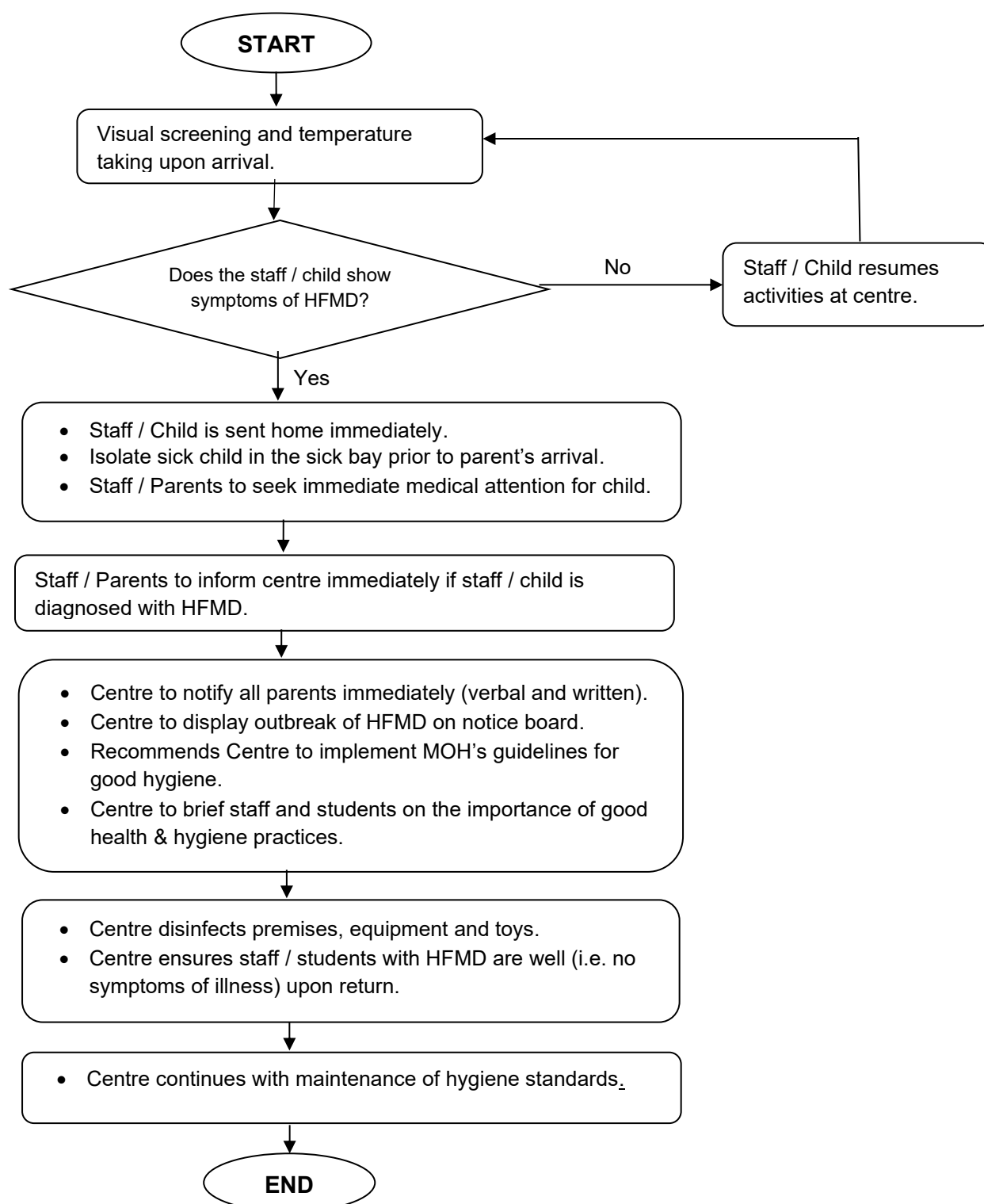
- Persons involved – name, age, race, gender etc.
 - Staff's reaction and immediate action taken
 - How situation was brought under control
- c. State number and extent of injuries and death. Identify the victims.
- d. Describe damage to property (if any).
5. Current status of situation:
- a. Situation in the facility at the time of reporting;
 - b. What is being done and/or will be done next to contain the situation;
 - c. Measures taken to inform family and relatives of victim(s);
 - d. The need to put up a daily situation report (if necessary).
6. Findings of preliminary investigation conducted:
- Report progressively on findings into causes of the incident, and the extent and duration of investigation process.
7. Police report:
- a. Were the police called in or any police report made?
 - b. Name of police station and name of police officer taking the report.
 - c. Date of police report.
8. Media: Level of media interest and involvement.
9. Any other comments: include other recommendations, requests or comments.
10. Contact: Name and 24-hour contact number of person whom MSF can contact for additional information.

ESSENTIAL ITEMS FOR FIRST AID KIT

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

⁵ Ice packs should be made available in a refrigerator and the location of their availability should be communicated to users of first aid items.

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



Sample Daily Time-table

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

Checklist



For Child Safe Organisations

This checklist sets out the minimum requirements an **organisation** must meet to demonstrate that it has in place appropriate policies and procedures to establish and maintain a child safe environment.

A checklist can help your organisation to develop and maintain a Child Safe environment by:

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

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

Part 1 Organisation details

1.1 Name of your organisation

1.2 Type of service provided

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

Part 2 Policy

S/No	Item	Yes	No	Partially/ In Progress
2	Every organisation should have a documented child safe policy that outlines its commitment to children's safety and well-being. The policy can be embedded in existing SOPs or as a separate document. The policy should be reviewed on a regular basis. At the minimum, the child safe policy should have the following components below:			
2.1	A written statement on the Organisation's	☐	☐	☐

	commitment to child safe principles.			
2.2	A documented risk management plan that guides the organisation to: - Identify, assess and take proactive steps to minimise and prevent risk of harm to children.⁶ - Sets clear procedures for the handling of disclosures of harm and, support for all parties (e.g. child, parents, workers) affected by the reporting of harm.	☐	☐	☐
2.3	A code of conduct that sets out expected standards of appropriate behaviours in relation to children within the organisation and its activities.	☐	☐	☐

Part 3 Human Resource Management

S/No	Item	Yes	No	Partially /In Progress
3.1	My organisation has a comprehensive procedure for recruiting suitable staff to work with or around children. At a minimum, this includes: - Comprehensive application form - Declaration form for offences, if any - Pre-interview screening - Professional and personal reference checks	☐	☐	☐

⁶ Harm is defined as any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. Harm can be caused by physical, psychological, or emotional abuse or neglect; or sexual abuse or exploitation.

	e. Confirmation of educational and professional qualifications f. Medical screening for infectious diseases g. Staff training in recruitment practices h. Thorough personal interview			
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Part 4 Staff Supervision and Training

S/No	Item	Yes	No	Partially/In Progress
4.1	My organisation provides ongoing training and development opportunities for staff to maintain their knowledge of: - Definitions and types of child abuse and family violence - Signs and symptoms - Child safe principles - Managing sexualised behaviour in children - Sector Specific Screening Guide and Child Abuse Reporting Guide (CARG) for child protection concerns - Legislations involving children such as the Children and Young Persons Act (CYPA) - Section 424 of the Criminal Procedure Code on mandatory reporting requirements⁷	☐	☐	☐
4.2	My organisation provides orientation programmes to induct and socialise new staff on the organisation's values, attitudes and expectations.	☐	☐	☐

⁷ Full text of the section is available at <http://statutes.agc.gov.sg>

Part 5 Volunteer Recruitment

S/No	Item	Yes	No	Partially /In Progress	N/A
5.1	My organisation has a comprehensive procedure for recruiting suitable volunteers ⁸ to work with or around children. At a minimum, this includes: a. Thorough personal interview b. Declaration form for offences, if any c. Medical screening for infectious diseases	☐	☐	☐	☐

Part 6 Volunteer Supervision and Training

S/No	Item	Yes	No	Partially /In Progress	N/A
6.1	My organisation provides ongoing training and development opportunities for volunteers ⁹ to maintain their knowledge of: • Child safe principles • Legislations involving children such as Children and Young Persons Act (CYPA)	☐	☐	☐	☐
6.2	My organisation provides orientation programmes to induct and socialise new volunteers ⁸ on the organisation's values, attitudes and expectations.	☐	☐	☐	☐

Part 7 Child Engagement

S/No	Item	Yes	No	Partially /In Progress
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⁸ This applies only to volunteers who are expected to have regular contact with children.

⁹ This applies only to volunteers who are expected to have regular contact with children.

7.1	My organisation actively facilitates the participation of children in programmes which covers: • Setting of clear boundaries and asserting right to say “NO” e.g., to any inappropriate touching • Avenues for reporting instances of abuse	☐	☐	☐
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Part 8 Information-sharing and communications

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

Part 9 Self-Reflection

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