

# Sunnybrook Creche

## Parent Handbook



## Welcome to the Sunnybrook Crèche

Thank you for choosing Sunnybrook Crèche for your child.

We want this partnership to be the best it can be for your child and your family. Please read this Handbook carefully, sign the page at the end and return it to the office as soon as possible.

**Sunnybrook Crèche** believes that:

- all children are valuable members of society and represent our future;
- each child is developmentally unique;
- each child engages in learning experiences individually and at optimum times;
- by promoting innovative, high quality programming in early childhood education, the developmental potential of each child is maximized;
- good communication between families, teachers and children is essential for effective early childhood education;
- a progressive educational/nurturing environment is critical to high quality child care;
- by providing developmental programming in a nurturing environment, self-esteem, socialization, empathy, respect for self, others, and the environment, self-discipline, building blocks of knowledge and independence will be instilled in our children.

2075 Bayview Ave.,  
Toronto M4N 3M5  
Telephone: 416-480-4465  
Email: [crèche@sunnybrook.ca](mailto:creche@sunnybrook.ca)  
Website: [www.sunnybrook.ca/creche](http://www.sunnybrook.ca/creche)

*Updated and approved August 2019Feb 26, 2020*

## **TABLE OF CONTENTS**

Crèche Handbook	5
1. Welcome	5
2. Introduction	6
3. Program Philosophy	6
4. Program Statement	7
5. Staff	12
6. Ages of the Children Served - Teacher Child Ratio	13
7. Days and Hours of Operation	13
8. Late Pick up Penalty	14
9. Waiting List Policy	14
10. Admission and Withdrawal	14
11. Attendance - Arrival and Pick up	16
12. Parking	17
13. Vacation Policy	17
14. Meals	17
15. Health - Illness and Emergencies	17
16. Emergency and Evacuations Procedures	19
17. Parental Involvement	20
18. Program Development	21
19. Behaviour Management	22
20. De-Escalation Volatile Behaviour	22
21. Fees	23
22. Code of Ethics and Behaviour for staff, parents, children, volunteers, visitors	24
23. Immunization for Staff and Children	26

Policies of Sunnybrook Creche	28
1. Anaphylactic Policy	28
2. Self Regulation/Behaviour Guidance Policy	31
3. Child Abuse Policy	38
4. Access, Equity and Anti Bias Policy	41
5. Playground Policy - Sun Safety	45
6. Serious Occurrences Policy	48
7. Parental Separation and Custody Arrangements	51
8. Supervision Policy for Volunteers, Participating Parents and Students	52
9. Accessibility Policy for the Customer service Standard under AODA	57
10. Workplace Harassment/Violence Policy	61
11. Police Reference Check/Vulnerable Sector Screening Policy	64
12. Healthy Sexuality Policy	69
13. Parent Issues and Concerns Policy and Procedures	77
14. Sleep Supervision Policy	81
15. Pre-Authorized Agreement (PAD)	83
16. Parent Agreement	84

# **Crèche Handbook**

## **1. Welcome**

Welcome to the Sunnybrook Crèche. You have chosen a Child Care Centre that puts the best interests of your child as its top priority. We believe that you, as a parent, are your child's first and most important teacher. To extend your child's growth and development, we look forward to embarking on a partnership with you and becoming part of your extended family.

In order to facilitate a smooth transition to our Centre, this Handbook will make known the policies adhered to by the staff and families of the Crèche

There is a form at the end of this Handbook that states that you have read, understood and have agreed to abide by the policies written in the Handbook. Please sign it and return it to the office. This is a requirement of the Childcare Liscencing Act. It will be kept in your child's file.

Sunnybrook Crèche is a workplace child care centre and operates for the benefit of employees of the Sunnybrook Health Sciences Centre and the Community at large. We are a not-for-profit corporation established by Letters Patent of Incorporation (1983)

The Crèche is governed by a Board of Directors composed of parents,. Directors are elected each year at the Annual General Meeting of the corporation.

We have an "open door" policy that encourages all forms of parent and community communication, involvement and feedback. We encourage parents to be a viable part of our education at the Crèche. Parents are invited to contribute to programs, policies, on committees, sitting on the Board of Directors. We are always here to listen and to help with resources, and strategies. We are also open to your ideas and concerns.

We monitor each child's development formally and informally as we go through our day. If we need to ask for outside help for a developmental or behavioural query, we expect the full co-operation of the parents/guardians. There are many Resources in our Community that will give our staff the added support and assistance needed to ensure optimum care and development for our children.

If we are advised to obtain some specialized services that are not covered in the Community, the cost will be borne by the parents.

Our Anti-Bias Policy ensures we do NOT discriminate. (See the Appendix).

We accept all children whose behavior or difficulties do not interfere with a safe environment for others and/or do not prevent the child care program from functioning in an effective and educational manner. (See the Withdrawal Policy p. 10)

## **2. Introduction**

The Sunnybrook Crèche carries a license, renewed annually, issued by the Ministry of Education. We also have a Purchase of Service Agreement with the City of Toronto, which allows for inclusion of families approved for subsidy.

The Sunnybrook Crèche provides both high quality child care service and an educational program for infants, toddlers, junior and senior preschool children.

This program promotes:

- a. Optimum physical-motor, socio-emotional and cognitive development.
- b. The expression of individual children's styles of learning in ways which contribute to feelings of self-worth and self-esteem.
- c. Leadership in the field of Early Childhood Education and Community Health through innovative and quality programs.

## **3. Program Philosophy**

Developmental change is a fact of human existence. Each child is not only developmentally unique but engages in learning experiences that happen at individually optimum times.

As a developmental program, the Sunnybrook Crèche will:

- a. Challenge the emerging capacities of each child.
- b. Support each child's unique pattern of interests, talents and abilities.
- c. Offer learning experiences when the child is best able to master, generalize and retain that which is learned.
- d. Provide an environment that facilitates each child's self-esteem, independence and self-discipline.

The primary responsibility of the staff is to facilitate each child's development. In the planned environment, children are invited to actively learn through play. This environment provides, toys, blocks, sand, water, books, puzzles, art media as well as art, music, language, math and science experiences. As the children are involved with these materials and activities, alone or in small groups, they learn concepts, skills, understandings and attitudes. Staff and children share ideas,

equipment and feelings in a multi-aged social milieu.

## **4. Sunnybrook Crèche Programme Statement**

The Crèche is a workplace and community centre dedicated to excellence in providing early childhood education to infants and young children (0-5yrs). This is done in accordance with the Ministry of Education's policy statement on programming and pedagogy ("How Does learning Happen? Ontario Pedagogy for Early Years" – [HDLH] subsection 55 (3) of the CCEYA, 2014).

The Crèche facilitates development by fostering self esteem, socialization, and independence, according to the individual needs of children. This is promoted through the health, safety, nutrition and well being of each child and staff member.

The Crèche provides developmentally appropriate programming in a nurturing and enriching environment which incorporates indoor and outdoor play, as well, as active play, rest and, quiet times into the day.

The Crèche aims to ensure high quality experiences leading to positive outcomes in relation to children and the **4 foundations of learning:**

- 1. *Belonging* (to cultivate a strong bond with friends and family)**
- 2. *Well Being* (to mature a healthy state of physical and mental health)**
- 3. *Engagement* (to stimulate individual awareness of their body, mind and senses)**
- 4. *Expression* (to encourage successful expressive and receptive communication)**

The Crèche believes that:

- All children are competent, capable, curious and rich in potential**
- All children are valuable members of society and represent our future**

### **Implementation Policy:**

**Staff will implement approach stated in our statement (caring, nurturing, understand and value children as capable young individuals).**

**Staff understand that they will not implement prohibited practices.**

Ontario Regulation 137/15

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- a) corporal punishment of the child;
- b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) inflicting any bodily harm on children including making children eat or drink against their will

Staff who are observed in any of the above "prohibited practice" will be addressed either verbally or written and may be dismissed.

Promote the health, safety and well-being of children	<i>Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health and well-being. Provide a healthy meal plan which follows Canada's Food Guide and is reviewed and approved by a Registered Dietitian. Provide daily, monthly and yearly inspection of equipment and facility. All staff are trained in Infant and child CPR. Policies / routines provided for diapering, first aide, medication, sanitization, reviewed and signed annually.</i>
Support positive and responsive interactions among the children, parents, child care providers and staff	<i>A progressive educational/nurturing environment is critical to high quality childcare. Knowledgeable, responsive, and reflective educators</i>

	<i>are essential. The staff at the Crèche focuses on building an attachment with the children in their care. This is done in a warm, caring, nurturing manner and how to appropriately respond to the need of a child. Also, addressing parents by their names, being aware of children's emotional development, and they modelling of appropriate behaviour with colleagues, parent, visitors and students. Provide events and activities throughout the year that enables parents and extended family members to participate in (Thanksgiving Lunch, Holiday Concert, Graduation, Spring Concert and Annual Picnic). As well, daily communication is incorporated into the routine of the day to help develop a positive, trusting relationship with families.</i>
Encourage the children to interact and communicate in a positive way and support their ability to self-regulate . Being aware of the child's emotional development and stresses	<i>Our approach recognizes that each child is developmentally unique and we respect diversity, equity and inclusion. Staff are knowledgeable of how children develop and how this influences executive functioning and self regulation. Acknowledge their feelings and treating each child as an individual and help them identify which behaviour is appropriate and which behaviour is not appropriate.</i>
Foster the children's exploration, play an inquiry Take them on walks throughout the campus, exploring the stables, green house, gardening, providing program that allows them opportunities to problem solve.	<i>Each child engages in learning experiences individually and at optimum times, allowing for opportunities of self regulating behaviour and opportunities for explorative free play. Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance. The crèche understands that children and teachers are co-constructors of knowledge and children should be active participants in their own learning. Children view play as work and take this very seriously. Therefore, play and exploration of their environment is key in creating a lifelong foundation for learning. As well, the environment act as a third teacher; building knowledge through interactions.</i>
Provide child-initiated and adult-supported experience	<i>Staff will observe and document children's interactions, comments based on the developmental domains and from there, the staff will program for an age appropriate activity to further support that interest or skill.</i>
Plan for and create positive learning	<i>We consider the developmental potential of each</i>

environments and experiences in which each child's learning and development will be supported	<p><i>child through intentional, planned program that supports early childhood learning. Provide Planned Enhancement Programs which fosters language and literacy, "library and French program" music and movement," music and singing" gross motor, "sportsball", building relationships with the elderly "intergenerational program") The staff strive to maintain programming goals that reflect the interests and inquiries observed during interactions. This is developed through informal and formal observations of the children's' play recorded through pedagogical documentation. Understanding when it is appropriate to scaffold interaction with the children and when it is appropriate for children to take the lead.</i></p>
Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care	<p><i>Each program follows a schedule that allows for children to use their gross motor skills, both inside and outside. Activities are planned and implemented daily to help children further develop their skills. Children are given time mid way during the day to rest and refuel their bodies. Children who do not nap are provided with quiet activities during this time. When children wake up early, they will have an opportunity to explore the large play space in the centre. Infant schedules are based on their individual needs (one or two naps a day), outdoor time will be worked around their wake up schedule as much as possible. Understanding that the environment is a living organism and changes to match the interests and play of the children interacting in it. As well, each child is unique and develops at their own rate. Therefore, the development of each individual is supported and tracked through interactions, observations, and pedagogical documentation.</i></p>
Foster the engagement of and ongoing communication with parents about the program and their children.	<p><i>Good communication between families, teachers and children is essential for effective early childhood education. We view partnerships with families and communities as essential and we foster both informal and formal communication. Daily written communication between parents and teachers, progress reports completely twice annually, informal meeting, quarterly newsletters, written daily communication on boards outside the classrooms, email communications</i></p>

Involve local community partners and allow those partners to support the children, their families and staff.	<i>We have a working relationship with Community Living Toronto, to support staff, children and parents to deal with each individual need of the child as it arises. Recommend resources to families for support (Toronto Speech and Language)</i>
Support staff, or others who interact with the children at a child care centre in relation to continuous professional learning	<i>We offer workshops / continued education opportunities for the staff throughout the year to support staff in providing the best possible care to our children and families. These have included but not limited to, behavior management techniques, language development, programming and first aid. Resource consultant works with teachers to provide support to the child in the program.</i>
Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.	<i>Policies and Practices are reviewed and signed annually by staff and reviewed and updated by the Crèche Board as per Ministry of Education and City of Toronto guidelines. The Crèche follows guidelines set out by other Ministries (Ministry of Health).</i>

Our values reflect those of Sunnybrook Hospital: Excellence in CARE (Collaboration, Accountability, Respect and Empowerment). We feel that our “nurturing” will embrace empowerment of our children, their parents and our staff.

Sunnybrook Crèche will not:

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

Written in collaboration with the Crèche staff - July 2015

Reviewed annually by Sunnybrook Crèche Board of Directors to ensure compliance with Ministry policy statements and guidelines (O. Reg. 137/15, ss.46 (1))

Date: October 20<sup>th</sup> 2015

Approved by Sunnybrook Crèche  
Updated June 2, 2016, Dec 7, 2017

Reviewed and approved by the Crèche Board Date: June 21, 2016

## 5. Staff

The majority of staff at Sunnybrook Crèche are RECE (Registered Early Childhood Education) trained and chosen for their philosophy, their experience, their demonstrated skills, their commitment to quality child care and their willingness to strive for the very best.

### a) **Code of ethics, our teachers:**

- promote the health and well-being of all children
- enable children to participate to their full potential in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development
- demonstrate caring for all children in all aspects of their practice
- work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children
- work in partnership with colleagues and other service providers in the community to support the well-being of children and their families
- work in ways that enhance human dignity in trusting, caring and co-operative relationships that respect the worth and uniqueness of the individual
- pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent and
- demonstrate integrity in all of their professional relationships

### b) **Staffing**

Director: An R.E.C.E. staff who is responsible for the overall operation of the Centre on a daily basis. She reports to the Board of Directors

Co-ordinator: An R.E.C.E staff who works with the children and assists the Director when needed. In the absence of the Director, s/he is responsible for the Centre

RECE: Staff who have the RECE diploma or degree and some experience working with children.

Cook: Someone who has been trained with the Food Protection and Handling Course (Public Health) and understands what will facilitate children receiving the best nutrition possible. By law, we must provide 2/3 of the child's daily nutritional requirements.

Students/ Volunteers: People who are here to gain experience or just wanting to have a positive influence in the life of children. They do not count in ratios.

Teaching Team: Staff at the Crèche work together as a team. We believe that in order to provide your child with the very best in care we must approach our work with shared goals.

## 6. Ages of the Children Served – Teacher Child Ratio

The Crèche has 71 child care spaces for the following groups of children:

Group	Ages	Number of children	Number of staff
Infants	14 weeks to 18 months	10	4
Cuddly toddlers	18 months to 30 months	15	3 ½*
Jolly Toddlers	18 months to 30 months	10	2 ½*
Preschoolers	2 ½ years to 5 years	36	4 ½*

\* The ½ staff is a support staff. We have one that helps between the Toddler Rooms and one between the Preschool rooms.

## 7. Days and Hours of Operation

Only full time is provided. The Crèche is open from Monday to Friday (with the exception of all statutory holidays—New Years Day, Good Friday, Victoria Day, Canada Day, Simcoe Day, Labour Day, Thanksgiving Day, Christmas Day, Boxing Day and Family Day), 52 weeks of the year. All rooms are open from 7A.M.to 6.P.M.

The front outer door will remain open from 7:00 am to 6:00 pm. Parents and Staff will be required to use their Sunnybrook ID Badge or FOB to gain entrance into the Crèche. The back door will be locked at all times, entrance will only be allowed with a Sunnybrook ID Badge or FOB. Your ID or FOB will only work during Crèche hours. If you are arriving after 6:00pm, you will be required to ring the doorbell. All visitors will be required to ring the doorbell at the front entrance of the Building.

In order to allow our staff to plan for the holidays and not have unnecessary staff on site, and when Dec. 24 and Dec. 31 land on a workday, Sunnybrook Crèche will close at 2:00 P.M

## **8. Late Pick Up Penalty**

Sunnybrook Crèche closes at 6 P.M. After this time, parents are charged \$5 starting 6:00pm and an additional \$1.00 per minute for minute after 6:00pm. Money will be given to the office, which will be given to staff for the extra time they must spend. Please do everything in your power to arrive, dress your child and leave the Centre by 6 P.M.

Parents will be asked to sign a form, agreeing to the late charge. If the fee is not in the office within a week of being late, an email reminder will be sent as a reminder.

If there is no contact from parents by 6:10 P.M. staff will begin to call Emergency Numbers. If there is no contact by 7 P.M. staff will inform the Director and the Children's Aid and follow their instructions.

Every staff will implement this policy.

Updated and Approved Sept 2017

## **9. Waiting List**

### **Applications can only be activated once baby is born.**

Parents applying for enrollment at the Crèche are required to complete an application form (available on our website and at the Crèche)

\*Applications are only activated once child is born

Order of enrollment:

- Siblings of children already enrolled including siblings of alumni within 10 months of graduation
- Crèche staff,
- Employees of the hospital and community parents
- Families are asked to contact the centre every 6 months to update their application
- Families can call the centre to see where they are on the wait list
- No guarantee of a spot once on the waitlist
- Transitions occur in the summer and a second transition in the winter of only 4 children
- There is no fee to put your name on the waitlist

(Approved by Board of Directors on August 11, 2006)

Updated Dec 2017

## **10. Admission and Withdrawal**

### **Admission**

If the Crèche is unable to accommodate the child's or family's circumstances, we will make every effort to identify areas for improvement in inclusion and make a plan to address the concern.

The following must be completed and filed by the Crèche prior to the admission of each child:

- (a) The Sunnybrook Crèche Waiting List Application Form
- (b) A signed medical certificate and up to date immunization.
- (c) Signed consent forms and completed registration form.
- (d) An interview between the Director and the parent/guardian and child.
- (e) Confirmation of the space by the Director or his/her designate...
- (f) Deposit to cover first month fee

### **Withdrawal**

The Sunnybrook Crèche will make every effort to serve all children in their specific childcare programs. It does, however, reserve the right to terminate the enrolment of a child when it is assessed, by the child's care providers/teachers and in consultation with the Crèche Director that the child's behavior or difficulties create an unsafe environment for others and/or prevent the child care program from functioning in an effective and educational manner.

The Sunnybrook Crèche Withdrawal Procedure will be followed whenever the criteria for withdrawal are identified. The decision to withdraw a child will be brought to the Sunnybrook Crèche Board of Directors, by the Crèche Director, for final approval.

- **Confidentiality** will be respected among all involved persons at all times throughout a withdrawal situation.
- No information will be shared with voluntary agencies (i.e., other childcare centres, the school system) without signed parental consent.
- Information provided to Sunnybrook Crèche Board members will remain confidential at all times.
- It is mandatory that the Sunnybrook Crèche report all concerns of a child protection nature to the Children's Aid Society and the City of Toronto, with the required identifying information.

**Withdrawal Procedure** will be followed whenever the criteria for withdrawal are identified (see Withdrawal Policy).

1. If a child is having difficulties in his/her program, the child's teachers will meet with the Sunnybrook Crèche Director to share their assessment of the situation, to discuss the issues, and to develop a plan for managing the situation. At the same

time, the child's parent(s) will be asked to attend a meeting with their child's teacher(s) and the Sunnybrook Crèche Director, during which the above information will be shared with them and where the parent(s) can share any relevant information and insight with regard to their child.

2. If difficulties continue, meetings between Crèche staff and the parent(s) will be arranged in order to develop a more detailed plan for the child. Documentation of the plan will be provided to both the parent(s) and the Sunnybrook Crèche.
  - Referrals to agencies that can provide assistance may be considered, at which time parent(s) will be asked to sign consent forms to allow for information to be shared amongst the various professionals.
3. If difficulties continue and/or become more serious (i.e., significant class disturbance, risk or actual harm to others):
  - Additional parent meetings will be held and documentation of the difficulties and the child's behaviour, the staff's method of handling the behaviours, dates of additional meetings and their content, will be kept.
  - The Sunnybrook Crèche Board chair(s) will be informed of the situation at this time.
  - The members of the Sunnybrook Crèche Board of Directors will be informed of the situation at the next regularly scheduled Board Meeting. The Sunnybrook Crèche Board of Directors will be available for support, guidance and protocol checks, as needed.
4. If there is no improvement or resolution to the situation, the Sunnybrook Crèche, with the approval of the Sunnybrook Board of Directors, will be required to withdraw child care services for the child.
  - A meeting will be scheduled with the parent(s). In attendance at this meeting will be the child's teacher(s), the Sunnybrook Crèche Director, and the Chair of the Sunnybrook Crèche Board of Directors.
  - Two weeks advanced written notification of withdrawal of child care services will be provided to the parent(s) at this meeting.
  - City of Toronto District Consultant must be informed when a child is withdrawn from the program

*Approved by the Board of Directors Feb. 2005, updated Dec 2014*

**Withdrawal Notice:** All families are required to give 6 weeks written notice to the office, otherwise parents will be required to pay for the six weeks.

Updated and Approved Sept 2017

## **11. Attendance- Arrival and Pick Up**

Infants and young children depend on regular arrival and departure hours for their own security. Parents are encouraged to arrive at a time that is beneficial to both the child and his/her family. Please check the Daily Schedule and try to arrive at a Transition time. A late arrival tends to disrupt the child's own individual routine.

Please bring your child into the Crèche, give yourself time to settle your child and touch base with the teacher. Similarly, come inside the building when you pick up your child and ensure the staff knows you are leaving.

No child will be released to any person other than the persons named on the Registration Form without the written consent of the parent/guardian.

Parents whose child will be absent or late will call the Crèche to confirm this information.

## **12. Parking**

There are reserved parking spaces available at the side of the Crèche for the purpose of delivery and pick-up of children for short periods only. Parent co-operation will be essential in this matter so that all parents and their children may enter and leave the Crèche without walking too far, especially during inclement weather. If, for some program reason, you will be parking longer than one hour, please request a parking pass which is to be displayed on your dash and returned when you leave.

## **13. Vacation Policy**

The Crèche is open 52 weeks a year. However, parents may take their child out for vacation time. Notice of each child's vacation period is appreciated. Full fee payment is required during holiday time to maintain your child's space in the Crèche.

## **14. Meals**

The Crèche serves daily, hot and nutritious mid-day meals. Nutritious snacks are served both in the mornings and the afternoons. All food is prepared by our own cook on the Crèche premises. Menus are posted in advance at the Crèche to assist parents in their weekly family meal planning. Any special diets or food allergies must be communicated to the Director in advance of Crèche care. This will help determine the Centre's capability to meet individual children's special dietary needs. Only food allergies and restrictions are accommodated.

Parents wishing to celebrate their child's birthday are asked to bring in a fruit platter. If purchasing the platter, please ensure that it has not come in contact with any NUTS. Also, please check with your child's room to confirm no fruit allergies present. NO OTHER FOOD WILL BE SERVED.

Parents are also welcome to donate a book or other creative material to the program.

Updated and approved Sept 2017

## **15. Health – Illness and Emergencies**

Staff, when welcoming children in the morning, will check the child for any obvious communicable illness or unusual bruises. If any are discovered, and after communication with the parent(s), the staff will complete a child sickness form.

The Crèche's health policy is carefully defined in appreciation of parents' workplace responsibility but not neglecting the health of the children in our care. Children who are ill must remain at home until symptoms of illness have been clear at least 24. The child who is unwell is also more prone to infection and communicable diseases. Young children are still building up immunities. Other children are at risk to pick up whatever the sick child has.

Parents must keep a child at home at least 24 hours when s/he is suffering from a fever, eye infection, diarrhoea or vomiting. With diarrhoea s/he must have a solid bowel movement before returning. If a child becomes ill during the day, parents will be notified and asked to take their child home as soon as possible. When a child's temperature reaches 38 degrees twice in an hour, parents will be called and be expected to pick up as soon as possible. When a child has two loose bowel movements, the child will be sent home. In case of an outbreak, at the first loose bowel movement, the child will be sent home. When an outbreak occurs, these regulations will become more stringent.

In accordance with the Childcare Early Years Act, a signed and fully documented medical certificate and emergency consent form is part of the Registration package. Children cannot be admitted without a completed medical form. To be updated as needed

Childcare Early Years Act also requires that the children play outside for 2 hours every day. If your child is too ill to participate in the outdoor part of the program, s/he is too ill to be in attendance at the Crèche.

Staff will administer any prescriptions that children require must be in the original bottle (provided the parents sign and provide written instructions on the Medical Form, provided by Staff). If parents request the Crèche to administer an "off-the-counter" drug, a medical doctor must approve (in writing) the administration of

this drug and it will be attached to the Medical Form. Medication must come in the original bottle / container.

Ongoing medical treatment (i.e., epipens, inhalers) must be documented on the Special Medical Treatment Form.

If a child becomes ill while at the Crèche, s/he will be temporarily cared for and monitored in the Crèche's staff room/office depending on where supervision can be done, while every effort will be made to contact the parents and/or guardians. They will be advised to come and pick up their child as soon as possible. The Crèche will have the use of emergency services provided by the Sunnybrook Health Sciences Centre in the event of accident or extreme illness.

## **16. Emergency and Evacuation Procedures**

Should you discover fire or smoke – CALL 5555 or 9-911

Sunnybrook Crèche abides by the procedures aligned with Sunnybrook Hospital. please refer to your ID for codes on the back on your ID. Each staff member's responsibility is reviewed with them at the time of hire and annually thereafter.

1. All staff (office and kitchen) will take children to closest and safest exit
2. Pull fire alarm. Alarms are located at all exit doors (front door, infant room side door, back door and toddler room side door).
3. Call "Code RED" (Fire) in the area
4. Take attendance sheets
5. Do a head count/calling each child's name individually BEFORE exiting to ensure all children are accounted for.
6. Exit building, last staff member to leave will close the door  
One staff should be at the front and one at the back for safety
7. Take keys
8. Move away from the building/evacuate to SCIL
9. Count children again calling names to ensure all children have evacuated the building

Should you hear the bell:

1. Take the children to the closest and safest exit
2. Complete a head count/calling each child's name individually BEFORE exiting to ensure all children are accounted for
3. Exit the building with children. One staff should be at the front and one at back for safety, Close all doors, last teacher
4. Take keys
5. Move away from the building/evacuate to SCIL
6. Count children again calling names to ensure all children have evacuated the building

In the event that the alarm sounds, the security team at Sunnybrook hospital will respond to the alarm. The hospital will announce on the PA system that there is an emergency at the daycare centre. Healthy and Safety committee at Sunnybrook hospital will be on site to support the centre with the evacuation.

All other emergency/ evacuation situations will implement the same steps as in a fire evacuation.

Staff on Breaks - return immediately to the room you have been assigned to, every staff is responsible to ensure that every child leaves the building safely.

Cook and Secretary are responsible for helping in the Infant Program

Director or Person-in-Charge is responsible for taking emergency numbers and checking the building.

Sunnybrook Crèche will perform mock fire drills monthly

Follow up after an emergency situation (excluding planned drills)

The director or designate with communication any relevant information to the staff pertaining to the incident or the evacuation procedure

If necessary, parents will be sent an email, informing them of the situation, if necessary there will be a meeting to address parents concerns and questions

If needed, staff has access to employee assistance program (EPA) to support them, information is available in the Human Resource Department

The director or designate will report the incident on the CCLS **and follow all the proper steps (posting, inform the board, etc)**

**When calling Security please identify help that is needed ex: bomb threat, hostage taking, refer to your id card**

Updated May 30, 2017, approved by the Board June 20<sup>th</sup>, 2017 **approved August 2019**

## **17. Parental Involvement**

## **Fundraising**

Fundraising is an important component of our budget process. This money is spent directly on improvements to the program for the children. Annually, there are two or three major events, which allow us to purchase new toys or equipment, or to upgrade old and worn items. We need everyone's support in this area.

## **Parent Participation**

Parental involvement in the Day Care is important on a number of levels. The Day Care relies on parental support for the Board, field trips and fundraising activities. When you play an active role in the centre, you have an opportunity to understand more about your child's daily life in the centre.

In order to keep costs low and child care affordable, we often ask for parents to help in maintaining equipment and assisting in fundraising events.

Participation may involve repairing torn or damaged books; sharing a special skill; typing up a notice; set-up or cleaning after an event; coming on our field trips to keep ratios low; baking or selling at our bake sale; help organize gift and craft show; etc.

Daily parent and staff contact will be supplemented by more formal meetings at which topics such as child guidance and child development are explored.

Individual staff-parent interviews and parent observations of their children will also serve as opportunities to strengthen the parent-staff liaisons and the parent-child relationship.

Please be aware that staff must supervise all the children in their group. Parents might need to make an appointment, if staff cannot take the time at the moment.

Parents are encouraged to visit their children in the Crèche in their free time. The child must be able to return to regular programming without being upset. It is recommended that the staff in the room be approached to discuss the appropriateness of the visit.

When picking up your children from the playground, please pick up the older one first. The two playgrounds are separate by law and younger children are not allowed in the older group and on the larger equipment.

When picking up your child at any time, please make eye contact with the teacher, speak with the teacher and sign your child out. We must know where your child is every minute.

Parents and volunteers are very welcome to participate and help in the Crèche's

daily program. Parents are encouraged to share family festivals, celebrations with the children in their room or in the Crèche as a whole.

Parents are invited to be a part of the Board of Directors and the various Committees that make the Crèche run smoothly (i.e., fundraising, parent education)

## **18. Program Development**

Programs are re-evaluated regularly to reflect changes within the Child Care Early Years Act.

Staff are encouraged to up-date themselves on newly discovered research and strategies available in our field.

Information is provided to parents in a variety of ways, through newsletters, bulletin boards, open houses, social events, workshops and verbal communication on a regular basis, daily interaction with parents and regularly scheduled interviews. Parents are encouraged to provide input and contribute to program content

## **19. Behaviour Management and Self Regulating**

All children are disciplined in a positive manner at a level that is appropriate to their actions and their ages in order to promote their self-discipline, to ensure their health and safety and to respect the rights of others.

The Crèche Behaviour Management and self Regulation Policy is based on providing positive redirection to all children. This offers an excellent framework that children can rely upon to meet the challenges they encounter throughout the day and to promote children's self-esteem and give children a feeling of self-direction. Staff are expected to use a positive approach at all times... Any form of corporal punishment, treating children in a degrading manner, depriving children of their basic needs, are not allowed and contravene the Behaviour Management and Self Regulating Policy.

Staff are monitored on an ongoing basis in behaviour guidance practices. Workshops are provided to help staff obtain cooperation rather than needing to be authoritarian. Staff are required to sign the Behaviour Management and Self Regulating Policy on an annual basis (See Appendix)

## **20. De-Escalation Volatile Behaviour**

Sunnybrook Crèche does not encourage the practice of physically restraining children.

The City of Toronto has directed us to form a policy for when it might be

necessary. Sometimes after using all the regular behaviour guidance strategies (See the Behaviour Management Policy) it may be necessary, in an emergency, to restrain a child. Restraining a child is only to be used in a severe safety situation and no alternative behavior management techniques would be effective. (ie child attempting to leave premises)

Reviewed August 2016

When physical restraint (holding, grabbing) is used staff must be aware of the necessity

- 1) To debrief with other children witnessing the restraint
- 2) To support the parents of the child who needed the restraint.

Staff will use the following steps:

1. All behaviour management guidelines will be followed on a regular basis.
2. If staff have reviewed and put into practice our Behaviour Management Policy, and continue to have difficulty managing the child, outside resources will be called in.
3. Before, during, and after the Resource Consultants (i.e., experts in the field of behaviour management, mental/emotional disorders) are working with the child and staff, it may be necessary to use physical restraint with this child.
4. If at all possible, all other children will be removed from the situation. One staff will be the witness and one staff will do the restraining (holding the child with his/her back against staff's chest, grabbing the child if in danger [self or others]). If a third staff is available s/he can remove the children.
5. Once the child is calm and reasonable, s/he can be introduced to an activity, accompanied by the staff.
6. Once calm has returned the staff using the restraint will document the incident, sign the document, submit it to the Director or Coordinator.
7. The Director or Coordinator will report the restraint to the Children's Services Serious Occurrence line as an Incident.
8. If a child alleges s/he has been injured, Sunnybrook Crèche will comply with the Child Abuse Reporting Policy.
9. Staff will be in ongoing communication with parents, updating them on strategies used and child's progress.

*Approved by the Board of Directors Sept. 2004*

## **21. Fees**

The Sunnybrook Crèche Board of Directors has a financial responsibility to act in accordance with the Mission and Values of the Crèche. The Sunnybrook Crèche's budget and ability to optimally function depend on childcare fees being paid on time.

- 1) Monthly fees
  - Fees are due at the beginning of every month, in accordance with the fee schedule that is provided April 1 to parents.
  - If a payment is returned NSF, parents will be required to pay an administration fee of \$20.00 for insufficient funds
  - Parents are to sign and return the PAD (Pre-Authorized Payment agreement given with their registration packet. Please refer to the Parent Handbook for more information on the PAD agreement.
- 2) After 6 p.m. late fees
  - When parents arrive after 6 p.m., they will be charged a flat rate of \$5.00 and a \$1 for every additional minute
  - This is documented by staff, discussed with parents at the time, and parents are asked to sign a form.
  - A reminder email is sent to parents shortly thereafter reminding them how much they owe.

**Approved by the Board of Directors Feb. 15, 2005 Updated Feb 26, 2020**

- 3) Parents must provide **SIX WEEKS NOTICE OF WITHDRAWAL IN WRITING.**
- 4) Receipts for fees paid will be issued from the Crèche in February. These receipts may be used for parents' income tax deductions.
- 5) All fees will be subject to review each year to reflect Crèche costs.

## **22. Code of Ethics and Behaviour for Staff, Parents, Children, Volunteers, Visitors**

*Approved by the Board of Directors Sept. 11/07*

The Crèche community is a setting in which people develop a set of connected relationships and shared values. When children form friendships, an attachment to their peer group and an identification with adults, they become motivated to want to learn the “rules” of group living and try to live by them. Without such motivation and identification, children remain outside the value system.

All Crèche staff work in partnership with parents recognizing that parents have primary responsibility for the care of their children.

Our Child Care Educators demonstrate caring for all children in all aspects of their practice. They demonstrate integrity (complete honesty) in all their professional relationships.

Our Values:

- Belonging
- Well-being
- Wholeness
- Reciprocity
- Respect
- Participation
- Trust
- Joy

Sunnybrook Crèche's *Code of Ethics and Behaviour* reflects our core set of beliefs and values, fundamental to "the best interest of the children". All who enter our premises publicly acknowledge their commitment to these values and beliefs and recognize their responsibility thereto. In order for everyone on our premises to be safe, we expect everyone who enters our doors to abide by our *Code of Ethics and Behaviour*.

We are committed to provide appropriate developmental care for each child, in a cooperative relationship with their family, extended family and the community.

We expect that politeness, privacy, space, respect and trust will be given from and to all persons (especially the children). We will hear no strong, rude, hurtful, inappropriate language and belittling tone of voices.

We expect that all furniture, toys, materials, indoor and outdoor equipment, will be treated with respect and used safely.

We will solve all our problems calmly and with good conflict management skills. There will be no loud or angry voices.

We discipline children with the purpose of stopping and changing the behaviour. Therefore, children need to understand why their behaviour is unacceptable and how to change it. Our Goal: self-discipline.

We choose staff with professional qualifications and experience who continually update their knowledge and skills and engage in self-care activities, to keep themselves and their work, vital.

If we are unable to provide what we feel your child needs, we expect total cooperation from parents in acquiring outside help.

We expect parents and staff will, at all times, communicate, informally and formally.

Our high standards dictate that each child will be offered what they need to develop physically, socially, emotionally, cognitively,

If for any reason we feel that the children in our care are being exposed to inappropriate language or actions (i.e., disciplining of a child in a harsh manner), we will ask that person to leave our premises immediately.

If our staff feel threatened by any person on our premises, we will call 911.

Sunnybrook Crèche provides a safe and secure environment.

Acceptable behaviour includes:

- politeness and consideration for all people at all times
- attentive listening
- respect: privacy, others belongings, differences, materials,
- encouraging others to respect all of the above
- kindness, empathy
- good sportsmanship
- solving differences and conflicts in a peaceful manner
- promoting communication and cooperation with others

We will not:

- tease or bully
- use physical means or fight to settle any disputes
- use language that is hurtful, profane or otherwise inappropriate
- willfully damage or destroy any property
- persistently oppose authority
- threaten to harm anyone
- take things that belong to others
- bring into the Crèche items that could be dangerous
- exclude anyone on the basis of his or her differences

With help from:

- Carolyn Edwards (*Behavior by Exchange*)
- AECE,O (Association of Early Childhood Educators, Ontario) *Code of Ethics*
- CCCF (Canadian Child Care Federation)
- TDSB (Toronto District School Board)
- Ontario Human Rights Code
- [earlyeducationadvocates.org](http://earlyeducationadvocates.org)
- [childcareexchange.com](http://childcareexchange.com)

## **23. Immunization for Staff and Children**

Sunnybrook Crèche strongly urges that each child and each staff member be immunized according to the recommendations from Toronto Public Health.

Children:

- D (Diphtheria) P (Pertussis) T (Tetanus) P (Polio),. Hib (Haemophilus B) at 2,4,6,18 months and 4 years;
- M (Measles) M (Mumps) R (Rubella) at 13 months and 4 years
- Non-mandatory (but recommended): Varicella (Chickenpox), Pneumococcal, Meningococcal C, Hepatitis B; Influenza (flu) vaccine each fall

Staff:

- M (Measles) M (Mumps) R (Rubella) – at least one dose
- T (Tetanus); D (Diphtheria); P (Pertussis) – one dose every 10 years
- Influenza (flu) vaccine each fall

**Children**, whose families choose not to administer vaccines to their children, can do so for medical reasons, or conscience or religious beliefs.

When an outbreak of any of the above illnesses occurs at the Crèche, any child who is not adequately immunized will not be able to attend the Crèche unless the child receives the required vaccine or until the outbreak is over – as determined by Toronto Public Health.

In order to be exempt from the administration of vaccines, parents will write a letter stating the medical reasons for not immunizing their child or the conflict with conscience or religious beliefs.

This letter needs to be signed by a parent/guardian and witnessed by the Director or her/his alternate.

Fees will continue to be levied during the child's absences.

**Staff** who choose not to be immunized for the above illnesses need to write a letter stating they are refusing immunization, signed by themselves and witnessed by the Director or his/her alternate.

Non-vaccinated staff who have no medical contraindication to vaccine and who refuse vaccines, during an outbreak, will be excluded from working with the children at the Crèche.

Staff who remain away from work during outbreaks at the Crèche will use paid lieu time, paid vacation time, or a leave of absence without pay.

Sunnybrook Crèche will make available to families and staff, information about the risks and benefits of vaccinations.

*Amended and approved February 17, 2015*

## **POLICIES OF THE SUNNYBROOK CRECHE**

Policies are flexible guidelines and not unyielding, exact, unbending patterns to be followed regardless of the situation. Sunnybrook Crèche policies will require regular evaluation and change to reflect the CCEYA (Province of Ontario), the needs of the children, their parents, the Crèche and the Sunnybrook Health Sciences Centre. The composition of the Sunnybrook Crèche Board of Directors provides representation that ensures that the various points of view of all these groups will be considered when Crèche policies are established or changed.

Children will be released only to people that are written on the Registration Form. If parents wish to add names, they must do it in writing. Each time a new pick-up person arrives, they will need to show identification until the staff on duty recognises them.

### **1. Anaphylactic Policy and Procedures**

#### **Definition of Anaphylaxis**

Anaphylaxis is a severe allergic reaction that can be fatal, resulting in circulatory collapse or shock. The allergy may be related to food, insect stings, and medicine, latex among others.

#### **Purpose of the Policy and Procedures**

Sunnybrook Crèche is committed to taking a proactive position regarding the prevention of anaphylaxis. The purpose of the policy is to provide a process for dealing with anaphylaxis in the centre.

#### **Strategy to Reduce Risk of Exposure**

- Children with extreme allergies that the Crèche cannot accommodate will be asked to bring their own food from home.
- Foods with “may contain nuts” warning will not be served
- All labels will be read by a staff member prior to serving

- Staff purchasing foods on behalf of the Crèche must read food ingredient label every time they purchase a product
- Any persons supplying food to the Crèche will be notified of all life threatening allergies in the Centre. List of allergies will be revised as they change.
- Children. /staff/. volunteers will be instructed to not share food
- All children and staff will wash hands before and after handling food
- All surfaces will be cleaned with a cleaning solution (water and germ destroyer approved by Public Health) prior to and after preparing and serving foods
- All cleaning supplies, or other products that maybe of danger and/or commonly produce allergic reactions will be stored away.
- Garbage are emptied after lunch
- Extra special supervision children with anaphylaxis during eating (i.e., sitting opposite or next to staff)
- Playground areas will be checked and monitored for insects such as wasps. Environmental Services will be notified immediately and children will not be present in this area until nests and stinging insects are gone.
- Staff will take cell phone on all excursions, walkie talkies are taken outside
- Consent by the child's physician is required for any child carrying their own Epi-Pen

### **Communication Plan for the Dissemination of Information**

- Parents will be informed, by newsletter/handout/Information Board, of all allergies in the Crèche
- Rooms where children are present will have a picture of the child and description of the allergy.
- Parents with children with anaphylaxis will provide an individual plan for their child prior to enrolment. This Plan is required to be developed with the child's doctor and signed off.

### **Individual Plan and Emergency Procedures**

Prior to enrolment, the parent/guardian will meet with the Executive Director and/or Program Supervisor to provide input for the child's individual plan and emergency procedures that will be signed off the child's doctor. This plan will include but is not limited to:

- Description of the child's allergy
- Monitoring and avoidance strategies
- Signs and symptoms and procedures to be followed in the event of an allergic or anaphylactic reaction
- Child care staff roles and responsibilities
- Parent/guardian consent for administering allergy medication, sharing information and posting Emergency Plan
- Emergency contact information
- Location of EpiPen(attendance binder) and back-up EpiPen (kitchen cabinet to the left of the sink)

- Documentation of the expiry date

Parents are requested to advise the Executive Director and/or Program Supervisor if their child develops an allergy, requires medication and/or of any change to the child's individual plan or treatment. Individual Plans will be revised yearly and as directed by the parent or physician.

Copies of Individual Plan are in each child's file, emergency bags and Policy and Procedures binder and are also posted in every room operated by the child care, including child care office.

### **Emergency Protocol**

- One person stays with the child at all times
- One person goes for help or call for help
- Follow emergency procedures as outlined in child's individual plan (ie. Administer epinephrine at first sign of reaction)
- Call 911. Have the child transported to hospital even if symptoms have subsided. Symptoms may occur hours after exposure to allergen.
- Administered Epi-pen is to accompany child to hospital.
- Administered Epi-pen is to be given to the hospital employee or child's parent for disposal.
- One calm staff must stay with the child until parent or guardian arrives. The child's back-up epi-pen auto injector should be taken

### **Training**

- Staff will be trained annually through Link to Life, in epipen procedure.
- Permission form and guidelines will be updated with the parent annually.
- The Director / Designate will be trained by the parent in their child's individual plan and the subsequent the Director will train all staff/students/volunteers
- Volunteers and Students are not permitted to administer medication unless under extreme circumstances (i.e. staff member is unconscious)
- Training will include procedures to be followed in the event of a child having an anaphylactic reaction, recognizing the signs and symptoms and administering medication
- Staff will conduct a check to confirm child (ren) have their required medication with them before each transition (i.e. Moving from the class to the indoor-active room, leaving the childcare, etc.)
- The staff will be required to sign and date that they have received training for the epipen, which will be kept for three years
- The Executive Director / coordinator will keep a log on file of all training dates, trainers and staff signatures

Updated Feb 26, 2020

Updated May 2015, Dec 2016

## **2. Self Regulation /Behaviour Guidance Policy**

The following Policy Statement has been reviewed and adopted by the Crèche Board of Directors, October 2015.

*Updated August 2016*

This policy replaces the former “Behaviour Management Policy”

*Each staff will be monitored twice yearly for Behaviour Guidance techniques and documentation kept for a period of two years. Any non-compliance with the Policy will be brought to the staff’s attention immediately.*

A review of this policy will be conducted once a year. Staff will sign it to indicate that they understand the policy and agree to abide by it.

Ontario Regulation 137/15

48

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- (a) corporal punishment of the child;
- (b) deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;
- (c) depriving the child of basic needs including food, shelter, clothing or bedding;
- (d) locking the exits of the child care centre or home child care premises for the purpose of confining the child; or
- (e) using a locked or lockable room or structure to confine the child if he or she has been separated from other children.

### **Intent**

This provision forbids corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. These practices are never permitted in a child care centre.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour

### **Defining self-regulation**

The ability to self-regulate is an important component of children’s development. A growing number of studies have identified this ability as central to children’s long-term physical, psychological, behavioural, and educational well-being. Self-regulation is

different from self-control (resisting an impulse) or compliance (suppressing behaviour to avoid punishment or attain a reward). Self-regulation refers to the ability of a child to deal effectively and recover from stressors. When children are calmly focused and alert, they are best able to modulate their emotions, pay attention, ignore distractions, inhibit impulses, assess the consequences of their actions, and understand what others are thinking and feeling.

### **What does self-regulation look like?**

Children must translate what they experience into information they can use to regulate thoughts, emotions, and behaviors (Blair & Diamond 2008). Infants translate the feel of soothing touch and the sound of soft voices into cues that help them develop self-calming skills. Toddlers and preschoolers begin to translate cues from adults, such as “Your turn is next,” into regulation that helps them inhibit urges to grab food or toys. They begin to learn how long they must usually wait to be served food or to have a turn playing with a desired toy, which helps them regulate emotional tension.

Children who cannot effectively regulate anxiety or discouragement tend to move away from, rather than engage in, challenging learning activities. Conversely, when children regulate uncomfortable emotions, they can relax and focus on learning cognitive skills. Similarly, children experience better emotional regulation when they replace thoughts like “I’m not good at this” with thoughts like “This is difficult, but I can do it if I keep trying.” Regulating anxiety and thinking helps children persist in challenging activities, which increases their opportunities to practice the skills required for an activity.

### **The educator’s role in self-regulation**

Educators can play an important role in supporting self-regulation by providing environments that reduce stressors while recognizing and supporting children’s efforts and increasing ability to self-regulate. Educators can also support children’s developing ability to self-regulate by being responsive and attuned to children’s individual cues, arousal states, and responses to various stressors. Educators can help children learn strategies for staying calm and focused by enabling them to recognize and modulate their emotional states and impulses and by helping them become more aware of the effects of their actions on others. (Taken from: How Does Learning Happen, p.30)

### **Ways we can help children self-regulate**

- Use simple directions, gestures, and touch, when speaking to children
- Touch a child’s back to cue a child to relax
- Plan and implement age appropriate activities
- Assist and support children in social play
- Model appropriate behaviour, communicate feelings
- Being responsive and attuned to children’s individual cues, arousal states, and responses to various stressors
- Reduce stressors while recognizing and supporting children’s efforts and increasing ability to self-regulate

\*Adapted from: "Tools of the Mind," National Association for the Education of Young Children,

### **The Crèche philosophy**

The philosophy and mandate of Sunnybrook Crèche stresses the importance of teaching children self-discipline and responsibility. Discipline is a learning experience and not a punishment. Our goal is to help children retain their individuality and freedom, while at the same time encouraging them to allow others the same right through empathy and respect for others.

Children must never be discouraged from expressing their feelings; instead, they must be taught how to express them constructively. We wish to help children understand and accept their own emotions in order to understand the feelings of others. It is important to respect the rights of the child to their feelings when they are distressed. This can be done by responding to the child by identifying their feelings showing empathy and helping them to identify their own feelings.

We want to provide a loving and learning environment in which children learn honesty and respect for individual differences; children are encouraged to learn to be able to be honest with themselves, to accept failure and its consequences as a learning situation, and to take responsibility for their actions.

We stress the need for teachers to give attention for appropriate behaviour, while de-emphasizing the negative behaviour.

The guidance of young children at Crèche is:

1. Related to the nature of the troublesome behaviour
2. Appropriate to the development level of the child
3. Designed to assist the child to learn appropriate behaviour
4. Implemented as soon as possible after the inappropriate behaviour
5. Discussed with the parent or caregiver privately if a difficult situation persists.

Positive ways to manage the behaviour of children

#### **Setting the stage**

- Set up an inviting playroom for creative expressions, exploration, exercise, and cooperative play
- Be aware of children's cues and provide what they need/want/wish
- Change the set-up of the room when it becomes necessary to provide a different stimulation
- Minimize waiting, and if it is necessary to wait, provide activities, songs, games while waiting

- Maintain tidy, organized and attractive playrooms
- Ensure the child feels safe and secure by reducing stress, anxiety, fear, and uncertainty

### **Giving directions**

- There are many times during the day a child needs to be directed to or away from an activity or to be reminded about routines
- Be sure you have the child's attention  
Give a choice of two options wherever possible or false choices
- Give positive unambiguous directions
- Warn ahead of time before changing activity
- Never plead, threaten or strike
- Invite participation, never force it
- Direct a child to a new activity when the present activity is completed
- Use a quiet voice as much as possible; talk at the child's eye level
- Encourage the quiet, submissive child to express feelings and wishes verbally; suggest works they might use
- Explain the rules in a clear concise and respectful manner; reinforce in a positive, impersonal manner
- Be consistent, firm, fair
- Explain why the child must follow this direction (e.g. that is unsafe)

### **Setting limits**

Setting limits is crucial to helping children learn self-discipline. Limits give the child the security of knowing that their strong emotions will not lead them to do things they will later regret. They know an adult will take the responsibility for stopping unacceptable behaviour, until they are able to do so for themselves.

- Teach children about safety, care of property, good health habits; encourage consider, empathy, respect for others
- Allow children to make as many decisions as possible within the necessary limits
- Explain limits in a cheerful empathetic manner to make them understandable and acceptable to the children. Avoid repetition. Say what you have to say once, after first being sure that the children are paying attention.
- Be consistent, firm, fair
- Insist on compliance for limits in a positive, impersonal way
- Find out the reason for children behaving in a disruptive way (i.e., fear, fatigue, anger, curiosity, insecurity, hunger, jealousy, confusion, embarrassment, boredom, abuse, shyness, illness, hyperactivity, over stimulation)
- Consider the situation from the child's point of view. Are the limits necessary? Are they working? Are they useable?
- Respect the child's wishes if s/he needs to be alone. Speak briefly with the child, reassuring her/him you are available.

### **Dealing with aggression:**

- Children must be encouraged to verbalize their aggression, rather than to resort to physical action
- With children who have already hurt other people, environment, discuss the situation when they have calmed down; listen to their point of view
- Use problem-solving techniques as much as possible, with the end that the children will problem-solve on their own
- Think about the ABC's of the behaviour: what precipitates the behaviour, when does it happen, what happens after the behaviour?
- Never allow a child to hit you; redirect gently if necessary and let the child know your feelings; problem solve a different way for that child to get her/his anger out.
- Enlist help from other staff members if you are becoming upset or are having difficulty remaining objective

**Time out must never be used, because it:**

- Is punitive and negative
- Teaches negative and not positive behaviour
- Is a power and control situation over a child
- Cannot be cognitively understood (time frames)
- Damages self-esteem by humiliating and embarrassing
- Could increase a child's anxiety; learning stops
- May need force
- Gives a child negative attention
- Teaches to fear the punishment and does not show the proper behaviour

**Alternate suggestions:**

- Redirect – send an uncooperative child to a different activity (often water or sand are calming)
- Request assistance from a team member
- Help others (children and adults) understand the actions of the child
- Reinforce positive behaviour; try to ignore negative behaviour
- Sit with the child and explain consequences
- Try to identify child's feelings and reflect them back to child; encourage child to talk about feelings in the specific situation
- Give choices and control whenever possible
- Find other appropriate ways to release the extra energy

## **Respecting the Children in Our Care**

### **I show respect when:**

- I listen to what a child has to say
- I take time for a child when I am very busy
- I play with the children
- I recognize the children's accomplishments
- I allow the children to settle the disputes between themselves
- I listen to a special song with the children
- I show interest in a child's project
- I make eye contact with each child
- I encourage the children to express different view-points
- I allow children to make choices
- I let children have privacy
- I consider each child a unique individual
- I call the children by their names
- I encourage independence
- I respond to the children's questions
- I do not interrupt a child who is talking
- I respect a child's choice of friends and play equipment
- I allow the children to make mistakes
- I am flexible
- I let the children disagree
- I care for the children's property
- I allow for transition time
- I listen to a child's problem and realize how upsetting the situation can be for him/her
- I talk to children as people
- I give each child a chance to communicate
- I ask a child for his/her solution to a problem
- I value the children's opinions
- I remember that play is of great importance in each child's life

### **I am disrespectful when:**

- I avoid dealing with an issue that a child feels needs immediate attention
  - I do not stop to listen
  - I respond with "uh-huh"
  - I use baby talk with younger children
  - I use angry words when I am under stress
  - I cut a child's conversation short
  - I finish tasks for the children in order to hasten time
  - I forget to follow through on something that I promised
  - I answer questions for the child
  - I behave impatiently
  - I respond to a child sarcastically
  - I shout
  - I force a child into a situation in which s/he is uncomfortable
  - I set my expectations too high
  - I rush the children
  - I belittle children's feelings
  - I sneak up on a child that is doing something wrong
  - I ignore a child
  - I don't allow a child to explain why or how a friend got hurt, or how an accident happened
1. I focus on inappropriate behaviour

*Adapted from Canadian Child Care Federation Resource Sheet #30*

**Prohibited disciplinary measures:**

- Any form of corporal punishment (included: hitting, spanking, pushing, shaking, pinching, biting, grabbing, slapping)
- Humiliating a child either physically or verbally through sarcasm, taunting, teasing, degrading, belittling
- Locking up or confining a child in any room; never allowed to be alone in a room
- Depriving a child of basic needs for food, clothing, shelter, bedding; food must never be used as a punishment or threat
- Punishing or reprimanding a child in any way for failing to use the toilet
- 1. Punishing in any way for staying awake at rest time

**Any adult who observes mistreatment of any child must contact the Director of the Centre immediately. This is a legal responsibility.**

**Steps re: contravention of behaviour guidance policy**

1. Any staff member observed using disciplinary measures that contravene the Child Care Early Years Act or Sunnybrook Crèche's Self Regulating / Behaviour Guidance Policy shall be reported immediately to the Director. Immediate steps will be taken to investigate the alleged incident. If it is the Director that is in question, the report will go directly to the President of the Board.
2. The Director (or designate) will speak privately to the staff member involved in order to assess the validity of the report. Best practice dictates a meeting between the two people for greater understanding. If the facts appear to be as reported (barring an incident of corporal punishment, which is grounds for immediate dismissal), then the incident will be documented and a copy placed in the staff's file for one year. A letter of warning will be sent to the employee. If no more incidences occur, the documentation and letter will be destroyed.
3. Use of corporal punishment (see Prohibited Disciplinary Measures) is grounds for immediate dismissal.
4. If a second incident is reported, and the Director is satisfied that this incident occurred, s/he will discuss the incident with the employee. A meeting will be arranged with the staff member, the Director and the President of the Board. A warning letter will be placed in the staff's file, noting that one more incident will result in immediate dismissal. If a child's well-being is at risk, the staff member will be monitored at all times s/he is on the job.
5. Any further incidents will result in immediate unpaid suspension, followed by an emergency meeting of the Board. Dismissal will be considered at this stage.
6. Documentation will be kept and filed at each of the above stages.

## References:

Center on the Developing Child at Harvard University (2011). *Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11*. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

Approved by Crèche Board July 2016

### **3. Child Abuse Policy**

The following Policy Statement has been reviewed and adopted by the Board of Directors, November, 2003

*Updated August 2016*

Ontario Regulation 137/15

48

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- (a) corporal punishment of the child;
- (b) deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;
- (c) depriving the child of basic needs including food, shelter, clothing or bedding;
- (d) locking the exits of the child care centre or home child care premises for the purpose of confining the child; or
- (e) using a locked or lockable room or structure to confine the child if he or she has been separated from other children.

#### Intent

This provision forbids corporal punishment and other harmful disciplinary practices to protect the emotional

and physical well-being of children. These practices are never permitted in a child care centre. Young children benefit from an affirming approach that encourages positive interactions with other children

and with adults, rather than from a negative or punitive approach to managing unwanted behaviour

In compliance with the Child and Family Services Amendment Act (Child Welfare Reform), the purpose of this policy is to promote the best interests, protection and well-being of children. Any employee, student or volunteer who has reasonable grounds to suspect that a child has suffered

from or may be suffering child abuse or neglect, must report the suspected abuse to the appropriate Children's Aid Society. Everyone has legal obligation - duty to report

"Abuse" is defined as physical or emotional harm, sexual molestation, neglect. See *Making a Difference* for more in depth definitions and criteria.

## **Procedures**

During morning drop-offs and throughout the day, teachers must be aware of any unusual symptoms, such as bruises, cuts, drastic changes in behaviour or activities. Teachers also need to be aware of communication from children during the day (in the drama area, during fantasy play , quiet conversation or during art activities), that might provoke "red flags" in the teachers thinking. Teachers will make informal inquiries, with discretion, to parents about the reason for the teacher's observations.

If a person has reasonable grounds to suspect that a child is or may be in need of protection, that person must promptly report the suspicion and the information upon which it is based to the Children's Aid Society (Phone # 416-924-4646)

The Director or her designate will offer support and guidance to the staff, who discovered the suspicion of abuse. The attached form could be filled out, in order to make the reporting to CAS appropriate. If unsure of whether this is reportable, a counselor at the CAS will let the inquirer know.

The CAS will follow up with the teacher and ask for a verbal or written report. They will investigate and expect staff to comply.

Once the alleged abuse is in the files of the Children's Aid Society, we follow their direction in informing connected parties, etc. Generally, they take the whole case from this point. To insure confidentiality, we will keep the incident contained in the Group or Room involved. The President of the Board of Directors will be notified.

The director or designate will call in to report serious occurrence to the city of Toronto as well as on the CCLS website for the Ministry of Education.

Staff will endeavour to keep an open, trusting relationship with the family to protect the child and to ensure the child's safety and protection. But, they will not discuss the report to CAS before they make it.

If a parent alleges a staff member has abused a child, the parent must be encouraged to notify Children's Aid Society. The Director will contact Children's Aid and follow their directions.

If there are reasonable grounds to suspect the staff member, she will be suspended until the

incident is investigated. Salary for the staff member will be decided on an ad hoc basis by the Board of Directors..

The reporting of any abuse is a Serious Occurrence and that policy must be followed within 24 hours to a City of Toronto consultant, to the President of the Board of Directors and to the Ministry of Education on the CCLS website.

Investigations of suspected child abuse are the responsibility of the Children's Aid Society Protection Workers and the Toronto Police. All investigations are confidential.

### **IT IS A CRIMINAL OFFENSE NOT TO REPORT AN INCIDENCE OF CHILD ABUSE**

A review of the Child Abuse Policy will be conducted once a year. Staff will sign that they understand the Policy and agree to abide by it.

#### **Suspected Child Abuse Form**

\_\_\_\_\_[ ]male [ ]female \_\_\_\_\_ Date of birth \_\_\_\_\_ (Name of child)

Home address \_\_\_\_\_ Postal Code \_\_\_\_\_

Parent/Guardian\_\_\_\_\_

Work phone \_\_\_\_\_ home phone \_\_\_\_\_

Siblings\_\_\_\_\_

Name of perpetrator if known or suspected\_\_\_\_\_

Relationship to child\_\_\_\_\_

Nature of abuse (description of symptoms, evidence of neglect or harm, reason for suspected abuse, what child said, how they acted)

---

---

---

---

---

Children's Aid Contact \_\_\_\_\_  
(name) \_\_\_\_\_ (phone number) \_\_\_\_\_

Staff who identified the abuse(signature)\_\_\_\_\_

Date identified \_\_\_\_\_ Time Identified \_\_\_\_\_ Time CAS was called \_\_\_\_\_

Director's comments/signature\_\_\_\_\_

---

#### **4. Access, Equity and Anti Bias Policy**

(The following policy statement has been reviewed and adopted by the Board of Directors, November, 2003. Revised September 2007)

This Policy has been developed to enable Sunnybrook Crèche to become a multi-cultural, anti-racist, bias-free and inclusive organization. Some of the areas of bias are: colour, race, creed, gender, sexuality, life-style, religion, age, physical attributes (slurs, jokes, and comments), ability, heritage, ethnic origin.

Organizational changes are guided by a vision and goals in which corporate values, systems, experiences and behaviours of individuals are deliberately changed to achieve full participation for employees and service users. This involves a process of identifying, challenging and eliminating systemic barriers and individual acts of bias.

Sunnybrook Crèche Board of Directors, staff, volunteers, parents, students and children have the right to work and learn in an environment free of any expressions of bias. As a childcare centre, Sunnybrook Crèche has the responsibility to provide opportunities for young children to develop positive attitudes and values.

In developing this Policy, attention was given to research, reports, documents and legislation, which relate to race and ethnic relations, and exclusivity for children with Special Needs.

OMSSA defines Special Needs as: “*Children who, due to emotional, familial, physical, behavioural, developmental, cognitive, communicative or emotional factors, are at risk of not maximizing their potential. Special needs encompasses children who require support and assistance with daily living, whether formally diagnosed or not, and whether a diagnosis is short-or long-term in nature.*”

Sunnybrook Crèche will promote racial harmony, employment equity and service equity among the Board of Directors, staff, volunteers, parents, students, and children and within the community it serves. It is our mandate to treat every individual with dignity and respect.

**Service Equity:** The Board of Directors, staff, students and volunteers will be committed to the planning and implementation of an equitable service delivery that is racially sensitive, culturally appropriate and responsive to the changing needs of the community they are mandated to serve.

**Community Representation, Participation and Decisions Making:** The Board of Directors, staff, students and volunteers must reflect the diversity of the community they are mandated to serve.

**Communication:** The Board of Directors and staff will ensure that all outreach publications; promotional material, consultation, participation, and the working environment are non-discriminatory, inclusive, racially sensitive, and culturally appropriate.

**Curriculum:** Sunnybrook Crèche staff will develop programs which will provide opportunities for children to develop positive attitudes toward racial, ethnic and cultural diversity and children with Special Needs.

**Complaints:** Sunnybrook Crèche will not tolerate any expression or bias, ethnic, cultural or ability bias in any form from its Board of Directors, staff, volunteers, students, parents and children. All complaints will be reported as Serious Occurrences to the City of Toronto. If a situation arises from a comment made by an enrolled child, the teachers will implement a learning and education plan to support the children enrolled. The children's parents will also be informed of the situation and the measures in place to handle any inappropriate behaviour.

### **Steps to Implementing the Access, Equity and Anti-Bias Policy**

#### **Policy**

- review policy
- review By-laws, programs and policies to ensure they reflect the policy
- ensure ongoing training and orientation of Board of Directors, staff, students and volunteers
- reflect the community in the recruitment of Directors of the Board, staff, students and volunteers

#### **Service Equity**

- review the environment to ensure that the physical and interpersonal environment is free of all stereotypes.
- Some examples: demonstrate knowledge and awareness of religious holidays and cultural events when coordinating staff meetings, staff development sessions, board meetings, parent evenings and special events

- program staff will adapt the environment and routines as necessary to meet the needs of all children enrolled

**Community Representation:**

- recruit directors of the Board, staff, students, volunteers who reflect the diversity of the community they serve
- commit to identifying and eliminating all barriers to equitable employment and promotional practices
- provide ongoing Board and staff development on all diversity topics

**Communication:**

- ensure that all promotional materials, brochures, newsletters and publications reflect all areas of diversity
- ensure that all education materials for parents, program materials for children are in languages of our families to the greatest extent possible
- staff and families are aware of differences in communicating child care philosophies and expectations
- staff and volunteers respond sensitively and with skill and tact to cultural and ability differences in child rearing practices, treating all children equally, while not compromising basic standards of child care in Canada

**Confidentiality:**

- Staff agree to keep all information about children and families confidential
- Any outside agency must have permission of parents before they visit or work with a child
- Documentation of this permission will be kept in the child's file.

**Curriculum:**

- develop and deliver curriculum that accepts all children
- all books and videos have been screened to reflect this policy's position
- program activities show respect for, and active interest in, sharing cultural, racial, language and ability diversity
- programming includes conscious teaching of positive access and equity attitudes and behaviours

**Resource Materials**

*Anti-Racism protocol*, Ministry of Community and Social Services, June 1994

*Towards a New Response—Race relations in Childcare Programs – Building for the Future*, 1993  
James Carl.

*Anti-Racism and Ethnocultural Equity – Guidelines for Policy Development and*

Implementation. North York Board of Education, 1993.

*Inclusion: Policy Development Guidelines for Early Learning and Care Programs* (City of Toronto; 2007

## **Complaint Procedure**

Complaints may be lodged by any member of the Crèche's participants and community. The complainant or witness is encouraged to seek support from the director or another colleague in dealing with the alleged offence. It is important to differentiate between a "comment" and a "complaint". All comments and complaints must be taken seriously, investigated and a mutually satisfactory resolution attempted. This must be documented at every step.

### **Step 1**

- The complainant and/or witness shall ask the alleged offender to stop the offensive behaviour, pointing out the exact inappropriate behaviour
- The alleged offender must be given every opportunity to stop the behaviour and be given a copy of Sunnybrook Crèche's Access and Equity policy
- If the problem is not solved at this stage, a written report, including dates, names and as full an account of the situation as possible be given to the Director (within 10 working days of the incident)

### **Step 2**

- The director will investigate the specifics of the complaint within a 24 hour period
- The director will ensure that everyone having knowledge of this situation, document what they saw and heard, including the alleged offender
- All this will be done in the strictest confidence
- The director will file a Serious Occurrence Report with the City of Toronto within 24 hours
- The director will notify the Chair of the Board of Directors: with serious occurrence report, findings of the investigation and recommendations

### **Step 3**

- If incidences continue, Chair will take the reports to the Board of Directors
- At the meeting, the directors will:
  - Review the reports
  - Decide on disciplinary action (verbal warning, written warning, suggest educational or counseling opportunities; lodge a complaint with the Human Rights Commission, termination of offender-- staff or parent)

### **Step 4**

- Director will meet with complainant and provide detailed explanations as to the outcome of the complaint

- Director will carry out Board's decision and follow up with their suggestions
- Documentation must be done at all points and the Board President must be kept up-to-date on what is happening

Staff at Sunnybrook Crèche will review this Policy on an Annual basis and sign that they understand it and agree to abide by it.

**Incidents of racism/bias are reported to Toronto Children's Services within 24 hours as a Serious Occurrence.**

## **5. Playground Policy – Sun Safety (Revised August 2016/Dec 2016)**

### **Preamble:**

- The safety and well being of our children is of the utmost importance.
- Common sense and sensitivity to the needs of all children, individually and the group, must prevail at all times
- Children must be outside a minimum of 2 hours per day. If not, it is noted on Playground Daily Report and in the Daily Log Book.
- Environment Canada (posted in the staff room) will warn about Smog Advisories and Wind Chill Factors. (See the Weather Policy)

### **Objectives:**

- to assist staff to prevent unsafe occurrences
- to effectively manage emergency situations
- to provide an enjoyable outdoor play environment
- to promote safe, creative and constructive play for our children

### **Playground Supervision**

- Attendance sheets must be kept up-to-date and accompany the group. Staff are expected to know the exact number of children at all times.
- Staff will do a head count of children before leaving for the playground. When possible, one staff will take the first children ready and let other staff know how many are still in the room.
- When exiting together, one staff is in front and one in the rear.
- As staff and children reach the playground, attendance will be checked with each individual child.
- The same procedure is followed when returning inside.
- Staff will constantly scan and move about the playground; supervising areas that demand extra attention (i.e., climbers); each large play structure will be supervised at all times.
- Staff will interact with the children to maximize fun and participation.
- Any person or event causing questions or concerns will be reported immediately to the

Director or person-in-charge. Staff will contact Security by using emergency “beepers”, (Code White) or by dialing 5555 for emergencies. (4589 for non-emergencies)

- Child/staff ratios (Ministry regulated) must be met at all times.
- At least one RECE or equivalent must be on the playground.
- All children going to the washroom must be accompanied by an adult.
- Accident reports are to be completed for all accidents.
- NO REDUCED RATIOS ALLOWED – Infants 1 – 3, toddlers 1-5 preschoolers 1-8
- Entire ratio must be brought inside in the event that a child needs to come inside to use the bathroom or treat an injury.

### **Other Guidelines for Safe Use of Equipment**

- children slide down the slide on their bottoms, feet first
- walking up the slide is not permitted
- base of slide must be clear before the next child proceeds
- toys stay on the ground
- sand stays in the sandbox

### **Clothing**

Children and staff will be clothed appropriately for the weather (if a child is too warm or too cold, his/her health can be affected):

- Summer:
  - Sunhats that cover ears and back of the neck, sunscreen will be apply morning and afternoon's by staff, 15 mins before going outside), t-shirts with long or short sleeves
  - Safe footwear is highly recommended in the playground: toes covered with a heel strap. Sneakers are highly recommended
- Winter:
  - snowsuits (no strings), mitts (several pairs), hats, scarves (tucked inside), warm boots.
  - staff need to dress warmly in order to enjoy the outdoors,
  - staff need appropriate boots with non-skid soles for warmth and safety and that allow full participation in activities and that can easily reach children who require assistance
  - The children will continue to go out twice a day unless the temperature is colder than -20 Celsius (including wind-chill).

### **Outdoor Programming**

- Program plans must always be posted inside the back door and be up-to-date
- Staff will provide games, activities, large motor play as well as activities brought from inside.
- Water play must be very closely supervised , sprinklers are only allowed
- Water to drink will be available when needed, to avoid dehydration

### **Special Activities / Water Play**

- Activities such as sprinkler play and mud play require special planning and strict safety guidelines for the children.

- The ministry supports play-based learning and sensory exploration and encourages the use of on-premise splash pads, sprinklers, hoses or water tables, under close supervision of adults at all time, as safer alternatives during cooling or play / sensory activities.
- Prohibit the use of and access to all standing bodies of water (e.g., ponds) and recreational in-ground / above-ground swimming, portable / “kiddie” / inflatable wading-type,
- Outdoor activities are to be ready before the children arrive on the playground.
- Epi-pens, accurate attendance forms and a first aid kit must be available on the playground at all times.

### **Playground and Equipment Maintenance**

Any concerns / maintenance that are identified during the inspection the person / staff will record the required repair on the back of the daily checklist as well a verbal notice to the Director or Designate. The Director or Designate will ensure that the proper maintenance is completed. The 9:30am staff is responsible for completing the am and pm daily inspection of the playground. This inspection is to be conducted prior to any child using the playground and document the time of the inspection and initialed. The Director / Designate will conduct a monthly and seasonal inspection and document it on the monthly and seasonal logs. An annual inspection is required and is conducted by a third party. Sunnybrook Creche is required to ensure the outdoor play space / structures or surfaing under those structures meet the Canadian Standards Association CAN/CAs-Z614-14. Upon completion of the inspection the Director and Board of Directors are responsible for reviewing the document and to put a plan in place to correct / address any non – compliances.

Inspection	Inspected by:	When done:
Daily	9:30 staff in Toddler and Preschool areas	Before shift begins in AM and 2:40 in P.M
Monthly	Director /Designate	End of Each Month
Seasonal	Director / Designate	Summer /Fall /Winter / Sprint
Annual	Certified Playground Safety Inspector –	July / August – Report and Action Plan kept on hand

Director will be responsible to ensure that all repairs are carried out in a timely fashion. The Admin staff is responsible for completing requisitions to the hospital for repairs to be completed.

A plan will be developed when repairs are required, to ensure continued safety of the children.

New equipment, renovations, repairs or replacements will be installed to meet CSA Standards and will be verified in writing by a Certified Playground Safety Inspector before children are allowed to play on or around them.

### **First Aid on the Playground**

- there must always be an up-to-date, complete First Aid box in the shed, close at hand
- all blood accidents need to be cleaned in the washroom with soap and water.

- If children stick a wet tongue on a metal fence, blow hot breath or pour warm water in the area. If bleeding occurs, apply direct pressure with folded gauze. Write up an Accident Report.

Injury Log is a document to be used to evaluate when accidents occur on the playground. An accident report must be completed, the report is shared with the parents who signs the report and is then given to the Director to also review and sign off. The accident info will then be transferred to the injury log by the staff member who has written the report. The Director will then review the log to identify any trends and address them if required.

### **Sun Safety Recommendations**

Limit time outside (15-30 minutes) when temperature is between 30°C – 34°C with the humidex. Limit activities to areas shaded, provide children with water

Remain inside if temperature is above 34°C with humidex or any advisory or warning from Environment Canada.

Document in the communication book when not outside due to weather

Call environment Canada or go online to check for weather updates.

## **6. Serious Occurrences Policy**

**The following Policy Statement has been reviewed and adopted by  
the Board of Directors, November, 2003 Revised June 21, 2016, approved August 2016  
Reapproved, Oct 18<sup>th</sup>, 2016**

It is the responsibility of all staff to report serious occurrences. An investigation will be conducted by the Director and by the City of Toronto to determine the nature of the incident and to identify actions that can be taken to prevent a recurrence of the incident.

### **Initial Report**

With 24 hours of becoming aware of a serious occurrence, or when the operator deems the occurrence to be serious:

- The operator / designate enters information about the occurrence into CCLS (Child Care Licensing System) on line. If no access to the on line service, call the hotline at 416-314-6230. Call the Ministry directly at 416-325-0677 if Critical Serious Occurrence: a child has died; a child is missing and whereabouts are unknown; there has been media attention or police are conducting an investigation

As of October 1<sup>st</sup>, 2016, we are no longer required to report directly to the City of Toronto Serious Occurrence line Follow –up for all Serious Occurrences

1. The PA follows up with the operator as required. During the follow-up the PA reminds the operator / Centre to add updates in CCLS within 7 working days of the initial report and to update the posted notification as required
2. The updated CSIS is automatically emailed to the PA, Ministry Compliance Manager

### **Licensing Implications**

- Non-compliance with the 24 hour reporting requirement for the previous licensed period will be noted during the licensing inspection on the licensing checklist under 9.1
- Where non-compliance with serious occurrence policy requirements is identified, the operator will be required to take action with the follow-up time provided by the PA as part of the licensing process.
- Where the operator is unable to complete the required follow-up and requires additional time a provisional license may be issued.
- Where patterns of non-compliance with serious occurrence reporting requirement are identified and the operator does not require additional time to address outstanding requirements a short term license may be issued.

### **What is a Serious Occurrence?**

Note: On August 29, 2016, the definition of “serious occurrence” in subsection 1 (1) of the Regulation is revoked and the following substituted: (See: O. Reg. 126/16, s. 1 (9))

“serious occurrence” means,

- a) the death of a child who received child care at a home child care premises or child care centre,
- b) abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre,
- c) a life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre,
- d) an incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or
- e) an unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the home child care premises or child care centre; (“incident grave”)

## **Procedures when a Serious Occurrence Happens**

1. Ensure that the person is provided with immediate medical attention if needed. (Could be First Aid, or Tender Loving Care (TLC), or 9-911).
2. Take appropriate steps to address any continuing risks to the person's health and safety
3. If the child needs immediate medical attention, the parent/guardian must be called and must take the child to hospital. If parents are not available, emergency numbers will be called. If no one is available, one (walking) or two (driving) staff could go to Emergency. If the situation is dangerous 9-911 must be called.
4. The staff member involved will ensure that anyone witnessing the occurrence, document in writing what happened.
5. An Inquiry report will be completed by the Child Care Director, or her designate, with input from all witnesses to the incident. (phoned to the City within 24 hours)
6. If there is reason to suspect abuse, the staff who discovers it will contact the Children's Aid Society and obtain directions.
7. Posting: Effective November 1, 2011 all serious occurrences including abuse and neglect are to be posted within 24hrs on the bulletin board below the licensing certificate, located on the wall outside the admin office for 10 days. All confidential information (child's name, birth date, etc) are to be removed to the document and must be updated as new information becomes available.

## **People to be notified:**

2. Where applicable: Coroner, Police, Security at Sunnybrook (5555), 9-911, Children's Aid Society -- immediately or as quickly as is practical
3. Parents or Guardians
4. Director of the Centre if not present at the time of the Serious Occurrence
5. Within 24 hours:
  2. Chair of Board of Directors
  3. File report about the occurrence into CCLS(Child Care Licensing System)
6. In situations where abuse by a staff member is alleged, the possible suspension of the staff is reviewed by the Personnel Committee, who in turn presents findings to the Board of Directors.

## **Emergency Designations**

The Director is the responsible person. In her absence, the Coordinator takes the responsibility. In the absence of the Director and Coordinator, the RECE working the first shift in the morning takes the responsibility until the Staff working the last shift arrives and then they are the responsible.

### **Role of the City of Toronto**

- to notify the Ministry of Education
- to determine if further action is required

### **Annual Summary**

In January of each year, a *Serious Occurrence Reporting Procedures Annual Summary and Analysis Report* is to be filed with the Ministry of Education

Updated June 21, 2016, Sept 28, 2016, Dec 6, 2016

## **7. Parental Separation and Custody Arrangements**

The primary responsibility of Sunnybrook Crèche is to maintain the health, safety and well being of our children at all times. As the impact of parental separation on children can be difficult, parents and childcare providers must work collaboratively with each other.

**Custody and Access Arrangements** -At the time of initial registration, the parent(s)and/ or legal guardian will inform the Sunnybrook Crèche of the specific custody/access arrangements, and will provide the Crèche with a copy of any relevant legal documents, including the parents' custody/access agreement or court orders (interim or permanent). Updated copies of any agreement or court order must be provided to the Crèche as soon as any variation or changes to an agreement or court order are made. In the absence of a custody/access agreement or court order, the parent(s) and/or legal guardian will provide a statement signed by both parents or legal guardian specifying the custody/access arrangements.

Please note that unless otherwise specified in an agreement or court order, both parents have equal rights to pick up and drop off their child.

### **All information will remain confidential.**

**Access to Information** - The Crèche will permit both parents and/or a legal guardian to access information pertaining to their child (ren's) health, education and well being, unless otherwise specified by a court order. A child's file is not permitted to be removed from the Director's office and must be reviewed in the presence of the Director or another staff member as directed by the Director. Other general information (i.e., newsletters, classroom events, notices etc) will be distributed to both parents. It is the parents' responsibility to look for these items in their

child's cubby or on the bulletin board.

In order to best support the child in a family conflict situation (i.e. custody, divorce, separation), it is the policy of the Child Care Centre to remain neutral. Therefore we will not issue letters of support/character references to either parent/guardian unless requested by a court order.

**Conflict Resolution** – It is anticipated that all families will honour the spirit and intent of this policy. In the event that parents meet at the Crèche, loud voices, arguments, disagreements or rude/offensive language will not be tolerated in or around the Crèche property. Please also refer to your parent handout under Code of Ethics.

Failure to comply with this policy, will result in a referral of the matter to the Crèche Board of Directors. If a matter cannot be resolved, parents may be asked to withdraw their child from the Crèche.

Approved by the Board of Directors  
September 2008

## **8. Supervision Policy for Volunteers, Participating Parents and Students**

### **Introduction**

Sunnybrook Crèche is committed to providing a high quality, safe and secure environment for all children enrolled in our programs. The safety and well-being of children who are being supervised on our premises is one of Sunnybrook Crèche's highest priorities.

### **Purpose/Standard**

Effective September 6, 2011, all day nursery and private-home day care agency operators will be required to develop and implement a policy for the supervision of volunteer and placement students in child care programs.

Reg. 262 under the Childcare Early Years Act provides that every owner/operator shall ensure every child who is in attendance in a day nursery or in a private-home day care location is supervised by an adult at all times.

Sunnybrook Crèche has developed the following policy and programs in order to comply with the direction of the Ministry and Regulation 262

This policy sets the framework and the program which applies to all agency volunteers and placement students who have been approved or accepted by Sunnybrook Crèche board of Directors Sept 2011.

### **Policy**

Sunnybrook Crèche may have volunteers and/or Early Childhood Education students working within the organization along with staff throughout the year. At all times, volunteers, placement students and parents must be under the direction and supervision of Sunnybrook Crèche staff. They will never be left alone with the children.

No child or children will be supervised by any person less than 18 years of age. **All volunteers including parents who have contact with children are required to have a “vulnerable sector check” June 2014**

No child or children will be supervised by someone who is not an employee of Sunnybrook Crèche childcare

Only employees of Sunnybrook Crèche will have direct unsupervised access to children

### **Procedure**

All staff is required to review the organization’s policies, procedures and practices regarding the supervision of volunteers, participating parents, and students at Sunnybrook Crèche

All staff will review their roles and responsibilities when directly supervising and working with volunteers, participating parents and/or placement students in their classrooms annually

The Executive Director/Person in charge/assigned staff member of the childcare will be responsible for ensuring that volunteers, participating parents, and students are provided an orientation to the organization, appropriately trained, and supervised

Volunteers, participating parents, and students have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required

All volunteers, participating parents, and placement students must agree to follow all policies and procedures of the Sunnybrook Crèche

All volunteers, participating parents, and placement students must agree to follow the directions and guidelines provided by staff and management of Sunnybrook Crèche Child Care

In the case of a disagreement over the direction provided by a staff member the volunteer participating parent or placement student may address this issue in writing with the Assistant Director or Executive Director/Manager

### **Vulnerable Sector Checks**

All volunteers over the age of 18 years having direct contact with children in the childcare and are to complete a vulnerable sector check. This includes parents wanting to help out in the program or volunteer on an outing. Update 2014

Student Placements – Students, prior to their placement in the childcare must verify they have a satisfactory criminal reference check.

Effective August 31, 2015 all employees of the organization are required to complete a vulnerable sector check every 5 years. Each year in-between, they are required to sign a declaration. See policy

## **Mandatory Orientation & Training**

Prior to starting in the classroom at Sunnybrook Crèche all volunteers, participating parents, and placement students will have an orientation, which will include a comprehensive discussion regarding Sunnybrook Crèche's philosophy and the Child Care Early Years Act requirements

All volunteers, participating parents, and placement students will be provided with a detailed orientation regarding their roles and responsibilities within the organization. This will include a thorough review of Sunnybrook Crèche's code of ethical behaviour. (College of ECE Code of Ethics and Standards of Practice) prior to working with children in the classroom.

All volunteers, participating parents, and placement students are required to review and sign off on all policies and procedures prior to working with children for the first time and at least annually thereafter.

All volunteers, participating parents, and placement students are required to read all applicable memos and organizational updates.

Volunteers, participating parents, and placement students will be made aware of all applicable policies and procedures in the organization including but not limited to:

Ministry mandated

The Behaviour Management and Self Regulating Policy

Emergency policies and procedures/Fire Evacuation

Anaphylaxis Policy and procedure

Serious Occurrences Policy

Supervision of Volunteers and Students

Vulnerable Sector Check

Medication Policy

Sanitary Practices

Sleep Supervision

Program Statement Implementation Policy

Staff training and Development

Process for Monitoring Compliance and Contraventions

Other

Confidentiality Policy

Occupational Health & Safety

Workplace Violence and Harassment Policies

Code of Conduct

Immunization and Medical

All accidents, injuries and hazards must be reported immediately to any staff member supervisor, or Executive Director. Incidents include violence, theft, threatening behaviour, abuse or any (potentially) unsafe situation.

## **Record Retention**

All records documenting that the volunteer, participating parent, and/or placement student has reviewed and signed off on all applicable policies and procedures will be kept on file at the centre for two years.

## **Confidentiality –All volunteers, participating parents, and placement students must sign a confidentiality Agreement**

All volunteers, participating parent, and placement students are responsible for maintaining the confidentiality of all proprietary or privileged information to which they are exposed while at Sunnybrook Crèche Childcare, involving staff, clients, or other volunteers and students.

## **Discipline**

All volunteers, participating parents, and placement students who fail to adhere to the policies and procedures of Sunnybrook Crèche Childcare may face disciplinary action, up to and including dismissal.

Sunnybrook Crèche Childcare believes in fairness and openness and where volunteers, participating parents, and placement students can expect a commitment to resolving conflict and receiving supportive and constructive criticism. If disciplinary action is required, the organization follows the same steps as its staff policies:

- Performance review
- Verbal warning
- Written warning
- Suspension
- Dismissal

## **Sample Volunteer/Participating Parent/Student Placement Form**

We welcome you to Sunnybrook Crèche and hope your volunteer/educational experience is rewarding and enjoyable

Volunteers, participating parents, and placement students are an important and highly valued part of our organization.

## **What you can expect?**

The Director or designate will introduce you to how the organization works, and your role in the centre, and to provide you with information and training about our policies and procedures to assist you in meeting the responsibilities of your role.

## **What we provide:**

We will review the performance standards we expect from volunteers, participating parents and placement students in our organization.

We will review all agency policy and procedures

We will schedule regular meetings with your supervising teacher to discuss how you are adjusting in your role. To answer any questions, provide support and discuss any successes or problems.

We will respect your skills, dignity and individual goals and to do our best to meet them.

We will consult with you and keep you informed of upcoming changes in policies, procedures or programs.

We will provide you with a safe workplace free from harassment and violence

We will try to resolve any problems, complaints and difficulties you may have while you volunteer, or are placed with us as a student.

We will do our best to help you develop your skills and role with us

### **What we expect from our volunteers, participating parents or students**

We expect you to help Sunnybrook Crèche fulfill its philosophy of providing a high quality child care program and learning experience.

We expect you to perform your role to the best of your ability

We expect you to follow Sunnybrook Crèche's policies, procedures and standards of practice, including health and safety.

We expect you to follow the organization's anti-harassment anti- discrimination policies in relation to all children, staff, clients, other volunteers and students

We expect you to maintain the confidentiality of all information shared with you related to the of the organization, including its students, volunteers, staff, and clients

We expect you to meet the time commitments, schedules, and standards which have been mutually agree to and signed off

We expect you to give reasonable notice so other arrangements can be made if you cannot meet your time commitments or schedules

We expect you to provide or agree to undergo a Police Reference check and agree to sign off on all applicable policies and procedures

I, \_\_\_\_\_ have read, understood and had the opportunity to ask questions and hereby agree to do the following

I agree to follow all of Sunnybrook Crèche's rules, policies, and procedures, including health and safety, behaviour management and confidentiality.

I agree to work reliably to the best of my ability, and to give as much notice as possible whenever I cannot work when expected

Approved by Sunnybrook Creche's Board Sept 2011 revised June 21, 2016, updated Dec 2016

## **9. Accessibility Policy for the Customer service Standard under AODA**

Sunnybrook Crèche Child Care is committed to developing policies, practices, and procedures that provide accessible quality services to its clients and their children. Services will be provided to clients with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity.

Sunnybrook Crèche Child Care is dedicated to ensuring all programs and services are accessible to clients and their children in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Services.

Sunnybrook Crèche Child Care Child Care will endeavor to ensure that the Policy and related practices and procedures are consistent with the following four (4) core principles:

- i. **Dignity** - Persons with a disability must be treated as valued clients as deserving of service as any other customer.
- ii. **Equality of Opportunity** - Persons with a disability should be given an opportunity equal to that given to others to obtain, use and benefit from our services.
- iii. **Integration** - Wherever possible, persons with a disability should benefit from our services in the same place and in the same or similar manner as any other customer. In circumstances where integration does not serve the needs of the person with a disability, services will, to the extent possible, be provided in another way that takes into account the person's individual needs.
- iv. **Independence** – Services must be provided in a way that respects the independence of persons with a disability. To this end, we will always be willing to assist a person with a disability but will not do so without the express permission of the person.

Sunnybrook Crèche Child Care Child Care provides services to all children and their families including those with disabilities. Every effort will be made to ensure the following:

- i. The service will be provided in a manner that respects the dignity and independence of persons with disabilities.
- ii. The provision of services to clients with disabilities, and other will be integrated unless an alternative measure is necessary, whether temporarily or permanently, to enable clients with a disability to participate in the services offered by Sunnybrook Crèche Child Care Child Care.

## **Communication**

Sunnybrook Crèche Child care is committed to communicating with clients with disabilities in different or alternative ways that take into consideration their disability

Staff will be trained on how to interact and communicate with clients with disabilities in a manner that is respectful of a client's dignity and independence.

Alternative methods of communication will be provided as requested. Staff will be trained to communicate with clients over the telephone in clear and plain language and to speak clearly and slowly.

## **Use of Assistive Devices**

Assistive Devices, guide animals and/or support persons may be used by clients to assist in accessing services at Sunnybrook Crèche Child Care.

Sunnybrook Crèche Child Care may require a person with a disability to be accompanied by a Support Person where it is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

Sunnybrook Crèche All service animals must have proof of inoculations/vaccinations required under the Day Nurseries Act

Sunnybrook Crèche Staff and volunteers will be properly trained in how to interact with clients with disabilities who are accompanied by a service animal a support person or an assistive device.

The use of such items must be in compliance with the regulations outlined in the Day Nurseries Act and the Toronto Operating Criteria or other regional requirements.

## **Notice of Temporary Disruptions**

Sunnybrook Crèche Child Care will notify clients if there is a planned or unexpected disruption of a facility or service persons with a disability use to access our services. The notice will be posted at the entrance of the applicable premises and as well as being provided verbally, electronically or in person as applicable. The notice will include the following information:

- That a facility or service is unavailable.
- The anticipated duration of the disruption.
- The reason for the disruption.
- Alternative facilities or services, if available.

## **Feedback Procedure**

AODA requires Organizations to implement a feedback method that allows clients to provide feedback on perceived barriers, including how to ask for assistance.

Sunnybrook Crèche Childcare accepts feedback in a variety of ways including in person, by telephone, in writing or electronically. Our feedback protocol requires Sunnybrook Crèche Childcare to respond to all client inquiries within seven business days.

## **Training and Records**

Sunnybrook Crèche Child Care will provide training and ongoing training as required under the Act, to all persons to whom this Policy applies as well as to those persons charged with developing this Policy and related procedures and practices.

### **Content of Training**

Training will include:

- i. A review of the purpose of the Act and requirements of the Standard.
- ii. A review of the Policy.
- iii. How to interact and communicate with persons with various types of disabilities.
- iv. How to interact with persons with a disability who use an Assistive Device or require the assistance of a Service Animal or Support Person.
- v. How to use equipment or devices made available on our premises to assist persons with a disability to obtain, use or benefit from our goods and services.
- vi. What to do if a person with a disability is having difficulty accessing our premises and/or services.

### **Timing of Training**

Training will be provided to all persons to whom this Policy applies as soon as practicable after he or she is assigned the applicable duties.

### **Documenting Training**

Records of the training provided, including the training protocol, the dates on which the training is provided and the number of individuals to whom the training is provided shall be maintained in accordance the requirements of the Act

*The above policies and procedures will apply to all services that are delivered by Sunnybrook Crèche Child Care including services delivered in person, by telephone, electronically, visually,*

*orally or by written materials.*

All Accessibility Policies of Sunnybrook Crèche Child Care are available to our clients.  
Alternative formats are available upon request.

Approved by the Sunnybrook Crèche Board May 2013

## **10. Workplace Harassment Policy/Violence Policy**

### **Commitment Statement:**

At Sunnybrook Crèche Child Care Centre, the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors from harassment and discrimination. Such conduct interferes with everyone's ability to perform their job and is not in keeping with the Center's philosophy of trust and mutual respect. By working together, and giving the utmost attention to the safety and well being of each other, we will meet our shared objective of a healthier and safer working environment for all.

Sunnybrook Crèche's employees, clients, parents and board are entitled to be treated with dignity and respect and have a work environment free from harassment and discrimination as prescribed by The *Human Rights Code* in Ontario and the *Occupational Health and Safety Act*. This policy applies to all employees, clients, parents and board members representatives of Sunnybrook Crèche while in the workplace, during work related field trips or travel, or during any work-related and/or social functions.

Employees are expected to assist Sunnybrook Crèche in its attempts to prevent and eliminate harassment in the workplace. Sunnybrook Crèche will treat any form of harassment that occurs in the workplace seriously irrespective of the alleged perpetrator's position. Nothing in this policy limits an individual's right to file a complaint with the Human Rights Commission or the Ministry of Labour should they feel the situation warrants such action.

### **Definition:**

The *Occupational Health and Safety Act* defines workplace harassment as "engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome."

### **Harassment and discrimination can take the following forms including:**

#### **1. Discrimination-based Harassment**

Includes any verbal or physical conduct, that may reasonably be perceived as denigrating or showing hostility or aversion toward an individual because of the individual's race, colour, religion, gender, sexual orientation, national origin, age, disability, or other status protected by law, or because of the protected status of the individual's relatives, friends, or associates. This type of harassment includes, but is not limited to:

- a) Epithets, slurs, negative stereotyping, demeaning comments, including comments pertaining to a person's dress, accent or other cultural differences, or intimidating acts that are based on an individual's protected status; and/or
- b) Written or graphic material (whether by printed or electronic media) circulated within or posted within the workplace that shows hostility toward or is demeaning to an individual or

group because of his or her protected status.

## 2. Sexual Harassment

Generally there are two types of sexual harassment:

- a) Repeated sexual advances or solicitations made by a person where such person knew or ought reasonably to have known that the advance was unwelcome; and/or
- b) A reprisal or threat of reprisal for the rejection of a sexual solicitation or advance made by a person who is in a position to grant or deny a benefit.

### **Behaviours Constituting Harassment:**

- Differential treatment of employees or co-workers based on race, gender, ethnicity, etc.;
- Verbal or written comments, jokes, teasing, and/or other communication of a sexual nature;
- Demeaning language based on gender or sexual preference;
- Graphic comments about an individual's body;
- The use of sexually degrading words to describe an individual;
- The display of sexually suggestive objects and/or pictures in the workplace;
- Foul or obscene language and/or gestures;
- Unwanted physical conduct such as patting, pinching, and/or brushing up against another person's body;
- A promise of better treatment in return for sexual favours; and/or
- Indirect or expressed threats for refusal of a sexual request.

### **Responsibilities of Board Members, Directors and Coordinators:**

- Promote a harassment-free workplace;
- Provide employees with information and instruction regarding the workplace policy and program with respect to workplace harassment including appropriate steps to be taken and investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Ensure employees understand who to contact regarding concerns about the policy or when to report an incident;
- Model behaviour, which helps support a positive work environment;
- Ensure the workplace is free from harassment and discrimination;
- Respond to complaints brought to their attention.
- Respect the confidentiality and sensitivity of such issues;
- Document all information and investigation results;
- Request that an investigation into allegations of harassment be conducted where appropriate; and
- If witnessing harassment or elements of a poisoned work environment, take action.

### **Responsibilities of Employees:**

- Compliance with this policy is the responsibility of all employees;
- Employees must avoid any behaviour or conduct that could reasonably be interpreted as a violation of this policy;
- Employees must maintain a work environment free from discrimination, and harassment;

### **Process for Making Harassment Complaints:**

For less serious incidents of harassment, if employees have witnessed or experienced conduct which they believe to be inconsistent with this policy, they have a responsibility to:

#### *Step 1:*

- Make the objection clearly known to the offender.
- Ask the individual to stop the behaviour.
- Where an employee approaches another employee with a workplace harassment complaint/concern, s/he should clearly state that the perceived action/behaviour is viewed as harassment under the terms of the Center's policy.
- In certain circumstances, it may be inappropriate or the employee may feel uncomfortable in asking the individual to stop. In this case, the behaviour should be directly reported to their Director.
  - If the behaviour continues after making the objection known, or is more serious in nature, contact your Director.
  - A written record of the action/behaviour and complaint should be provided to your Director including the dates, times, nature of the action/behaviour, and witnesses (if any).

### **Investigation Process:**

- All complaints will be investigated promptly.
- All those directly involved and witnesses will be spoken with.
- Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy.
- Records or other documents relevant to the incident being investigated (this may include work schedules, complaints and observation notes and may involve taking pictures of the scene) will be reviewed.
- Relevant collective agreement or employment contract language or organizational policies/procedures will be reviewed.
- Depending on the scope of the investigation, employees may need to seek the assistance of the Director.
- A final summary/report of the investigation will be prepared.

### **Corrective Action:**

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Because allegations of harassment are very serious, frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the complainant.

*Approved by Crèche Board May 2010*

## **11. Police Reference Check/Vulnerable Sector Screening Policy– Updated Dec 1, 2016**

### **Introduction**

Sunnybrook Crèche is committed to providing a high quality, safe and secure environment for all children, clients, and visitors to our premises. In addition to reviewing an applicant's past experience and educational background all prospective applicants will be required to provide the organization with a police vulnerable sector screening check as part of the hiring process for all positions within the organization.

### **Purpose/Standard**

All agencies funded or licensed by the Ministry of Education, that provide direct services to children are required to do a Police Reference Check which includes a vulnerable sector check on all staff and volunteers who have direct contact with the children. Organizations are required to have Police Vulnerable Sector screening check policies and procedures in place.

All agencies also have to comply with amendments to the Memorandum of Understanding with the Toronto Police Services. Anyone authorized by the organization to collect or review the background check information must receive Human Rights Code training.

The Police Reference Check Program ('PRCP') is a precautionary measure designed to ascertain whether employees or volunteers providing direct service to children have a criminal history that would make them unsuitable for positions of trust.

Sunnybrook Crèche has developed the following policy and guidelines in order to comply with the direction of the Ministry of Education and Toronto Police Services.

Police Vulnerable Sector Checks will have to be completed for all successful candidates for the following positions:

- Registered Early Childhood Educators (full- and part-time positions)
- Teaching Assistants (full-and-part-time positions)

- Co-op and college students
- Supply staff
- Agency Volunteer positions
- Any board member having direct contact with the children, other than their own
- Cook

Under the Child Care and Early Years Act, 2014 a vulnerable sector check must be renewed every five (5) years for all staff, students, and volunteers working directly with children. The renewal of the vulnerable sector check must be on or for before every fifth anniversary after the date of the most recent vulnerable sector check.

Every year except in a year in which a vulnerable sector check is obtained all staff, students, and volunteers must sign an offence declaration form or a standing/status policy confirming that nothing has changed in their circumstances.

All staff, students, and volunteers must provide an offence declaration, as soon as reasonably possible any time he or she is convicted of an offence under the Criminal Code (Canada)

Offence Declaration is conducted annually within 15 days of the last Offence Declaration. Each offence declaration shall address the period since the most recent offence declaration or vulnerable sector check and must be obtained by the licensee no later than 15 days after the anniversary date of the most recent offence declaration or vulnerable sector check

### **Break in employment**

If a licensee's relationship with a person in respect of whom it has previously obtained a vulnerable sector check terminates and then subsequently resumes, the licensee shall obtain a new vulnerable sector check or offence declaration as follows:

1. If the relationship was terminated for six or more months, the licensee shall obtain a new vulnerable sector check from the person before the relationship resumes.
2. If the relationship was terminated for less than six months and, but for the termination, the person would have provided a vulnerable sector check or offence declaration during the period of termination, the licensee shall obtain from the person such vulnerable sector check or offence declaration before the relationship resumes.

Ontario Regulation 137/15

#### Exceptions

61(2) Despite section 60, no person is required to provide or obtain a vulnerable sector check or offence declaration in respect of a person who is under 18 years old.

(3) If a person turns 18 years old while in a position where he or she interacts with children receiving child care at a child care centre operated by a licensee or home child care premises where the licensee oversees the provision of home child care, the licensee shall obtain from the person, within one month after the person turns 18 years old, a statement that discloses every

previous finding of guilt of the person under the Youth Criminal Justice Act (Canada), if the person received an adult sentence.

(4) If a person turns 19 years old while in a position where he or she interacts with children receiving child care at a child care centre operated by a licensee or home child care premises where the licensee oversees the provision of home child care, the licensee shall require the person to apply to obtain a vulnerable sector check within one month after the person turns 19 years old.

### **Authorization**

Only the Executive Director/Supervisor/ Manager or Assistant Supervisor, who has received Human Rights Code Training, along with the hiring committee, will have access to the information received in the candidate's Police Reference Check/Offence Declaration ..

It is the responsibility of the Executive Director/Senior Management/Owner/Board of Directors to evaluate the information and make final decisions regarding a satisfactory Police Reference Check/Offence Declaration .

### **Process for Conducting Police Reference Checks**

The Police Reference Check is a condition of employment/appointment (volunteers) for successful candidate with Sunnybrook Crèche agency.

The rationale behind obtaining the Police Reference Check and the procedures that will be followed will be explained in detail to all successful candidates.

The policy will outline that a positive result on a Police Reference Check does not necessarily preclude employment.

All successful candidates will be asked to review and sign the Consent of Disclosure form consenting to the Police Reference Check including vulnerable sector screening, as well as other work and personal reference checks.

The completed forms and documentation will be submitted to the police.

Successful candidates may start work prior to receiving the information from the Police Reference Check Program. However all conditional offers will be clear that continued involvement with the agency is based on having a satisfactory Police Reference Check.

Conditional letters of employment or offers to volunteer or student placements will be provided to all successful candidates with precautionary measures in place to safeguard the children in the program. Individuals with a conditional letter of employment will have no unsupervised access to the children until a satisfactory Police Reference Check is obtained.

Sunnybrook crèche will cover the cost of obtaining the Police Reference Check for all full time

and part time employees.

### **Procedures:**

1. All applicants/candidates will be advised of the legal requirement regarding the Police Reference Check/Vulnerable Sector Screening/Offence Declaration, during the interview.
2. Review of the policy and procedure will be provided to all successful candidates for hire or to volunteer (staff, students, volunteers, board members).
3. The conditional offer of employment will only be provided to candidates who agree to undergo a Police Reference Check.
4. Successful candidates will be provided the opportunity to read the Police Service's "Vulnerable Sector Screening Program – Police Reference Check Program" document.
5. All successful candidates must sign the Consent of Disclosure form agreeing to a Police Reference Check/Vulnerable Sector Screening Program along with the conditional offer of employment.
6. The Executive Director/Supervisor/Manager (or other staff as authorized by the organization) must sign the Consent to Disclosure form after it has been signed by the successful candidate.
7. Successful candidates will be made aware depending on the circumstances they may be required to be fingerprinted.
8. The organization will fill in the application form where required and provide the form to the successful candidate to deliver to the Toronto Police Services Board for processing.
9. All conditional offers must be made in writing and successful candidates must agree to provide the results from the Police Reference Check/Vulnerable Sector Screening Program as soon as they have been received.
10. The Executive Director/Supervisor/Manager will review the letter of conditional offer of employment in detail with the successful candidate.
11. The successful candidate will be required to acknowledge and sign the letter.
12. All volunteers who have direct contact with children will be permitted to start after they have been cleared with a satisfactory Police Reference Check/Vulnerable Sector Screening.

13. Those authorized by the agency will review the results along with the successful candidate's work and personal references, to determine if the organization can remove the conditional offer of employment or if the offer of employment needs to be withdrawn.

### **Conditional Job Offers**

Conditional job offers may be necessary during the time it takes to obtain the Police Reference Check/Vulnerable Sector Screening. Successful candidates that produce a receipt for their Police Reference Check may be allowed to start their position or volunteer immediately.

These individuals will at no time be permitted to be alone with the children until the Police Reference Check/Vulnerable Sector Screening has been submitted and reviewed by the agency.

If within eight weeks from the date on the police reference check receipt a police vulnerable sector screening reference check has not been submitted to the agency, the candidate will required to stop work until a Police Reference Check has been produced.

### **Procedure for Dealing with Positive Results on a Police Reference Check:**

1. In the case of a positive result being returned on a Police Reference Check the agency will consider the nature of and circumstances surrounding the charges, convictions, or contact with police, along with the candidate's employment record qualifications and references, and the specific duties and responsibilities of the position.
2. The candidate may be required to stop work until a final decision regarding the offer of employment is made by the Executive Director in conjunction with the Board of Directors/Owner Operator.
3. The candidate will be provided with an opportunity to discuss the results of a positive Police Reference/Vulnerable Sector Check/ Offence Declaration and may be asked for additional information and/or documentation regarding the results.
4. A positive result on a Police Reference Check/ Offence Declaration does not necessarily preclude employment with the agency however it is the responsibility of the Executive Director and Board of Directors/Owner/Operator to evaluate the mitigating circumstances surrounding the positive results of the Police Reference Check and to make the final decision.
5. Conditional offers of employment may be withdrawn due to unsatisfactory Police Reference Checks.
6. Withdrawal of conditional offers of employment will be documented.
7. The candidate will be advised both verbally and in writing the reasons for the organization's decision.

- 8 All information obtained through a Police Reference Checks is strictly confidential.
- 9 If subsequent inquiries are made regarding the selection decision, access to the Police Reference Check is limited to only those authorized by the agency.
- 10 No individual shall provide child care, operate a premises where child care is provided or enter into an agreement described in section 7 (child care) if:
  1. The individual has been convicted of any of the following offences:

An offence under this Act.

    - ii. An offence under any of the following sections of the Criminal Code (Canada):
      - A. Section 151 (sexual interference).
      - B. Section 163.1 (child pornography).
      - C. Section 215 (duty of persons to provide necessaries).
      - D. Section 229 (murder).
      - E. Section 233 (infanticide).
    - iii. Any other federal or provincial offence prescribed by the regulations.

### **Records & Documentation**

All information/records gathered through a Police Reference Checks are confidential. The information will be kept by the (Director or Human Resources) in separate, sealed files segmented by the applicant/employee's name. The files will be maintained separately from an applicant/employee's general personnel file.

The background check records will include the following:

- consent form
- the date of the police/vulnerable sector screening reference check and the date the check was accepted
- information collected from the background check
- analysis and decision whether criminal activity (if any) was substantially related to the position
- any correspondence related to the criminal background check

## **12. Healthy Sexuality Policy**

**Approved by the Board of Directors Sept. 18, 2005 Updated and Approved August 2016**

### **The Crèche's Philosophy**

1. We believe that sexuality:
  - is a positive and fundamental part of human existence and affects all aspects of our lives

- is basic to who we are as a person
  - is a natural part of us from birth to death
- 2. We believe that children:**
- begin learning about sexuality as soon as they are born and will continue to learn throughout their lives
  - learn about sexuality through their interactions with their experiences and interactions within their environment
  - learn early attitudes and values about sexuality that affect future feelings and behaviours
  - are naturally curious about how their bodies look and work, about how male and female bodies differ and about where babies come from
  - trust and communicate with adults who are open and honest with them
  - are more sexually vulnerable to exploitations and abuse when they do not have age-appropriate information about sexuality
- 3. We believe that parents**
- are their children's most important teachers
  - are partners in all aspects of their child's education
  - should communicate their concerns, thoughts, and feelings with staff
- 4. We believe that Early Childhood Staff**
- can be a positive influence in children's learning about sexuality
  - can be a support to parents in their role
  - should respect the socio-cultural context of each child
  - a. do not need to be experts in the development of healthy sexuality but are knowledgeable of resources and are open to learning alongside children

### **The Crèche's Goals:**

Our philosophy about young children's sexual learning, and our commitment to helping children grow up to be sexually healthy adults, will enable us to strive to reach the following goals:

#### **Young children in our program will:**

- learn that it's okay to talk about healthy sexuality issues and ask questions about them
- develop positive feeling about their own bodies, including the sexual parts
- feel good about themselves as a person and be aware of their full human potential regardless of their gender
- understand their body's rights and responsibilities (i.e., that each person has the right to determine who will touch his/her body, particularly the sexual parts).

**Parents in our program will:**

- have access to resources about healthy sexuality
- play a key role in helping educate their children in healthy sexuality issues. Staff are available as a support and resource
- communicate openly with staff about their concerns
- respect the socio-cultural context of staff and families within the crèche environment

**Teachers in our program will:**

- provide equal opportunities for children regardless of gender. Avoid imposing gender role stereotypes or using sexist language.
- teach appropriate sexuality language using anatomically correct terms for body parts and functions
- set aside personal biases and not impose them on children, staff, or families.
- be approachable and welcome questions.
- provide opportunities that enable children to learn through their own observations.
- ensure children are clear about what is and what is not appropriate behaviour, without making them feel embarrassed
- encourage children to tell each other how they feel and to speak up for themselves.
- help children understand the effect their behaviour has on others.
- ensure children understand that their bodies belong to them and that each person has the right to decide who can and who cannot touch their body.
- teach children that the sexual parts of their bodies are to be respected and personal.
- provide nurturing touch that supports positive feelings of self and others.
- be a positive role model in interpersonal relationships.

**Taken from Toronto Public Health**

**Sexual Development of Young Children**

Children develop at different rates (See the Philosophy Statement of the Crèche). In general these are the characteristics of children at different ages:

**Birth to Age Two:**

- explore body parts, including the genitals
- begin to label their own sex and make association between genders
- experience pleasure from touch to all parts of the body including the genitals
- may experience an orgasmic response to rubbing of the genitals, perhaps against a toy or blanket
- begin to develop a positive or negative attitude towards own body

- start to learn expected behaviours for boys and girls and are busy sorting gender-based beliefs in order to build a gender schema.
- boys have erections while still in their mother's uterus and shortly after birth
- girls produce vaginal lubrication and clitoral erections shortly after birth

**Ages Three and Four:**

- enjoy examining genitals and self-pleasuring (masturbation); may touch sex parts when in public places. Can sometimes be used as a self-soothing technique.
- curious about gender and body differences; try to look at people when they are nude or undressing
- curious about how babies are made and born
- develop own ideas about where babies come from regardless of what they are told

**Taken from Toronto Public Health**

**Sunnybrook Crèche's Healthy Sexuality Procedures**

Our philosophy and goals regarding young children's learning about sexuality will enable the staff at the Crèche to implement the following procedures regarding:

**1. Touching**

- provide nurturing touch when appropriate for a child's growth, through hugs, shoulder squeezes, hand-holding, cheek-kissing
- discourage inappropriate touching of staff by a child by gently interrupting such touch and calmly explaining guidelines for touching others, using accurate terminology
- discourage inappropriate touching of children by other children through gently interrupting such touch and calmly explaining guidelines for touching others, using accurate terminology

**2. LGBT**

- Families come in all sorts of shapes and sizes and the crèche has a zero tolerance policy for staff in regards to bias in the workplace.
- It is important that staff and children understand that sexual orientation and gender identity is a healthy and natural part of sexual development
- Equal time and attention should be dedicated to the learning of how gender identity and sexual orientation develops along side healthy sexuality
- 7. Provide resources that challenge biases such as images, books, and songs

**3. Gender Equity**

- give boys and girls equal access and equal encouragement to use every resource in the classroom

- offer boys and girls equal opportunities to participate in all activities (i.e., helping “tasks”, teams, groupings)
- respond to behaviours, emotions, and language in the same way regardless of the sex of the child
- use gender as the basis for grouping children no more frequently than other categories for grouping
- provide opportunities for all children to role play (imaginative play) any occupational or family role. In the cases of biologically-specific abilities of breast feeding, giving birth, and being pregnant, teachers need to be aware of the reality possibilities and explore them with the child – age-appropriately
- use gender inclusive language (i.e., fire-fighter, people do as opposed to boys(or girls) do)
- use posters, books, songs, pictures that are both non-traditional and traditional in their portrayal of males and females, and provide equal representation of males and females in the resources available to children
- provide equivalent time to boys and girls, including touch, praise and criticism
- encourage integration of boys and girls in all play/work groupings
- encourage children to talk about how they feel about being a boy or a girl, and provide positive feedback and helpful suggestions for the accomplishments of both.
- Provide interactions and experiences that challenge gender biases to help in the construction of a child’s gender schema

#### **4. Resources**

- resources on topics such as families, feelings, relationship and touching will be available. These may include: anatomically correct dolls, baby care equipment for dolls for pretend play, song tapes/records, pictures, and dress-up clothes for both sexes in equal amounts.
- o resources on bodies, birth, and babies will be brought out when teachable moments arise. These may include: puzzles, books, videos and pictures

#### **5. Planned Curriculum**

- a. the following topics will be introduced as children talk about them or ask questions. Staff will give factual answers, relating to as much as the child needs to know (or can understand)
  - i. accurate names for body parts, including genitals
  - ii. identification of differences between male and female genitals
  - iii. how families provide for babies’ needs
  - iv. body rights and assertiveness skills
- b. use teachable moments when they arise

## **6. Questions/Comments**

- a.** validate child by acknowledging the questions and/or comment
- b.** determine what the child is asking or feeling and rephrase the child's questions or comments to be sure
- c.** talk about what the child wants; do not give more information than needed
- d.** whenever appropriate, respond immediately, using the teachable moment
- e.** respond honestly
- f.** respond simply
- g.** use accurate, specific language

## **7. Toilet Talk, Street Language and Put Downs**

- a.** ignore if incidental
- b.** treat matter-of-factly
- c.** clarify what child understands about the word's meaning
- d.** tell child age appropriate guidelines for word use at centre and why (i.e., private, others don't like to hear, not kind to others' feelings)

## **8. Diapering**

- a.** change diapers in a private area when other children are present
- b.** use accurate terms when referring to the genital parts
- c.** avoid facial or verbal expressions of disgust; discourage those expressions by children as well
- d.** avoid forcefully pulling children's hands from own genitals
- e.** ignore child's touching own genitals while changing diapers unless s/he has a bowel movement
- f.** address other children's questions/comments about genital parts matter-of-factly using accurate terms

## **9. Toilet Learning and Bathroom Use**

- a.** communicate with parents regarding child's readiness to learn toileting skills
- b.** help child with reminders, trips to the toilet and encouragement
- c.** clean up "accidents" matter-of-factly without drawing any undue attention
- d.** supervise children in bathrooms
- e.** have both genders use the same facilities
- f.** explain to all children that they have a right to privacy if desired and that they need to respect children desiring privacy
- g.** explain inappropriateness of any child's touching of another child's genital parts.

## **10. Clothing**

- a.** ensure that children of both sexes always have “tops” and “bottoms” covered

## **11. Masturbation**

- a.** if private (i.e., during nap time) ignore
- b.** if first occurrence, or occasional, ignore
- c.** if public and repeated (i.e., during story time, eating times, activity times)
  - i. touching genitals needs to be done in private places
  - ii. Help child identify “public” and “private” places

## **12. Body Exploration and Play**

- observe children’s behavior in order to understand the children’s concerns, perceptions of bodies, birth, babies and relationships.
- if children are exploring each other assess how mutual the interaction is, that one child is not coercing the other child.
- determine how children are feeling; when appropriate encourage the passive child to be more assertive and the aggressive child to be more empathetic.
- distract children by offering other unrelated activities.
- ignore children unless the play seems to be harmful or coercive.
- acknowledge /describe children’s behavior, using clear, correct terminology.
- acknowledge children’s curiosity as normal and OK.
- set limits for privacy and respect for others (i.e., doctor examinations done over clothing).
- 7. appropriate programming is encouraged for learning about bodies, birth, babies, and relationships.

## **12. Behaviours of Concern**

Pay attention to whether:

- 4. Children that exhibit behaviour or knowledge that is developmentally atypical.
- Communication with Parents
  - share with parents staff observations about child’s sexual learning.
  - communicate with parents if:
    - i the communication is likely to result in a positive outcome for the child.
    - ii parental assistance would be necessary/helpful to manage the behavior.
    - iii staff have no reason to suspect the child has been or will be, subjected to verbal, physical or sexual abuse as a result of the communication.

- Identifying and Reporting Sexual Abuse

In order to fulfill its legal responsibility regarding the identification and reporting of sexual abuse, this centre will provide training to ensure that all staff:

- be informed about the mandatory reporting of known or suspected sexual abuse, or potentially abusive circumstances for a child.
- be trained and encouraged to identify the sexually abused/exploited child.
- be able to report any suspicious sexual abuse/exploitation to the Children's Aid Society.

- Staff and Policy

In order that staff be prepared to implement this policy, the centre will:

- provide training for all staff and volunteers; workshops are posted in the staff room and the centre will pay cost.
- inform potential new staff about the Crèche's policy and hire them only if they are willing to support it.
- encourage staff to participate in ongoing workshops and discussions as the policy is implemented with the children.

- Parents and Policy

In order to ensure parental support, the centre will:

- give parents of children currently in the program a copy of the Healthy Sexuality Policy.
- give new parents as they enroll their children in the program a copy of the Parent Policy Manual, which includes the Healthy Sexuality Policy .

- Evaluation and Revision of Policy

In order to keep the policy current the center will:

- encourage feedback from staff and parents either orally or in writing.
- a written questionnaire will be given to parents and staff as needed

**Taken from Toronto Public Health**

**References**

Giles, J. W., & Heyman , G. D. (2005). Young children's beliefs about the relationship between gender and aggressive behaviour. *Child Development*, 76, 107-121.

Ruble, D. N., Taylor, L. J., Cyphers, L., Greulich, F. K., Lurye, L. E., & Shrout, P. E. (2007). The role of gender constancy in early gender development. *Child Development*, 78, 1121-1136.

Trautner, H. M., Ruble, D. N., Cyphers, L., Kirsten, B., Behrendt, R., & Hartman, P. (2005). Rigidity and flexibility of gender stereotypes in childhood: Developmental or differential? *Infant and Child Development*, 14, 365-381.

## **Parent Issues and Concerns Policy and Procedures**

Name of Child Care Centre: Sunnybrook Crèche

Date Policy and Procedures Established: August 16, 2016

Date Policy and Procedures Updated: Approved 2019

### Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, Sunnybrook Crèche and staff to use when parents/guardians bring forward issues/concerns.

### Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

### Sunnybrook Crèche's

### Policy

All crèche staff work in partnership with parents recognizing that parents are the primary responsibility for the care of their children.

In the event that a parent has concern about the care of his or her child enrolled in Sunnybrook Crèche, the parent is to follow these steps.

1. Approach the staff member about their concern.
2. That staff member will speak with her co-worker and share the concern of the parent. That staff member will bring that concern to the attention of the Director.
3. The staff member will follow up with that parent and Director once he /she has spoken with their co-worker.
4. If parent feels that the concern hasn't been addressed, they will then go to the Director and seek guidance from him or her.
5. The Director will meet with the teachers involved and come up with a action plan to address the concern of the parent. The director will ensure there is a follow up meeting (formal or informal) to ensure all concerns have been addressed.

### General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children,

parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Sunnybrook Crèche and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.  
Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

#### Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

#### Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

## Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room-Related</b> E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> <li>or</li> <li>- the supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> <li>or</li> <li>- arrange for a meeting with the parent/guardian within 5 business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>General, Centre- or Operations-Related</b> E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly</li> <li>or</li> <li>- the supervisor or licensee.</li> </ul> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter.</p> <p>Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

<b>Nature of Issue or Concern</b>	<b>Steps for Parent and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Staff and/or Licensee in responding to issue/concern:</b>
<b>Student- / Volunteer- Related</b>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor and/or licensee.</li> <li>-</li> </ul> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director .

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts: Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

## **14. Child Care Centre Sleep Supervision Policy and Procedures**

Name of Child Care Centre: Sunnybrook Crèche

Date Policy and Procedures Established: September 2016

Date Policy and Procedures Updated: July 12, 2019

### **Policy**

#### **Placement of Children for Sleep**

Children under 18 months of age will be placed in individual cribs for sleep when enrolled in an Infant program.

Children over 18 months of age who sleep will be placed in individual cots for sleep when enrolled in a toddler program, under 18 months if enrolled in toddler program.

All children who are younger than 12 months of age will be placed on their own backs to sleep, unless other instructions are provided in writing by the child's physician. Parents of these children will be advised of the centre's obligation to place their child(ren) to sleep on their backs, as set out in the "Joint Statement on Safe Sleep: Preventing Sudden Deaths in Canada".

#### **Consultation with Parents**

All parents of children who regularly sleep at the child care centre will be advised of the centre's policies and procedures regarding sleep at the time of their child's enrolment and/or any time the policies and procedures are revised, as applicable.

RECE in the room will consult with parents about their child's sleeping arrangements at the time of enrolment and at any other appropriate time (e.g. when a child transitions to a new program or room, or at the parent's request) and document with parent's initials.

Significant changes in a child's sleeping patterns or behaviours will be communicated to parents. Any significant changes in sleeping patterns or behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

### **Direct Visual Checks**

Infants will be checked every 15 -20 mins, toddlers and preschoolers will be checked every 30 mins when sleeping

Staff will walk around the room and look at each individual child who is asleep. Staff are to look for abnormal behaviour (not breathing or changes in breathing pace, ensure blanket is not covering the child's face, remove blanket if child is using it to suck on, and any change in body temperature).

Teachers will document the time they performed the check (form provided) and put their initial.  
Staff will document the time the child fell asleep and the time the child woke up.

These checks are to be kept on file for 3 years

Regulatory Requirements: Ontario Regulation 137/15

**Please complete ·Pre-Authorized Debit (PAD) Plan Agreement Below**

I/We, the Payor(s), authorize **Sunnybrook Crèche** to debit the bank account identified below for \$\_\_\_\_\_ on the 1<sup>st</sup> day of every month or the next business day.

I/We authorize **Sunnybrook Crèche**, and the financial institution designated (or any other financial institution I/we may authorize at any time) to begin deductions as per my/our instructions for regular monthly recurring payments, for payment of all charges arising under my/our **Sunnybrook Crèche** account(s). Regular monthly payments for the full amount of services delivered will be debited to my/our specified account on the 1<sup>st</sup> day of each month. **Sunnybrook Crèche** will obtain my/our authorization for any other one-time or sporadic debits.

This authority is to remain in effect until **Sunnybrook Crèche** has received written notification from me/us of its change or termination. This notification must be received at least (10) ten business days before the next debit is scheduled at the address provided below. I/We may obtain a sample cancellation form, or more information on my/our right to cancel a PAD Agreement at my/our financial institution or by visiting [www.cdnpay.ca](http://www.cdnpay.ca).

**Sunnybrook Crèche** may not assign this authorization, whether directly or indirectly, by operation of law, change of control or otherwise, without providing at least 10 days prior written notice to me/us.

I/We has certain recourse rights if any debit does not comply with this agreement. For example, I/we have the right to receive reimbursement for any PAD that is not authorized or is not consistent with this PAD Agreement. To obtain a form for a Reimbursement Claim, or for more information on my/our recourse rights, I/we may contact my/our financial institution or visit [www.cdnpay.ca](http://www.cdnpay.ca).

**PLEASE PRINT**

**DATE:** \_\_\_\_\_

Name: \_\_\_\_\_

Child's name: \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Phone Number (Bus): \_\_\_\_\_ (Res): \_\_\_\_\_

Financial Institution {FI}: \_\_\_\_\_

FI Account Number: \_\_\_\_\_ FI Transit Number: \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Province: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Authorized Signature(s): \_\_\_\_\_

**When the form is complete, submit along with a cheque (if not on file)  
from the above account. Cross cheque and mark it "VOID".**

---

Sunnybrook Creche

2075 Bayview Ave, Toronto, ON M4N 3M5

### **PARENT AGREEMENT**

I have read, understand and agree to abide by the policies written in this Handbook.

Child's Name \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian name:

\_\_\_\_\_  
Please print

\_\_\_\_\_  
Signature

Parent/Guardian name:

\_\_\_\_\_  
Please print

\_\_\_\_\_  
Signature

Please return the signed copy to the Office and keep one with the Handbook.