

The Family Place
Student Handbook

*1641 Heritage Way,
Oakville, Ontario
L6M 1Z4
905 469-0888*

*1120 Main Street East,
Milton, Ontario
L9T 6H7
905 878-0121*

www.thefamilyplacechildcare.com

November 2017

Student Orientation

The Family Place is dedicated to the placement of students within a mentoring partnership in child care settings. Students in either of the Family Place settings are there to learn, practice and gain experience. The staff are expected to act as Placement Supervisors as required. In this capacity, the staff member is called upon to share, guide and give feedback on a continual basis while acting as a role model for the profession. Students are not to be viewed as extra help; neither should they be jeopardizing the program. Staff consults directly with the Centre Supervisor about their student. In accordance with the Child Care Early Years Act (CCEYA) child care teachers shall actively review the policies set out in this handbook, both teacher and student shall sign off on this review before the student is actively involved in the program.

Time out of the classroom will be given to the student's supervising teacher, or in her absence the centre supervisor, during or before the first day of placement to provide an overview of expectations, policy and procedure review and a general orientation to the centre.

Centre Philosophy

The Family Place is a non-profit organization, run by a Board of Directors. It consists of two child care centres; one based in Bishop Reding High School in Milton and the second in Heritage Glen Elementary School in Oakville.

Mission Statement

"Committed to the provision of day care for children, from infancy through to ten years of age, in a supportive child-centered environment, where discovery and challenge lead to learning and well-being for all."

PROGRAM STATEMENT

History

The Family Place was the brain child of a group of people in the early 1980s that saw a need for extended services for children and their families in the Milton area. The group worked with the community and especially the Children's Aid Society in creating the plans for a child care centre focusing on infants and toddlers, as well as servicing high risk families who were in need of support with their parenting skills. In 1982, a centre for 10 Infants, 15 Toddlers and 16 Preschoolers, was opened in an empty wing of the Regional Senior's Home in Milton, now known as Allendale. 10 of the 41 spots were reserved for children of high risk families that might have otherwise been sent to foster homes. While the children gained developmental strengths in the program at the centre, their parents participated in a Parenting Program that involved them in both counselling and actual observing in their child's classroom. It was a tremendous success and blended with an Intergenerational Program with the seniors, created a program that won the Margaret Fletcher Award in 1983 for outstanding innovation in child care.

Over the years, funding sources have changed and the involvement with the Children's Aid Society has changed. The centre's Parenting Program became part of the Children's Assessment and Treatment Centre (CATC), providing community-wide family support. Allendale was redeveloped and the child care centre found a new home in 1991, at Bishop Reding High School in Milton. In 1995, with a desire to expand, The Family Place opened a second centre in Heritage Glen Public School in Oakville. This provided an opportunity to expand our program to older children in a school-based setting where the emphasis would be on creating a virtually seamless day between child care and the school. Again, we have been over-whelmed with our acceptance and learned so much from creative school-age staff and elementary teachers.

Having two centres about 20 kilometres apart, is a challenge for any organization, but we feel we have overcome many hurdles and work very hard to see ourselves as a team in two rather different settings.

The Family Place provides high quality child care in an enriched atmosphere. We welcome all families who would like to share their children with our trained staff. With openness to culture, race, religion and abilities, we ensure that all children and their families are treated with respect and dignity. We believe that children bring their own unique talents to our classrooms as competent, capable and curious individuals. As educators, we provide a positive learning environment which enhances children's experiences and encourages exploration within the world around them. We offer a place where our children, their families, our staff, and our community partners feel a sense of belonging. The staff of The Family Place believe that children benefit when we work hand in hand with families and collaborate with community partners to support their growth and development.

Emergent Curriculum

Our programs are current with the Ministry of Education's *Child Care Early Years Act*. Our staff are trained in the new pedagogy: *How Learning Happens, Ontario Early Learning Framework, Think Feel Act* and *Early Learning for Every Child Today (ELECT, <http://www.edu.gov.on.ca/childcare/>)*. Emergent Curriculum is responsive to children's interests by enabling them to engage in meaningful exploration in their surroundings. By taking the child's lead, the staff and children build an interactive space which enhances their imagination and creativity. The teachers engage the children during play, listening, responding and encouraging dialogue to expand their play. We take their cues and enhance the classroom activities, allowing the children to build onto their own knowledge.

The Role of the Teacher

Our teachers believe in the importance of reflective practices. They reflect on their experiences with the children to build a continuous learning forum that enhances both the child's and the educator's own development. It is our belief that children are competent thinkers and learners. Each child is thought of as an individual, giving them the opportunities to grow and develop at their own pace. Children respond when they are heard and when activities reflect their own interests. We acknowledge that children's actions and ideas are key to their growth. Through the use of open-ended questions and meaningful conversations, we dig deeper into what children are thinking in order to expand their learning opportunities.

Our teachers observe the children throughout their day. The teachers talk with children, listening and expanding on the children's interests. The teachers then build on these interests by incorporating activities into the classroom and in the playground. The children can move from area to area, freely taking activities with them to enhance and build on their play. The teachers engage in the children's play, asking questions, encouraging language, inviting other children in to expand the play. They may introduce different activities to broaden the learning moments, gathering in large and small groups. These spontaneous moments are what lead the classroom to different learning moments.

Our educators follow pedagogical documentation, whereby they make daily observations, then use this information to build onto the existing activities, to enhance their learning process. Our educators document this information on their white boards through anecdotes and pictures. The white boards are located in each classroom. Each day, the teachers add to the boards the children's statements, their work, and pictures of the children engaged in activities. This documentation is not only for teachers to review, and then expand on the learning moments, but for the children to visualize their progress. Parents are encouraged to take a moment each day and look at the progress their child and their peers are making. This can start a conversation about child development.

The interest on the board can last a week, or up to a month, all depending on the interest of the children and how far the classroom wants to go. The teachers take pictures of their boards and file them in a binder for future use. The teachers may look back on some ideas they have used before or review with the children what they have talked about previously with visual cues.

The Supervisors support the classrooms daily by visiting each classroom, listening to the teacher/child interactions and ensuring the interests are being explored and expanded. Each classroom has a designated monthly date and time to meet with the Supervisor to go over any concerns or challenges within the classroom. This enables the teachers to have time to brainstorm without interruption. Strategies are discussed, and the Supervisor follows through during daily visits to the classrooms.

As educators, we reflect on child development theories with co-workers and professionals in our field to support and enhance the growth of each child at The Family Place. Our belief is that children learn through trial and error. Our teachers can best support the child through conversation, positive redirection and follow through. We look at the child's ability to process information, adapting to the strengths and needs of the child. We support the child's ability to self-regulate by allowing them the time to process their actions, reactions and to move beyond the situation. Our educators participate throughout the process to ensure all parties feel heard and a solution is acceptable to all parties. We believe children are more apt to retain information when they are part of the process, a skill for lifelong learning.

Professional Development

The Family Place is a member of the highest level of Halton Region's Quality First, an early learning initiative. We are committed to high quality in our programs and in our

teacher/child interactions. The commitment of our long-term staff shows their passion in the child care field. Most of our educators are registered with the College of Early Childhood Educators, while other educators bring a wealth of knowledge in this field. To maintain our high standards, The Family Place requires its educators to update their professional development yearly through workshops, conferences and webinars.

We have many opportunities for professional and personal development through Halton Region. Staff are able to share their experiences during staff meetings, allowing all our educators the ability to enhance their development. We hold monthly staff meetings at each centre and every three months we hold joint staff meetings, where both centres come together to have a professional development evening from a speaker or visit the other's centre for ideas and dialogue surrounding Emergent Curriculum, Loose Parts and the ELECT documentation. We invite other centres to join in this sharing evening. This allows the building of partnerships, engaging in information sharing and allowing for the enhancement of our profession

Behaviour Guidance

Behaviour guidance is a technique of using positive strategies that enhances a sense of belonging and well-being for children in our care. Once a child enters our program, we need to build caring, respectful relationships with them. We need to look at each situation from the child's perspective. Behaviour guidance is an ongoing process.

Environment - Are there enough activities for all children, is there enough space for the children to freely play and interact with each other.

Transitions - Give children notice prior to a transition, work with small groups during transitions which gives children more time with a teacher.

Positive Social Interactions – Role model positive interactions with children, families and staff.

Self-regulation – Offer children time to absorb their surroundings, acknowledge their feelings, offer fidget toys and quiet areas for children to relax. Look at the child's emotional state, are their outside sources affecting their emotional state.

Look at our own judgements – Are we emotionally open, do we support in the classroom from peers, are we free from judgement, be patient with ourselves.

BEHAVIOUR GUIDANCE IS:

- Related to the nature of the behaviour
 - Appropriate to the developmental level of the child
 - Used in a positive and consistent manner
 - Aimed at separating the behaviour from the child (the deed from the doer)
 - Designed to assist the child in learning appropriate behaviour and self-regulation
 - Discussed with parents if a difficult situation arises or is ongoing with a child
- Procedure
- Approach quickly and calmly to stop hurtful or unsafe behaviour right away,
 - Acknowledge each child's feelings,
 - Gather information from each child involved,
 - Identify and state the problem to the children,
 - Brainstorm solutions with the children,
 - Allow the children to develop a solution and use it, if the child is having difficulty coming up with a solution, give them choices
 - Follow through, facilitate the interaction with the children if need be

Prohibited Practices

THE CHILD CARE EARLY YEARS ACT STATES THAT NO OPERATOR SHALL PERMIT:

1. Corporal punishment of the child;
2. 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;
3. Locking the exits of the child care centre 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;
4. 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;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

The staff of The Family Place are expected to comply with the program's stated policies and procedures and the requirements of the CCEYA with respect to behaviour management.

Dangerous or Disruptive Behaviours

In the case where behaviour is out of control on a consistent and regular basis, the staff, in conjunction with the Supervisor and/or Executive Director, will meet with the parents. With input from both sides, a behaviour plan will be outlined that will identify the areas of concern and map out strategies to be implemented both at home and at the centre. Where the child is in the school-age program, a contract may be signed with the child.

In severe cases where dangerous or disruptive behaviours continue, the child may be asked to leave child care. This decision will be made by the Executive Director, only after a behaviour plan has been given a reasonable try.

Children attending The Family Place in Oakville are expected to adhere to the Code of Student Behaviour adopted at Heritage Glen Public School since the child care centre is located in and participates with the elementary school.

Code of Student Behaviour - <http://hgp.hdsb.ca/behaviour>

Workplace Violence and Harassment and Sexual Harassment and Violence

The Family Place (FP) is committed to providing a safe, healthy and supportive working environment for all by treating our employees and clients with dignity, respect, fairness and sensitivity. FP is also committed to the principles set out in Bill 168, Bill 132 and in the Ontario Human Rights Code that every employee has a right to freedom from violence, sexual violence, harassment and sexual harassment in the workplace. Each employee must equally assume responsibilities in achieving this result. The management of FP will make every reasonable effort to identify potential sources of

violence and harassment and to eliminate or minimize these risks through our Workplace Violence and Harassment Prevention Policy and Procedures.

Health and Safety

The Family Place meets or exceeds all health and safety requirements of the Ministry of Education and Halton Region. The Family Place promotes health and safety through our policies and procedures, which are approved by our Board of Directors. All staff are required to read and follow all policies and procedures. They are reviewed during the staff's annual evaluations. All policies and procedures can be found on our website.

All staff are trained in Standard First Aid and CPR/AED Level C. Staff are required to recertify every three years. Staff, volunteers, and students over 18 must provide a valid Police Vulnerable Sector Check (PVSC) prior to employment or volunteering at The Family Place. An original copy must be presented to the Executive Director prior to working with the organization. The PVSC is valid for 5 years. Upon the annual anniversary date of the PVSC, all members must sign a Declaration of Offence each year until the fifth year; where they are required to produce a new PVSC. Staff cannot work or volunteer at The Family Place without a current PVSC, unless under 18 years of age.

Nutrition

The Family Place realizes that children in child care receive a large portion of their daily nutrition away from home. In order to ensure that your children receive the nutrition they need while at our centres, we follow the recommendations set out in Health Canada's *Eating Well with Canada's Food Guide* and *Nutrition for Health Term Infants*. Food for Tots supplies our children with nutritious hot lunches, approved by a registered dietician. Our floater staff purchases and prepares nutritious snacks daily, ensuring that two food groups are served at each sitting. Children are supervised at all mealtimes for safety and to encourage positive mealtime practices. No foods are to be brought into the centres by parents without prior approval from Supervisors. An ingredient list must be provided.

Anaphylaxis

- Some of our children and staff are allergic to certain foods, medicines, insects and latex. When they come in contact with these things, they have a severe allergic reaction. When a family comes to us acknowledging their child is anaphylactic to a certain substance or thing, we take it very seriously.
- We meet with the parent, asking them to outline:
 - -the child's allergens,
 - -if they have had a reaction and if so the symptoms
 - -type of epi-pen

This is documented on our Emergency Anaphylaxis Plan form. This form is then posted in the child's classroom, kitchen, and any serving area. A copy is kept in the emergency contact classroom binder, to ensure this form is with them at all times. All staff, volunteers and students review this form familiarizing themselves with the child, their allergens and symptoms. This form is reviewed by the parents annually, prior to the expiry date of the epi-pen. Staff, students and volunteers must review the form and then sign the back of the form annually. See Anaphylaxis Policy PR27 for Anaphylaxis Emergency Plan form.

Allergies

Allergy lists contain the child's name and food allergy or food restriction. The allergy lists are posted in the kitchen, serving area, all playroom or play areas, and attached to the emergency contact classroom binder, to ensure this form is with them at all times.

Staff are asked to review these allergy lists daily prior to meal time. When groceries are brought into the centre an orange "OK" sticker is adhered to the food to ensure that they have been reviewed for nuts and any other major allergy restrictions within the centre.

Play

Play shapes a child's growth and development. Play is spontaneous, allowing children to lead the play on their own terms, making their own choices. Play allows children to use their imagination and build onto their own knowledge. They build their social skills, learning from their peers, through reasoning and problem solving. Teachers invite the children into play, through gestures and activities. This broadens their knowledge to support their growth and development.

Opportunities for play are found inside and outside the classroom. Our indoor classrooms are set up for free-flowing exploration. Our outdoor areas are set up for children to explore the nature around them. Weather depending, children at our centres have opportunities to engage in outdoor play for two hours per day. This is typically split between the morning and afternoon. This balance allows the children to experience fresh air twice a day. Infants, toddlers and preschoolers require a daily quiet/rest time to be able to rejuvenate and reflect on their experiences during their busy day. Indoor and outdoor areas are arranged to the best of our ability so that all children can move freely and make choices based on their abilities, interests and needs.

Volunteers and Students

The Family Place recognizes the value of having parent volunteers, co-op students and students in ECE placements. However, we also recognize the necessity of providing a safe environment for our children.

Volunteers and students are not permitted to have unsupervised access to the children. The volunteers and students will be supervised by a designated employee at all times. They are not permitted to be left alone with any child. Volunteers, students and agency staff who may be working in the classroom, are not to be counted in the adult:child ratios.

Volunteers and students will have an orientation with the Supervisor and their designated staff member prior to their start date. They will go over all the policies and procedures and must sign off that they will abide by them at all times. We believe that if a volunteer or student are interested in becoming a part of The Family Place, they should be immersed in the daily routines of the programs. **Volunteers and co-op students are not permitted to partake in any bathroom or diapering routines.** ECE students are permitted as this is part of their learning process from their College or University; again they will never be left alone with any child

Parents

We consider ourselves very fortunate to be able to be a part of your family's lives. We believe that families are the experts on their own children. We look towards a partnership, working together to enhance your child's growth and development during the most important years in his or her life. To do this, we require daily open communication, as we can best support our little ones if we are apprised of any changes in the household. We encourage all families to communicate with our staff daily regarding their children's health. This allows our staff the ability to support each child's emotional and physical needs. We believe this partnership supports the whole child.

We connect with families through several planned family events held at the centres throughout the year. The Supervisors share their quarterly Newsletter through email, which gives parents updates of our programming and events within the centre. We post important notices of upcoming events, PD days and community information for parents on the Parent Board, located in the front hallways of both centres. Our website is updated by a volunteer from the Board as pertinent information for both centres is identified.

We have an open-door policy, where parents are encouraged to talk to their classroom teachers and offer feedback to the centre Supervisor and Director. We have a wealth of knowledge in child development along with connections to our local community partners: Heritage Glen Public School, Bishop Reding Catholic Secondary School, Halton Region, THRC, and Quality First. Students who are enrolled in the Early Childhood Educators program at several local colleges do their placements at each centre, enabling them to gain hands-on experience in the field. This benefits the centres by bringing in new ideas, and also allows the centres to assess potential employees.

The policies and procedures that govern our programs can be found on our website. Our times of operation and an outline of our programs are listed in our Parent Handbook, which is also found on our website.

Our staff respects and values input from parents, whom we encourage to be part of the decision-making process for their child. The Family Place supports families by consulting with all professionals who are involved with them and their child. We believe in a team effort to support the entire family.

Program Statement Implementation Policy

The Program Statement Implementation Policy requires that all persons who work directly with our children at The Family Place are aware of our expectations. Our Program Statement is the heart of our work with our children, their families and the community. Staff were involved in the process of creating our Program Statement. They in turn live the policies, procedures and goals set out in the statement. We took their daily responsibilities, goals and approaches into account to build this living document.

It is our expectation that all our staff, volunteers and students will follow our Program Statement. During the onboarding process of new employees and outside agencies, the Supervisor sits with the individual, reviewing our Program Statement. The employee is placed with a mentor within their classroom, where they can ask questions regarding the Program Statement. At the end of the three month probation period, the Supervisor

evaluates the employee's performance and reviews the findings to the employee. Strategies and goals are set to support the performance of the individual.

The Family Place is a member of the highest level of Halton Region's Quality First, an early learning initiative. We are committed to high quality in our programs and in our teacher/child interactions. The commitment of our long-term staff shows their passion in the child care field. Most of our educators are registered with the College of Early Childhood Educators, while other educators bring a wealth of knowledge in this field. To maintain our high standards, The Family Place requires its educators to update their professional development yearly through workshops, conferences and webinars. We require a minimum of four hours of Professional Development per year. Most of our staff exceeds this expectation.

We have many opportunities for professional and personal development through Halton Region. Staff are able to share their experiences during staff meetings, allowing all our educators the ability to enhance their development. We hold monthly staff meetings at each centre and every three months we hold joint staff meetings, where both centres come together to have a professional development evening from a guest speaker or visit the other centre for ideas and dialogue surrounding Emergent Curriculum, Loose Parts and the ELECT documentation. We invite other centres to join in this evening. This allows the building of partnerships, engaging in information sharing and allowing for the enhancement of our profession.

The Family Place will ensure that the Program Statement Implementation Policy is carried out and kept current at each centre. All staff, volunteers, students and outside agencies working with our children will be required to read the policies and procedures prior to commencing work/educational placement, and thereafter, annually and whenever there is a change in the policy. This policy will be included as part of the procedure for the Implementation and Review of policies, procedures and individualized plans. Whenever the Program Statement is edited, our families will be notified of the change by email.

Behaviour Guidance

Behaviour guidance is a technique of using positive strategies that enhances a sense of belonging and wellbeing for children in our care. Once a child enters our program, we need to build caring, respectful relationships with them. We need to look at each situation from the child's perspective. Behaviour guidance is an ongoing process.

Environment - Are there enough activities for all children, is there enough space for the children to freely play and interact with each other.

Transitions - Give children notice prior to a transition, work with small groups during transitions which gives children more time with a teacher.

Positive Social Interactions – Role model positive interactions with children, families and staff.

Self-regulation – Offer children time to absorb their surroundings, acknowledge their feelings, offer fidget toys and quiet areas for children to relax. Look at the child's emotional state, are their outside sources affecting their emotional state.

Look at our own judgements – Are we emotionally open, do we receive support in the classroom from peers, are we free from judgement and patient with ourselves.

Behaviour Guidance is:

1. Related to the nature of the behaviour
2. Appropriate to the developmental level of the child
3. Used in a positive and consistent manner
4. Aimed at separating the behaviour from the child (the deed from the doer)
5. Designed to assist the child in learning appropriate behaviour and self-regulation
6. Discussed with parents if a difficult situation arises or is ongoing with a child

Procedure

- Approach quickly and calmly to stop hurtful or unsafe behaviour right away,
- Acknowledge each child's feelings,
- Gather information from each child involved,
- Identify and state the problem to the children,
- Brainstorm solutions with the children,
- Allow the children to develop a solution and use it, if the child is having difficulty coming up with a solution, give them choices
- Follow through, facilitate the interaction with the children if need be

Behaviour Guidance Plan

Before forming a **Behaviour Guidance Plan**, it is important to observe the situation and consider all the factors that might be affecting behaviours. Watch for triggers that might set off the behaviour.

e.g. environment, age, developmental level, changes in routine

Remember your A,B,C's ... antecedent - behaviour - consequence

Once **observations** have been made, notes taken and discussed with the team, a **Behaviour Guidance Plan** will be used to set goals with on-going behaviours. This plan will lay out the **exact behaviour** in which the staff will focus on, the response to that behaviour and ongoing support to reach the goal. The focus behaviour must be identifiable, measurable and within the child's scope to change. The expectations should be attainable so that success is possible. Teachers will plan several little changes over a period of time, gradually shaping the behaviour to expectations. Consequences need to be logical and related to the nature of the troublesome behaviour.

When a serious incident occurs at home or in the child care setting, it is necessary that certain steps are followed to assure the reporting and follow-up. An incident is an occurrence in the child's life that affects his health, safety or well-being. An INCIDENT REPORT is required for any incident considered serious in nature by any member of staff.

Steps to follow:

1. Protect all the children from immediate harm.
2. Restore calm for the group while focusing on the individual involved. It is important for you to remain calm, providing the children with an atmosphere of security and confidence.
3. Call for assistance if needed. Perform first aid if necessary.
4. Return the program to its normal flow as soon as possible.
5. On an INCIDENT REPORT (form BM 3), document the occurrence and report immediately to the Supervisor or Executive Director, who will decide whether this incident qualifies as a Serious Occurrence and thus needs further reporting. (See Serious Occurrence Policy PR 3)
6. Make note in the Centre Communication Book, of an Incident Sheet that has been filled out for that child, using first name/last initial only.
7. If this incident involves suspected abuse, and staff do not feel comfortable with the level of reporting to authorities by the Supervisor or Executive Director, the staff member has the responsibility to report the abuse directly themselves to the authorities.
8. This INCIDENT REPORT will be shared with parents after it has been reviewed by the Supervisor and/or Executive Director. In some cases, where abuse is suspected, the authorities may advise the Supervisor/Executive Director to refrain from advising parents of the incident until after the Children's Aid have contacted the parents.

Problem Solving in SACC(School Age Child Care)

In the **SACC Program**, when a child is involved in continuous, disruptive behaviours and at least one Incident Report has been filed, then it is important to involve the child in the problem solving process. Using a Problem Solving form (form BM4), take the following steps :

1. Protect all the children from immediate harm.
2. Restore calm for the group while focusing on the individual involved. It is important for you to remain calm, providing the children with an atmosphere of security and confidence.
3. Call for assistance if needed.
4. Return the program to its normal flow as soon as possible.
5. Take the child aside so that you can speak privately to them.
6. Express your understanding of the problems and the circumstances around it. Have the child express their side of the issues. Ensure that the child understands the behavioral expectations.

7. Have them fill out the **Problem Solving** form in a quiet location and discuss what they have decided and your expectations.
8. Sign the form and give to the Supervisor, who will read it and sign.
9. A copy will then be given to the parent.
10. Ensure that you follow-up with positive guidance for the expected behaviours and note any problems. If the problem continues a parent conference may be necessary.

Violent Behaviour in SACC

In the **SACC Program**, when a child is involved in an intentional act that harms another person, the following steps will be taken:

1. Protect all the children from immediate harm.
2. Restore calm for the group while focusing on the individual involved. It is important for you to remain calm, providing the children with an atmosphere of security and confidence.
3. Call for assistance. Apply First Aid if required.
4. Return the program to its normal flow as soon as possible.
5. Remove the child who was violent, to the centre office. Stay with the child and remain positive but firm, reinforcing that this behaviour is not acceptable.
6. Contact the Supervisor, who shall contact the Executive Director.
7. The Executive Director, or the Supervisor if the Executive Director is not readily available, will contact the parent. The parent will be informed of the incident and asked to pick up their child immediately from care.
8. The child may return to child care the following day with the understanding that a repeat of this behaviour could result in child care being suspended.
9. If third party intervention is required (doctor, nurse, paramedic, police) this incident is considered a Serious Occurrence and will require reporting to the Ministry.
10. Regardless of the severity, the incident must be fully documented, using the Incident Report (Form - BG3).
11. Ensure that you follow-up with positive guidance for the expected behaviours and note any problems, within the entire group.

Prohibited Practices

THE CHILD CARE EARLY YEARS ACT STATES THAT NO OPERATOR SHALL PERMIT:

1. Corporal punishment of the child;
2. 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;
3. Locking the exits of the child care centre 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;
4. 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;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Non-compliance for Prohibited Practices

Failure to comply will result in a verbal warning initially from the Supervisor or the Executive Director. This will be followed, if necessary, by a written warning from the Executive Director with a copy forwarded to the Board President. The final step of dismissal will be determined by the Executive Director in conjunction with the Board President. Documentation of all steps will be kept in the staff's file. Depending on the severity of an incident, the Executive Director may proceed directly to the final step, without the intervening steps.

Disciplinary measures will be considered by the Supervisor and Executive Director, using the following criteria:

- seriousness of the offence
- actual or potential risk or harm to the child
- past performance of the employee in general
- present performance
- frequency of the occurrence
- previous disciplinary action taken

One or all of the above steps may be taken for any single incident based on the above criteria.

Non-compliance of the Program Statement

The Supervisors have a daily presence in each classroom. They are aware of the teacher's abilities, and observe compliance of all the policies, procedures, individualized plans and/or Program Statement at The Family Place. If the Supervisor or Executive Director sees anyone not abiding by the policies, procedures, individualized plans and/or Program Statement:

1. **First Incident** -The Supervisor would address the non-compliance immediately, supporting the person through the correction by reviewing the document and discussing the area of concern.
2. **Second Incident**- The Supervisor will meet with the person, reviewing the correct steps, and setting out a plan that the individual will need to follow. This meeting would be documented in the person's file using the Staff Incident report (written documentation).
3. **Third Incident** - The Supervisor will advise the person that they are required to attend a workshop to support their learning (if applicable) and/or they will be paired up with a mentor to support their ongoing plan of action. A meeting will be set with the individual either daily or weekly to review their progress up to one month.
4. **Final Incident** - If the individual does not show signs of significant improvement or does not co-operate with the support given to them during this process, they could face termination of employment. The final step of dismissal will be determined by the Executive Director in conjunction with the Board President. Documentation of all steps will be kept in the staff's file. Depending on the severity of an incident, the Executive Director may proceed directly to the final step, without the intervening steps.

Annually, the Supervisors evaluate the staff on their performance: Areas of Attendance, Trainings, Program Development, Relationships, Supervision, Health and Safety, Leadership, Contribution to the Organization and Administration. These topics cover the regulated policies, procedures and individualized plans. Strengths and needs are discussed and then goals and strategies are set by the Supervisor and the staff member. A timeline is noted and a meeting is set to discuss the progress.

The Executive Director monitors and records the Behaviour Guidance practices, annually. The Executive Director reviews the findings, discusses their strengths and needs and set goals accordingly. These goals become part of their annual review.

(CCEYA Regulation – Subsection 6.8 Program Statement Implementation Policy)

Policies and Procedures

Please go to our website www.thefamilyplacechildcare.com. Our policies and procedures are outlined on our website. You will need to read all of the policies and procedures prior to starting your placement with us. You will be asked to sign off agreeing that you understand and will adhere to all the policies and procedures.

Implementation and Review of Policies, Procedures and Individualized Plans

The Family Place will ensure that all policies and procedures are implemented and kept current at each centre. All staff, volunteers, students and outside agencies working with our children will be required to read the policies and procedures prior to commencing work/educational placement, and thereafter, annually and whenever there is a change in any policy and procedure.

At the Family Place, we believe that any person working with our children should be implementing all our policies, procedures and individualized plans daily.

The Board of Directors review and approve all policies prior to being uploaded onto our website. The Executive Director creates, edits or reviews the policies along with the Supervisor's input. Four policies are placed on the agenda for our monthly Board of Directors meetings, where a discussion of the content is reviewed. A copy of the approved policies is placed in the office, along with the Policy Sign-Off form which lists the specific policies approved. The staff are instructed to read the policies, and sign that they will abide by the policies. The Policy Sign-Off form is then kept in the Policy binder in the centre, along with the updated policies. Parent will be informed of the edited or new policy through email.

Annually, staff are given an opportunity to critique the policies and procedures prior to an organization wide Policy staff meeting. At the meeting, each policy and procedure is displayed, where staff can voice their opinions. The Supervisors and Executive Director will discuss the changes and will decide if they are applicable. If there are no changes, the staff and supply staff will sign off on the Policy Sign-Off form during that meeting. If there are significant changes, the Executive Director will forward the changes to the Board President. The changes will be reviewed at the next Board meeting. The edited policies and procedures will be placed in the office for the staff to reread and sign off on again.

Annually, The Board of Directors will be instructed to read all the policies and procedures and sign the Policy Sign-Off form. This too will be placed in the Milton Policy binder.

Individualized Plans

Anaphylaxis and Medical Plan:

Each individual Anaphylaxis and Medical plan will be reviewed by the Centre Supervisor with staff, volunteers and students, as to the parents' specific instructions and the centre's plan. The staff, volunteers and students will sign the back of the original plan prior to commencing work/educational placement, and thereafter, annually and whenever there is a change. The original plan is kept in the office, where a copy is posted in the child's classroom, kitchen, serving area, and a copy is kept in the emergency contact classroom binder, to ensure this form is with the child at all times. All staff, volunteers and students review this form familiarizing themselves with the child, their allergens and symptoms. The form is reviewed by the parents annually, prior to the expiry date of the epi-pen. .

Individual Program Plan:

Each child's Individual Program Plan is prepared by the Resource Consultant. All staff, volunteers and students are to review and sign off on the Program Plan, annually and whenever there are changes. The sign-off sheet will be placed Individual Program Plan binder.

Compliance and contraventions

The Supervisors have a daily presence in each of the classrooms. They are aware of the teacher's abilities, and observe compliance of all the policies, procedures, individual plans and/or Program Statement at The Family Place. If the Supervisor or Executive Director sees anyone not abiding by the policies, procedures, individualized plans and/or Program Statement:

1. **First Incident** -The Supervisor would address the noncompliance immediately, supporting the person through the correction by reviewing the document and discussing the area of concern.
2. **Second Incident** - The Supervisor will meet with the person, reviewing the correct steps, and setting out a plan that the individual will need to follow. This meeting would be documented in the person's file using the Staff Incident report (written documentation).
3. **Third Incident** - The Supervisor will advise the person that they are required to attend a workshop to support their learning (if applicable) and/or they will be paired up with a mentor to support their ongoing plan of action. A meeting will be set with the individual either daily or weekly to review their progress up to one month.
4. **Final Incident** - If the individual does not show signs of significant improvement or does not co-operate with the support given to them during this process, they could face termination of employment. The final step of dismissal will be determined by the Executive Director in conjunction with the Board President. Documentation of all steps will be kept in the staff's file. Depending on the severity of an incident, the Executive Director may proceed directly to the final step, without the intervening steps.

Annually, the Supervisors evaluate the staff on their performance: Areas of Attendance, Trainings, Program Development, Relationships, Supervision, Health and Safety, Leadership, Contribution to the Organization and Administration. These topics cover the regulated policies, procedures and individualized plans. Strengths and needs are discussed and then goals and strategies are set by the Supervisor and the staff member. A timeline is noted and a meeting is set to discuss the progress.

Emergent Curriculum

As The Family Place embraces Emergent Curriculum in all our programs, it is important that students facilitate activities related to the current interests in the classroom or their observations of interests in the classroom. As part of their placement, we encourage all students to document on the Emergent Curriculum white board. Our programs are current with the Ministry of Education's *Child Care Early Years Act*. Our staff is trained in the new pedagogy: *How Learning Happens, Ontario Early Learning Framework, Think Feel Act* and *Early Learning for Every Child Today (ELECT, <http://www.edu.gov.on.ca/childcare/>)*.

We believe that it is very important for students to participate fully in our programs to get the most of their placement. It is the student's responsibility to complete their activities within the placement time frame. Our teachers will support the student through these activities. Communication between the student and the teachers is extremely important; we want to support the student as much as we can but also maintain our high standard of programming.

Communication Books

A communication book is located in the main office. This book contains messages regarding children and staff; accidents, health issues, etc. All messages are written in blue/black ink, any messages regarding health are written in red. Each person is required to read and initial each message. Reading should take place; upon arrival, at break time, lunch time and before leaving at end of your shift. Each classroom also has a communication book for messages that needs to be read and initialed. It is very important to update the main book from classroom books throughout the day as necessary.

Calling in Sick

If you are going to be absent for any reason, you need to notify the centre. The 905-878-0121 Milton or 905-469-0888 Oakville. Make sure to leave your name, classroom assigned to and name of supervising teacher.

Diapering

Both the Toddler and Infant classrooms in Milton have a diapering procedures posted in the changing area on the proper way to change a diaper. Please review procedures with supervising teacher. The outlined procedure is included in the Sanitary Practices policy.

Proper Attire

Since working with children requires you to be involved in many messy and busy activities, we encourage students to wear comfortable and washable clothes. Keep in mind it is necessary to always look professional. For safety reasons, shoes with closed, low heels and closed toes are best. You are expected to go outside in all kinds of weather, make sure you have appropriate clothing. These include; snow pants, hats mittens and boots in winter, hats and sunscreen in the summer.

Classroom Supervision

While on placement, you are expected to function as part of the supervisory team in the room. Discuss with the classroom teacher what specific areas are "hot zones" in the room, areas that need extra supervision. Be aware of all of the children at all times. Do not allow yourself to become too focused on a one activity, unless pre-arranged with classroom teacher. Scan the room every 25 - 30 seconds, position yourself with the best view of the room and avoid having your back to any areas. No preparation work is to be done while supervising the room. All activities should be ready before you start your shift.

Resource Materials

The Family Place has an extensive library of resource books available for your use in our staffroom. Feel free to use these books; however they may not leave the staff room. You will be provided with some planning time, if needed, to use these books. Any costs that you incur will be covered by The Family Place with **prior** approval. Speak

to your Supervising Teacher or Centre Supervisor.

Accident/Incident Forms

An incident form is used to record any notable differences in a child's behaviour or health. When a child arrives in the morning a visual check is conducted and any marks are noted with an explanation form the parent.

An accident is used to record an injury to the child that requires any first aid for a staff. Forms are filled out as soon as possible to ensure information is fresh in your mind. Forms should be written professionally and checked for spelling/grammar.

Location of...

** It is your responsibility to make sure you know where all fire alarms, extinguishers and exits are located. Familiarize yourself with fire drill procedures and what expectations the staff has of you.

** Each class and eating area has a posted allergy chart, familiarize you with this chart. All classrooms have first aid boxes, be aware of their location. All first aid is to be administered by staff members **only**.

** A copy on the Child Care Early Years Act (CCEYA) is located in the office and available for your use. Ask the Centre Supervisor or <http://www.edu.gov.on.ca/childcare/>

** In the staffroom is a bulletin board that has posted on it all upcoming workshops and meetings relating to the ECE field. Feel free to peruse and copy any interesting information posted.

Student Shift

Students, generally, work a middle shift of 8:30 - 4:30. This allows them to be present for all programming and routine times. Any changes to this shift need to be approved by the Supervising Teacher and Centre Supervisor.

WELCOME TO THE FAMILY PLACE, WE ARE HAPPY YOU ARE HERE!

