



## Policies and Procedures

**Section: OPERATIONS**

**Issued: May 2016**

**Revised: April 25, 2023**

**Subject: Program Statement Implementation Policy and Procedures**

### **POLICY:**

To ensure that the approaches set out in PLASP's Program Statement are implemented in the operation of PLASP programs as detailed in the **Ontario Regulation 137/15**.

PLASP will ensure that all Staff, Volunteers and Students on Placement will review PLASP's Program Statement prior to employment or placement. In addition, Staff, Volunteers and Students on Placement will review the Program Statement when it has been modified and on an annual basis thereafter.

### **PROCEDURES:**

#### **Responsibility of Staff**

- The Area Manager or designate will review and record that the review of the Program Statement has taken place with each Staff in the program before they begin their employment, when it has been modified and on an annual basis.
- The Area Manager or designate will meet with Staff to monitor and support Staff in the implementation of the Program Statement monitoring will be conducted by Area Managers/Directors/Program Director or Designates. Contraventions will be documented and will include examples where required.
- It is the responsibility of any Staff who observes mistreatment of any child to notify the Program Director and/or the Duty Director immediately. Any behaviour that is believed to be child abuse must be reported to the Children's Aid Society and the Ministry of Education as outlined in the Reporting of Child Abuse and Neglect procedures.

#### **Prohibited Practices**

- Corporal punishment of a 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 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.
- Inflicting any bodily harm on children including making children eat or drink against their will.

As noted in the process for monitoring compliance and contraventions, contraventions of the Policies, Procedures or Individual Support Plans will be noted on the *Monitoring Compliance and Contravention Checklist Form*. Contraventions will be addressed with the Employee, Volunteer or Student on Placement and actions or discipline, dependent upon the severity of the non-compliance, will follow the PLASP Professional Action Guidelines.

### **Professional Action Guidelines**

There are a number of circumstances that will result in disciplinary action or termination of employment. Disciplinary action may include change of position or location. While the severity of the action will determine the consequence, discipline will normally be implemented as follows:

1. Counselling to correct unacceptable behaviour
2. Two written warnings
3. Termination of employment

All documentation pertaining to Staff monitoring of the Program Statement will be kept on file at the PLASP Head Office for three years.

### **Responsibility of Volunteers and Students on Placement**

- The Manager of Volunteer Services or designate will ensure the review of the Program Statement and record that the review has taken place with Students on Placement and Volunteers who will be interacting with PLASP children, before they begin to volunteer, when it has been modified and on an annual basis.
- Program Directors provide feedback to the Volunteer Department or Area Manager regarding behaviour guidance, indicating if follow-up is required. The Volunteer Department provides follow-up and, where needed, prepares a written report. The Program Director is required to inform the Volunteer Department immediately if a volunteer breaches the Prohibited Practices and Behaviour Guidance Policy and the

Volunteer Department will also provide support and follow-up. The Program Director has the authority to send home volunteers who breach this policy.

- It is the responsibility of any Volunteer or Student on Placement who observes mistreatment of any child to notify the Program Director and/or the Duty Director immediately. Any behaviour that is deemed to be child abuse must be reported to the Children's Aid Society and the Ministry of Education as outlined in the Reporting of Child Abuse and Neglect procedures.
- Contravention of the Implementation of the Program Statement will lead to disciplinary measures being taken and may result in immediate dismissal.
- All documentation pertaining to Volunteer or Student on Placement monitoring of the Program Statement will be kept on file at the PLASP Head Office for 3 years.

### **Implementation of the PLASP Program Statement**

#### **Promote the health, safety, nutrition and well-being of the children 46(1)(a):**

The health and safety of children, including their well-being and nutrition, is of the utmost importance.

PLASP Staff will ensure that all PLASP Operation Policies are reviewed annually.

Volunteers and Students on Placement will be supervised at all times and will not be counted in the staff/child ratio and will not be left alone with a child or a group of children.

All Volunteers and Students on Placement sign the contract that states that they have read, abide and understand PLASP's Operational Policies annually or per placement:

Supervision of Volunteers and Students on Placement Policy  
Criminal Reference Check and/or Offence Declaration Form  
Prohibited Practices and Behaviour Guidance Policy  
Confidentiality Statement/Privacy Policy  
Health and Safety Policy  
Anaphylactic Policy  
Use of Technology and Social Media Policy  
Accessibility for Ontarians with Disabilities  
Program Statement  
Serious Occurrence Reporting Policy  
Sleep Supervision Policy  
Inclusion Policy  
Reporting of Child Abuse

#### **Nutrition (Food and Food Preparation)**

PLASP collaborates with a registered dietician to develop standard menus for all of our programs that are both nutritious and appealing to children. PLASP Staff will:

- Follow the customized/designed food menu for each respective program. It is an expectation that food is stored and handled appropriately by all Staff;
- Prepare food on the premises for distribution to the children;
- Not permit any food (including store bought items) brought into the programs by staff, parents, Volunteers or Students on Placement that are to be consumed by the children;
- Ensure that the menu on the Parent Communication board reflects what is being served to children;
- Not serve products that may contain nuts or made in a facility that may contain nuts in any of the food that is prepared or use nuts in any craft supplies or activities.
- Not serve any food in the program to which a child has a life-threatening allergy.

**Support positive and responsive interactions among the children, parents, child care providers and staff 46(1)(b):**

We believe that children who experience warm, supportive relationships are happier, engaged, and motivated to learn. Experiencing positive relationships in early childhood leads to significant outcomes in children's overall development and well-being. Therefore, PLASP strives to promote a sense of belonging for children and their families in our programs. PLASP Staff will:

- Treat all children and families warmly;
- Speak to and speak about children and families respectfully;
- Contribute to the positive development of children's sense of self by supporting the belief that children are competent, capable, curious and rich in potential;
- Provide children with the opportunity to develop personal responsibility. For example, Children self-serve snack/meals, dress/undress independently, set-up and tidy-up materials and activities, etc.;
- Provide children with the opportunity to develop social skills. For example, Staff will encourage children to communicate with others in a respectful manner; and will not tolerate bullying amongst children; provide opportunities throughout the day for children to lead group experiences, model appropriate social behavior for all children, etc.;
- Create positive interactions and collaboration of families. For example, Staff will participate in ongoing communication with parents and families and will maintain professionalism when communicating and interacting with parents and families;
- Model and support problem-solving using the 6 Steps of Conflict Resolution.

**Refer to staff Resource section of the PLASP website for the Prohibited Practices and Behaviour Guidance Policy.**

- Provide children with the opportunity to learn about diversity and inclusion. For example, planning for and implementing activities and events for children that are culturally sensitive and that reflect community events, practicing inclusive practices by making modifications/accommodations to the environment and/or to activities so that all children can participate in program experiences at his/her own level.

**IMPLEMENTATION OF THE PLASP PROGRAM STATEMENT: 46(1)(c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate**

PLASP Staff work with families to promote, strengthen and develop children's positive behaviour, self-regulation and support children's ability to deal with stress. PLASP Staff will:

- Foster communication and expression in all forms by recognizing and understanding that each child, along with his/her family, has their own communication style.
- Reduce stressors in the environment, ie. transitions
- Recognize and support children's efforts in self-regulation;
- Be responsive to children's cues and arousal states;
- Model appropriate strategies in dealing with stress;
- Talk with children about their actions and how it affects others, etc;
- Receive training to further understand the stages of early childhood development, as well as positive approaches to behaviour guidance.

**Foster the children's exploration, play and inquiry 46(1)(d), And Provide child-initiated and adult-supported experiences 46(1)(e), and Plan for and create positive learning environments and experiences in which each child's learning and development will be supported 46(1)(f):**

Based on an understanding of early childhood development, our programs are focused on supporting children as they develop. Staff provide a safe and a developmentally appropriate environment that support children's learning and curious nature. PLASP Staff will:

- Provide environments and experiences for children to explore ideas, investigate their theories, and interact with others in play; Staff will provide blocks of time for children to self-select materials within the Program to play with;
- Provide an environment that belongs to children in which they can feel safe and where their interests and accomplishments are reflected in the program space;
- Recognize that children's interests are valuable to their learning and plan activities with children's interests in mind
- Offer and implement daily activities in the following areas:
  - drama, music, dance and visual arts
  - language and literacy
  - nature, science and technology
  - construction and design
  - daily opportunities for physical literacy and active outdoor play
  - opportunities for school-age children to work on their homework - rest time for children who require it, based on their developmental needs.
- Engage children in their play and learning. Ways in which Staff can accomplish this include:
  - participating in play with children as play partners;
  - asking children open-ended questions- "*Where have you seen a bridge before?*"
  - challenging children's thinking- "*What would happen if we added another level to this structure?*"
  - helping children to resolve conflicts that arise in play- "*It looks like we have a problem to solve. What's happened here?*";
  - acknowledging children's individual contributions to the Program- "*Thank you for wiping that spill from the ground before someone got hurt!*"

**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 46(1)(g):**

PLASP Programs provide children with the opportunity to engage in a wide range of learning experiences and are considerate to children's individual needs. PLASP Staff will:

- Understand that each child has unique temperaments and needs and should be able to choose how they wish to participate in the Program. Staff allow children to determine whether or not they wish to be active or at rest, if they wish to be alone or with companions, if they wish to eat or not, etc;
- Plan and provide activities for indoor implementation daily;
- Plan and provide activities for outdoor implementation daily, weather permitting. For programs lasting 6 or more hours, 2 hours of outdoor time is provided daily while in Before/After School Programs, 30 minutes of outdoor time is provided daily;
- Plan and provide quiet activities daily;
- Allow children to sleep, rest or engage in quiet activities if they indicate the need. For toddler and preschool groups who receives 6 or more hours of care a day, rest periods will not exceed 2 hours.
- **Refer to staff Resource section of the PLASP website for the Playground Safety and Sleep Policies.**

**Foster the engagement of and ongoing communication with parents about the program and their children 46(1)(h):**

PLASP Staff are expected to form and maintain positive working relationships with children and their families. PLASP Staff will:

- Make every effort to welcome and greet parents and family members as they enter and are bid farewell as they leave the program;
- Refer to children and family by name;
- Provide regular updates to parents about their child which might include observations about their child's learning and interests, any injury/incident involving the child, any items the child might need to successfully engage and participate in the program, any behaviours that are worrisome and need attention, what the child ate, whether or not a trip or enrichments is coming up, etc.;
- Work with parents in a collaborative manner and believe that families know their child best and are the most influential when it comes to children's learning and development. Parents and families are entitled to the support of available, affordable, safe, reliable, high quality early learning and child care for their children that allow them the peace of mind they require to go to work and be worry-free during their working day. Parents are entitled to be treated with respect and be given the opportunity for input and involvement on an informal and formal basis.

In addition, to the verbal communication that staff are expected to complete daily, PLASP Staff are responsible for updating information that is posted in the program to ensure that it is up-to-date and posted in a visible area of the program; this includes posting of current activity planners, menus, licensing charts, flyers that advertise events in the program and other required postings as directed by PLASP Head Office.

## **Pedagogical Documentation**

PLASP staff will complete the process of pedagogical documentation in the interest of gaining a better understanding of the children and families in their care. PLASP staff will endeavor to:

- Make children's learning visible;
- Understand what children are thinking through the course of their experiences;
- Explore how children learn and what they are passionate about;
- Capture how their learning and their understanding of experiences change over time.

PLASP school age and kindergarten staff will:

- Record anecdotal notes on the child observation log of individual children throughout the program and keep anecdotal notes on children in a documentation folder;
- Collect work samples and/or photographs of children in the documentation folder;
- Make documentation folders available in program to children and their family members;
- Share the child's learning and development to parents on an ongoing basis by referring parents to the documentation folder and having informal conversations with parents about their child.

PLASP Early Learning and Child Care Centre staff will:

- Notice what children are doing and saying as they play and interact with others;
- Write notes to record anecdotes using the COR guide to determine the child's developmental level;
- Share anecdotal and developmental information with the child's family and use for program planning.

## **Involve local community partners and allow those partners to support the children, their families and staff 46(1)(i):**

PLASP is committed to working collaboratively with all of our community partners as we work together on the mutual goal of providing high quality early learning and child care to families. It is one of our core values at PLASP to foster collaborative and co-operative relationships among all of our partners. PLASP staff will:

- Greet visitors to our Programs warmly;
- Liaise with community partners in a professional and helpful manner;
- Welcome Volunteers and Students on Placement into our Programs and teach/model industry best practices in caring for and programming for children;
- Conduct an annual appraisal on each Volunteer and adhere to the College Appraisal requirements for Students on Placement

## **Support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning 46(1)(j):**

Continuous Professional Learning (CPL) is vital, but we also know that the most central professional growth happens day-to-day, as our staff co-learn with children and each other as self-reflective professionals. PLASP Staff will:

- Be provided with opportunities throughout the year to complete elective/optional training as it pertains to their role;

- Attend meetings as required;
- Engage in reflective practices as it pertains to “*How Does Learning Happen?*”. Ways in which this can be achieved include:
  - participating in site/area/specific reflective communities of practice with colleagues;
  - participating in organizational reflective communities of practice with colleagues.
  - putting time aside for daily self-reflective practice.
- Participate in CPL as directed by PLASP as an organization;
- Lead and monitor Volunteers and Students on Placement;
- Provide additional opportunities for Volunteers and Students on Placement to complete their training.

**Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families 46(1)(k):**

PLASP is committed to providing high quality early learning and child care to all our children and families which is why it is important for PLASP to better understand the impact of PLASP Programs on children and their families. Each year, parents are invited to provide feedback by answering an extensive survey. Survey feedback is reviewed by PLASP management and shared with program staff. This information is used to set goals for each program, which are reviewed annually with location staff. The level of overall parent satisfaction is available on the PLASP website.

All Staff, Volunteers and Students on Placement review and sign policies and procedures impacting the wellbeing of children and families. Staff, Volunteers and Students on Placement are monitored and appraised regularly.

Engagement in prohibited practices and contravention of the Program Statement will result in discipline, up to and including dismissal.

**Review:**

The contents of the Program Statement and this policy will be reviewed by Staff, Volunteers and Students on Placement at any time that changes are required by law.





