

# Family Handbook

---



2026 v.1.0

---

## 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, educators 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: [creche@sunnybrook.ca](mailto:creche@sunnybrook.ca)

Website: [www.sunnybrookcreche.ca](http://www.sunnybrookcreche.ca)



Updated and approved April 2025, updated Jan 2026

---

## Table of Contents

<b>Creche Handbook</b> .....	<b>4</b>
Welcome .....	4
Introduction .....	6
Program Philosophy.....	6
Sunnybrook Crèche Programme Statement.....	7
Educators .....	10
Ages of the Children Served – Educator Child Ratio.....	11
Days and Hours of Operation .....	11
Late Pick Up Penalty .....	13
Waiting List .....	13
Admission and Withdrawal.....	14
Attendance- Arrival and Pick Up.....	16
Parking .....	19
Vacation Policy.....	20
Meals .....	20
Health – Illness and Emergencies .....	20
Emergency and Evacuation Procedures .....	21
Family Involvement .....	24
Program Development .....	25
Behaviour Management and Self-Regulating.....	27
De-Escalation Volatile Behaviour .....	27
Fees.....	28
Code of Ethics and Behaviour for educators, Families, Children, Volunteers, Visitors.....	29
Immunization for Educators and Children.....	31
<b>Policies of the Sunnybrook Crèche</b> .....	<b>34</b>
Anaphylactic Policy and Procedures.....	34
Self-Regulation /Behaviour Guidance Policy .....	37
Child Abuse Policy.....	35
Access, Equity and Anti-Bias Policy.....	37
Playground Policy – Sun Safety.....	42
Serious Occurrences Policy.....	45
Family Separation and Custody Arrangements.....	48
Supervision Policy for Volunteers, Participating Families and Students.....	49
Accessibility Policy for the Customer service Standard under AODA .....	55
Workplace Harassment Policy/Violence Policy .....	59
Police Reference Check/Vulnerable Sector Screening Policy .....	62
Healthy Sexuality Policy.....	67
Parent Issues and Concerns Policy and Procedures .....	74
Child Care Centre Sleep Supervision Policy and Procedures.....	78
<b>Family Agreement</b> .....	<b>83</b>

---

# Creche Handbook

## 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 family member, are your child's first and most important educator. 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 educator 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 Licensing 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 family and community communication, involvement and feedback. We encourage families to be a viable part of our education at the Crèche. Families 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 families. There are many Resources in our Community that will give our educators 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 families.

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)



---

## 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.

## 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 educators 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. Educators and children share ideas, equipment and feelings in a multi-aged social milieu.

---

## 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 (0-5 yrs). 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 educator.

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:***

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

Educators understand that they will not implement prohibited practices.

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. 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

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

<b>Goals</b>	<b>Our Approach</b>
<b>Promote the health, safety, and well-being of children</b>	We believe that positive early childhood experiences set the foundation for lifelong learning, behavior, health, and well-being. We provide a healthy meal plan, maintain a safe environment, and ensure all employees are trained in infant and child CPR.
<b>Support positive interactions among children, families, and employees</b>	A nurturing environment is critical to high-quality childcare. Our employees focus on building attachments to the children in their care, ensuring a warm and caring atmosphere. We also facilitate events and activities that enable families and extended family members to participate, promoting a positive relationship with families.
<b>Encourage children to interact positively and communicate effectively</b>	Our approach recognizes each child's unique development and respects diversity and inclusion. Employees are knowledgeable about children's development, emotional well-being, and how to appropriately respond to their needs.
<b>Foster exploration through play and inquiry</b>	Play and inquiry are essential for children's development. We create a learning environment that supports early childhood learning through activities, workshops, and interaction.
<b>Provide child-initiated and adult-supported experiences</b>	Employees observe and document children's interactions and program age-appropriate activities accordingly.

<b>Create positive learning environments</b>	We consider each child's developmental potential and offer enhancement programs that foster language and literacy, music, movement, and more. Employees maintain a program that reflects children's interests and inquiries.
<b>Incorporate indoor and outdoor play, active play, rest, and quiet time</b>	Our programs include various activities that cater to different developmental stages. We understand that each child develops at their own rate, and we adjust the environment accordingly.
<b>Foster family engagement</b>	Communication between families, employees, and children is essential for effective early childhood education. We encourage partnerships with families and communities and ensure both informal and formal communication channels.
<b>Involve local community partners</b>	We work with local organizations and resources to support children, families, and employees.
<b>Support continuous professional learning</b>	We offer workshops and educational opportunities to help employees provide the best possible care for children and families. This includes training in behavior management, language development, and first aid.
<b>Document and review the impact of our strategies</b>	Our policies and practices are regularly reviewed and updated to meet the guidelines set by the Ministry of Education and City of Toronto.

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 families and our educators. 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 educators - 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

## **Educators**

The majority of educators 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.

### ***Code of ethics, our educators:***

- 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 families, recognizing that families 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

## ***Staffing***

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

Manager: An R.E.C.E who assists both the educators and the Director when needed. In the absence of the Director, s/he is responsible for the Centre

---

**RECE:** Educators 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:** Educators 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.

## **Ages of the Children Served – Educator Child Ratio**

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

<b>Group</b>	<b>Ages</b>	<b>Number of Children</b>	<b>Number of Educators</b>
<b>Infants</b>	14 weeks to 18 months	10	4
<b>Cuddly toddlers</b>	18 months to 30 months	15	3 ½*
<b>Jolly Toddlers</b>	18 months to 30 months	10	2 ½*
<b>Preschoolers</b>	2 ½ years to 5 years	36	4 ½*

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

## **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 Year’s 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 7 A.M to 6 P.M.

The front outer door will remain open from 7:00 am to 6:00 pm. Families and Educators 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 educators to plan for the holidays and not have unnecessary educators on site, and when Dec. 24 and Dec. 31 land on a workday, Sunnybrook Crèche will close at 2:00 P.M



---

## Late Pick Up Penalty

Sunnybrook Crèche closes at 6 P.M. After this time, families 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 educators 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.

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

Every educator will implement this policy.  
Updated and Approved Sept 2017

## Waiting List

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

Families 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 / educators,
- Employees of the hospital and community families
- 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

---

## 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 family/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/educators 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 educators 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 guardians will be asked to attend a meeting with their child's educators and the

---

Sunnybrook Crèche Director, during which the above information will be shared with them and where the families can share any relevant information and insight with regard to their child.

2. If difficulties continue, meetings between Crèche educators and the families will be arranged in order to develop a more detailed plan for the child. Documentation of the plan will be provided to both the guardian(s) and the Sunnybrook Crèche.

Referrals to agencies that can provide assistance may be considered, at which time guardian(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 family meetings will be held and documentation of the difficulties and the child's behaviour, the educator'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 guardian(s). In attendance at this meeting will be the child's educator(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 guardian(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 families will be required to pay for the six weeks.

Updated and Approved Sept 2017

---

## Attendance- Arrival and Pick Up

Infants and young children depend on regular arrival and departure hours for their own security. Families 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 educator. Similarly, come inside the building when you pick up your child and ensure the educator 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 family/guardian.

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

### **Policy**

#### General

Sunnybrook Crèche will ensure that any child receiving child care at the child care centre is only released to the child's family/guardian or an individual that the family/guardian has provided written authorization the child care centre may release the child to.

Sunnybrook Crèche will only dismiss children into the care of their family/guardian or another authorized individual. The centre will not release any children from care without supervision. If a child does not arrive in care as expected or is not picked up as expected, educators must follow the safe arrival and dismissal procedures set out below.

#### Additional Policy Statements

Children will only be released to an adult

### **Procedures**

#### Accepting a child into care

When accepting a child into care at the time of drop-off, program educator in the room must:

1. Greet the family/guardian and child.
2. Ask the family/guardian how the child's evening/morning has been.
3. If a family member communicates that there will be any changes to the child's pick-up procedure (i.e., someone other than the family/guardian picking up). Where the family/guardian has indicated that someone other than the child's family/guardians will

---

be picking up, the educator must confirm that the person is listed on child's registration form or where the individual is not listed, ask the family/guardian to provide authorization for pick-up in writing (e.g., note or email).

4. Document the change in pick-up procedure in the daily written record.
5. Sign the child in on the classroom attendance record.

### *Where a child has not arrived in care as expected*

1. Where a child does not arrive at the child care centre and the family/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing educator at pick-up), the educator in the classroom must:
  - a. Inform the office educators to see if any messages were received and if not, educators must commence contacting the child's family/guardian no later than 11:00 am. Educators shall email families via the Lillio app or call the families on the numbers provided on their contact info. If calling the families, educators will contact both family members and leave a voice message if not able to get a hold of them.
2. Once the child's absence has been confirmed, program educator shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.
3. Families are to email the centre via the Lillio platform, formerly HiMama or call the centre at 416-480-4465 if their child will be absent from care.

### ***Releasing a child from care***

The educator who is supervising the child at the time of pick-up shall only release the child to the child's family/guardian or individual that the family/guardian has provided written authorization that the child care may release the child to. Where the educator does not know the individual picking up the child (i.e., family/guardian or authorized individual),

- Confirm with another educator that the individual picking up is the child's family/guardian/authorized individual.
- Where the above is not possible, ask the family member/guardian/authorized individual for photo identification and confirm the individual's information against the family/guardian/authorized individual's name on the child's file or written authorization.

### *Where a child has not been picked up as expected (before centre closes)*

Where a family member/guardian has previously communicated with the educators a specific time or timeframe that their child is to be picked up from care and the child has not been picked up educator will contact the family member via phone if the family member has not left a voice message saying they are going to be late within 5- 10 mins. And advise that the child is still in care and has not been picked up.

- Where the educator is unable to reach the family/guardian, educator must contact the emergency contacts on the child's registration form. Where the individual picking up the child is an authorized individual and their contact information is available, the educator

---

shall proceed with contacting the individual to confirm pick-up as per the family/guardian's instructions or leave a voice message to contact the centre.

- Where the educator has not heard back from the family/guardian or authorized individual who was to pick up the child the educator shall contact the Director or Designate to inform them. One final attempt will be made to contact the family and if still not able to get a hold of them, the educator will contact children's aid society.
- Families are to email the centre via the Lillio platform, formerly HiMama or call the centre at 416-480-4465 if running late and not able to pick up their child before the centre closes.

### *Where a child has not been picked up and the centre is closed*

1. Where a family member/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:10 pm, educators shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One educator shall stay with the child, while a second educator proceeds with calling the family member/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the educator shall contact the family to let them know that the authorized individual has not picked up their child
3. If the educator is unable to reach the family/guardian or authorized individual who was responsible for picking up the child, the educator shall contact the Director or designate to inform them and then proceed with calling the emergency contact individuals.
4. Where the educator is unable to reach the family/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) 7:00 pm, the educator shall proceed with contacting the local Children's Aid Society (CAS) 416-924-4646. The Educator shall follow the CAS's direction with respect to next steps.

### *Dismissing a child from care without supervision procedures*

Educators will only release children from care to the family/guardian or other authorized adult.

## ***Additional Procedures***

Families are to inform the centre if someone else is picking up their child, if the individual is not on the authorized picked up list, families are to send an email with the contact information.

When picking up your child, we ask that you limit the amount of time you remain in the classroom / playground with your child. This will ensure all children are accounted for and allow for proper supervision.

## ***Glossary***

***Individual authorized to pick-up/authorized individual:*** a person that the family

---

member/guardian has advised the child care program educator in writing can pick-up their child from care.

**Licensee:** The individual or corporation named on the license issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

**Family/guardian:** A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

#### **Regulatory Requirements: Ontario Regulation 137/15**

##### **Safe arrival and dismissal policy**

**50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,**

**(a) provides that a child may only be released from the child care centre or home child care premises,**

**(i) to individuals indicated by a child's parent, or**

**(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and**

**(b) sets out the steps that must be taken if,**

**(i) a child does not arrive as expected at the centre or home child care premises, or**

**(ii) a child is not picked up as expected from the centre or home child care premises.**

**Disclaimer:** This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the *Child Care and Early Years Act, 2014* (CCEYA) and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates and each premises where the licensee oversees the provision of home child care.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry educators will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

## **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. Family cooperation will be essential in this matter so that all families 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.

## Vacation Policy

The Crèche is open 52 weeks a year. However, families 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.

## 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 families 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.

Families 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.**

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

Updated and approved Sept 2017

## Health – Illness and Emergencies

Educators, 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 family member(s), the educator will complete a child sickness form.

The Crèche's health policy is carefully defined in appreciation of families' 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 hours. 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.

Families must keep a child at home at least 24 hours when s/he is suffering from a fever, eye infection, diarrhea or vomiting. With diarrhea s/he must have a solid bowel movement before

---

returning. If a child becomes ill during the day, families 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, families will be called and be expected to pick up as soon as possible. When a child has two loose bowel movements or two episodes of vomiting or one episode of each, the child will be sent home. In case of an outbreak, at the first loose bowel movement or first vomiting, 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.

Educators will administer any prescriptions that children require must be in the original bottle (provided the families sign and provide written instructions on the Medical Form, provided by Educator). If families 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., Epipen, 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 educator room/office depending on where supervision can be done, while every effort will be made to contact the families 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.

## **Emergency and Evacuation Procedures**

Crèche has established comprehensive emergency response procedures to ensure the safety of all individuals in our care. This includes guidelines for various emergency scenarios, such as natural disasters, fires, medical emergencies, and more. We adhere to emergency procedures aligned with Sunnybrook Hospital, and each educator's responsibilities are thoroughly reviewed upon hiring and annually thereafter.

### ***Fire Emergency***

#### **In case of fire or smoke**

1. Immediately CALL 5555 or 9-911.
2. All educators, including those in the office and kitchen, will guide children to the closest and safest exit.

- 
3. Pull the fire alarm located at all exit doors and CALL "Code RED" (Fire) in the area.
  4. Take attendance sheets and do a headcount by calling each child's name individually before exiting to ensure all children are accounted for.
  5. Exit the building; the last educator to leave will close the door. One educator should be at the front and one at the back for safety.
  6. Take keys and move away from the building to the SCIL (Sunnybrook Collaborative Integration Lab).
  7. Count children again, calling names to ensure all have evacuated the building.

## ***Bell Alert***

### **Upon hearing the bell**

1. Guide children to the closest and safest exit.
2. Complete a headcount by calling each child's name individually before exiting to ensure all children are accounted for.
3. Exit the building with children; one educator at the front and one at the back for safety. Close all doors, and the last educator takes keys.
4. Move away from the building to the SCIL.
5. Count children again, calling names to ensure all have evacuated the building.

## ***Alarm Response***

### **In the event of an alarm**

1. The security team at Sunnybrook Hospital will respond and announce the emergency on the PA system.
2. The Health and Safety committee at Sunnybrook will support the center with evacuation.

---

## ***Other Emergency Situations***

### **For all other emergency or evacuation situations**

1. Follow the same steps as in a fire evacuation.
2. Educator on breaks should return immediately to their assigned room to ensure every child leaves the building safely.
3. Cook and Secretary are responsible for helping in the Infant Program
4. Director or Person-in-Charge is responsible for taking emergency numbers and checking the building.

## ***Post-Emergency Procedures***

### **After an emergency (excluding planned drills)**

1. The director or designate will debrief educators and families, providing relevant information about the incident or evacuation procedure.
2. If necessary, families will be informed via email, and a meeting may be held to address concerns and questions.
3. Educator has access to the Employee Assistance Program (EAP) for support, and Risk Management support from Sunnybrook is available for guidance.
4. Educators will work with families to provide necessary support for children and families, including recommending reaching out to their family doctor for counseling.

**Note:** Monthly mock fire drills will be conducted for preparedness.

## ***Resuming Normal Services***

### **After an emergency**

1. The center will collaborate with families, the City of Toronto, and the Ministry of Education to resume normal services promptly.
2. Open communication with families will be maintained through emails or group discussions until normal services have resumed.
3. The incident will be reported on the Child Care Licensing System (CCLS), following all proper steps such as posting and informing the board.

## ***Security Assistance***

### **When calling Security**

1. Clearly identify the help needed (e.g., bomb threat, hostage taking) referring to the ID card for guidance.
2. Ensure that the appropriate response is initiated promptly, addressing the scenario.
3. All other emergency/ evacuation situations will implement the same steps as in a fire evacuation.

Updated November 20, 2023

---

## Family 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 three or four 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.

**Families who wish to give a cash donation to the centre will receive a tax receipt over \$20.**

### *Family Participation*

Family involvement in the Child Care is important on a number of levels. The Child Care relies on family support for the Board 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 families 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; etc.

Individual educator-family interviews and family observations of their children will also serve as opportunities to strengthen the family-educator liaisons and the educator-family relationship.

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

Families 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 educator 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 educator, speak with the educator and ensure the educator knows you have picked up your child so they can sign your child out.

Families and volunteers are very welcome to participate and help in the Crèche's daily program. Families are encouraged to share family festivals, celebrations with the children in their room or

---

in the Crèche as a whole.

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

## Program Development

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

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

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

## Artificial Intelligence (AI) Guidelines

### Introduction

The use of AI in early childhood education is to be used as a support tool rather than a standalone solution. While AI may present creative uses; it cannot replace the need for carefully crafted and vetted curricula content. RECEs should explore AI with caution, embracing the potential benefits while maintaining a sense of responsibility.

Early childhood education is relational by nature, grounded in the integral human connection in the learning process. Ongoing human interaction remains fundamental to fostering meaningful relationships among educators and the children within the daycare community.

### What Role Should AI Play in the Classroom?

When it comes to Early Childhood education classrooms, AI proves to be more beneficial to educators than to the students. As children grow, we need to support the development of their sense of creativity and curiosity. If not used properly, introducing AI tools at this age could be detrimental to their sense of creativity and overall curiosity.

Initially, AI should be reserved for RECEs, helping them streamline administrative tasks so that they can focus more of their efforts on the things that matter most — the children in Crèche's care.

### Key considerations when engaging with AI in Crèche

Some key considerations to make when utilizing AI:

- The use of AI tools and resources by RECEs **must be approved by management prior to implementing**; the Director will advise the Board, as appropriate, and share with family members/guardians how AI is being used at Crèche.
- AI tools must be evaluated for **safety, privacy, and age-appropriateness** before adopting them.
- The use of AI will be as a **complement** to, not a replacement for, the presence of skilled RECEs.

- 
- When using AI for **reports**, make sure they are reflective of the child and not so generic that the report is not meaningful for the family member/guardian.
  - Give **transparency** into how implemented AI applications work.
  - Identify on documents when AI is used in the paperwork.

#### **Examples when AI use would be appropriate**

- ✓ When drafting children’s developmental reports in order to gather wording ideas
- ✓ When forming sentences for observations or activity ideas

#### **Examples when AI use would not be appropriate**

- × When sending e-mails to families / guardians
- × When sending individual communication notes (to ensure Crèche communications do not sound robotic).
- × When including confidential information *i.e.*, child’s name

#### **Crèche employees are to:**

- Prioritize the **ethical use of AI tools** and use them responsibly.
- Critically evaluate AI tools to **understand how data is being collected** and used, if a tool reinforces biases and inequities, and if the information is accurate and reliable.
- Ensure that the AI tool **aligns with the curriculum and instructional approaches**.
- Be aware of **privacy issues** when entering information into AI tools.
- Upon approval, individual **educators are to share how AI is being applied to maintain an up to date list of approved AI uses in the Crèche that is accessible by all educators**.

#### **Questions for Ongoing Reflection**

1. Am I using AI in a way that supports child development?
2. Do you find the Crèche guidelines and policies on AI clear and accessible?
3. What type of training, professional learning, and support are required to help you learn how to use and evaluate AI tools, including how to examine the tool for bias and inequities?

#### **Responsible Digital Use**

The rate of AI usage, particularly generative AI, is increasing within the education landscape. Educators are becoming more interested in the use of AI tools for learning assessment, and reporting. Educators should refer to and follow the direction of Crèche’s management team prior to using a specific resource. This will help to ensure its’ effective use as well as promote consistency of use across rooms.

#### **Benefits of AI in the Classroom**

With that said, there are many benefits of introducing AI into the classroom:

- **Streamline Your Lesson Planning With AI**

Using AI tools like chat GPT can help you create different lesson plan ideas that align with your overarching objectives and standards. AI can scan a curriculum and determine what appropriate activities may be suitable for your classroom.

- **Differentiate Lessons**

---

One of the biggest advantages of AI is using it to help differentiate lessons among the diverse students RECEs work with. Prompting generative AI to create different ways to differentiate a task can be a great starting point in helping you reach all the students you work with.

- **Generate Parent Communication Newsletters**

With generative AI, you can create visually appealing letters highlighting key points you're working on in your classroom. AI tools can create an easy-to-understand and friendly communication newsletter to send out to your families. This is also a good way to connect Crèche families with happenings in the classroom.

### **What Should Families / Guardians Know About the use of AI at the Crèche?**

Just as important as it is for educators to stay in the loop with generative AI tools, it's equally important for our families/guardians to understand how it's used in the classroom. Because AI is an advanced and emerging technology, all members of the Crèche community should welcome questions from families / guardians about how it is used in the Crèche.

## **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. Educators 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.

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

## **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. (I.e. child attempting to leave premises)

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

1. To debrief with other children witnessing the restraint
2. To support the families' of the child who needed the restraint.

### **Educators will use the following steps:**

1. All behaviour management guidelines will be followed on a regular basis.
2. If educators 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 educator, 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 educator will be the witness and one educator will do the restraining (holding the child with his/her back against educator's chest, grabbing the child if in danger [self or others]). If a third educator 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 educator.
6. Once calm, the educator using the restraint will document the incident, sign the document, submit it to the Director or Manager
7. The Director or Manager 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. Educators will be in ongoing communication with families, updating them on strategies used and child's progress.

## **Fees**

Sunnybrook Crèche is participating in the CWELCC (Canada-Wide Early Learning Child Care. 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 families.
  - If a payment is returned NSF, families will be required to pay an administration fee of \$20.00 for insufficient funds
  - Families are to sign and return the PAD (Pre-Authorized Payment agreement given with their registration packet. Please refer to the Family Handbook for more information on the PAD agreement.
  - In the event of a refund, Sunnybrook Crèche will reimburse the family via Direct Deposit

- 
- In the event of a credit the centre will apply the amount to the next month fees
2. After 6 p.m. late fees
    - When families 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 educators, discussed with families at the time, and families are asked to sign a form.
    - A reminder email is sent to families shortly thereafter reminding them how much they owe.
  3. Families 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 families' income tax deductions.
  5. The following process applies to those families on fee subsidy with the city of Toronto.
    - a. Effective January 1st, 2026, the Absent Day policy will be updated to include the following changes:
    - b. An increase to fee subsidy absent days from 35 to 50 annually (and from 18 to 25 absent days for admissions after June 30th).
    - c. District Office Supervisors will have the authority to approve an additional 15 absent days with supporting documentation.
    - d. In extenuating circumstances, an appeal may be submitted for increased absent days beyond 65.
  - 6.

**Approved by the Board of Directors Feb. 15, 2005 Updated Feb 26, 2020 updated Jan 2026**

## **Code of Ethics and Behaviour for educators, Families, 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 Educators work in partnership with families recognizing that families 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 educators 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 families in acquiring outside help.

We expect families and educators 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 educators 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*

*childcareexchange.com*

---

## **Immunization for Educators and Children**

Sunnybrook Crèche strongly urges that each child and each educator 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

Educators:

- 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, families 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 family member/guardian and witnessed by the Director or her/his alternate.

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

**Educator**, whose chooses not to administer vaccines, can do so for medical reasons, or conscience or religious beliefs.

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

**Educator** who chooses not to be immunized for the above illnesses need either to get a doctor's note if the reason is medical or a sign notarized letter if the reason is religious or conscious belief, letter is available in the office

Non-vaccinated educators 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.

Educators 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.

Updated and approved December 16, 2016

---

# Policies of the Sunnybrook Crèche

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 families, 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 families 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 educator on duty recognises them.

## 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. **All food coming into centre needs to be labelled with the child's name. Families who wish to bring in food alternatives can do so, as long as its nut free and clearly labelled.**
- Foods with “may contain nuts” warning will not be served
- All labels will be read by an educator prior to serving
- Educators 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 /educators/volunteers will be instructed to not share food
- All children and educators 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 for children with anaphylaxis during eating (i.e., sitting opposite or next to educator)
  - 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.
  - Educators will take cell phones 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***

- Families 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.
- Families 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 family/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 educator roles and responsibilities
- Family/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

Families are requested to advise the Executive Director and/or Manager 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 family 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 (i.e. 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 family member for disposal.
- One calm educator must stay with the child until family member or guardian arrives. The child's back-up epi-pen auto injector should be taken

## ***Training***

- Educators will be trained annually through Link to Life, in Epi-pen procedure.
- Permission form and guidelines will be updated with the family annually.
- The Director / Manager will be trained by the family in their child's individual plan and the subsequent the Director will train all educators/students/volunteers
- Volunteers and Students are not permitted to administer medication unless under extreme circumstances (i.e. educator 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
- Educators 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 educator will be required to sign and date that they have received training for the Epi-pen, which will be kept for three years
- The Executive Director / Manager will keep a log on file of all training dates, trainers and employee signatures

Updated Feb 26, 2020  
Updated May 2015, Dec 2016

---

## 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 educator 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 educator’s attention immediately.*

---

A review of this policy will be conducted once a year. Educators 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 educators 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 family or caregiver privately if a difficult situation persists.

---

## ***Positive ways to manage the behaviour of children***

### 1. 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

### 2. 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)

### 3. 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.

#### 4. 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 employees if you are becoming upset or are having difficulty remaining objective

#### 5. 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

#### 6. 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.
  - I focus on inappropriate behaviour

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

---

*Prohibited disciplinary measures:*

1. *Any form of corporal punishment (included: hitting, spanking, pushing, shaking, pinching, biting, grabbing, slapping)*
  2. *Humiliating a child either physically or verbally through sarcasm, taunting, teasing, degrading, belittling*
  3. *Locking up or confining a child in any room; never allowed to be alone in a room*
  4. *Depriving a child of basic needs for food, clothing, shelter, bedding; food must never be used as a punishment or threat*
  5. *Punishing or reprimanding a child in any way for failing to use the toilet*
  6. *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 educator 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 educator 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 educator'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 educator, the Director and the President of the Board. A warning letter will be placed in

---

the educator's file, noting that one more incident will result in immediate dismissal. If a child's well-being is at risk, the educator 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

## 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,**

**corporal punishment of the child;**

**deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect;**

**depriving the child of basic needs including food, shelter, clothing or bedding;**

**locking the exits of the child care centre or home child care premises for the purpose of confining the child; or**

**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, and neglect. See Making a Difference for more in depth definitions and criteria.

## ***Procedures***

During morning drop-offs and throughout the day, educators must be aware of any unusual symptoms, such as bruises, cuts, drastic changes in behaviour or activities. Educators 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 educators’ thinking. Educators will make informal inquiries, with discretion, to families about the reason for the educator’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 educators, 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 educator and ask for a verbal or written report. They will investigate and expect educators 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.

Educators will endeavor 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 family member alleges an educator has abused a child, the family 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 educator, she/he will be suspended until the incident is investigated. Salary for the educator 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. Educators will sign that they understand the Policy and agree to abide by it.

<b>Suspected Child Abuse Form</b>		
<b>Name of child:</b>	<b>Gender:</b> [ ] male [ ] female	<b>Date of birth:</b>
<b>Home address:</b>		<b>Postal Code:</b>
<b>Name of Family/Guardian:</b>	<b>Work phone:</b>	<b>Home phone:</b>
<b>Siblings:</b>		
<b>Name of perpetrator (if known or suspected):</b>		<b>Relationship to child:</b>
<b>Nature of abuse:</b> (description of symptoms, evidence of neglect or harm, reason for suspected abuse, what child said, how they acted)		
<b>Children's Aid Contact:</b>	<b>Name:</b>	<b>Phone number:</b>
<b>Signature of the staff who identified the abuse:</b>		
<b>Date identified:</b>	<b>Time identified:</b>	<b>Time CAS was called:</b>
<b>Director's comments:</b>		
<b>Director's Signature:</b>		

## 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. Updated October 2018)

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, 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, educators, volunteers, families, 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, educators, volunteers, families, 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, educators, 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, educators, students and volunteers must reflect the diversity of the community they are mandated to serve.

**Communication:** The Board of Directors and educators 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 educators 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, educators, volunteers, students, families and children. All complaints will be reported as Serious Occurrences to the City of Toronto.

In the event that a child exhibits un-prohibited behaviours, the educators will implement a learning development strategy to support children involved. Families will also be noticed of the situation and their support will be requested in dealing with the behaviour if it were to continue.

## ***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, educators, students and volunteers
- reflect the community in the recruitment of Directors of the Board, educators, 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, educator development sessions, board meetings, family meetings and special events
- program educators will adapt the environment and routines as necessary to meet the needs of all children enrolled

### *Community Representation:*

- recruit directors of the Board, educators, 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 educator 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 families, program materials for children are in languages of our families to the greatest extent possible

- 
- Educators and families are aware of differences in communicating child care philosophies and expectations
  - Educators 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:

- Educators agree to keep all information about children and families confidential
- Any outside agency must have permission of families 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-- educator or family member)

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.**

---

## Playground Policy – Sun Safety

(Revised August 2016/December 2016/January 2018)

### ***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 educator room) will warn about Smog Advisories and Wind Chill Factors. (See the Weather Policy)

### ***Objectives:***

- to assist educators 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. Educators are expected to know the exact number of children at all times.
- Educators will do a head count of children before leaving for the playground. When possible, one educator will take the first children ready and let other educators know how many are still in the room.
- When exiting together, one educator is in front and one in the rear.
- As educators and children reach the playground, attendance will be checked with each individual child.
- The same procedure is followed when returning inside.
- Educators 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.
- Educators 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. When outdoors, Educators will contact Security by using emergency button located on the blue post along the sidewalk, or by dialing 5555 for emergencies if they are indoors. (4589 for non-emergencies)
- Child/educator ratios (Ministry regulated) must be met at all times.
- At least one ECE or equivalent must be on the playground/or ECA on director's approval
- 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 educators 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 (applied by families in the morning, educators in the afternoon, half an hour 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.
- Educators need to dress warmly in order to enjoy the outdoors,
- Educators 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 Monitoring inclement weather
- The children will continue to go out twice a day unless the temperature is colder than - 20 Celsius (including wind-chill).
- Toboggans are only to be use on a relatively flat surface. Children are not to toboggan on the large playground hill.

## ***Outdoor Programming***

- program plans must always be posted inside the back door and be up-to-date
- Educators will provide games, activities, large motor play as well as activities brought from inside.
- Water play (sensory bins) must be very closely supervised and changed every hour
- water to drink and to play with, 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.
- Effective May 2013 the Ministry of Education has updated the guidelines for water play activities. “The Crèche 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 / educators 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 9:30 am educator 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 surfacing 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.

<b>Inspection</b>	<b>Inspected by:</b>	<b>When done:</b>
<b>Daily</b>	9:30 staff in Toddler and Preschool areas	Before shift begins in AM and 2:40 in P.M
<b>Monthly</b>	Director /Designate	End of Each Month
<b>Seasonal</b>	Director / Designate	Summer /Fall /Winter / Sprint
<b>Annual</b>	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 educator 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.

All playground accidents will be recorded by educators on the “Accident Report Form” and submitted to the Director. In addition, educators will document the accident on the Playground Injury Log. Note: this log is not to replace the “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 families who sign 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 educator 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.

### **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 18th, 2016

It is the responsibility of all educators 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:

1. The operator / designate enters information about the occurrence into CCLS (Child Care Licensing System) on line.
2. If no access to the on line service, call the hotline at 416-314-6230.

- 
3. 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 1st, 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 family/guardian must be called and must take the child to hospital. If families are not available, emergency numbers will be called. If no one is available, one (walking) or two (driving) educators could go to Emergency. If the situation is dangerous 9-911 must be called.
4. The educator 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 educator 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:***

1. Where applicable: Coroner, Police, Security at Sunnybrook (5555), 9-911, Children's Aid Society -- immediately or as quickly as is practical
2. Families or Guardians
3. Director of the Centre if not present at the time of the Serious Occurrence
4. Within 24 hours:
  - a. Chair of Board of Directors
  - b. File report about the occurrence into CCLS(Child Care Licensing System)
5. In situations where abuse by an educator is alleged, the possible suspension of the educator 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 Manager takes the responsibility. In the absence of the Director and Manager the RECE working the first shift in the morning takes the responsibility until the educator 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

## ***Family 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 family separation on children can be difficult, families and childcare providers must work collaboratively with each other.

## ***Custody and Access Arrangements***

At the time of initial registration, the family member(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 families' 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 family member(s) and/or legal guardian will provide a statement signed by both families and legal guardian specifying the custody/access arrangements.

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

---

All information will remain confidential.

---

---

## ***Access to Information***

The Crèche will permit both families 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 educator as directed by the Director. Other general information (i.e., newsletters, classroom events, notices etc.) will be distributed to both families. It is the families' 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 family member/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 families 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 family 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, families may be asked to withdraw their child from the Crèche.

Approved by the Board of Directors September 2008

## **Supervision Policy for Volunteers, Participating Families 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 educators throughout the year. At all times, volunteers, placement students and families must be under the direction and supervision of Sunnybrook Crèche educators. 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 families 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 educators are required to review the organization’s policies, procedures and practices regarding the supervision of volunteers, participating families, and students at Sunnybrook Crèche

All educators will review their roles and responsibilities when directly supervising and working with volunteers, participating families and/or placement students in their classrooms annually  
The Executive Director/Person in charge/assigned educator of the childcare will be responsible for ensuring that volunteers, participating families, and students are provided an orientation to the organization, appropriately trained, and supervised

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

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

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

In the case of a disagreement over the direction provided by an educator the volunteer participating family member 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 families 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 families, 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 families, 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 families, 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 families, and placement students are required to read all applicable memos and organizational updates.

Volunteers, participating families, 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
- Educator 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 educator 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 families, 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 families, and placement students must sign a confidentiality Agreement*

---

All volunteers, participating families, 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 educators, clients, or other volunteers and students.

### **Discipline**

All volunteers, participating families, 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 families, 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 educator policies:

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

---

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

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

Volunteers, participating families, 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 families and placement students in our organization.
- We will review all agency policy and procedures
- We will schedule regular meetings with your supervising educator 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 families 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, educators, 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, educators, 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 here by 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 Crèche’s Board Sept 2011 revised June 21, 2016, updated Dec 2016

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

**1. Dignity**

Persons with a disability must be treated as valued clients as deserving of service as any other customer.

**2. 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.

**3. 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.

**4. 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:

1. The service will be provided in a manner that respects the dignity and independence of persons with disabilities.
2. 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

Educators 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. Educators 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 Educators 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:

1. A review of the purpose of the Act and requirements of the Standard.
2. A review of the Policy.
3. How to interact and communicate with persons with various types of disabilities.
4. How to interact with persons with a disability who use an Assistive Device or require the assistance of a Service Animal or Support Person.
5. 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.
6. 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

---

## 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, families 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, families 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 Manager:***

- 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

## **Police Reference Check/Vulnerable Sector Screening Policy**

Updated January 2018

### ***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 educators 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 educators
- 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 educators, 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 educators, students, and volunteers must sign an offence declaration form or a standing/status policy confirming that nothing has changed in their circumstances.

All educators, 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. Each offence declaration shall address the period since the most recent offence declaration or vulnerable sector check and must be obtained by the licensee annually (January)

## ***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 require to complete the online application for a vulnerable sector check.

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 Vulnerable Sector 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 Vulnerable Sector Check for all full time, part time employees and board members.

## ***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 (educators, 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 made aware depending on the circumstances they may be required to be fingerprinted.
5. 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.
6. The Executive Director /Manager will review the letter of conditional offer of employment in detail with the successful candidate.
7. The successful candidate will be required to acknowledge and sign the letter.
8. All volunteers who have direct contact with children will be permitted to start after they have provided a receipt that their check has been initiated.
9. 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 Vulnerable Sector Screening. Successful candidates that produce a receipt for their Vulnerable Sector 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 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 be required to stop work until a Police Reference Check has been produced.

### ***Procedure for Dealing with Positive Results on a Vulnerable Sector Check:***

1. In the case of a positive result being returned on a Vulnerable 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 Vulnerable Sector 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 Vulnerable Sector 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 Vulnerable Sector Check is strictly confidential.
  9. If subsequent inquiries are made regarding the selection decision, access to the Vulnerable Sector 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:

The individual has been convicted of any of the following offences:

An offence under this Act.

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

## ***Records & Documentation***

All information/records gathered through a Vulnerable Sector 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 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

## **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 families
  - are their children's most important educators
  - are partners in all aspects of their child's education
  - should communicate their concerns, thoughts, and feelings with educators
4. We believe that Early Childhood educators

- 
- can be a positive influence in children’s learning about sexuality
  - can be a support to families in their role
  - should respect the socio-cultural context of each child
  - 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).

#### **Families in our program will:**

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

#### **Educators 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, educators, 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.

## ***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 educators at the Crèche to implement the following procedures regarding:

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

- 
- a. Families come in all sorts of shapes and sizes and the crèche has a zero tolerance policy for educators in regards to bias in the workplace.
  - b. It is important that educators and children understand that sexual orientation and gender identity is a healthy and natural part of sexual development
  - c. Equal time and attention should be dedicated to the learning or how gender identity and sexual orientation develops alongside healthy sexuality
  - d. Provide resources that challenge biases such as images, books, and songs, etc.
3. Gender Equity
- a. give boys and girls equal access and equal encouragement to use every resource in the classroom
  - b. offer boys and girls equal opportunities to participate in all activities (i.e., helping “tasks”, teams, groupings)
  - c. respond to behaviours, emotions, and language in the same way regardless of the sex of the child
  - d. use gender as the basis for grouping children no more frequently than other categories for grouping
  - e. 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, educators need to be aware of the reality possibilities and explore them with the child – age-appropriately
  - f. use gender inclusive language (i.e., fire-fighter, people do as opposed to boys(or girls) do)
  - g. 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
  - h. provide equivalent time to boys and girls, including touch, praise and criticism
  - i. encourage integration of boys and girls in all play/work groupings
  - j. 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.
  - k. Provide interactions and experiences that challenge gender biases to help in the construction of a child’s gender schema
4. Resources
- a. 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.
  - b. 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. Educators will give factual answers, relating to as much as the child needs to know (or can understand)

- 
- b. accurate names for body parts, including genitals
  - c. identification of differences between male and female genitals
  - d. how families provide for babies' needs
  - e. body rights and assertiveness skills
  - f. 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 families 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

---

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

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

---

### 13. Behaviours of Concern

Pay attention to whether children that:

- a. exhibit behavior
- b. knowledge that is developmentally atypical

### 14. Communication with Families

- a. Share with families educator observations about child's sexual learning.
- b. communicate with families if:
  - i. the communication is likely to result in a positive outcome for the child.
  - ii. family assistance would be necessary/helpful to manage the behavior.
  - iii. educators 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.

### 15. 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 educators:

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

### 16. Educator and Policy

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

- a. Provide training for all educators and volunteers; workshops are posted in the educator room and the centre will pay cost.
- b. Inform potential new educators about the Crèche's policy and hire them only if they are willing to support it.
- c. Encourage educators to participate in ongoing workshops and discussions as the policy is implemented with the children.

### 17. Families and Policy

In order to ensure family support, the centre will:

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

### 18. Evaluation and Revision of Policy

In order to keep the policy current the center will:

- a. Encourage feedback from educators and families either orally or in writing.
- b. a written questionnaire will be given to families and educators 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**

**Date Policy and Procedures Established:** August 16, 2016

**Date Policy and Procedures Updated:** Approved October 2021

### ***Purpose***

The purpose of this policy is to provide a transparent process for families/guardians, Sunnybrook Crèche and educators to use when families/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).

**Educator:** Individual employed by the licensee (e.g. program room educator).

### ***Policy***

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

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

1. Approach the educator about their concern.
2. That educator will speak with her co-worker and share the concern of the family member. That educator will bring that concern to the attention of the Director.
3. The educator will follow up with that family member and Director once he /she has spoken with their co-worker.
4. If family member 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 educators involved and come up with an action plan to

---

address the concern of the family member. The director will ensure there is a follow up meeting (formal or informal) to ensure all concerns have been addressed.

## ***General***

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

All issues and concerns raised by families/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 family member/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to families/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 families/guardians, children, educators, 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 family member/guardian, provider or educator 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 family member/guardian expresses concerns that a child is being abused or neglected, the family member 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/childrensaidthereportingabuse/index.aspx>*

---

## Procedures

<b>Nature of Issue or Concern</b>	<b>Steps for Family and/or Guardian to Report Issue/Concern:</b>	<b>Steps for Educator and/or Licensee in responding to issue/concern:</b>
<b>Program Room-Related</b> E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to: <ul style="list-style-type: none"><li>the classroom educator directly or</li><li>the supervisor or licensee.</li></ul>	Address the issue/concern at the time it is raised or arrange for a meeting with the family member/guardian within 5 business days.  Document the issues/concerns in detail. Documentation should include:
<b>General, Centre- or Operations-Related</b> E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to the supervisor or licensee.	<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</li></ul>

<b>Educator-, Duty family member-, Supervisor-, and/or Licensee-Related</b>	<p>Raise the issue or concern to:</p> <ul style="list-style-type: none"> <li>• the individual directly or</li> <li>• the supervisor or licensee.</li> </ul> <p>All issues or concerns about the conduct of educator, duty families, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as families/guardians become aware of the situation.</p>	<p>issue/concern; and</p> <ul style="list-style-type: none"> <li>• any steps taken to resolve the issue/concern and/or information given to the family member/guardian regarding next steps or referral.</li> </ul> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<b>Student- / Volunteer-Related</b>	<p>Raise the issue or concern to:</p> <ul style="list-style-type: none"> <li>• the educator responsible for supervising the volunteer or student or</li> <li>• the supervisor and/or licensee.</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 families/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. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the family member(s)/guardian(s) who raised the issue/concern.</p>

**Escalation of Issues or Concerns:** Where families/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)

---

# Child Care Centre Sleep Supervision Policy and Procedures

**Date Policy and Procedures Established:** September 2016

**Date Policy and Procedures Updated:** November 20, 2023

## ***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. Families 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 Families*

- All families 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 enrollment and/or any time the policies and procedures are revised, as applicable.
- RECE in the room will consult with families 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 families' request) and document with families' initials.
- Significant changes in a child's sleeping patterns or behaviours will be communicated to families. 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 family member.

### *Direct Visual Checks*

- Infants will be checked every 15 -20 mins, toddlers and preschoolers will be checked every 30 mins when sleeping
- Educators will walk around the room and look at each individual child who is asleep. Educators 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).
- Educators will document the time they performed the check (form provided or HiMama App) and put their initial if using the form to document sleep check. Educators 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

### **Sleep policies and supervision**

#### **33.1**

- (1) Every licensee shall ensure that a child who is younger than 12 months who receives child care at a child care centre it operates or at a premises where it oversees the provision of home child care is placed for sleep in a manner consistent with the recommendations set out in the document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada", published by the Public Health Agency of Canada, as amended from time to time, unless the child's physician recommends otherwise in writing.
- (2) Every licensee shall ensure that, if child care is provided for a child who regularly sleeps at a child care centre the licensee operates or at a premises where it oversees the provision of home child care,
  - (a) an employee or the home child care provider periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours;
  - (b) there is sufficient light in the sleeping area or room to conduct direct visual checks; and
  - (c) there are written policies and procedures at the child care centre or home child care premises with respect to sleep, and the policies and procedures,
    - (i) provide that children will be assigned to individual cribs or cots in accordance with this Regulation,
    - (ii) provide that parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request,
    - (iii) provide that parents of children younger than 12 months will be advised of the licensee's obligation under subsection (1),
    - (iv) provide that parents of children who regularly sleep at the child care centre or home child care premises will be advised of the centre's or agency's policies and procedures regarding children's sleep,
    - (v) provide that the observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep, and
    - (vi) include details regarding the performance of direct visual checks, including how frequently direct visual checks will be performed and how direct visual checks will be documented.
- (3) In determining the matters described in clause (2) (c) (vi) in respect of children who are enrolled with a home child care agency and who receive child care at a home child care premises, the licensee shall consider parents' input, the sleep environment at the premises and the proximity of the sleeping area or room to the child care provider when the child is sleeping.
- (4) Every licensee shall ensure that in each child care centre it operates that has a separate area or room for sleeping, there is a system in place to immediately identify which children are present in the area or room.
- (5) Every licensee shall ensure that if electronic sleep monitoring devices are used at a child care centre it operates or at a premises where it oversees the provision of home child care,
  - (a) each electronic sleep monitoring device is able to detect and monitor the sounds and, if applicable, video images, of every sleeping child;
  - (b) the receiver unit of the electronic sleep monitoring device is actively monitored by employees at the child care centre or the home child care provider at all times;
  - (c) each electronic sleep monitoring device is checked daily to ensure it is functioning properly; and
  - (d) electronic sleep monitoring devices are not used as a replacement for the direct visual checks required under clause (2) (a).

## Lillio App (formerly known as HiMama App) Integration:

Instructions on recording sleep entries in the Lillio App are provided for seamless communication with families about their child's naptime, including start and end times and additional notes.

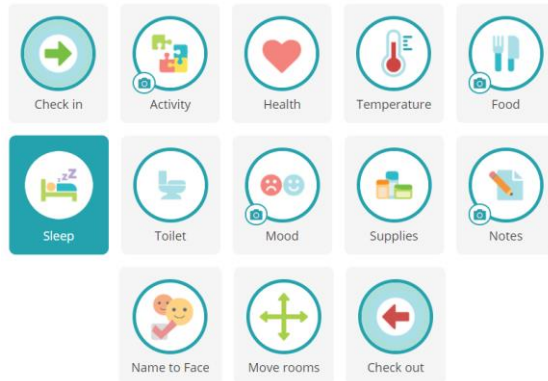
### How to Add a Sleep Entry in Lillio App

Some provinces and states require educators to document *Sleep Checks* every 15, 30, or 60 minutes during naptime. This ensures that each child is breathing and in a proper sleep position as required by ministry and licensing.

**Note:** Before logging a Sleep Check, ensure you've created a Sleep Entry .

#### To add a sleep entry

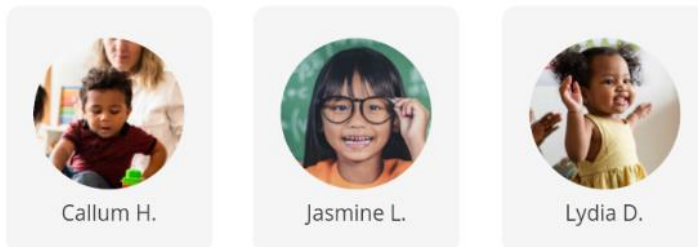
1. Open the Entries menu.



- In the Director app, open the Classroom Actions  module, click Add Entry, and select a classroom.
  - In the Educator app, tap the  icon.
2. Tap Sleep. This page will auto-scroll to a list of children.

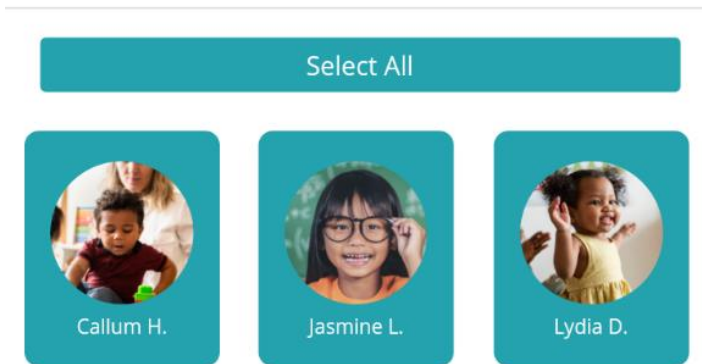
#### Apply to

Select All

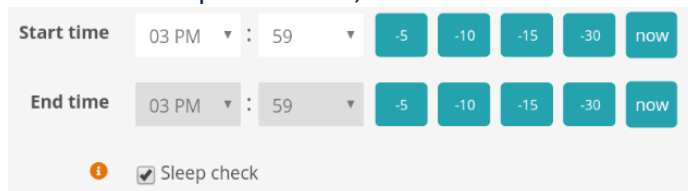


3. Check each child one-by-one, and tap their picture as you complete the check. Tap Select All if you've checked the entire class.

### Apply to

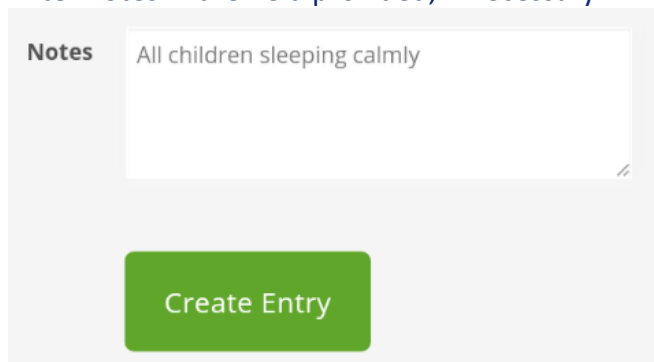


4. Check the Sleep Check box, and enter the time of the check in the Start Time fields.



**Note:** If you're documenting the check later in the day you can quickly adjust the check time to 5, 10, 15, or 30 minutes prior.

5. Enter notes in the field provided, if necessary.



6. Tap Create Entry. The Sleep Check will appear on each child's daily report.

## Jasmine's Report

Friday, May 21, 2021

### Naps

2:48pm - Sleep in progress

3:59pm - Sleep check

*All children sleeping calmly*

---

**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".**

---

# Family Agreement

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

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

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

Family/Guardian Name:

\_\_\_\_\_

Please print name

\_\_\_\_\_

Signature

Family/Guardian Name:

\_\_\_\_\_

Please print name

\_\_\_\_\_

Signature

**Please return the signed copy to the office and keep on with the Handbook.**