

 FAMILY DAY	POLICY TITLE		CATEGORY
	Program Statement Implementation – Child Care Centres and Before & After School Programs		Programs
	APPROVING BODY OR POSITION		APPROVAL DATE
	Director, Programs		July 2025
	PRIMARY LEGISLATION / REGULATION REFERENCE(S)		
Child Care and Early Years Act, 2014 (CCEYA)			

Policy

Family Day has a long history of serving families and children throughout Toronto and the surrounding communities. The Child Care and Early Years Act 2014 requires that all programs have a program statement and an implementation plan that is consistent with the Minister’s policy statement on programming and policy.

(O.Reg. 137/15, ss46 1-4). Our program statement is a living, breathing document that aligns with our policies and procedures, which educators are required to adhere to, and which guides our work with children and families.

Scope

This policy’s principles and practices apply to all Educators, students, volunteers, and all other staff who interact with children and families.

Program

All who fall under the scope of the policy will review the Program Statement prior to working with children. As part of the on-boarding process, all who fall under the scope of the policy will receive an orientation/training to the Program Statement. They will be required to sign off on the Program Statement Implementation policy once they understand the expectations, semi-annually and after any modification made to the Program Statement.

Implementation Plan

The Program Statement aligns with our policies and procedures, which all who fall under the scope of the policy, are required to adhere to, and which guide their work with children and families.

The Program Statement is a living, breathing document, subject to review and/or change, reflecting How Does Learning Happen? Ontario’s Pedagogy for the Early Years, and The Child Care and Early Years Act 2014.

At any time that the Program Statement is revised, all who fall under the scope of this policy will be reoriented to the changes. All who fall under the scope of the policy are expected to implement the approaches specified in the program statement at all times.

Implementation will be supported through coaching, training, mentoring and role modeling. The Program Statement will be reviewed at orientation and at their semi-annual review for all who fall under the scope of the policy.

Monitoring and written documentation will be done on a regular basis. Team meetings and supervisions, along with one on one support will support the documentation and monitoring of the impact of the strategies outlined in the Program Statement.

The Program Statement will be woven throughout our daily interactions with children and families, through our curriculum, daily planning and routines.

What we are doing	How we are doing it
Orientation and training	<ul style="list-style-type: none"> • On-boarding process prior to working with children for all who fall under the scope of this policy • program statement webinar • training aligns with our Program Statement
Role modeling	<ul style="list-style-type: none"> • supervisors, home child care coordinators, pedagogical team members, educators and managers model appropriate behaviour and interactions with children and families
Coaching and mentoring	<ul style="list-style-type: none"> • one-on-one supervisions with staff • in consultation with members of the Pedagogical Team providing verbal and written feedback • support from specialized external agencies
Monitoring and written documentation	<ul style="list-style-type: none"> • Program Statement Implementation policy monitoring form_ (Appendix A) completed semi-annually or more frequently as needed • Prohibitive Practices Tracking Form (Appendix B) completed whenever any prohibitive practice is observed within the program • supervision notes done at one-on-one supervisions • documentation as a means for gathering evidence of compliance with the approaches set out in the Program Statement • reflective practice and collaborative inquiry as a means for reflecting on and discussing documentation and engaging in on going professional learning and development to implement approaches set out in the program statement • site visit notes by managers and pedagogical team • Ministry summary reports • regional assessment reports • on-going review and semi-annual sign off of implementation policy
Agency Meetings	<ul style="list-style-type: none"> • staff team, supervisors, management, regional conversations (Before and After School Educators)), joint supervisors meetings

Positive Forms of Child Guidance

Positive reinforcement is the best way to encourage a child to develop self-discipline and to respect the rights and property of others. All who fall under the scope are responsible for reinforcing all positive behaviour. If it is necessary to redirect children's behaviour, act with caution, care and respect. Guide children in a positive manner, at the right level for their actions and age. Intervention strategies may include:

- Discussing what happened with those involved
- Separating the children
- Supporting the child in choosing a new activity
- Restating what you expect of the child and then monitoring the results

Preventative Programming

Curriculum planning and setting up the environment appropriately are ways to prevent and reduce behavior problems.

Strategies include:

- Keeping the environment age and stage appropriate so children are positively engaged.
- Ensuring that children have adequate materials.
- Setting and reinforcing consistent and clear expectations for children.
- Removing materials or obstacles in the environment that cause distraction.
- Anticipating potential problems and making changes to programming where possible.
- Understanding and making accommodations for children with unique needs.

Staff Development and Training

Child guidance training is ongoing for all who fall under the scope. Initial training begins upon hiring. All who fall under the scope also receive ongoing feedback and support. Using the Program Statement Implementation Monitoring procedure, Supervisors monitor staff as they guide children's behaviour. Staff review "Steps to Support Children Resolving Conflict - Infant/Toddler/Preschool/Kindergarten", and supporting HighScope resources, annually at a staff meeting. School Age staff are trained in Conflict Resolution model through Principles of Health Child Development, High Five.

For more information, please refer to the following on-line resources:

- Ministry of Education www.edu.gov.on.ca
- Early Years Portal www.earlyyears.edu.gov.on.ca
- How Does Learning Happen? www.edu.gov.on.ca/childcare/pedagogy.html
- Think, Feel, Act: Lessons from Research About Young Children <https://www.ontario.ca/page/think-feel-act-lessons-research-about-young-children>
- College of Early Childhood Educators <https://www.college-ece.ca>
- HighScope www.highscope.org
- HighFIVE www.highfive.org

Specific Processes

Addressing racial incidents among children

To support the foundation of belonging as outlined in HDLH, programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them. We acknowledge that systemic racial discrimination can impact negatively on interactions among children.

Situations in which a child is targeted based on race are taken very seriously. The Educator will ensure racial discriminatory behaviour is stopped, and that a targeted child is supported and reassured that such behaviour is unacceptable. The Educator will also speak to the child who is acting inappropriately and send a clear message that the child's behaviour is unacceptable. In addition, the Educator will monitor the situation to ensure it does not continue.

The Educator is responsible for creating an environment that is respectful of diversity and equity, and that promotes social inclusion. This will be supported by ensuring the learning environment fully integrates high-quality materials such as books, equipment and other learning materials that are 'age and stage' appropriate; this will help to ensure the program reflects children of all diversities in a variety of positive ways.

De-escalating Volatile Behaviour *

**Volatile behaviour - Behaviour that quickly escalates with potential to become violent and threatens the safety of the child and/or others*

Wherever possible, all who fall under the scope will take proactive measures through observation and planning in order to de-escalate a situation before it becomes volatile.

If a situation does become volatile the following steps will be followed:

- 1) Educator will calmly request additional support if needed.
- 2) If possible, all other children will be removed from the situation.
- 3) One Educator tends to the child; if present, the other Educator supports the remaining children, keeping everyone calm, aware the children's anxiety may be escalated. If no other Educator is available, all remaining children will be directed to a safe place in the classroom, still in view of the Educator.
- 4) Educator supports the de-escalation of the situation.
- 5) Educator supports the child to self-regulate, not to confront them.
- 6) Educator gives the child more space if needed, and where possible.
- 7) Once the situation has stabilized, the Educator will provide the child with clear program expectations.
- 8) Educator will bring closure to the situation

Documentation and Reporting

The Educator will document the incident, sign and submit it to the HCC Coordinator/Centre Supervisor. The HCC Coordinator/Supervisor will contact the child's family and the Program Manager. Educator and HCC Coordinator/Supervisor will discuss with the family, and may meet regarding the incident and determine strategies which will be utilized should the child experience a similar situation. The HCC Coordinator/ Centre Supervisor and Educator will keep families up-to-date on the child's progress.

Prohibited Practices as per the Child Care and Early Years Act 2014

The Child Care and Early Years Act 2014 requires a Program Statement that supports positive child guidance strategies and that the Implementation policy clearly defines prohibited practices.

Family Day prohibits the use of:

- 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 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 (CCEYA #48)

Program Statement Implementation Monitoring Procedure

- There are on-going observations of all who fall under the scope who work directly with children, in regard to the Program Statement Implementation Policy.
- Supervisors/Manager will have a meeting with all who fall under the scope of this policy to discuss observed behaviour.
- Supervisor/Manager and all who fall under the scope of this policy will sign off the Program Statement Implementation Monitoring Form (see Appendix A) semi-annually, or as needed.
- New hires will have Program Statement Implementation monitoring completed at the end of the first 2 weeks; 30 days and then 60 days from hiring.
- Casual employees will have a Program Statement Implementation monitoring completed every 10th shift or every 2nd month whichever occurs first. The signing Supervisor will discuss the casual employee's performance with the site Educator where the casual employee has worked the most.
- Comments and Feedback will be documented on the Program Statement Implementation Monitoring Form.
- Supervisors/Manager will have regular follow-up meetings with all who fall under the scope.

Prohibitive Practices Tracking Form Procedure

- To be completed whenever any Prohibitive Practice is observed within the program.
- Comments and Feedback will be documented on the Prohibitive Practices Tracking Form.

Contravention of the Program Statement Implementation Policy

Contravention of the Program Statement Implementation Policy will be taken very seriously and managed accordingly as per the Collective Agreement. Every attempt will be made to support all who fall under the scope on an ongoing basis through one-on-one coaching, mentoring and supervision as well as through training and professional development.

Not complying with this policy can lead to disciplinary action and/or termination of employment or placement. Contraventions of this policy may be reportable to the College of ECE.

In the event of a contravention of the Program Statement and the Implementation Policy, a Supervisor/Manager will discuss an individual's contravention of the Program Statement with the Educator. Details of the contravention will be on the Program Statement Implementation Monitoring Form and/or the Prohibitive Practices Tracking Form. Supervisor/Managers will record the contravention and action taken in the Monitoring Compliances and Contraventions policy's Prohibitive Practices Tracking Form.

All records of compliance or contraventions of the Program Statement Implementation Policy and/or the Prohibitive Practices Tracking Form will be noted in the critical incident book and kept in a secure location for the duration of at least three years from the date of creation.

SEE APPENDIX A: Program Statement Implementation Monitoring Form

SEE APPENDIX B: Prohibitive Practices



Name _____

Date: _____

Child Guidance Practices	Yes	No	N/A HCC Only
1. Promotes the health, safety, nutrition and well-being of the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
2. Supports positive and responsive interactions among the children, families, caregivers and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
3. Encourages the children to interact and communicate in a positive way and support their ability to self-regulate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
4. Nurtures the children’s exploration and play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
5. Provides an emotionally safe and predictable daily routine. A natural flow from one activity to another allows time for educators to support the diverse needs and abilities of the children. Active learning is embedded in all parts of the daily routine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
6. Designs a positive learning environment that supports children’s thinking and play. The environment and daily routine supports the inclusion of all children in all areas of development. Materials are open-ended and plentiful and reflect children’s family lives and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			



Program Statement Implementation Monitoring Form

Name _____

Date: _____

Child Guidance Practices	Yes	No	N/A HCC ONLY
7. Together with children, explore nature in the outdoor environment together; sharing their curiosities and discoveries. The outdoor environment is viewed as an extension of the indoor environment. The indoor environment supports all areas of development including active play, rest and quiet time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
8. Promotes the engagement of and ongoing communication with parents about the program and their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
9. Involves local community partners and allow those partners to support the children, their families and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
10. Demonstrates a commitment to continuous professional development. Learning outcomes and strategies from professional development trainings are shared and implemented in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
11. Understands related legislative, municipal requirements and How Does Learning Happen. Completes documentation relevant to their roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

Signature

Supervisor/Coordinator/Manager Signature

Date

