

# Developing Enhanced Safety Plans and Codes of Conduct

A Guide to Safety Charter Requirements  
for Child Care Centres



# Enhanced Safety Plans



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# Introduction

In June 2008, Manitoba passed *The Child Care Safety Charter*, the first comprehensive legislation of its kind in Canada. Under the Safety Charter, early learning and child care centres have to develop safety plans and codes of conduct. These requirements strengthen early learning and child care (ELCC) in Manitoba by enhancing safety and positive learning environments.

This resource guide will help centre directors, staff and board members to understand and meet the requirements for developing enhanced safety plans under the Safety Charter. By following a step-by-step process, you will think about, plan for, write, evaluate and submit the policies and procedures that make up the plans.

Existing fire safety plans, emergency evacuation procedures and other policies are the starting point for your enhanced safety plans. Under the Safety Charter, these existing policies and procedures are expanded to respond to a wider variety of possible situations, such as weather or health-related emergencies.

This resource guide was prepared by the Manitoba Child Care Program, in consultation with community stakeholders. The Manitoba Child Care Program would like to thank the following organizations for their help in the development of this guide:

- Child Care Regulatory Review Committee
- Brandon Fire and Emergency Services
- Brandon Emergency Preparedness Program
- Manitoba Emergency Measures Organization
- Manitoba Family Services and Consumer Affairs: Emergency Social Services
- Manitoba Health and Healthy Living (Public Health Inspections)
- Manitoba Office of Disaster Management
- Manitoba Office of the Fire Commissioner
- Winnipeg Emergency Preparedness Program
- Winnipeg Environmental Health Services
- Winnipeg Fire and Paramedic Service
- Winnipeg Police Services

The guide, and its companion Developing Codes of Conduct, are also available on the Manitoba Child Care Program website at [manitoba.ca/childcare](http://manitoba.ca/childcare) under Publications.

# Using this Resource Guide

This guide is divided into sections that relate to what is required under the Safety Charter. Each section, separated by tabs, has information and samples for that topic. This will help you quickly find all the related information. You can easily give sections to small teams to work with as you develop your enhanced safety plan.

Each section includes:

- ❑ *About This Topic:* Valuable background information and the Safety Charter requirements.
- ❑ *Helpful Information:* Further details, publications and websites.
- ❑ *What to Write:* A simple list of the requirements.
- ❑ *Sample Policies and Procedures:* Printed on yellow paper to make them easy to find. You can adapt the detailed sample policies and procedures for your centre.

The appendix includes additional information, such as sample posters and the requirements under the Manitoba Fire Code.

# Definitions

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**Manitoba Child Care Program** oversees the operation of licensed early learning and child care facilities throughout the province.

**Centre** refers to licensed nursery schools, infant, preschool and school-age child care centres.

**Parent** refers to the biological parent who has legal custody of a child, the child's guardian or the person who is married to, or lives in a conjugal relationship with a child's legal parent.

**Community Emergency Response Plan** refers to an emergency plan developed at the municipal (community) level and meets the mandated requirements set out by the Emergency Measures Organization.

**Community emergency co-ordinator** refers to the person responsible for development and maintenance of an emergency program for a municipality.

**Local authority** refers to your city, town, village or municipality, which is responsible for the Community Emergency Response Plan.

**Local fire authority** refers to the fire department that is responsible for this service in your area.

**Local police authority** refers to the police service in your area.

**Local public health authority** refers to the public health nurse and public health inspector designated in your area.

**Director (or designated alternate)** refers to the director of the centre and the person who is in charge when the director is absent. The director (or designated alternate) coordinates an emergency response.

**Senior staff** refers to the staff member who is designated specific tasks in emergency procedures. They take a leading role in guiding other staff and children in an emergency situation.

**Assembly area** refers to the area outside the building where everyone meets after an evacuation. At this location, attendance is taken to ensure all staff, children and visitors are safe and accounted for. This area should be away from the building, large trees and power lines.

**Designated place of shelter** refers to the building away from the centre where children are safely cared for until parents can pick them up when the centre has been evacuated.

**Shelter-in-place** refers to an emergency procedure that is used when it is safer to remain inside the centre than to evacuate. Shelter-in-place is used during a possible chemical spill, threatening situation or a tornado.

**Protective spaces** refers to locations within the centre that provide additional protection during a shelter-in-place procedure. For example, in the case of a tornado, this location can be a basement or interior room.

# What are Enhanced Safety Plans?

Until recently, Manitoba's child care regulations focused on planning for fire safety. Under *The Child Care Safety Charter*, fire safety and evacuation plans are expanded to include how you will respond to a wider variety of possible situations. Your centre's enhanced safety plan will help you to react quickly and appropriately in emergencies, as well as anticipate and prevent them.

## Enhanced Safety Plan Requirements

The Safety Charter says that your plan needs to include these parts:

- Procedures for:
  - controlling visitor access to the facility
  - ensuring that the indoor and outdoor spaces used by the facility are safe
  - carrying out emergency practice drills
- The role of the licensee, staff and others in the event of an emergency.
- Emergency procedures for:
  - dealing with bomb threats, fires, chemical spills, weather-related emergencies and health-related emergencies
  - responding to threatening behaviour by a person in the facility or on the property
  - evacuating the facility
  - communicating:
    - inside and outside the facility
    - with a school or organization located in the same building as the facility
  - contacting parents or guardians of children enrolled in the facility
- Policies and procedures to meet the needs of children who have diagnosed anaphylaxis (life-threatening allergies).

Your enhanced safety plan must be approved by the Manitoba Child Care Program. You must review it annually.



# Emergency Response Planning in Manitoba

Knowing who does what in the province will help you be better prepared in the event of a major community emergency. The responsibility for emergency management is shared among the federal, provincial, municipal and community governments, response organizations, non-governmental organizations, volunteers and individual citizens.

In Manitoba, the Emergency Measures Organization (EMO) is responsible for policies and procedures related to preparedness, response and recovery from emergencies and disasters. EMO helps prepare, review and enhance emergency preparedness programs, training exercises and resources for municipalities, school divisions, government departments and agencies, and the private sector. EMO maintains the Manitoba Emergency Plan, which provides a coordinated response to emergencies and disasters.

Each local authority (municipality, town or city) in Manitoba also has a community emergency response plan. The community emergency co-ordinator is a key position in the municipal emergency preparedness program. They are responsible for developing and maintaining an emergency response plan for your local authority.

The following websites give additional information about emergency preparedness:

- ❑ Manitoba Government
  - Manitoba Emergency Measures Organization ([manitoba.ca/emo](http://manitoba.ca/emo))
  - Manitoba Office of Disaster Management ([manitoba.ca/health/odm](http://manitoba.ca/health/odm))
  - Manitoba Health ([manitoba.ca/health](http://manitoba.ca/health))
  - Manitoba Water Stewardship's Hydrologic Forecast Centre ([manitoba.ca/waterstewardship/floodinfo](http://manitoba.ca/waterstewardship/floodinfo))
  - Manitoba Conservation Fire Program ([manitoba.ca/conservation/fire](http://manitoba.ca/conservation/fire))
- ❑ Government of Canada
  - Is Your Family Prepared? ([getprepared.ca](http://getprepared.ca))
  - Health Canada ([hc-sc.gc.ca](http://hc-sc.gc.ca)). Follow: Health Concerns > Emergencies and Disasters
  - Public Safety Canada ([safecanada.ca](http://safecanada.ca)). Follow: Emergencies and Disasters
  - Environment Canada ([ec.gc.ca](http://ec.gc.ca)). Follow: Weather and Meteorology > Severe Weather
- ❑ City of Winnipeg ([winnipeg.ca](http://winnipeg.ca)). Follow: Residents > Emergencies and Public Safety > EmergWeb or Emergency Preparedness. EmergWeb is a specialized website that is fully activated during a community emergency. It is also a resource to prepare for emergencies.
- ❑ City of Brandon ([brandon.ca](http://brandon.ca)). Follow: Living Brandon > Community Safety > Emergency Preparedness Program. The B.E.S.T. (Brandon Emergency Support Team) Handbook has information about how to prepare for emergencies and Brandon's Emergency Response Plan.

# Your Role

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Being prepared for emergencies begins with you. People and individual organizations are supported by various community, provincial and federal resources.

Your child care centre is responsible for developing policies and procedures that ensure the safety of the children, families and staff in an emergency. Every child care centre is different. Each centre has its own characteristics, including the ages and numbers of children, the staffing and management structure, the location, the physical design and the layout. It is important that your enhanced safety plan is developed with your centre's specific needs in mind.

# Getting Started

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## **These are the basic steps in developing your enhanced safety plan:**

1. Establish your team to work on the safety plan.
2. Learn about your community emergency response plan.
3. Assess the hazards and level of risk in your community and centre.
4. Write your enhanced safety plan.
5. Review and revise your existing parent and staff policy manuals.
6. Get board approval for your enhanced safety plan and policies.
7. Submit your enhanced safety plan to your child care co-ordinator for review and approval.
8. Train your staff and board of directors.

# Establish Your Team to Work on the Safety Plan

Consider including the director, staff and board members on your team to bring a variety of perspectives to your planning.

Think about the individual interests and skills of staff and board members when forming your team. A board member who has medical background may be most interested in contributing to the procedures for health-related emergencies and life-threatening allergies. Your centre's fire marshal may be most interested in reviewing and revising evacuation and fire safety procedures.

You may want to expand your team by inviting parents or community members with specific knowledge and skills to contribute:

- police officers, fire fighters, medical professionals
- people with policy or human resource backgrounds
- if applicable, school personnel or other occupants of your building

Inviting other occupants in the building to be part of your enhanced safety planning team will help to build communication. If this is not possible, ask for copies of their fire safety and emergency response plans, if they have them. This information will help you learn how they will respond in an emergency. That way you can create plans that complement each other. It also gives you existing models to review.

You can also network with other child care centres to:

- discuss and share draft policies and procedures
- try to organize a meeting with representatives from local authorities to discuss topics such as:
  - responding to threatening behaviour and controlling visitor access with your police authority
  - evacuation and fire safety with your fire authority
  - responding to health-related emergencies with your public health authority
  - your community's emergency response plan with your community emergency co-ordinator

# Learn about Your Community's Emergency Response Plan

Contact your local authority (city, town or municipal office) to learn:

- how to contact your community emergency co-ordinator
- about your community's emergency response plan

There may be one community emergency response plan for several rural municipalities. If you need help identifying the local authority responsible for your community's plan, contact the Emergency Measures Organization at 945-4772 (Winnipeg), 1-888-267-8298 (toll free) or [emo@gov.mb.ca](mailto:emo@gov.mb.ca).

Your community emergency response plan includes information such as:

- where chemical or hazardous materials are manufactured or stored in your area
- whether transportation to emergency shelters is provided in the event of a community emergency such as a chemical or hazardous materials accident (Winnipeg's and Brandon's emergency response plans include transportation)

Contact your community emergency response co-ordinator to make sure they know about your centre. Tell the co-ordinator you are responsible for a vulnerable population and you may need specialized assistance during a community emergency. Child care centres and nursery schools in Winnipeg are included on the City Server Map, which identifies key populations during a police or emergency response situation.

The community emergency response co-ordinator may also be able to tell you if additional resources or help can be provided as you develop your enhanced safety plan.

# Assess the Hazards and Level of Risk

Manitoba has everything from arctic tundra to vast bodies of water to large, open prairies. As the geography and climate varies, the hazards and level of risk also vary in different locations.

Overland river flooding is one of Manitoba's most regular emergencies, especially in the spring. Severe weather is a threat at all times of the year for all parts of the province, with the potential for tornadoes, blizzards, windstorms, freezing rain and hail. Forest fires can happen throughout the province but northern regions are at greatest risk.

Besides these natural hazards, there is also the possibility of human-caused emergencies, such as fires, chemical and hazardous materials accidents, threatening or violent behaviour, infrastructure or utility failures and transportation accidents.

It's important to understand both how likely and how serious the hazards are in your area. It is also important to think about whether you are more or less vulnerable because of your particular building or location. The likelihood and effects of these hazards can vary because of:

- your location within the province or community
- the design, age and type of building you are in
- the other activities in your building
- the particular needs of the people in your centre

## Consider Your Location in the Province and the Community

A centre located in a forested, northern area faces a greater risk of a forest fire. A centre located in a neighbourhood with a high-crime rate may be at greater risk of threatening behaviour.

If your community has a chemical plant or you are close to a major road or railway line, the risk of being affected by a chemical or hazardous substance spill increases. If your building is on high ground, it may be less vulnerable to flooding.

Discuss how likely and how serious the risks are from the following in your area and location:

- weather-related emergencies (floods, forest fires, tornadoes, severe thunderstorms and severe winter storms)
- chemical or hazardous material accidents (storage, manufacturing, transportation or waste/contamination)
- threatening behaviour (inside your centre or on your property and in your neighbourhood)
- health-related emergencies
- bomb threats

## Consider Your Building

A building with a sprinkler system is less vulnerable to the rapid spread of a fire than a building without a sprinkler system. A building with a basement provides a better protective space in a tornado than a building without a basement.

Discuss your building:

- When was it built?
- What kind of building is it? For example, is it single or multi-storied, wooden or concrete?
- Is your centre built to any particular design standard? For example, is it designated B2 building code construction in some or all areas?
- Does your centre have a basement or interior rooms to be used in a weather-related emergency, such as a tornado, that can accommodate the children and staff?
- Does your centre have rooms without windows and lockable doors to aid in safety during a shelter-in-place (or lockdown) due to threatening behaviour?
- Does your centre have a sprinkler system, a generator for backup power supply, emergency lighting, etc?

### **Consider Other Activities That Take Place in Your Building**

Child care centres located with other services (for example, a school or parent resource centre) may have more difficulties in controlling visitor access. These centres may also have more resources to assist in emergency procedures than a stand alone program.

If there are other activities or services in your building, discuss:

- Does your safety plan already involve the other occupants in your building?
- Does co-location provide benefits in your safety plan? For example, are there additional adults to help with evacuation? Are there building personnel who are responsible for inspecting and maintaining fire safety equipment?
- Does co-location increase any possible risks? For example, is it more difficult to control visitor access? Does your location increase the risk of a bomb threat?

### **Consider the Needs of the People in Your Program**

Overall, children are more 'at-risk' than adults during an emergency. It is important to identify the special requirements that children have and to be prepared to deal with them. You have to make plans for children who are too young to follow evacuation procedures by themselves or become very upset by a loud fire alarm. You need to give special consideration to infants, younger preschool children and children with additional support needs who may need more physical assistance to evacuate a building quickly.

Discuss what special considerations are already in place and others that may be needed:

- Does your centre have a vulnerable population which have special requirements in an emergency?
  - children with additional support needs
  - adults with disabilities
  - infants
  - young preschoolers

# Writing Your Safety Plan

Your enhanced safety plan is detailed and made up of several parts. Remember it should be concise. That way you can quickly find what you need in an emergency.

Here are some helpful tips as you prepare to write your plan:

- Review the entire guide before assigning specific sections to smaller working groups.
- You can use your building's fire safety plan and existing evacuation procedures for the fire-related requirements. If the fire safety plan is the responsibility of the landlord, request a copy.
- Review your policies and identify existing procedures related to topics in this guide. You can use them when working on those sections.
- The sample policies and procedures sections of this guide provide structure and wording you can use.
- You can adapt the sample policies and procedures to your unique circumstances. For example, procedures may designate "senior staff" for particular duties which you can define more clearly as "infant, preschool and school-age supervisors" or "lead staff in each room" depending upon your staffing structure, position titles and physical design.
- You can re-use parts of the procedures you develop. Some steps are the same for several procedures. For example, how you communicate with parents and who else needs to be contacted during and after an emergency will rarely vary.
- Other procedures are similar and can be revised slightly for different purposes. For example, each of the four shelter-in-place procedures has a few steps that depend on the type of emergency but many of the steps are the same.
- Review the draft procedures with your staff for feedback and improvements. For example, if "shelter-in-place" is a new procedure for the centre, it may be very helpful to have staff try it at a staff meeting. This exercise will give you a better idea about how well your plans will work instead of simply reviewing them verbally.

This guide is divided into the following topics:

- A. Facility Overview**
- B. Emergency Procedures and Practice Drills**
- C. Fire Safety**
- D. Weather-Related Emergencies**
- E. Health-Related Emergencies**
- F. Anaphylaxis (life-threatening allergies)**
- G. Chemical or Hazardous Materials Accidents**
- H. Bomb Threats**
- I. Threatening Behaviour**
- J. Controlling Visitor Access**
- K. Safe Indoor and Outdoor Spaces**
- L. Training and Annual Review**

Before you get started, you need to think about how to approach your planning and important considerations for each part of your plan.



# Taking an “All Hazards” Approach to Planning

It is suggested that you take an “all-hazards” approach to emergency planning. This approach looks at the full range of emergencies and risks and recognizes the common responses, even when the situations are different.

There are many different situations that could need the same response. For example:

- A fire, a bomb threat or a gas leak could all result in the need to evacuate to your designated place of shelter away from the centre.
- A chemical or hazardous material accident, a severe thunderstorm or a violent situation in your area could all result in the need to shelter-in-place (stay inside your building).
- A severe winter storm, an outbreak of a serious communicable illness or a flood could all result in closure of the centre.

In any emergency, the director (or designated alternate) will have to decide on an appropriate response. Most often, that will be:

- evacuation
- shelter-in-place
- closure of the centre

As fire is the greatest risk, it continues to be the highest planning priority for all centres. Writing your enhanced safety plan will help you to revise and improve your current fire safety and evacuation procedures.

Although you need to develop procedures for all the emergencies outlined in the Safety Charter, one of the first steps in writing your safety plan is to decide which of these threats poses the greatest risk and needs the most detailed planning.

Your job in developing procedures is to determine who does what, when, where and how. The key to an effective response is thoughtful preparation that includes planning, training and practice. Staff training and on-going practice drills of well-laid out plans will reduce stress on the staff and the children. It will also prevent confusion and reduce the risk of a tragedy in a real emergency.

# Important Elements to Include Throughout Your Plan

When you are writing the parts of your enhanced safety plan, you need to remember to include, where needed, the following:

- roles and responsibilities of staff
- procedures for communication
- specific plans for children with additional support needs

## Roles and Responsibilities of Staff

You must outline the roles and responsibilities of staff to make sure who does what for your emergency procedures can be carried out without confusion.

Your enhanced safety plan needs to:

- designate specific supervisory staff to carry out emergency response duties
- designate alternates when supervisory staff are absent from the building
- outline what all staff need to know such as:
  - What decisions need to be made and who makes them? (Who is in charge?) This includes being able to tell emergency personnel who is in charge.
  - Who is responsible to tell the director (or designated alternate) when all emergency functions of the safety plan have been finished and there is no possibility that any children, staff, parents or visitors are in danger?
  - What role does each staff member play in the prevention of emergencies?

The sample procedures divide the duties into responsibilities for the director (or designated alternate) and for senior staff. One of the responsibilities is then to assign duties to specific staff as the number of available staff varies during the hours of operation.

Throughout this guide, there will be questions or examples about the roles and responsibilities of staff.

## Communication

When writing procedures and policies, your enhanced safety plan must explain how you will communicate:

- inside and outside the centre
- with a school or organization located in the same building as your centre
- with parents of children enrolled in your centre

Communication inside the centre will be affected by many different factors:

- The size of your centre, the number of children and staff, the physical design of your centre and the communication devices available will affect your communication plans. For example, how do you quickly inform staff in a number of different rooms? Are there telephones or an intercom system in each room?
- The type of emergency procedure will affect how you communicate. For example, how will the need for an emergency procedure such as evacuation, shelter-in-place or closure be announced to the staff, children and visitors?

- The specific reason for the emergency procedure may also affect how you communicate. For example, if you are going to evacuate due to a suspected gas leak, the use of a fire alarm could spark an explosion. In the case of threatening behaviour by someone inside the centre, a more discreet method than the fire alarm will be needed. You may want to consider using code words and outline them in your procedures.

You will also need to think about how you will communicate outside of the building once you are away from the centre's phone. For example:

- Does the centre have a cell phone? If not, can you use staff members' personal cell phones?
- Is there a phone in a nearby building that could be used if the centre doesn't have a cell phone?
- How will you contact schools and transportation services if you care for kindergarten or school-aged children?
- How will you contact your designated place of shelter to let them know you are coming?
- How will you contact parents or their emergency contacts?
- Have plans been made with your designated place of shelter to use their telephones if you evacuate to their building?
- Do you post a sign at the centre's main entrance indicating that you have evacuated? Does the sign include the name, location and contact number of your designated place of shelter to inform parents who you have not been able to contact by phone, e-mail or text? See sample in Appendix.

If you share your building, your enhanced safety plan needs to include clear methods of communication to personnel in the school or other organizations about any emergencies in your centre. For example: if located in a school, an intercom to the school office may be all that is required during school hours. During non-school hours a contact number for the custodian and principal may be needed. Are there processes in place to make sure the school personnel inform the director if there is an emergency in the school?

Consider developing or revising an emergency phone list that includes important names and phone numbers, beyond the requirements under the child care regulations that could be helpful in an emergency. This list could be kept in your enhanced safety plan, staff communication areas and attached to the attendance record for easy access. See the sample *Emergency Numbers* poster in the Appendix. This list should be updated every six months to keep it accurate.

Your enhanced safety plan must also include clear ways to contact parents (or their emergency contacts) as quickly as possible during any emergency. You may want to think about the number of parents in your centre. How long will it take for staff to contact them all given the phones available? In addition to phoning, you may want to consider the following:

- Develop e-mail distribution lists to contact parents. Remember to keep parental e-mail addresses confidential by using the blind copy (Bcc) address box and request a reply e-mail from the parent so you know the message was read.
- Look at how to send a group text message for quick communication. Remember to request a reply text from parents so you know the text message was read.
- Include other ways if you are not able to reach all parents or their emergency contacts directly. These may include making announcements on particular local radio stations, recording an outgoing message on centre's voice mail and posting a note on the outside door.

Child care regulations require centres to have detailed contact information for parents and for emergency contacts if the parents cannot be reached. Accurate contact information is essential in an emergency.

- Do you tell parents in your parent manual how important it is for them to tell the centre right away when there are any changes to contact information?

- Do you have processes to make sure the emergency child information records taken during emergency procedures are updated right away when parents inform the centre of a change?

If there an emergency, it can be very stressful for children, families and staff. Resources and support may be needed to help them recover and return to a feeling of safety. Families need to be given a consistent message about what happened, follow-up steps and any changes that will be made to prevent a similar situation from happening in the future. It is important that the child care co-ordinator is contacted and made aware of the situation. The child care co-ordinator may provide further support, recommendations or regulatory requirements.

Consider:

- How will further information be provided to parents after the event?
- Who will notify the child care co-ordinator about the event?
- In case of a serious emergency resulting in trauma, who will contact the regional health authority to get advice, resources or in-person help from the community crisis/trauma response team? Current research shows “debriefing” should occur within 48 to 72 hours after a traumatic event. Contacting the community crisis/trauma response team within 24 hours will make sure plans can be made to help provide support to children, families and staff.

Please note that Health Links can help you find resources through your local regional health authority or community mental health services office. Call Health Links at 788-8200 in Winnipeg, or toll free 1-888-315-9257.

You may also want to consider including steps to notify appropriate individuals in your organization (for example, board chair, umbrella organization, owner/operator).

Throughout this guide, there will be questions or examples to help you consider how you will communicate in various situations.

## Plans for Children with Additional Support Needs (Children with Disabilities)

Throughout your enhanced safety plan, you need to outline any specific plans necessary to make sure children with additional support needs are safe in an emergency. Under the Manitoba Fire Code, if children with additional support needs are cared for, enough staff must be present in the child care centre to escort them to safety. When applicable:

- Review each child’s *Individual Program Plan (IPP)* for special considerations. Be sure to talk about specific plans during Inclusion Support Program intake or review meetings.
- Review each child’s Unified Referral Intake System (URIS) *Individual Health Care Plan/Emergency Response Plan*
- Think about including children’s *Individual Health Care Plan/Emergency Response Plans* as appendices to your safety plan so these details are more accessible.

Outline your plans to meet the special requirements for individual children. For example:

- Is there a designated staff member and alternate whose role is to help a child who needs assistance to evacuate or to shelter-in-place?
- Is there a designated staff member and alternate whose role is to take essential equipment or medications for a child during an evacuation or to the protective space during shelter-in-place procedures?

Throughout this guide, there will be questions or examples to plan for children with additional support needs.

# A. Facility Overview

## About this topic

A facility overview collects critical information about your centre in one place. This way the director (or designated alternate) can provide it to emergency response personnel. The facility overview is similar to the building fire safety plan requirement under the Manitoba Fire Code for an opening statement. It acts as an introduction to your plan and provides valuable information to staff, board members and building personnel about the fire protection systems and equipment in the building.

The facility overview describes the physical space, how authority is delegated and where copies of the plan are located. It also describes where the fire protection systems and life safety equipment are located and how to find utility shut-offs.

Floor plans of your centre, and other areas used if you are located within a larger facility, also provide key information about your facility.

## Delegation of Authority

It is very important to have clear lines of authority. There must be a person in charge to coordinate the response, delegate responsibilities and work with emergency response personnel. The “next person in charge” or “senior staff member” is then responsible to see to the immediate needs of the children and staff.

It is normally the centre director who has the authority to declare an emergency situation and implement evacuation, shelter-in-place or closure procedures. The director must designate an alternate whenever he or she is absent from the centre. The alternate then takes on this authority and responsibility. When the centre director arrives on the scene, authority returns to the director. In some cases, such as centre closures, the decision may be made in consultation with the board chair or the chair’s designated alternate.

It is also very important to decide who is responsible for communication. Generally, the director (or designated alternate) would be responsible to ensure parents are given a consistent, accurate and calming message. Some events may attract media attention.

Remember to consider the delegation of authority when making staffing schedules. This will make sure a staff member with enough experience and knowledge to take on this authority is present during all hours of operation.

## Copies of the Safety Plan

To ensure that your safety plan is accessible and to meet fire code and child care regulatory requirements, indicate where copies of your completed plan are located and how they are handled in your facility overview.

Copies of the complete enhanced safety plan must be:

- kept in the child care centre for reference by the fire authority
- prominently posted and clearly labelled for easy access by staff in each separate area
- given to all supervisory staff and designated alternates
- submitted to your child care co-ordinator

Consider providing copies of your enhanced safety plan to the building owner/landlord or school principal as well.

## Floor Plans of Centre

For quick reference during an emergency, you need to develop or revise the following:

- floor plan of the centre
- floor plan of other areas used by the centre if located within a larger facility (for example, the gym or multi-purpose room in a school)

Floor plans should clearly indicate:

- the purpose of each room
- the nap area
- exits and alternate exits
- travel paths to exits and alternate exits (colour-coded to show which areas evacuate through each exit)
- assembly areas outside the building
- locations of fire protection systems and life safety equipment like extinguishers and fire alarm pull stations (you can use symbols or colour-coded boxes and a key to show what each symbol or box means)<sup>1</sup>
- protective spaces to be used during shelter-in-place procedures (show protective spaces in words or colour-coded symbols)

If there is too much information to see everything clearly, you may need a second floor plan to show protective spaces. (See Section B: Emergency Procedures and Practice Drills for more information about shelter-in-place.)

## Floor Plans of Building

- If your centre is located within a larger facility, highlight all areas occupied by the child care centre on a floor plan of the building (only levels or floors used for child care).

## Copies of floor plans should be:

- posted by each exit
- attached to the attendance record taken during evacuations to assist emergency response personnel

## Helpful Information

You may be able to access copies of architectural drawings of the areas occupied by your centre from the landlord of the building. A building's fire safety plan should also contain accurate floor plans, including a plan with the locations of fire protection systems and life safety equipment.

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<sup>1</sup> A building's fire safety plan has locations of fire protection systems and life safety equipment indicated on a separate copy of the floor plan as required by the Manitoba Fire Code.

## What to write

1. Describe the following information in your facility overview:

- centre name and location address
- dates the plan was developed, last revised and last reviewed
- the purpose for writing the plan and when it will be used
- physical description of your building that includes square footage of the main floor area, number of stories, basement, etc. as well as the type of occupancy (see your occupancy permit)
- a list of all rooms and floor spaces used in the building, including room numbers and the floor on which each room is located
- the maximum number of licensed spaces and number of staff
- other building personnel with a role in fire safety (people responsible for the inspection, testing and maintenance of fire protection systems and life safety equipment in your building, such as the building's owner, the principal or custodian)
- delegation of authority
- copies of enhanced safety plan
- fire protection systems and life safety equipment in building<sup>2</sup> (include only those that are applicable to your centre)
  - fire department access: fire lanes, windows, etc. (allows fire fighters and their equipment to gain access to the building)
  - emergency power: type of equipment (fire alarm, emergency lighting, etc.) that the generator serves, the type of generator (gasoline, propane, etc.) and the location of the generator
  - exits
  - emergency lighting: areas where this equipment is located
  - fire alarm system: location of the control panel, if you have a single or two stage alarm system and if the signal is local only or is sent directly to the fire department
  - portable extinguishers: size and type
  - emergency power: type of equipment (fire alarm, emergency lighting, etc.) that the generator serves, the type of generator (gasoline, propane, etc.) and the location of the generator
  - exits
  - emergency lighting: areas where this equipment is located
  - fire alarm system: location of the control panel, if you have a single or two stage alarm system and if the signal is local only or is sent directly to the fire department

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<sup>2</sup> Generally, centres with 40 or more children require a fire alarm system and centres with more than 4 infants require a fire alarm and sprinkler system. Some centres may only have fire extinguishers, smoke alarms, fire exits and heating, ventilation and air conditioning to include in this section.

- portable extinguishers: size and type
  - heating, ventilation and air conditioning: type and location
  - smoke alarms: indicate if battery-operated or hard wired
  - fire pumps: types of systems that the pump serves (sprinkler, standpipe and hose system, etc.) and location of the generator
  - standpipe and hose systems: indicate if there is hose, standpipes or both and the location of the main control valve
  - automatic sprinkler systems: type of systems, the areas served by them and the location of the sprinkler control valves
- utility shut-off locations
  - electrical breaker panel (or fuse box) location
2. Develop or revise floor plans of the centre and floor plans of any other areas used (if located in a larger facility) that meets the criteria outlined in the *About This Topic* section.
  3. Develop or revise a floor plan of the building, highlighting the areas and the exits used by the child care centre (if located in a larger facility).



# Sample Facility Overview

## ENHANCED SAFETY PLAN

\_\_\_\_\_

(name of facility)

\_\_\_\_\_

(location address of facility)

Date Developed: \_\_\_\_\_ Last Revised: \_\_\_\_\_ Last Reviewed: \_\_\_\_\_

Reviewed and Approved by:

- Fire authority       Child care co-ordinator       Board of directors

Copies provided to:

- all supervisory staff and designated alternates
- child care co-ordinator
- posted in each separate area for easy reference by all staff and the fire authority
- owner/landlord or school principal

### Purpose

This safety plan is designed to provide guidance and direction to staff and the board of directors. This will help ensure the safety of the children, families, staff and visitors to our child care centre. It establishes clear and concise policy and procedures:

- to prepare staff on what to do in the event of different types of emergencies
- to evacuate safely to our designated place of shelter
- to shelter-in-place when it is safer to remain in the centre
- to close the centre due to severe weather, health-related or other emergencies
- to ensure the safety of children with anaphylaxis (life-threatening allergies)

- to ensure safe indoor and outdoor environments
- to control visitor access

## **Delegation of Authority**

The director or designated alternate maintains the authority to declare an emergency situation and implement evacuation, shelter-in-place or closure procedures. This responsibility includes communications with parents and the media.

## **Children, Staff and Building Personnel**

### **Children**

Licensed for maximum of \_\_\_\_\_ spaces aged \_\_\_\_\_ years to \_\_\_\_\_ years including:

\_\_\_ children aged 12 weeks to 2 years

\_\_\_ children aged 2 to 6 years

\_\_\_ children aged 6 to 12 years

### **Staffing**

\_\_\_\_\_ total number of staff including: \_\_\_\_\_  
*(list supervisory positions, for example, 1 director and 2 assistant directors)*

### **Building Personnel**

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*(if applicable, list others, for example, building owner, custodian, school principal, etc. and their responsibilities in the safety plan such as maintaining fire protection systems and life safety equipment)*

## **Building Description**

3600 square foot, wooden structure, single-occupant, 2-levels including basement Day Care Centre *(also indicate A2 or B2 Occupancy if applicable)*

**Spaces Used by Centre**

*(List rooms with room numbers. Include other spaces used such as school gym)*

Total number of rooms: \_\_\_\_\_

Basement level: \_\_\_\_\_

Main floor: \_\_\_\_\_

Second floor: \_\_\_\_\_

**Exits**

*List exits used by centre.*

**Heating, Ventilation and Air Conditioning**

*Indicate type and location.*

**Fire Safety Equipment and Locations**

**Fire Alarm System**

*If applicable, specify the details of your system e.g. single or two stage and local signal or signal sent directly to fire department.*

**Fire Alarm System Control Panel**

Located: \_\_\_\_\_

*(e.g. main entrance on 123 Street)*

Monitored by: \_\_\_\_\_ at \_\_\_\_\_

*(company name and phone number)*

**Fire Alarm Pull Stations *(indicate locations)***

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Fire Department Connection *(indicate locations)***

\_\_\_\_\_

**Smoke Alarms** *(indicate hard wired or battery operated and locations)*

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**Portable Fire Extinguishers** *(indicate type and locations)*

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**Utility Shut-off Locations**

Shut-off instructions are posted by each utility *(indicate locations)*

Water main: \_\_\_\_\_ Main natural gas valve: \_\_\_\_\_

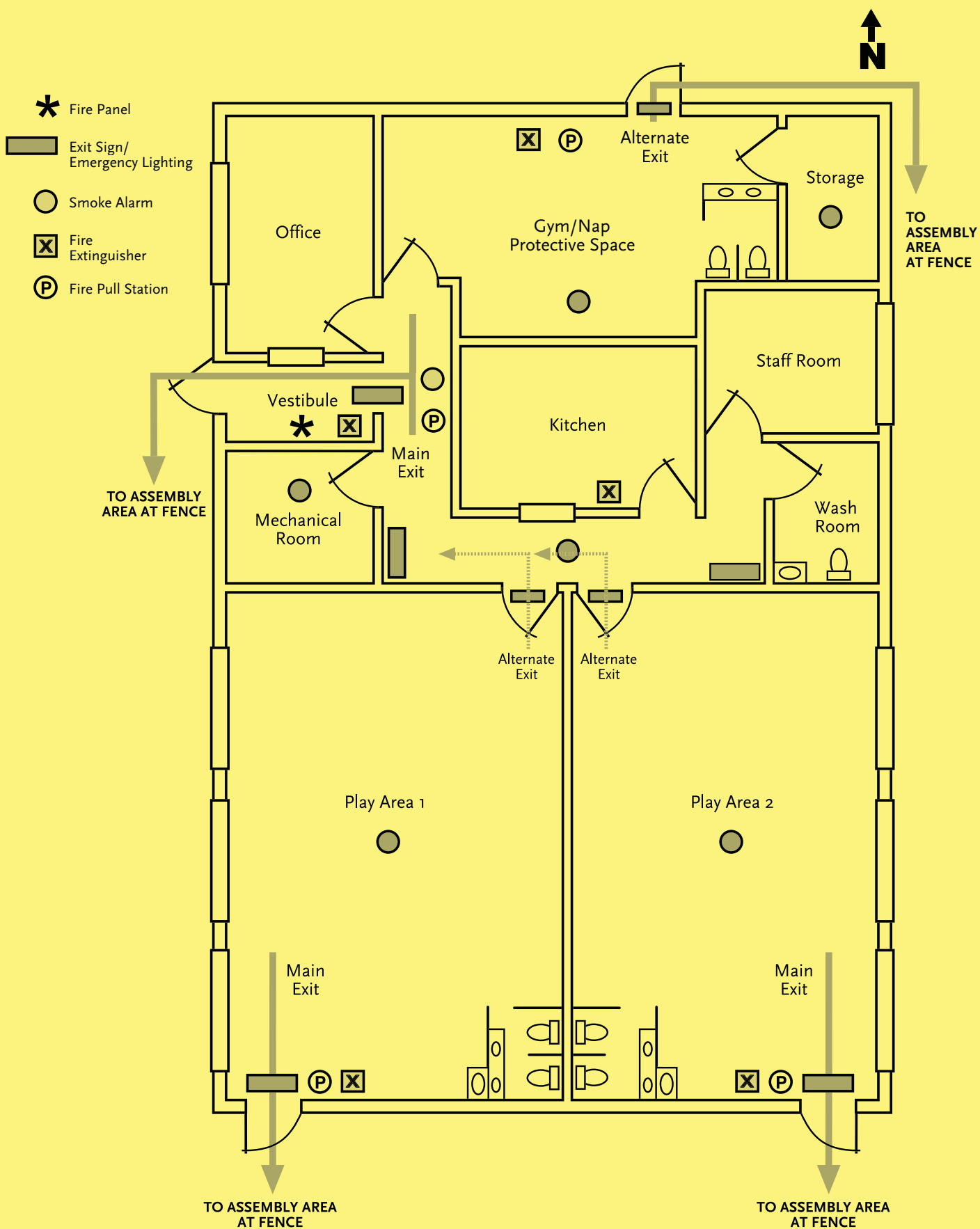
Furnace: \_\_\_\_\_ Air conditioner: \_\_\_\_\_

Water heater: \_\_\_\_\_ Electrical panel: \_\_\_\_\_

The following are identified on the electrical panel:

- furnace
- air conditioner
- water heater
- clothes dryer
- exhaust fans in kitchens, bathrooms and any other spaces

# Emergency Floor Plan



# B. Emergency Procedures and Practice Drills

## Evacuation Procedures

### About this topic

Your evacuation procedures provide a clear plan of action in the event of a fire or other emergencies. Evacuation procedures should be designed to evacuate your centre as quickly and safely as possible.

Please note that approval of your enhanced safety plan by the Manitoba Child Care Program does not imply approval of your fire evacuation procedures by the fire authority. Fire-related procedures are reviewed at initial licensing and during your annual fire inspection. It is expected that any revisions required by your local fire authority will be implemented.

You can use your existing evacuation procedures that have been approved by your fire authority. You may need to add some information to make procedures applicable to other types of emergencies. Work through these sections to decide what will need to be included.

Emergency evacuation procedures are used in case of:

- fire
- a chemical accident inside of the centre
- a suspected natural gas leak

Emergency evacuation procedures may also be used in situations such as:

- a bomb threat
- threatening behaviour inside the building
- a chemical accident in the area outside of the centre
- a health-related emergency such as utility failure or sewage back up

Child care regulations require you to maintain accurate attendance records for children at all times. These records are essential during an evacuation. It is also important to know the adults that are present in the centre as well.

Your fire evacuation procedures must meet requirements of the Manitoba Fire Code and include:

- sounding the alarm
- notifying the fire authority (or police)
- instructing occupants on procedures to be followed when the fire alarm sounds
- evacuating occupants, including special provisions for persons requiring assistance
- confining, controlling and extinguishing the fire (note: staff should evacuate and close doors to a fire area and only attempt to use a fire extinguisher if it is safe to do so after everyone is out of the building)
- name, address and phone number for designated place of shelter

Your evacuation procedures should also indicate:

- at least two evacuation routes from each area (room)
- a warning system to alert the centre (for example, fire alarm or a large hand bell)
- an alternate warning system to alert the entire centre if the fire alarm fails (for example, verbally over intercom or bullhorn)
- an alternate warning system such as code words for situations when using the fire alarm would not be appropriate (for example, evacuation due to threatening behaviour or a suspected gas leak)
- assembly areas away from the building, tall trees and power lines (if not possible to be in a fenced area, thought also needs to be given to ensuring safety near roads and traffic)
- that children's attendance is confirmed in the assembly area
- that there are checks to ensure that all staff, parents or visitors are also present
- that the director (or designated alternate) determines that everyone is safely in the assembly area and informs the emergency response personnel
- that if the main entrance is not visible from the assembly area, a staff member is designated as "a runner" to go to the main entrance to tell the emergency response personnel where you are located and to find out information (for example, whether to go to your designated place of shelter or if it is safe to re-enter the building)

## Designated Place of Shelter

Establishing an appropriate designated place of shelter away from the centre is an essential part of your evacuation procedures. Your designated place of shelter should be:

- within walking distance
- able to accommodate the number and needs of children in your care
- available during all your hours of operation (for example, centre has a key if not, otherwise accessible during all hours needed)

If you can't arrange a designated place of shelter within walking distance due to your location, you will need to identify and arrange transportation to your place of shelter. In some larger cities, public buses may be an option. Discuss the possibilities with your local authorities. The contact number for transportation should be added to your emergency information taken during evacuations.

Consider making formal written agreements with your designated place of shelter that are clearly understood by both parties. It is a good idea to review this agreement and practise going to your place of shelter every year so the occupants at your designated place of shelter and your staff are fully aware of the arrangement and your needs.

Manitoba has very cold winters. Consider how children and staff will be kept warm during an evacuation and on the walk to the designated place of shelter. It is best to find the simplest, quickest method possible and practise it. That way you can be prepared for the cold in a real evacuation. Practise a plan that will work for an evacuation through your alternate exit as well as through your main exit.

Here are some suggestions that may be helpful, depending on your circumstances:

- duffel bags filled with “fire blankets” or fleece ponchos to put on once outside
- a staff assigned to bring jackets outside as part of their evacuation responsibility (if it is safe to do so)
- older children take their jackets themselves (if it is safe to do so)

Remember to consider how you will communicate:

- inside and outside the centre
- with a school or organization located in the same building as your centre
- with parents of children enrolled in your centre

## Helpful Information

Consider developing emergency bags or backpacks with all the supplies and information needed in an emergency. Remember to conveniently store these emergency bags so you can grab them quickly during an evacuation.

The Manitoba Child Care Association’s *Crisis Response Manual for Child Care Facilities* (revised 2009) has information on supporting children and staff after a variety of emergency or crisis situations in the centre.

## What to write

Your detailed evacuation procedures should describe what to do if you discover a fire and what to do when you hear the fire alarm.

1. Describe what people are supposed to do if they discover a fire

- evacuate children and staff from fire area
- close and latch all doors behind you (don’t lock)
- activate the fire alarm
- call **911** (or the emergency number in your area) and state the nature of the emergency, correct address and location of the fire
- do not use elevators (if applicable)
- do not return until it is declared safe by the fire department

2. Describe what people are supposed to do when they hear a fire alarm

- Who will call **911** (or the emergency number in your area)?
- Who will take:
  - attendance records
  - child information records
  - parental permission for emergency medical treatment
  - the first aid kit



- medications
  - cell phone
- What other contact information needs to be taken:
    - for other occupants in your building
    - for schools and transportation services used by your children
    - staff information records (for example, emergency contact information and health information)
  - How will you protect the children and staff in cold weather? Who is responsible for bringing supplies?
  - Which groups of children will go with which staff?
  - Who will help individual children with additional support needs?
  - Who does the sweep of the centre to ensure everyone is out of the building? (Depending upon the size of the centre, staff may need to be assigned to sweep particular areas.)
  - Who will close windows and doors when leaving (time permitting)?
  - Where is the assembly area (away from the building and hazards such as large trees and power lines) to take attendance?
  - If the main entrance is not visible from your meeting area, who is assigned as “a runner” to go to the main entrance to tell the emergency response personnel where you are located and to find out information?
  - Who will notify other occupants of the building if the fire alarm cannot be heard in all areas of building?
  - When and who will notify the schools and transportation services that that you are evacuating and the children affected cannot be picked up or brought to the centre (if you care for school-age or kindergarten children)?
  - Where is your designated place of shelter (name, address and phone number)?
  - How will you contact parents?

### 3. After the event:

- Who will provide further information to parents and how?
- Who will notify the child care co-ordinator about the event?
- Who will decide if it be helpful to get support from the community crisis/trauma response team? If so, who will call the regional health authority (within 24 hours) for advice, information or in-person supports?

## Poster

You need to have a short evacuation procedures poster that briefly lists the key steps to your evacuation procedures. For quick reference, put the poster in front of the detailed procedures in your enhanced safety plan. A sample is included in the following section.

- In Case of Fire*

# Sample Emergency Evacuation Procedures

## Emergency Evacuation Procedures

Emergency evacuation procedures will be used in case of:

- fire
- chemical or hazardous materials accident inside of the centre
- suspected natural gas leak

Emergency evacuation procedures may be also used in situations such as:

- bomb threat
- threatening behaviour inside the building
- a chemical accident in the area outside of the centre
- a health-related emergency such as utility failure or sewage back up

### In Case of Fire

#### **Staff should:**

1. Ensure everyone evacuates fire area immediately.
2. Close doors to fire area.
3. Pull fire alarm bell.
4. Notify director (or designated alternate).
5. Follow direction from senior staff to evacuate all children, staff and visitors from building.

### Suspicion of Gas Leak

IMPORTANT - Do NOT pull fire alarm bell

#### **Staff should:**

1. Verbally notify the director (or designated alternate) immediately.
2. Follow direction from senior staff to evacuate all children, staff and visitors from building.

**Director (or designated alternate) should:**

1. Verbally notify staff to evacuate the building.
2. Direct senior staff to lead Evacuation Procedures.
3. Call 911 for fire department and state nature of emergency and address.
4. Assign staff to verbally notify other occupants of the building.

**Upon Hearing Fire Alarm**

**All children, staff and visitors should:**

1. Stop all activities immediately
2. Follow directions of senior staff to evacuate building.
3. Meet in the assembly area outside of the centre (*describe where, for example, by the fence in the north east corner of playground*),

**Senior staff should:**

1. Direct staff to gather with children and visitors by the inside of exit door.
2. Assign specific staff to:
  - Conduct a sweep of the centre looking for any remaining children or adults.
  - Lead evacuation out of the building.
  - Bring the attendance record (with floor plan attached) and take attendance in the assembly area.
  - Take the emergency backpack (including first aid kit, child information records, staff emergency information and contact information for others in building, schools/ transportation services).
  - Take the duffel bag with fire ponchos for protection in cold weather (if it is safe to do so).
  - Help children who require additional assistance.
  - Take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so.
3. Close all doors and windows, time permitting.
4. Report evacuation status to director (or designated alternate).

**Director (or designated alternate) should:**

1. Call **911** to ensure fire department is aware of the situation.
2. Review attendance record received from staff. Confirm that all children, staff and visitors are accounted for.
3. Advise the fire department of evacuation status (for example, complete with no possibility that any child care staff, children or visitors are unaccounted for).
4. Take direction from fire department.
5. Direct staff to return inside or proceed to designated place of shelter upon direction from fire department.
6. If staff and children proceed to designated place of shelter before fire department arrives:
  - If possible, assign a staff member to remain at main entrance to advise fire department.
  - Call 911 to inform of evacuation status.
7. Post the name, location and contact number of the designated place of shelter on the outside door.
8. Prepare a written statement to relay to parents by telephone, e-mail or text to let them know the children are safe, where to pick them up and whether they need to come early.
9. Assign specific staff to contact parents with prepared statement using centre's cell phone and office phone in designated place of shelter.
10. Record an outgoing message on the centre's voice mail system.
11. Contact staff on outings to return to designated place of shelter, not the centre.
12. Contact schools/transportation services and advise that the children should not be transported to the centre. Make necessary arrangements for children's care.
13. Be available to discuss event with parents when they pick up children.

**After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## Described Place of Shelter away from the Centre

---

Name

---

Address

---

Phone number

---

Contact person

---

Alternate phone number

# IN CASE OF FIRE

- Make sure everyone evacuates fire area immediately
- Close doors to the fire area
- Pull the fire alarm

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## UPON HEARING THE FIRE ALARM

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- **GATHER CHILDREN AND VISITORS IMMEDIATELY**
- Delegated staff take required information and supplies
- Delegated staff does sweep of all areas
- **EVACUATE BUILDING** immediately via nearest exit
- **CLOSE** and latch **DOORS** behind you – do not lock
- Take attendance in assembly area outside of building
- **DIAL 911** for fire department
- Inform fire fighters of evacuation status
- Do not re-enter until directed by fire department

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## IF YOU ENCOUNTER HEAVY SMOKE

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- **STAY** in your area IF you are **UNABLE TO EXIT**
- **CALL 911** and wait for further instructions

**REMAIN CALM**

# Shelter-in-Place Procedures

## About this topic

In the simplest terms, shelter-in-place means staying inside the centre to keep the children and staff out of danger.

Shelter-in-place may be the response to a variety of emergencies such as during a thunder storm or tornado, a chemical accident outside of the building or threatening behaviour inside the centre, on the centre's property or outside in the neighbourhood.

Each type of shelter-in-place procedure has many of the same steps. For example, you will need to find shelter in the safest area, contact staff in the playground or on outings to find shelter and take attendance to account for all children. However, because each type of emergency has some key steps that differ, it is important to write each individually to make it easy for everyone to follow the procedures in an emergency.

### Some Key Differences for Shelter-in-Place Procedures

**Thunderstorm or tornado:** Everyone comes inside and stays away from windows, doors and items that conduct electricity. In a tornado, you move into more protective spaces such as a basement, small interior ground floor room, closet or hallway. You monitor Environment Canada to learn when it is safe to leave the building.

**Threatening situation in the neighbourhood:** Everyone comes inside. You lock windows and doors. Move children and staff away from windows and close blinds. Staff and children on outings are directed to find shelter, depending on their location and the situation. You wait for police to tell you when it is safe to leave building.

**Threatening person inside the centre or on your property:** Director (or designated alternate) attempts to de-escalate the situation. Police are called immediately. Staff and children move into the safest areas as far away from the threatening person as possible. Doors are locked between children and the threatening person. Staff and children on outings are directed to remain where they are as the designated place of shelter may not be safe. Once police are on the scene, they are in charge of the situation.

**Chemical accident outside of centre:** Upon direction from emergency response personnel, procedure is enacted. Indoor activities are not as affected as it is not necessary to move away from windows or into protective spaces. However, it is very important to take steps to protect the indoor atmosphere. This may include closing and locking doors and windows, closing interior doors and turning off all systems that move air in and out of the building. Staff prepare in case an evacuation is ordered by emergency response personnel. You wait for emergency response personnel to tell you when it is safe to leave the building.

You need to think about how you will communicate during shelter-in-place procedures:

- How will you contact staff in the playground or on outings?
- Is there a cell phone that can be taken in the protective space? If there is more than one protective space, how will you contact each group?

- ❑ How will parents be notified? The type of notification may depend on the reason for the shelter-in-place procedure.
  - In a chemical accident, you will probably be able to contact parents by phone, e-mail or text message. Emergency personnel will be directing people to stay out of the affected area. The media will likely report it as well.
  - Threatening behaviour inside the centre will likely make contact impossible until the event is over. If you have been able to contact police, they will be on site to advise parents outside the centre as they arrive.
  - Severe weather such as a tornado or thunderstorm may disrupt electrical or telephone service and contact may not be possible until the event is over.
  
- ❑ Is there a different number from the usual number parents should call? For example, should parents call the centre's cell phone instead of centre's land phone?

## Helpful Information

Remember that many of the steps for various shelter-in-place procedures are the same and the procedure can be changed to meet the particular reason for this response.

## What to write

As the shelter-in-place procedures for the following emergencies have somewhat different steps required, each detailed procedure should be outlined separately for quick reference.

For more detail and examples, see the following sections:

- ❑ Tornado or severe thunderstorm - Section D
- ❑ Chemical accident outside of centre – Section G
- ❑ Threatening behaviour inside centre or on property – Section I
- ❑ Threatening behaviour in the neighbourhood – Section I

## Posters

Separate posters that clearly tell staff what to do makes it easier to follow key steps in a crisis. For quick reference, put the posters in front of the detailed procedures in your enhanced safety plan. Samples are included in the sections listed above.



# Evacuation and Shelter-in-Place Practice Drills

## About this topic

It is important to regularly carry out practice drills to make sure everyone knows what to do in an emergency. You should practise:

- evacuation or fire drills
- evacuation to your designated place of shelter
- shelter-in-place

## Evacuation or Fire Drills

During drills, staff model appropriate evacuation behaviour and guide children to evacuate calmly and quietly in an orderly manner. Your evacuation drills should be as realistic as possible to avoid confusion in a real emergency. For example, you should completely exit the building. Through repetition and practice, everyone will learn what to do.

It is also important to vary your drills and practise more than one escape route. For example, during one drill, you might have an imaginary fire in the hallway outside your main exit so staff must use the alternate exit. In another drill, the fire may be in the kitchen. Make sure everyone understands how escape routes change depending on different fire locations.

You must practise your emergency evacuation procedures once per month and keep written records.

If you have a fire alarm system, it is recommended to rotate the use of different manual pull stations. Remember to document which pull station was used on your Practice Drill Record Form. When using manual pull stations, make sure:

- the fire department is notified of the drill so they will not respond
- the alarm company is notified of the drill and that a pull station will be used
- the alarm is reset (contact fire alarm company for resetting alarm procedures)

## Evacuation Drill to Designated Place of Shelter

It is strongly recommended that all licensed facilities practise going to their designated place of shelter away from the centre at least once a year. Practicing an evacuation to your designated place of shelter will help you:

- Make sure that the staff know what to do and where to go. This will help to reduce stress levels in a real emergency.
- Make sure the children's needs can be met. Is there enough space, access to washrooms, telephones/ computer to contact parents, etc.?
- Learn if there are any safety issues that need to be addressed when you arrive. Are there cleaning products stored in the washroom, open stairways, etc.?
- Make sure the occupants of the designated place of shelter know what to do.
- Learn how you could revise your safety plan based on your practice drill. For example, have additional items packed and ready to bring or identify changes that need to be made to better assist children with additional support needs.

## Shelter-in-Place Drills

As with evacuation drills, practicing your shelter-in-place procedures will help make sure that everyone knows what to do if these procedures need to be used in a real emergency. As with fire drills, staff need to model appropriate behaviour. Explaining the procedures in a calm manner will help lessen children's fears.

It is strongly recommended that all licensed facilities practise a shelter-in-place drill at least once a year. If you are located in an area that has a greater risk of a tornado, threatening behaviour or a chemical spill, you may want to consider holding shelter-in-place drills more often.

## Helpful Information

When the drill is over, staff should meet to discuss their own actions and the reactions of the children. You can then talk about how to improve the evacuation or shelter-in-place procedures.

It is also important to talk with the children after each drill. This gives you the chance to give them positive feedback on their abilities to stay calm and follow directions. Reinforce things that are important for them to remember.

## What to write

Outline in your safety plan that:

- evacuation drills are conducted each month using alternate exit routes
- evacuation drills in nursery school programs will usually occur more than once per month as each group of children must practise a monthly evacuation drill (for example, morning and afternoon session)
- evacuation drills occur at a variety of times of the day, during a variety of activities and with varying numbers of staff
- nap time evacuation drills occur at least annually
- evacuation to your designated place of shelter occurs at least annually
- shelter-in-place drill occurs at least annually
- evacuation drill written records will be kept for at least one year for review by the fire authority and child care co-ordinator
- local fire authorities will be contacted to participate in evacuation drills occasionally
- your practice drill written record must include the date and time of each drill and the number of staff and children evacuated or present during a shelter-in-place drill

# Sample Practice Drills Procedure

## Evacuation and Shelter-in-Place Practice Drills

The following procedures are used to ensure the safety of children and adults in our centre.

Evacuation and shelter-in-place practice drills are documented on the Evacuation and Shelter-in-Place Drill Record form and maintained on file for at least one year. Staff and children are not told in advance of the drills. Parents and visitors are required to participate in the drill when in the centre and follow the direction of staff.

### Emergency Evacuation Drills

- minimum of one evacuation drill per month
- using alternate exit routes
- at different times of the day with varying numbers of staff
- a nap-time evacuation at least once annually
- complete evacuation to our designated place of shelter at least once a year

### Use of Fire Alarm Manual Pull Stations

**Director (or designated alternate) should:**

- notify fire department of the drill so they will not respond
- notify alarm company of the drill and that a pull station will be used
- make sure the alarm is reset immediately after the drill

### Shelter-in-Place Drills

- minimum of one shelter-in-place drill every year

### After Evacuation or Shelter-in-Place Practice Drills

- director (or designated alternate) will post this information for families
- staff will try to discuss the drill with each family at departure time, particularly if their child found it interesting or upsetting

Year 20_____ To 20_____		EVACUATION & SHELTER-IN-PLACE DRILL RECORD FOR CHILD CARE CENTRES						
Date & Time	Activities ( Eg. Snack, Free Play, Nap)	Number of Children	Number of Staff	Length of Evacuation	Alarm Pull Station Used (Location)	Exit Used	Smoke Alarm/ Fire Extinguisher Tests	Annual Evacuation to Place of Shelter?
April _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
May _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
June _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
July _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
August _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
September _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
October _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
November _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
December _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
January _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
February _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
March _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>SHELTER-IN-PLACE PRACTICE DRILL (ANNUAL)</b>								
Date _____ Time _____						Not Applicable		

Year 20_____ to 20_____		EVACUATION & SHELTER-IN-PLACE DRILL RECORD FOR NURSERY SCHOOLS						Session _____	
Date & Time	Activities ( Eg. Snack, Free Play, Nap)	Number of Children	Number of Staff	Length of Evacuation	Alarm Pull Station Used (Location)	Exit Used	Smoke Alarm/ Fire Extinguisher Tests	Annual Evacuation to Place of Shelter?	
September _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
October _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
November _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
December _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
January _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
February _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
March _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
April _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
May _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
June _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
July _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
August _____ Time _____						<input type="checkbox"/> Main <input type="checkbox"/> Alternate	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>SHELTER-IN-PLACE PRACTICE DRILL (ANNUAL)</b>									
Date _____ Time _____						Not Applicable			

# Closure Procedures

## About this topic

There may be times that child care centres need to be closed for a partial or full day due to some types of emergencies:

- weather-related emergencies such as severe winter storm
- health-related emergencies such as utility failure
- floods
- forest fires

Consider and outline how you notify parents and staff of a closure.

### Partial Day Closure

- Getting in contact with all parents quickly can be challenging by telephone, particularly if you only have one phone line. You may need to proceed to your designated place of shelter before all children can be picked up.
- Do you also request e-mail addresses from parents so you can contact them more quickly? Remember to keep e-mail addresses confidential by using the blind copy (Bcc) address box and request a reply e-mail from the parent so you know the message was read.
- Do you request cell phone numbers? Do you ask whether parents can receive text messages?
- Who will tell the child care co-ordinator of the closure?

### Full Day Closure

- When a decision is made to close for the full day, is a sign posted on the centre door to inform families that you have not be able to contact? Do you make announcements on particular radio stations? Do you record an outgoing message on your voice mail system?
- If you are located in a school, do you follow the same emergency or severe weather closures as the school? Do families know to listen for school closures on the radio?
- Are all staff contacted by telephone?
- Do you have phone trees or e-mail distribution lists as other ways to reach families or staff?
- Do you have ways to remind parents when potential for a closure exists? For example, staff can advise parents and post a note that there is a blizzard warning and to check the following day for closure information before coming to the centre.
- Who will tell the child care co-ordinator about the closure?

## Helpful Information

Review your parent and personnel policy manuals to use or revise existing policies and procedures around closures and communication.

## What to write

1. Describe how you will communicate centre closures with:
  - parents
  - staff
  - other occupants of the building
  - schools/transportation services used by school-age or kindergarten children
  - the child care co-ordinator
2. Outline additional procedures that may be needed to protect your building during a closure or to prepare to reopen the centre.
3. After the event:
  - Who will provide further information to parents and how?
  - Who will notify the child care co-ordinator about the event?
  - Who will decide if it be helpful to get support from the community crisis/trauma response team? If so, who will call the regional health authority (within 24 hours) for advice, information or in-person supports?

# Sample Centre Closure Procedures

## Centre Closure Procedures

The following procedures and communication policies will be used in the event of partial or full day closure of the centre due to:

- weather-related emergencies such as a severe winter storm
- health-related emergencies such as a utility failure or the outbreak of illness
- floods
- forest fires

### Closure of Centre for Portion of Day

**Director (or designated alternate) should:**

1. Contact parents by telephone, e-mail or text message. Advise them to pick up their children early at centre or at designated place of shelter. Provide staff with a scripted statement to use if helping notify parents.
2. Contact emergency contacts designated by parents, if parents cannot be reached.
3. Post a note on the outside door with the name, location and phone number for the designated place of shelter. Include the centre's cell number.
4. Advise all staff not there at the time.
5. Tell the building's other occupants.
6. Inform schools/transportation services used by school-age or kindergarten children.

### Closure of Centre for the Full Day

**Director (or designated alternate) should:**

1. Attempt to contact all families and staff the previous evening or early in the morning by telephone, e-mail or text message. Provide staff with a scripted statement to use if helping notify parents.
2. Arrange to have the closure announced on \_\_\_\_\_ (local radio station).
3. Record an outgoing message on the centre's voice mail system.
4. Post a note on the outside door, if possible.
5. Tell the building's other occupants.
6. Inform schools/transportation services used by school-age or kindergarten children.



## **Additional Steps to Prepare for Closure Due to Flooding or Forest Fire**

### **Director (or designated alternate) should:**

1. Make sure signs showing the locations of utility shut-offs and instructions are posted. Periodically review with designated alternate.
2. Turn off the basement furnace, main power switch and the outside gas valve, time permitting.
3. Take important documents such as child and staff information and financial records, time permitting.

## **Additional Steps if Our Building is Flooded**

### **Director (or designated alternate) should:**

1. Contact Manitoba Hydro to disconnect power at the pole and make sure it is safe to re-enter the centre.
2. Schedule the cleaning, service and replacing of main circuit panels, light switches, electrical sockets, appliances, furnaces, etc by certified technicians.
3. Make arrangements to have all wiring inspected by a qualified electrician before turning power on.
4. Make arrangements for natural gas to be turned on by a qualified professional.
5. Schedule appropriate cleaning for all flooded areas.
6. Contact parents with an expected reopening date.

## **After Partial or Full Day Closure**

### **Director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.
4. Contact fire and public health inspectors and the child care co-ordinator. Depending on the reason for closure, there may be requirements or recommendations to reopen centre.

# C. Fire Safety

All child care centres and nursery schools must meet specific requirements to comply with the Manitoba Fire Code including:

- controlling fire hazards
- inspection and maintenance fire safety equipment

Daily, monthly and annual checks for various items under both controlling fire hazards and inspecting and maintaining fire safety equipment are necessary. That's why the sample combines these important fire safety procedures. These requirements are also part of the sample daily, monthly and annual indoor safety checklists (see Section K: Safe Indoor and Outdoor Spaces). You may want to use the checklists to describe your fire safety procedures.

Please note that approval of your enhanced safety plan by the Manitoba Child Care Program does not imply approval of your fire safety and evacuation procedures by the fire authority. Fire-related procedures are reviewed at initial licensing and during your annual fire inspection. It is expected that any revisions required by your local fire authority will be implemented.

## About this topic

### Controlling Fire Hazards

All staff should be aware of dangerous conditions that could cause a fire, help it spread or get in the way of a safe evacuation. Some of these items may be the responsibility of a landlord but you still need to check that any necessary repairs are completed quickly.

The following items must be checked on a daily basis:

- Fire alarm power indicator is on – usually a green light.
- Fire alarm trouble light is not indicating a problem – usually yellow or red flashing light.
- Evacuation procedures and floor plans are posted in each room and easy to see.
- Exit signs are easy to see and are properly lit.
- Corridors, stairs and exits are unobstructed and properly lit.
- Exits and exterior fire escapes are free of snow and ice. The doors should be opened to ensure they work. There must be a minimum of three meters (about 10 feet) cleared of snow outside of exit. There should be a cleared path so that everyone can move further away from the building.
- Fire doors and stairway doors are NOT wedged or blocked open.
- Electrical appliances (toasters, coffee makers, etc.) are unplugged when not in use.
- All electrical outlets have safety covers in place.
- Lint traps in laundry equipment are cleaned after each use.
- No more than 20% of a wall surface is covered in paper, such as children's art or information for parents and staff. Loose edges of paper encourage the rapid spread of fire. If the paper is taped down or laminated, it reduces the hazard.

## Inspection and Maintenance of Fire Safety Equipment

All fire protection systems and equipment must be maintained, inspected and tested as required by the Manitoba Fire Code. If this equipment is the responsibility of the landlord, the child care centre must still take responsibility to ensure the proper maintenance and inspections are completed. Your safety plan must clearly outline the maintenance requirements of your fire safety equipment and who is responsible.

See the sample procedure *Controlling Fire Hazards and Inspection and Maintenance of Fire Safety Equipment* at the end of this section. It provides details of requirements that you can adjust based on the fire safety equipment required by the fire authority for your type and size of child care centre.

## Helpful Information

See the Appendix for a comprehensive list of requirements under the Manitoba Fire Code. It also includes recommendations from an inquest which was held after a fire-related death in a child care centre in 1996.

If you rent your space, consider asking for copies of all inspections and maintenance of fire safety equipment and the heating system as part of the lease agreement. This will ensure you have copies to show the fire inspector during your annual inspection.

Consider developing and posting signs as reminders for staff (see sample posters in the Appendix):

- Outline the fire safety measures to use in the kitchen.
- Keep the kitchen door or gate closed and locked so children cannot access the kitchen on their own.
- Clean lint traps in laundry equipment after each use.
- Unplug electrical appliances when not in use (toasters, coffee makers, etc.).
- Keep at least 18 inches clearance between storage and sprinkler heads.
- Never store combustible materials next to water heaters and heating equipment.

Wiring, outlets, switches, circuit breakers and other electrical devices are a leading cause of fires. Staff should be aware to:

- Immediately replace loose or frayed cords on all electrical devices.
- Avoid extension cords. If an extension cord is needed for a temporary purpose, make sure it is not frayed or worn. Do not run extension cords under carpet or around doorways.
- Never use an outdoor extension cord indoors.
- Never overload a socket. The use of outlets that accommodate several plugs, like “octopus” or “power bar” outlets, is strongly discouraged. If used, make sure the power bar is CSA approved with a circuit ground interrupter (GCI).
- Make sure there’s plenty of air space around stereo or other electronics to avoid overheating.
- Limit one high-wattage appliance (freezer, fridge, air conditioner, 100 cup coffee maker, etc.) into a single use circuit.
- If a circuit breaker trips or a fuse blows frequently or lights dim when an appliance goes on, call a qualified electrician to inspect your electrical system.
- If outlets or switches feel warm, shut off the circuit. Call a qualified electrician to inspect your electrical system.

## What to write

1. Describe how fire hazards will be controlled in all rooms or floor areas occupied by the child care centre.
2. Describe the daily, monthly and annual procedures to ensure the proper inspections and maintenance of the fire safety equipment.
3. Describe the roles and responsibilities of staff for ensuring these procedures are completed. For example:
  - How are staff made aware to look for potential fire hazards and take action to correct the situation?
  - Who is responsible for daily fire hazard checks at the beginning of the day?
  - Who is responsible for daily fire hazard checks at the end of the day?
  - Who is responsible to make sure:
    - fire extinguishers are checked monthly and all required extinguishers are present, hung, labelled, charged and tagged (documented)
    - smoke alarms are testing monthly and batteries are replaced at least annually (documented)
    - heating system is serviced and inspected annually (documented)
    - fire protection systems maintenance and inspections are conducted and documented as required by the fire authority

# Sample Fire Safety Procedures

## CONTROLLING FIRE HAZARDS and INSPECTION AND MAINTENANCE OF FIRE SAFETY EQUIPMENT

The following procedures will be used to ensure requirements under the Manitoba Fire Code are met to reduce and prevent the risk of fire by:

- controlling fire hazards
- inspecting and maintaining fire safety equipment

### Documentation File

The following documentation will be maintained by the director for review by the fire inspector.

The designated alternate will know the location of this file, which will contain:

- copies of safety checklists used to document daily, monthly and annual checks to control fire hazards and inspect and maintain fire safety equipment
- fire protection system annual inspection report by a qualified technician
- heating system annual inspection report by a qualified heating contractor
- fire extinguishers annual inspection report by a certified agency
- evacuation and shelter-in-place practice drill record

**These following items have been integrated into our Safety Checklists to document the checks required on a daily, monthly and annual basis.**

### Daily Inspections and Maintenance

1. Fire alarm power indicator and trouble indicator lights are functioning correctly (if applicable).
2. Evacuation procedures and floor plans are prominently posted in each room.
3. Exit signs are easy to see and lit.
4. Corridors, stairs and exits are unobstructed and properly lit.
5. Exits and exterior fire escapes are free of snow and ice. There is a minimum of three meters (about 10 feet) cleared of snow outside of exit. There is a cleared path so that everyone can move further away from the building.
6. Fire doors and stairway doors are NOT wedged or blocked open.

7. Electrical appliances are unplugged when not in use (toaster, coffee maker, etc.)
8. All electrical outlets have covers in place.
9. Lint traps in laundry equipment are cleaned after each use.

## **Monthly Inspections and Maintenance**

1. Exterior fire escapes are in good repair (if applicable).
2. Exit doors are readily opened from the inside without the use of keys or other locking devices.
3. Fire department access is unobstructed. Exterior fire department connections are easy to see and unobstructed (if applicable). For example, no vehicles may be parked in a fire route/lane. There is no excessive vegetation, snow or other obstructions to access routes, fire hydrant and fire department connections.
4. All fire extinguishers are checked to make sure:
  - proper type
  - hung in required locations
  - labelled
  - ready for use
  - tagged
  - properly charged (arrow in green zone)
  - monthly check documented on tag and on practise drill record
5. Battery operated smoke alarms are checked to ensure proper function (documented).
6. Storage are checked to make sure:
  - combustible materials have not built up in basements, storage rooms, service rooms or stairwells
  - combustible materials are not stored next to water heaters and heating equipment
  - propane cylinders are not stored inside building or in attached garage/shed
  - there is at least 18 inches clearance between storage and sprinkler heads (if applicable)

7. Inspection documentation (if applicable) maintained for review by fire inspector for:
  - fire hose cabinet inspection
  - emergency lights inspection to make sure they work if the power fails
  - rotating use of fire alarm manual pull stations for monthly evacuation drills (if applicable) – documented on evacuation drill record form

## **Annual Inspections and Maintenance**

Inspection documentation maintained for review by fire inspector for the following:

1. Fire extinguishers are inspected by certified agency (also documented on tag).
2. Batteries for smoke alarms are replaced at least annually (documented).
3. Heating system is inspected by qualified heating contractor.
4. Fire protection systems are inspected by a certified technician: (if applicable)
  - emergency lighting
  - fire alarm system
  - sprinkler system
  - standpipes
  - fire hose
  - emergency generator
  - fire pump
  - \_\_\_\_\_ (other)

# D. Weather-Related Emergencies

## About this topic

Manitoba can have severe weather at any time. A severe weather event can create emergency situations. Environment Canada issues special weather statements, watches and warnings that are broadcast in local media, on the Internet ([weatheroffice.gc.ca](http://weatheroffice.gc.ca)) and on weather radios.

When weather conditions or weather reports show the potential for a summer or winter storm, it is important to monitor Environment Canada. Listening for weather watches and warnings allows you to take appropriate steps to protect the children and staff. This may mean rescheduling or returning early from outdoor activities or field trips. Depending upon the severity of the weather warning, decisions will need to be made to shelter-in-place, close early or close for an entire day or more.

The following are some of the different types of watches and warnings issued by the Environment Canada:

- Severe Thunderstorm Watch:** Conditions are favourable for severe thunderstorms.
- Severe Thunderstorm Warning:** A severe thunderstorm actually exists and has been spotted on radar. These storms may contain heavy rain, large hail, strong winds and lightning.
- Tornado Watch:** Conditions are favourable for a tornado and are expected to develop.
- Tornado Warning:** A tornado has been sighted.
- Freezing Rain Warning:** Expect slippery conditions for walking and driving with possible damage to trees and overhead wires.
- Blizzard/Winter Storm Warning:** A combination of hazardous winter conditions are occurring or expected to develop shortly.

Many parts of the province are subject to flooding and forest fires. Flooding is weather-related because warmer temperatures lead to the spring run off and possible flooding. Heavy rainfall can lead to flash floods. Forest fires are also related to the weather. They generally occur during hot, dry conditions in summer. When there is potential for flooding or forest fires, centres must be prepared for evacuations and closures.

You may want to specify that the chair of the board of directors or a designated alternate, as well as the director is involved in the decision making process, particularly in terms of closures. In some circumstances, such as floods or forest fires, local or provincial authorities will make these decisions.

## Summer Storms

Tornadoes are produced by thunderstorms and can strike with very little warning. Danger signs for tornadoes include severe thunderstorms with strong, gusty winds and a funnel or dark column spinning from the clouds to the ground. A loud, roaring noise similar to the noise of a train or airplane is often heard. Whenever there are severe thunderstorms in your area, there is potential for a tornado to develop. Stay alert for tornado watches or warnings. Manitoba has an average of 9 tornadoes reported a year. In 2007, Canada experienced its first F5 tornado (the most severe possible) in Elie, Manitoba.



While summer storms are often accompanied by hail, heavy rains, high winds and tornadoes, lightning poses the greatest threat to property and lives.

In either a severe thunderstorm or tornado, staff and children should stay away from radiators, stoves, metal pipes, sinks or other electrical charge conductors.

If there is a tornado, your procedures should provide “protective spaces” to be used that are:

- indicated on the evacuation floor plan
- large enough to accommodate the number of people needing to use the area
- away from windows and doors
- preferably in a basement (if there is no basement, then use a small interior ground floor room, closet or hallway; sitting under a heavy table or desk can also add protection)
- without large ceiling spans which may fall if subjected to shaking from a tornado (avoid large halls, gymnasiums, etc.)

## Winter Storms

Winter storms present dangers such as intense cold, snow, ice, breakdown of transportation due to road conditions and disruption of electrical power. The director (or designated alternate) will need to reschedule any planned outings or ensure an early return from outings. Centre management will need to monitor Environment Canada and highway conditions. That way, management can make decisions about closing the centre early or for entire day based on available information.

## Flooding

Spring floods usually develop relatively slowly over several days or weeks. Flash floods and flooding due to ice jams can happen very quickly.

During the spring flood period, changes to water levels and flood warnings are announced daily in local media. Child care centres in flood-prone areas need to know how to protect themselves in the event of a flood. Staying informed about the flood situation in their area is key to decision making.

Manitoba Water Stewardship’s Hydrologic Forecast Centre ([manitoba.ca/waterstewardship/floodinfo](http://manitoba.ca/waterstewardship/floodinfo)) also issues high water advisory or flood warnings at other times of the year. Flash flooding may occur when heavy rain results in swift run-off, overloading drain and sewer systems or breaching dikes. Flash flood warnings are urgent and you need to take immediate action.

If there is a possibility of flooding, centre management needs to:

- be ready to evacuate, including pets
- take precautions to safeguard or minimize damage to electrical, natural gas or propane heating equipment
- take precautions to safeguard important documents such as child, staff and financial records
- move electrical appliances and other belongings to floors above flood level
- move toxic substances above flood level to prevent harming the environment
- shut off all power if the danger is immediate

## Forest Fires

During forest fire season (April to October) in Manitoba, the Manitoba Conservation Fire Program website ([manitoba.ca/conservation/fire](http://manitoba.ca/conservation/fire)) offers information that is updated daily or as required. Child care centres in areas that are prone to forest fires need to know how to protect themselves in the event of a forest fire. Staying informed of the fire situation in their area is key to decision making.

If there is a possibility of a forest fire emergency, centre management needs to:

- be ready to close the centre
- be ready to evacuate, including pets
- take precautions to safeguard important documents such as child, staff and financial records
- minimize smoke entering in the centre by closing all windows and doors (a wet towel along the window and door seams will further minimize smoke)
- listen to the radio to access information about the potential emergency situation
- follow directions from the local emergency response authority

## Helpful Information

Visit the following websites for additional information:

- Environment Canada ([ec.gc.ca](http://ec.gc.ca)). Follow: Weather and Meteorology > Severe Weather.
- Manitoba Emergency Measures Organization ([manitoba.ca/emo](http://manitoba.ca/emo)). Follow: Brochures and Downloads > At Home & At Work for links to: Floods - What to do before and after, Severe Storms, Power Outages and Family Emergency Handbook: Think Safety.
- Manitoba Water Stewardship's Hydrologic Forecast Centre ([manitoba.ca/waterstewardship/floodinfo](http://manitoba.ca/waterstewardship/floodinfo)).
- Manitoba Conservation Fire Program ([manitoba.ca/conservation/fire](http://manitoba.ca/conservation/fire)).
- Is Your Family Prepared? ([getprepared.ca](http://getprepared.ca)).
- Health Canada ([hc-sc.gc.ca](http://hc-sc.gc.ca)). Follow: Health Concerns > Emergencies and Disasters.
- Public Safety Canada ([safecanada.ca](http://safecanada.ca)). Follow: Emergencies and Disasters.
- Manitoba Hydro ([hydro.mb.ca](http://hydro.mb.ca)). Follow: Safety and Education > Emergencies or Home Safety.

Think about including the phone number and web address for Manitoba road conditions and Environment Canada on your list of emergency numbers.

Remember that many of the steps for various shelter-in-place procedures are the same and the procedure can be changed to meet the particular reason for this response.

Review your parent policy and personnel manuals. Make sure both manuals outline how parents and staff will be advised of centre closures, evacuations or shelter-in-place procedures.

## What to write

1. Who will monitor severe weather watches and warnings, potential flooding or forest fires? Who will make sure appropriate steps are taken to protect the children and staff, such as rescheduling or returning early from outdoor activities or field trips?
2. Who will make the decision about the best course of action such as enacting:
  - evacuation procedures
  - shelter-in-place procedures
  - closure of the centre?
3. How will parents and staff be notified?
4. How will the centre be prepared to care for children outside of regular centre hours if parents are delayed in picking up their children due to severe weather?
5. How will the centre be prepared for closure during a community evacuation due to flooding or forest fires?
6. Describe your shelter-in-place procedures for tornadoes or severe thunderstorms by answering these questions and any other issues specific to your centre:
  - Who will enact the shelter-in-place procedures?
  - How will the need to start the procedures be communicated?
  - Who will bring the attendance record into the protective space and take attendance to make sure you can account for each child?
  - Who will take the cell phone and weather radio or other battery-operated radio into the protective space?
  - Who will take following items into the protective spaces, time permitting:
    - child information records
    - first aid kit
    - medications
  - What other contact information needs to be taken into the protective space, time permitting?
    - for other occupants in your building
    - for schools and transportation services used by your children
    - staff information records (for example, emergency contact information and health information)
  - Which groups of children go with which staff?
  - Who is designated to help individual children with additional support needs and make sure any required equipment or medications are taken?
  - Who will inform staff and children to stay away from radiators, stoves, metal pipes, sinks or other electrical charge conductors?
  - Who will notify the building's other occupants?

- Who will notify the schools and transportation services that you are sheltering-in-place and the children affected cannot be picked up or brought to the centre (if you care for school age or kindergarten children)?
- Who will notify parents, if possible?
- After the event:
  - Who will provide further information to parents and how?
  - Who will notify the child care co-ordinator of the event?
  - Who will decide if it be helpful to get support from the community crisis/trauma response team? If so, who will call the regional health authority (within 24 hours) for advice, information or in-person supports?

## Poster

A poster that clearly tells staff what to do makes it easier to follow key steps in a crisis. For quick reference, put the poster in front of the detailed procedures in your enhanced safety plan. A sample is included in the following section.

- SHELTER-IN-PLACE: Tornado or Severe Thunderstorm*

# Sample Procedures for Weather-Related Emergencies

## WEATHER-RELATED EMERGENCIES

The following procedures will be used in the event of the following in our area:

- winter storms
- flooding
- forest fires
- tornadoes
- severe thunderstorms

### Preparation

To prepare to care for children outside of regular centre hours or during a utility failure, the director (or designated alternate) will ensure that:

- non-perishable food and water is stored and replenished at least annually
- flashlights and battery operated lights with fresh batteries are available in all areas of the centre
- fresh batteries are available for the weather radio or portable radio
- signs indicating locations of utility shut-offs and instructions are posted and reviewed periodically with designated alternate

## Winter Storm, Flood and Forest Fire Procedures

**Director (or designated alternate) should:**

1. Monitor appropriate source listed below when there is potential for severe weather, flooding or forest fires:
  - Environment Canada for weather watches and warnings on weather radio or local media
  - Manitoba Water Stewardship's Hydrologic Forecast Centre website ([manitoba.ca/waterstewardship/floodinfo](http://manitoba.ca/waterstewardship/floodinfo)) and local media during the spring run off period and during other high water advisories for the area
  - Manitoba Conservation Fire Program website ([manitoba.ca/conservation/fire/](http://manitoba.ca/conservation/fire/)) as well as local media during forest fire season from April to October

2. Notify staff in playground to bring children inside in the event of a severe weather warning.
3. Notify any groups on outings to return or take indoor shelter immediately.
4. Reschedule outdoor play and all outings away from the centre.
5. Post information indicating that there may be a need for closure and reminding parents how the closure will be communicated.

#### **Additional steps for severe winter weather watch/warning or a blizzard warning**

1. Director and the board chair will consult on the need for emergency closure.
2. Follow *Emergency Closure Procedures* if required.

#### **Additional steps when there is potential for flooding or forest fire**

1. Director and the board chairperson will consult on the need for an emergency closure based on the information available from emergency response officials.
2. Director (or designated alternate) will:
  - advise parents if a decision is made to close the centre
  - follow all instructions from emergency response officials
  - remind parents to listen to local media and emergency response officials for evacuation orders and assume that the centre will be closed until further notice
3. Follow *Emergency Closure Procedures* if required.

## **Tornado or Severe Thunderstorm Procedures**

#### **Staff should:**

1. Immediately contact the director (or designated alternate) if aware of a severe thunderstorm or tornado warning/sighting in the area.

#### **Director (or designated alternate) should:**

1. Monitor the situation using information from Environment Canada on the weather radio.
2. Make decision to enact *Shelter-in-Place Procedures*.

## IN THE EVENT OF A TORNADO

1. Direct senior staff to lead *Shelter-in-Place Procedures*.
2. Notify staff in playground to return indoors immediately.
3. Notify staff on outings away from centre to immediately seek the closest indoor shelter. Remind them to call back with their location.
4. Notify schools/transportation services that the children should not be transported to the centre and that staff cannot leave to pick them up. Make arrangements for the children's care.
5. Bring the weather radio operating on battery back up and cell phone to protective space to monitor when it is safe to leave the protective spaces.

### Senior staff should:

1. Remind staff not to use electrical equipment and avoid using the telephone.
2. Direct staff to move children away from doors and windows.
3. Make sure flashlights and battery operated lights with fresh batteries are available in all areas of the centre.
4. Unplug all electrical appliances such as TVs, radios and toasters.

## IN THE EVENT OF A TORNADO

1. Direct staff and children to gather in the protective spaces.
2. Assign specific staff to:
  - bring the emergency backpack into the protective spaces (including the first aid kit, child information records, staff emergency information, contact information for others in building and schools/transportation services)
  - take attendance to make sure all children and staff are accounted for
  - help children who require additional assistance
  - take required medications and specialized equipment for children with additional support needs if it is possible to do so safely and if essential for the immediate safety of a child
3. Advise director (or designated alternate) of the status of *Shelter-in-Place Procedures*.

### Staff should:

1. Follow directions from senior staff.
2. Guide children to stay away from windows, doors, radiators, stoves, metal pipes, sinks or other electrical charge conductors.

**After the event, director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.



# SHELTER-IN-PLACE

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## TORNADO OR SEVERE THUNDERSTORM

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- **Notify staff verbally**
- **Bring all children and staff indoors**
- **Stay away from all windows and doors**
- **Take attendance to account for all children, staff and visitors**
- **Stay away from radiators, stoves, metal pipes, sinks or other electrical charge conductors**
- **Notify staff and children away from centre to seek indoor shelter immediately**
- **Notify schools and transportation services and make arrangements for children's care**

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## IN THE EVENT OF A TORNADO

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- **GATHER WITH CHILDREN IN THE MOST PROTECTIVE SPACES IMMEDIATELY**

**STAY INSIDE**

**CHECK ENVIRONMENT CANADA FOR UPDATES**

# E. Health-Related Emergencies

The types of health-related emergencies that should be planned for are:

- a child's medical condition
- communicable or food borne illness in the centre or larger community
- serious injury of a child
- utility failures or sewage backup

## A Child's Medical Condition

### About this topic

Children who require specific health care interventions must have a Unified Referral Intake System (URIS) *Individual Health Care Plan/Emergency Response Plan*. URIS supports community programs in the care of children with special health care needs when they are apart from their families.

When a child enrolls with a medical condition such as asthma, a heart condition, diabetes or allergies, the child care director needs to work with parents to complete and submit a URIS application. Once URIS is approved, the director arranges for a registered nurse to work with the child care centre, the parents and other appropriate and relevant personnel to develop an *Individual Health Care Plan/Emergency Response Plan*.

The registered nurse will also provide child-specific training for the child care staff. *The Individual Health Care Plan/Emergency Response Plan* and staff training allow the child to participate safely and to the fullest extent possible in the child care program. Child care centres are responsible for ensuring URIS applications for training are submitted and renewed annually.

### Helpful Information

Additional URIS information may be obtained from your child care co-ordinator. The URIS application form is included in *Caring for Children with Anaphylaxis in a Child Care Program*, available at [manitoba.ca/childcare](http://manitoba.ca/childcare) under Publications.

Review your parent policy manual and make sure parents know the importance of:

- sharing their children's health related information with the centre
- applying for a Unified Referral Intake System (URIS) for the development of *Individual Health Care Plan/Emergency Response Plan* when appropriate
- obtaining appropriate staff training for their children's health conditions
- their roles and responsibilities

Review your enrolment form to confirm it specifically asks parents about medical conditions that may affect the care provided to their child (see sample Child Information form in the Appendix).

## What to write

1. Who is responsible for making sure URIS applications are submitted, implemented and reviewed annually?
2. How will *Individual Health Care Plan/Emergency Response Plans* be integrated into your safety plan?
3. Where will *Individual Health Care Plan/Emergency Response Plans* be stored for easy access by staff while maintaining confidentiality?

## Communicable or Food Borne Illness

### About this topic

It is very important for child care centres to have infection control procedures in place. These will help to keep children and staff healthy and prevent outbreaks of illness. When an outbreak does occur, recognizing it quickly is important for control. If you suspect an outbreak, you must be diligent about cleaning and sanitizing procedures, hand washing and other routine health practices. It is also important to provide information to parents about cases of illnesses and what symptoms they should be looking for in their child.

Notify your public health nurse or health inspector of outbreaks or suspected outbreaks. He or she can provide information to help stop the spread of the illness. Tell your child care co-ordinator about outbreaks of serious communicable or food-borne illness and any public health requirements or recommendations.

If you need help finding your public health nurse, contact Health Links at 788-8200 in Winnipeg, or toll free 1-888-315-9257.

Families and staff should be informed if there is an illness of special concern during pregnancy. Be sure to tell staff or family members who are or may become pregnant that they should talk to their doctor and check their immunization status for illnesses such as chicken pox, rubella and mumps. (See sample procedures for additional illnesses to include on your list.)

Families and staff should be notified immediately if there is an illness that is prevented by routine immunizations in Manitoba. Be sure to tell parents to talk to their doctor and check their child's immunization records for illnesses such as measles and pertussis (whooping cough). (See sample procedures for additional illnesses to include on your list.)

It is a requirement for physicians and testing laboratories to report a variety of serious illnesses to the public health authority. You should contact public health when you find out about a child's diagnosis with a serious illness. This will help to stop the spread within the centre as quickly as possible.

The Canadian Paediatric Society's *Well Beings: A Guide to Health in Child Care* outlines illnesses that should be reported and parents should be notified of immediately, such as gastrointestinal infections, impetigo and meningitis. (See sample procedures for additional recommendations from *Well Beings*.)

In cases of serious communicable diseases, such as E. coli, giardia, typhoid fever, group A streptococcus, hepatitis A and others, there will be very specific public health requirements to control an epidemic. Authorities may screen and treat all children and staff, with or without symptoms. They may also require the centre to be closed.

### Helpful Information

Look for additional information in the following publications and websites:

- Infection Control Guidelines for Early Learning and Child Care Facilities and the Healthy Routine Practices* posters are available under Publications at [manitoba.ca/childcare](http://manitoba.ca/childcare).
- Manitoba Health and Healthy Living - Public Health Communicable Disease Control Branch ([manitoba.ca/health/publichealth/cdc](http://manitoba.ca/health/publichealth/cdc)) includes a document entitled *Reportable Diseases and Conditions by Health Professionals*. If a child enrolled in the centre were diagnosed with anything on this list of illnesses, it would be of great concern and you should seek advice immediately.

- Guide to a Healthy Child Care Environment* (City of Winnipeg)
- Certified food handler training program materials
- Safe Food Handling Training Manual* (City of Winnipeg)
- Well Beings: A Guide to Health in Child Care* (Canadian Paediatric Society)
- Canadian Paediatric Society fact sheets on various childhood illnesses and other health-related information available at [www.cps.ca](http://www.cps.ca)
- Websites for child-related materials to promote good routine health practices:
  - *Henry the Hand Champion Handwasher* ([henrythehand.com](http://henrythehand.com))
  - Centre for Disease Control and Prevention - *The Immune Patrol* ([bam.gov](http://bam.gov))

## What to write

1. What routine health practices are followed to prevent illness?
2. What processes are in place to help staff recognize an outbreak of illness?
3. What will be done if there is:
  - an outbreak of serious communicable illness in the centre
  - an outbreak of food borne illness or food poisoning in the centre
  - an outbreak of communicable or food borne illness in the community
4. Who will contact the public health inspector or public health nurse for advice and direction and when?
5. Who will provide resources and information to parents and staff?
6. Who will advise staff of any special requirements from the public health inspector, public health nurse or other health authorities?
7. Who will inform the child care co-ordinator of the situation and the public health authority's requirements and recommendations?

## Serious Injury of a Child

### About this topic

“Child care practitioners face the challenge of creating a safe environment that still allows children to learn by experimenting and by developing their abilities through exploration and play. You need to provide ample opportunities for active play, but you must also recognize that no environment can be completely risk-free – minor bumps, bruises and scrapes are part of every child’s development.”<sup>3</sup>

Although child care programs strive to provide a safe learning environment and appropriate supervision, at times, injuries can still occur. It is important for staff to know when to get help from a medical professional and when first aid can be provided at the centre.

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3 Well Beings: A Guide to Health in Child Care, 3rd Ed. Canadian Paediatrics Society, Toronto, 2008, p, 60

When an injury does occur, processes should be in place to assess what happened and why so you can make changes to prevent future injuries.

Well Beings notes, “When an injury occurs, proper reporting, review and precautions can prevent a reoccurrence. Factors to consider and possible solutions are set out in the table below:”

<b>Factors involved and possible solutions in incident reporting</b> <b>What happened? Outline critical steps in the sequence of events</b>	
Factors Involved	Possible Solutions
The level and type of supervision (ratio, proximity, ability to react)	Change the type or level of supervision. Provide additional staff training.
The condition of the equipment or toy	Repair, replace or eliminate hazardous equipment or toys.
The environment	Redesign the physical space. Ensure that both the equipment and surfacing meet current safety standards.
Children’s behaviour/actions	Re-evaluate the rules for an activity. Set precise limits for children, if needed.” <sup>4</sup>

## Helpful Information

- ❑ *Well Beings: A Guide to Health in Child Care* contains a great deal of information on injury prevention. Third edition is available from the Canadian Paediatric Society ([cps.ca/english/publications/bookstore](http://cps.ca/english/publications/bookstore)).
- ❑ IMPACT: Injury Prevention Centre of Children’s Hospital in Winnipeg ([hsc.mb.ca/impact](http://hsc.mb.ca/impact)).
- ❑ Consider designing or revising your incident report to include the factors and possible solutions in the table above. This supports an assessment process recommended by the Canadian Paediatric Society.

## What to write

1. Who will decide whether to provide first aid at the centre or to call an ambulance when a serious injury occurs?
2. Who will call the ambulance and parents? Who will provide a copy of the parental permission form for emergency medical treatment?
3. Who will provide first aid either at the centre or until paramedics arrive?
4. Who will accompany the child in the ambulance with a copy of parental permission for emergency treatment and child information record if the parents are not at the centre?

<sup>4</sup> Well Beings: A Guide to Health in Child Care, 3rd Ed. Canadian Paediatrics Society, Toronto, 2008, p. 63

5. How will the incident be documented and who will get a copy of the incident report?
6. Who will complete an assessment of the factors related to the incident and make any necessary changes to prevent similar injuries in the future?
7. Who will notify the child care co-ordinator within 24 hours by submitting a Serious Injury Notification on-line or by telephone?
8. Who will notify the centre's insurance provider and the board chair?

## Utility Failures

### About this topic

A loss of an essential utility can present both health and safety concerns. A safety plan for utility failures can help lessen damages or serious injuries. Depending upon the circumstances, it may be acceptable to remain in the facility but the public health or fire authority may require procedural changes. Alternatively, you may have to move to your designated place of shelter temporarily or to close the facility until the utility is restored.

In all cases, you should contact the public health inspector to complete a risk assessment. The local fire authority should be notified if the event compromises any fire protection systems, life safety equipment or access to exits. In addition, building personnel and other occupants should be notified (if applicable).

### Water or Hot Water

A loss of water or hot water can cause health concerns because proper routine health practices cannot be followed. Depending on the length of time, the use of hand sanitizer and single-use serving and eating utensils, plates and cups may be acceptable to the public health authority. However, the lack of ability to flush toilets may still be a concern.

A loss of water can be a fire safety issue if the water supply to a sprinkler or standpipe system is affected. The local fire authority must be notified and will be able to tell you about alternative requirements during loss of fire protection.

### Electricity

It is important to determine if the failure is specific to your facility or if other buildings in the area are also without power. All appliances and lights should be turned off, except a single light fixture. This way you will know when the power comes back on. If the power failure appears to only be in your building, the director (or designated alternate) should use a flashlight to check if the problem is at the interior service panel. For example, you may need to reset a circuit breaker. If your power is still off or your whole area is without power, contact Manitoba Hydro to find out how long Hydro expects the lack of service to last. Ask that your service be considered a priority as you care for a vulnerable population.

A loss of electrical power could affect the heating or cooling system. This will not be a major concern during the warmer months but depending upon the length of time, it could be health concern in the winter. No electricity can also lead to concerns about refrigerated food supplies and the ability to cook and serve food for the children.

A loss of electric lights may not be a large concern if enough natural light is entering through windows, but it could be a fire safety concern. You must contact the fire authority to make sure that your fire protection systems and equipment will not be affected by the loss of power. All fire alarm systems require a battery back up system, but the actual time the fire alarm will operate is not predictable. A fire alarm system battery may only last a few hours or may be connected to an emergency generator which could operate for an extended period of time. Notify the fire authority of the situation and follow all requirements and recommendations.

## Natural Gas

The health and safety concerns will depend on what is powered by natural gas in your facility, such as your furnace, water heater, dishwasher, stove or laundry equipment. Once service is restored, Manitoba Hydro will relight crucial customers like hospitals and senior citizen residential centres first. When contacting Manitoba Hydro to learn how long the service will be out, ask that your service be considered a priority as you care for a vulnerable population. If complex repairs are required, you could be without service for several hours.

## Heat

Even without your furnace operating, the building should stay warm for several hours if the doors and windows are kept closed. It may be possible to use an alternate heat source such as an electric heater safely before the building starts to cool down. Electric lights are a good heat source too. Keep combustibles away from all alternate heat sources and ensure the children are well supervised around them to avoid injury.

## Sewage Back-Up or Basement Flooding

Sewage back-up and flooding from a break in a water pipe or a broken water main can cause extensive damage to the equipment and building, or cause an electrical power failure. It also raises many health concerns. Flood waters are heavily polluted with viruses, bacteria and parasites. Extensive mould growth can be expected if building materials and furniture become wet with flood waters.

It is important to make sure the clean up is done properly and effectively by a professional or at least with expert advice. Failure to remove contaminated materials and to reduce moisture and humidity can present serious long-term health risks such as respiratory disease and allergic reactions. People with mould allergies or compromised immune systems are most at risk. Mould may also damage building materials long after a flood.

## Helpful Information

- Manitoba Hydro ([hydro.mb.ca](http://hydro.mb.ca)). Follow: Safety and Education > Emergencies or Home Safety.
- Manitoba Emergency Measures Organization ([manitoba.ca/emo](http://manitoba.ca/emo)). Follow: Brochures and Downloads > At Home & At Work > *Power Outages*.
- Is Your Family Prepared? ([getprepared.ca](http://getprepared.ca)).
- Health Canada ([hc-sc.gc.ca](http://hc-sc.gc.ca)). Follow: Health Concerns > Emergencies and Disasters.
- Public Safety Canada ([safecanada.ca](http://safecanada.ca)). Follow: Emergencies and Disasters.

Consider the following:

- Make big, easy-to-see signs for the electrical breaker panel, main natural gas valve, water main shut off, furnace/air conditioner with shut down instructions. Post each sign near the appropriate utility shut off.
- Follow routine maintenance practices to minimize threats of utility failures.
- Develop procedures for an emergency shutdown of utilities.
- Maintain a list of phone numbers for utility companies and repair services. Include the account number for each utility on this list to help utility service staff identify your location when you call.
- Maintain a list of phone numbers for building personnel, if utility maintenance is the responsibility of the landlord.

## What to write

Develop procedures for sewage back-up or the loss of utilities:

- Who will contact the appropriate utility service provider or repair service immediately to determine the reason for the failure as well as an estimated time to regain the utility?
- Who will contact the public health inspector and/or fire authority to complete a risk assessment? The loss of any utility may present a health or fire safety risk to the children, staff and families.
- Who will enact the evacuation or closure procedures if required by the public health or fire authority?



# Sample Procedures for Health-Related Emergencies

## HEALTH-RELATED EMERGENCIES

The following procedures and communication policies will be used in the event of an emergency due to:

- a child's medical condition
- communicable or food-borne illness in the centre or larger community
- serious injury of a child
- utility failure or sewage backup

## A Child's Medical Condition

**When a child enrolls with a medical condition or is diagnosed while attending the centre the director (or designated alternate) should:**

1. Make sure Unified Referral Intake System (URIS) applications are submitted.
2. Arrange staff training by a registered nurse related to the URIS *Individual Health Care Plan/Emergency Response Plan*.
3. Update the centre's safety plan with any special considerations required for the child.
4. Store *Individual Health Care Plan/Emergency Response Plans* in the appropriate staff communication area while considering the importance of confidentiality.
5. Make sure there are processes to monitor when a child's URIS plan will expire.
6. Arrange for plan to be updated and staff retraining to be conducted every year.
7. See the Anaphylaxis section for additional policies and procedures related specifically to life-threatening allergies.

# Communicable or Food-Borne Illness

## Prevention

The following procedures are used to prevent outbreaks of communicable or food-borne illness:

- routine health practices
- cleaning and sanitizing schedules
- safe food handling practices
- disposable gloves are worn any time staff's hands may come in direct contact with blood (or body fluids containing blood) or staff have open cuts or sores on their hands
- staff monitor children's health and ask parents about unusual symptoms observed in children (diarrhea, vomiting, abdominal pain, etc.)
- staff encourage parents to inform the centre of diagnosed illness after a visit to the doctor
- staff document symptoms, diagnosed illnesses or absences due to illness in the daily incident record
- a toileting log book is maintained to help identify children with diarrhea as a simple warning system of an illness outbreak

## Outbreak of Communicable or Food-Borne Illness in Centre

**Director (or designated alternate) should:**

1. Contact the public health nurse for requirements for specific illnesses. Be sure to ask about any special precautions for non-immunized children or pregnant staff/family members.
2. Contact the public health inspector if directed to do so by the public health nurse.
3. Inform the child care co-ordinator of the situation and public health authority's requirements and recommendations.
4. Provide regular updates to the child care co-ordinator and public health authorities.
5. Review the following procedures with all staff and make sure procedures are diligently followed:
  - proper sneezing and coughing etiquette
  - adult hand washing procedures
  - children's hand washing procedures
  - diapering and toileting procedures
  - cleaning and sanitizing procedures
  - procedures for the proper storage, handling and serving of food

6. Notify parents of illnesses present in the centre and the symptoms to look for in their child.
7. Share resources and information with parents.
8. Advise staff of requirements from public health or other authorities and make sure requirements are followed.

**Staff should:**

1. Review proper hand washing procedures with the children.
2. Go over sneezing and coughing techniques with the children.
3. Monitor bathroom visits to make sure procedures are followed.
4. Clean and sanitize toys, equipment and surfaces.
5. Encourage parents to discuss any health concerns, symptoms or diagnosed illnesses.
6. Document health concerns, symptoms or diagnosed illnesses in the daily incident record.

**Parents should:**

1. Discuss any health concerns or symptoms with staff.
2. Tell staff about any diagnosed illnesses.

**Contact with Public Health**

The public health authority will be contacted for advice and direction if any of the following illnesses are present in the centre:

- any illness prevented by routine immunizations: diphtheria, measles, mumps, pertussis (whooping cough), polio and rubella
- gastrointestinal infections such as a diagnosed case of campylobacter, E. coli, giardia, rotavirus, typhoid fever, salmonella gastroenteritis, shigella gastroenteritis and yersinia gastroenteritis
- diarrhea, if there are 2 to 3 or more children within 48 hours, because it could be a serious gastrointestinal infection
- group A streptococcus (invasive diseases such as toxic shock syndrome and flesh-eating disease)
- haemophilus influenzae type b (Hib)
- hepatitis A virus (HAV)
- impetigo, if there is more than one diagnosed case in the same room within a month
- meningitis

- meningococcal disease
- strep throat and scarlet fever, if there are more than two diagnosed cases within a month
- tuberculosis

Public health will also be contacted about any bite that breaks the skin as blood tests may be required.

### **Notification to Parents and Staff**

1. Parents and staff will be advised of any of the illnesses requiring contact with public health (above).
2. The notice will specifically advise parents to talk to their doctor and check their own child's immunization records about the following illnesses prevented by routine immunizations:
  - diphtheria
  - measles
  - mumps
  - pertussis (whooping cough)
  - polio
  - rubella
3. The notice will specifically advise staff or family members who are or may become pregnant that they should talk to their doctor and check their immunization status for the following illnesses:
  - chicken pox
  - parvovirus B19 (fifth disease or "slapped cheek" syndrome)
  - rubella
  - measles
  - mumps
  - CMV (cytomegalo virus)

### **Additional Steps: Outbreak of Communicable or Food-Borne Illness in Larger Community**

#### **Director (or designated alternate) should:**

1. Monitor and respond to warnings from Manitoba Health, Health Canada or the Canadian Food Inspection Agency. Be sure to visit their websites for additional information.

2. Advise all staff of recommendations from Manitoba Health, Health Canada, the Food Inspection Agency, the public health inspector or the child care co-ordinator. Make sure staff follow recommendations.

## **Serious Injury of a Child**

### **Director (or designated alternate) should:**

1. Help make the decision to provide first aid at the centre or call an ambulance.
2. Contact the parents or emergency contacts if parents cannot be reached.

### **Injury Requiring First Aid**

#### **Staff should:**

1. Provide first aid according to the principles learned in their first aid training.
2. Document the incident as quickly as possible and provide an incident report to the parents and director (or designated alternate).
3. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.

### **Injury Requiring Medical Attention**

#### **Director (or designated alternate) should:**

1. Call **911** for an ambulance.
2. Provide a copy of the parent's permission for emergency medical treatment.
3. Accompany the child to the hospital with a copy of the parent's permission for emergency medical treatment, if parents are not at the centre.

#### **Staff should:**

1. Attend to the child according to the principles learned in their first aid training until paramedics arrive.
2. Document the incident as quickly as possible.
3. Provide an incident report to the parents and director (or designated alternate).

#### **After the event, director (or designated alternate) should:**

1. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.

2. Notify:
- the child care co-ordinator within 24 hours by submitting a Serious Injury Notification on-line or by telephone
  - the centre's insurance provider
  - the board chair

## Utility Failure or Sewage Back-Up

The following procedures will be used in the event of sewage back-up or the loss of one of the following utilities:

- heat
- water
- hot water
- electricity
- natural gas (if applicable)

### Director (or designated alternate) should:

1. In the case of a loss of electrical power, figure out if it is specific to the centre or if the area is without power. If it specific to the centre, see if it is a breaker that has blown and restore power.
2. Contact the appropriate utility or repair service immediately to report the problem and get an estimated length of time without service.
3. Contact the public health inspector to complete a risk assessment. The loss of any utility or sewage back-up may present a health risk to the children, staff and families.
4. Contact the local fire authority to determine if the loss of the utility or sewage back-up presents a fire safety risk (for example, fire protection systems/life safety equipment or access to exits is compromised) and if there are alternative requirements during a loss of fire protection.
5. Advise staff on procedural changes required by public health (for example, the use of hand sanitizers and single-use food handling and service items) or the fire authority (such as the requirement for a fire watch).
6. Enact *Evacuation Procedures* or *Emergency Closure Procedures* if required by the public health authority or fire authority.
7. Follow *Evacuation Procedures* or *Emergency Closure Procedures*, if required.
8. Inform the child care co-ordinator of the situation and the requirements and recommendations from public health or fire authority.

# F. Anaphylaxis

## About this topic

Anaphylaxis is a term used to describe a life-threatening allergy. Many centres have already developed policies and procedures to meet the needs of children who have diagnosed anaphylaxis.

Across Canada, child care facilities, family child care homes and school boards are introducing a wide range of policies and procedures to meet the needs of children with anaphylaxis. To be successful, policies should be flexible enough to adapt to different allergens, varying ages and maturity levels of children, and different physical properties and organizational structures of child care facilities.

Despite the best efforts of parents and child care facilities, no individual or organization can guarantee an “allergy-free” environment. The only way to protect children who are known to be at risk of anaphylaxis is to avoid the allergen. It is a matter of life and death. Child care facilities must have a clear plan for responding to an anaphylactic emergency. When an anaphylactic emergency occurs, the injection of epinephrine usually allows enough time to get the child to a hospital. Without epinephrine, death can occur within minutes.

Under *The Child Care Safety Charter*, child care centres must have policies and procedures to put into action when the centre is notified that a child has been diagnosed with a life-threatening allergy and may require the immediate injection of adrenaline by auto-injector.

As *Individual Health Care Plans/Emergency Response Plans* are developed when a child enrolls or is diagnosed with a life-threatening allergy, the annual renewal dates vary throughout the year. Adrenaline auto-injectors can also expire at any time throughout the year. It is important to develop procedures to make sure plans are updated and adrenaline auto-injectors are replaced at the correct time. This could be as simple as entering the expiry dates in a common staff calendar and scheduling a reminder approximately one month ahead of expiry. This will provide time to arrange for renewal of the plan or replacement of the adrenaline auto-injector.

## Helpful Information

*Caring for Children with Anaphylaxis in a Child Care Program* contains guidelines and tools to help child care directors and boards develop policies and procedures regarding life-threatening allergies. This resource is available under Publications at [manitoba.ca/childcare](http://manitoba.ca/childcare).

Check your enrolment form so that it specifically asks parents about anaphylaxis and other medical conditions. See the sample *Child Information* form in the Appendix.

Review your parent policy and personnel manuals to make sure the roles and responsibilities for the following groups are outlined:

- director
- all staff
- parents of children with anaphylaxis
- all parents
- child with anaphylaxis (as developmentally appropriate)
- all children (as developmentally appropriate)

Regularly remind all parents to avoid bringing particular allergens to the centre so the specific needs of children in your centre are met. For example, you can include reminders in newsletters and notes about holidays and special celebrations.

## What to write

1. Outline the roles and responsibilities of staff, parents and children.
2. Outline the procedures to ensure proper planning and training is conducted when a child enrolls or is diagnosed with a life-threatening allergy.
  - The sample Anaphylaxis policy in the following section has adapted the Roles and Responsibilities of various individuals from pages 8 to 10 of *Caring for Children with Anaphylaxis in a Child Care Program*.



# Sample Anaphylaxis Policy and Procedures

## ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

The following roles and responsibilities outline the procedures that will be followed if:

- a child currently in the centre has been diagnosed with a life-threatening allergy
- a child about to enrol in the centre has been diagnosed with a life-threatening allergy

### IMPORTANT

**Call an ambulance immediately to take the child to the hospital when an adrenaline auto-injector is used.**

The entire community has a role to play in ensuring the safety of children with a known risk of anaphylaxis in a community setting. To minimize risk of exposure and to ensure rapid response to an emergency, parents, children and centre staff must all understand and fulfill their responsibilities.

### Director (or designated alternate) should:

1. Work as closely as possible with the parents of the child with a known risk of anaphylaxis. Regularly update emergency contacts and telephone numbers.
2. Immediately start appropriate planning for an *Individual Health Care Plan/Emergency Response Plan* that considers the age and maturity level of the child, the specific allergen and the centre's circumstances.
3. Submit a URIS application with parents, including An Authorization for the Release of Information form. Remind parents that it will need to be completed every year.
4. Have parents complete an *Authorization for Administration of Adrenaline Auto-Injector* form.
5. Contact the public health nurse (or contracted nursing agency if the public health nurse is not available) to develop the *Individual Health Care Plan/Emergency Response Plan* and schedule staff training.
6. Identify a contact person for the nurse.
7. Inform other parents that a child with a life-threatening allergy is in direct contact with their child (with written parental approval). Ask parents for their support and cooperation.
8. If it is not developmentally appropriate for the child to carry an auto-injector, make sure the adult responsible for that child wears it in a fanny pack. An alternative is to keep it in a safe, UNLOCKED location accessible only to the adults responsible.
9. Staff Training
  - Notify staff of the child with a known risk of anaphylaxis, the allergens and the treatment.

- Have all staff (and possibly volunteers) receive instruction on using an auto-injector.
  - Inform all substitute staff about the presence of a child with a known risk of anaphylaxis. Be sure to advise them of the appropriate support and response, should an emergency occur.
  - Store the *Individual Health Care Plan/Emergency Response Plan* in the staff communication areas for easy access while keeping in mind the importance of confidentiality.
  - Arrange an annual in-service through the nursing service to train staff and monitor personnel involved with the child with life-threatening allergies.
10. Help with carrying out policies and procedures for reducing risk in the centre.
- Post allergy alert forms with photographs, in the staff room, kitchen, eating area and other appropriate locations (with written parental approval).
  - Develop safety procedures for field trips and extra-curricular activities.
11. Make sure there are processes to:
- Monitor when a child's *Individual Health Care Plan/Emergency Response Plans* will expire.
  - Annually review and submit a URIS Application form to make sure there is an *Individual Health Care Plan/Emergency Response Plan* for each child with a life-threatening allergy.
  - Monitor the expiry dates for children's adrenaline auto-injectors. Remind parents about expiry as needed.
  - From time to time, remind other parents in the centre how important it is to make sure packed lunches and snacks are allergen-free.

### **Responsibilities of all staff:**

1. Receive annual URIS training in caring for a child with anaphylaxis.
2. Display a photo-poster in the child care centre (with written parental approval).
3. Discuss anaphylaxis with the other children, in age-appropriate terms.
4. Encourage children not to share lunches or trade snacks.
5. Choose products that are safe for all children in the centre (parental input is recommended).
6. Instruct children with life threatening allergies to eat only what they bring from home, if applicable.
7. Reinforce hand washing to all children before and after eating.
8. Facilitate communication with other parents.
9. Follow policies for reducing risk in eating and common areas.

10. Enforce rules about bullying and threats.
11. Leave information in an organized, prominent and accessible format for substitute staff.
12. Plan appropriately for field trips. Make sure auto-injectors are taken on field trips and emergency response plans are considered when planning the trip.

### **Responsibilities of the parents of a child with anaphylaxis:**

1. Tell the centre director about the child's allergies and needs.
2. Provide their child with an up-to-date auto-injector. If it is not developmentally appropriate for the child to carry it, parents should confirm the auto-injector is in a specified location (safe, UNLOCKED location accessible only to the adults responsible), or on the person of the adult responsible for the care of the child.
3. Make sure their child has and wears a medical identification bracelet.
4. Submit all necessary documentation as required.
5. Provide the child care centre with adrenaline auto-injectors before the expiry date.
6. Make sure that auto-injectors are taken on field trips.
7. Participate in the development of a written *Individual Health Care/Emergency Response Plan* for their child, which is updated every year.
8. Be willing to provide safe foods for their child, including special occasions.
9. Provide support to the facility and staff as required.
10. Teach their child (as developmentally appropriate):
  - to recognize the first signs of an anaphylactic reaction
  - to know where their medication is kept and who can get it
  - to communicate clearly when he or she feels a reaction starting
  - to carry his or her own auto-injector on their person (for example, in a fanny pack)
  - not to share snacks, lunch or drinks
  - to understand the importance of hand washing
  - to report bullying and threats to an adult in authority
  - to take as much responsibility as possible for his or her own safety

### **Responsibilities of all parents:**

1. Cooperate with the child care centre to eliminate allergens from packed lunches and snacks.
2. Participate in parent information sessions.
3. Encourage children to respect the child with a known risk of anaphylaxis and centre policies.
4. Inform the staff before food products are distributed to any children in the centre.

### **Responsibilities of the child with anaphylaxis:**

1. Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake (as developmentally appropriate).
2. Eat only foods brought from home, if applicable.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an anaphylactic reaction (as developmentally appropriate).
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear (as developmentally appropriate).
6. Wear a medical identification bracelet.
7. Keep an auto-injector on their person at all times, such as in a fanny pack (as developmentally appropriate).
8. Know how to use the auto-injector (as developmentally appropriate).

### **Responsibilities of all children (as developmentally appropriate):**

1. Learn to recognize symptoms of anaphylactic reaction.
2. Avoid sharing food, especially with children with a known risk of anaphylaxis.
3. Follow rules about keeping allergens out of the centre and washing hands (as developmentally appropriate).
4. Refrain from bullying or teasing a child with a known risk of anaphylaxis.

# G. Chemical or Hazardous Materials Accidents

## About this topic

Accidents can occur inside or outside your centre. The unintentional mixing of household cleaning chemicals (for example, combining bleach and ammonia releases chlorine gas that is extremely hazardous), transportation accidents or fires can result in the release of dangerous chemical vapours.

In the case of a chemical accident inside the centre, the director (or designated alternate) should enact the evacuation procedures and call the fire department immediately.

In the case of a chemical accident close to your child care centre, the emergency response personnel (fire, police or the local authorities) will warn you. Emergency personnel will also determine whether you should enact evacuation or shelter-in-place procedures.

If you are ordered to shelter-in-place, you need to develop procedures to get everyone indoors and protect the atmosphere inside from smoke or toxic chemicals in the neighbourhood. It is not necessary to use “protective spaces” in this situation. During the event, staff should start to plan to evacuate in case it is ordered by the emergency response personnel.

Most buildings in Manitoba are built for our severe winter weather and have vapour barriers and insulation. This construction will also help protect the indoor atmosphere from chemical vapours seeping in. If you are told to stay inside, take precautions to protect the atmosphere inside as much as possible by:

- closing and locking all the doors and windows to the outside
- closing as many internal doors as possible
- shutting down any systems that move air in and out of the building
- using tape and plastic food wrapping, wax paper or aluminum wrap to cover and seal bathroom exhaust and grilles, range vents, dryer vents and other openings to the outdoors to the extent possible, time permitting

If you are in an older building or have old windows that do not seal well, you can take additional steps to protect the indoor atmosphere such as:

- sealing any obvious gaps around external windows and doors (use wide masking tape rather than duct tape so removal is easy if there is an order to evacuate)
- sealing plastic over windows

The quickest method to shut systems that move air in and out of the building is to turn off power at the circuit breakers. If you are located within a larger building, shutting down these systems may not be easy or possible. Discuss with your landlord or building personnel whether procedures can be developed. If it is possible, clearly mark the following breakers and review regularly with designated staff so it can be done quickly if you receive an order to shelter-in-place due to a chemical accident:

- heating or cooling systems
- hot water tank
- clothes dryer
- ventilation fans in kitchens, bathrooms and any other spaces

## Helpful Information

Visit Brandon's website ([brandon.ca](http://brandon.ca)) to learn about more shelter-in-place procedures due to chemical accident. Be sure to view their *Shelter-in-Place Video* (available in English and French). Follow: Living in Brandon > Emergency Preparedness Program.

Community Emergency Response Plans contain information about the storage, manufacturing and use of hazardous substances in the area. Contact your community emergency response co-ordinator for more information. Also think about how close you are to roads and rail lines where chemicals and other hazardous substances are likely to be transported.

Depending upon your community's emergency response plan, local authorities may have transportation arrangements to emergency shelters during a major community emergency, such as a chemical or hazardous materials accident.

Remember that many of the steps for various shelter-in-place procedures are the same and the procedure can be changed to meet the particular reason for this response.

## What to write

1. Describe what you will do if there is a chemical or hazardous materials accident inside centre:
  - Who will enact evacuation procedures?
  - Who will contact the fire department?
  - Who will contact the building's other occupants?
  - Refer to *Evacuation Procedures* for further steps.
2. Describe what you will do if there is a chemical accident outside of the centre, indicating:
  - The director will follow instructions from the emergency response personnel and enact *Evacuation Procedures* or *Shelter-in-Place Procedures* as directed.
  - The staff, children and families will wait for emergency response personnel to say when it is safe to re-enter the building after evacuation or to go outside when sheltering-in-place.
3. Describe your shelter-in-place procedures for a chemical accident outside of the building by answering these questions and any other issues specific to your centre:
  - Who will enact the *Shelter-in-Place Procedures*?
  - How will need to start the procedures be communicated?
  - Who will close and lock exterior doors?
  - Who will shut down the appropriate breakers to close air intakes?
  - Who will seal any other openings to the centre in the case of smoke or toxic chemicals outside the building?
  - Who will close as many interior doors as possible?
  - Who will notify the building's other occupants?

- Who will notify the schools and transportation services that that you are sheltering-in-place and the children affected cannot be picked up or brought to the centre (if you care for school-age or kindergarten children)?
- Who will notify parents?
- Who will have the following items ready if evacuation is ordered by emergency response officials:
  - attendance records
  - child information records
  - first aid kit
  - medications
  - cell phone
- What other contact information needs to be ready if evacuation is ordered?
  - for other occupants in your building
  - for schools and transportation services used by your children
  - staff information records (for example, emergency contact information and health information)
- Who is will help individual children with additional support needs and take any required equipment or medications if evacuation is ordered?
- After the event:
  - Who will provide further information to parents and how?
  - Who will notify the child care co-ordinator of the event?
  - Who will decide if it be helpful to get support from the community crisis/trauma response team? If so, who will call the regional health authority (within 24 hours) for advice, information or in-person supports?

## Poster

A poster that clearly tells staff what to do makes it easier to follow key steps in a crisis. For quick reference, put the poster in front of the detailed procedures in your enhanced safety plan. A sample is included in the following section.

- Shelter-in-Place: Chemical Accident Outside of Building*

# Sample Chemical Accident Procedures

## CHEMICAL ACCIDENT PROCEDURES

The following procedures will be used in the event of a chemical accident:

- inside of the centre (for example, the inappropriate mix of household cleaners)
- in the area outside of the centre

## Chemical Accident Inside of Child Care Building

**Director (or designated alternate) should:**

1. Enact evacuation procedures immediately.
2. Call **911** for the fire department.
3. Direct staff to follow Evacuation Procedures.
4. Notify other building occupants.

## Chemical Accident Outside of Child Care Building

**Director (or designated alternate) should:**

1. *Enact Shelter-in-Place Procedures or Evacuation Procedures* based on instructions from the emergency response personnel.
2. Follow: *Evacuation Procedures or Shelter-in-Place Procedures: Chemical Accident Outside of Building.*

### Shelter-in-Place Procedures: Chemical Accident Outside of Building

**Director (or designated alternate) should:**

1. Verbally direct senior staff to lead *Shelter-in-Place Procedures* and close windows and as many internal doors as possible.
2. Notify staff in playground to return indoors immediately.
3. Close and lock all exterior doors.
4. Turn off breakers that control air flow.
5. Notify staff on outings away from centre to immediately seek the closest indoor shelter and call back with their location.



6. Notify schools and transportation services that the children should not be transported to the centre and that staff cannot leave to pick them up until further notice. Make arrangements for the children's care.
7. Inform parents by phone, e-mail or text message as quickly as possible. Use a scripted message, if possible.
8. Direct parents to stay away from the area and listen to the local media for further updates on the situation.
9. If there is time and it is needed, assign specific staff to take additional measures to protect indoor air:
  - Seal any obvious gaps around exterior windows and doors.
  - Place a rolled up damp towel at the floor space at bottom of doors.
  - Cover and seal bathroom exhaust and grilles, range vents, dryer vents and other openings to the outdoors as much as possible.
  - Put plastic over the windows to seal.
10. Inform staff and children when emergency response personnel say it is safe to leave the building.

**Senior staff should:**

1. Lead *Shelter-in-Place Procedures*.
2. Direct specific staff to close and lock exterior windows and to close as many internal doors as possible.
3. Take attendance to account for all children, staff and visitors.
4. Advise the director (or designated alternate) of the status of Shelter-in-Place Procedures.
5. Assign specific staff to prepare for evacuation by:
  - Having the emergency backpack (including the first aid kit, child information records, staff emergency information, contact information for others in building and schools/transportation services) ready to go, should evacuation be ordered
  - Having required medications and specialized equipment for individual children with additional support needs ready.

**After the event, director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

# **SHELTER-IN-PLACE**

## **CHEMICAL ACCIDENT OUTSIDE OF BUILDING**

- **Notify staff verbally**
- **Bring all children and staff indoors**
- **Close and lock all windows and doors**
- **Take attendance to account for all children, staff and visitors**
- **Turn off breakers to stop air movement into or out of the building**
- **Notify staff and children on outings to seek indoor shelter immediately**
- **Notify schools and transportation services and make arrangements for children's care**
- **Listen to local media for up dates**
- **Prepare all required information and supplies and be ready to evacuate**

# **STAY INSIDE**

**WAIT FOR FURTHER INSTRUCTIONS FROM  
EMERGENCY OFFICIALS**

# H. Bomb Threats

## About this topic

Planning for bomb threats is a higher priority if there have been threats in the past or you are located in a secondary or post-secondary school where there is a greater risk of a bomb threat. The likelihood that there is an actual bomb is low but all threats must still be taken seriously and investigated.

Although bomb threats are most often received by telephone, you could also get one in writing. Staff should also pay attention to unusual unsolicited deliveries, suspicious items left around the centre and people “hanging around” for no apparent reason. Evidence of a suspicious package, letter or object should be reported to the director (or designated alternate) immediately. Staff should know not to touch or try to move the object or a written message.

Bomb threats by phone should be recorded as accurately as possible. If call display or call trace is available and the number hasn’t been blocked, record the telephone number. Note that call trace will not work on long distance calls or on a call from an area without this service.

A bomb threat by phone or in writing should be immediately reported to the director (or designated alternate). Depending on the nature of the call or written message, appropriate action should be taken to protect lives and property, including evacuation.

The director (or designated alternate) will need to assess the situation and decide if there is a immediate threat to safety based on the information available.

- If the centre has received a threat and a suspicious package is discovered, there is an immediate threat to safety. The director (or designated alternate) should immediately enact evacuation procedures and call **911** for the police.
- In either the case of a bomb threat or a suspicious item, the director or alternate should immediately call **911** for the police. Follow police directions to determine appropriate procedures to take within the center.

Remember to think about how you will communicate:

- inside and outside the centre
- with a school or organization located in the same building as your centre
- with parents of children enrolled in your centre

## Helpful Information

See the *Threatening Telephone Call* form in the Appendix for recording threatening phone calls. You may want to keep it in the staff communication areas for easy access. This is the same form referred to in Section I: Threatening Behaviour.

See *Characteristics of a Suspicious Package, Letter or Object* (including search guidelines) in the Appendix. Consider keeping it in the safety plan and the staff communication areas for easy access.

## What to write

Describe what you will do in the following situations:

- a bomb threat is received by telephone or in writing
- a bomb threat is received and a suspicious item is found

# Sample Bomb Threat Procedures

## BOMB THREAT PROCEDURES

The following procedures describe how we will respond to:

- a bomb threat received by telephone or in writing
- a bomb threat received and suspicious item found

### IMPORTANT

If a bomb threat is received and/or a suspicious package is found:

- DO NOT use any form of wireless communication (pagers, cell phones, Blackberries, two-way radios, etc.).
- Contact the director (or designated alternate) immediately to assess the situation.

## Bomb Threat Received by Telephone or in Writing

**Staff member receiving a bomb threat by telephone should:**

1. Use the *Threatening Telephone Call* form to record as much information as possible.
2. Notify director (or designated alternate) IMMEDIATELY after the call and discuss information on the *Threatening Telephone Call* form.

**Staff member finding the bomb threat in writing should:**

1. Leave the note where it is and do NOT touch or move it (even if it has already been moved)
2. Notify director (or designated alternate) IMMEDIATELY.

**Director (or designated alternate) should:**

1. Determine if there is an immediate threat to safety based on the information available.
2. Direct staff NOT to use any form of wireless communication.
3. Call **911** using a land phone. Consult with police for further steps.
4. In consultation with police, determine if there is an immediate threat to safety based on the information available and decide whether or not to evacuate.

5. Notify police of the caller's phone number if call display or call trace was successful.
6. Make sure the person who answered the threatening phone call or found the written message is available to be interviewed by police.
7. If there is an imminent threat to safety:
  - Enact Evacuation Procedures. Do NOT use fire alarm.
  - Direct senior staff to lead *Evacuation Procedures*.
8. Assign specific staff to:
  - Go to the playground and tell staff to remain there or proceed to designated place of shelter.
  - Call staff and children on outings away from centre (using a land line). Advise staff not to return to centre until further notice or to proceed to designated place of shelter.
  - Contact any other occupants of the building. Do NOT use wireless communication.

**Senior staff should:**

1. Lead *Evacuation Procedures* if enacted.

**After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

**If suspicious item is found but no bomb threat has been received, the director (or designated alternate) should:**

1. Advise staff NOT to touch or move it (even if it has already been moved).
2. Evacuate the immediate area and close door.
3. Try to determine if it is suspicious and dangerous or if it is an ordinary item.
4. Call **911** using a land phone and consult with police for further steps.
5. In consultation with police, determine if there is an immediate threat to safety based on the information available and decide whether or not to evacuate.

**In the case of a suspicious powdery substance, all persons believed to have had contact with it must:**

1. Gather together in a separate area away from those who did not have contact.
2. Stay to get the appropriate medical assessment and treatment.

## Bomb Threat and Suspicious Item

If a bomb threat is received and suspicious package, letter or object is found, there is an immediate threat to safety.

### Director (or designated alternate) should:

1. Evacuate the immediate area where the suspicious item was found. Close the door to the area.
2. Direct staff not to use any form of wireless communication.
3. Enact the Evacuation Procedures. Do NOT use fire alarm.
4. Direct senior staff to lead Evacuation Procedures using only exits routes and areas that are free of suspicious items.
5. Call **911** using a land phone and state the nature of the emergency.
6. Notify police of the caller's phone number if call display or call trace was successful.
7. Make sure the person who answered the threatening phone call (or found the written message) and found the suspicious package is available to be interviewed by police.

### Senior staff should:

1. Lead the Evacuation Procedures.
2. Assign specific staff to:
  - Go to playground and advise staff to remain there or proceed to designated place of shelter.
  - Call staff and children on outings away from centre using a land line and advise staff not to return to centre and to proceed to designated place of shelter.
  - Contact any other occupants of the building. Do NOT use wireless communication.

### After the event, the director (or designated alternate) should:

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

# I. Threatening Behaviour

## About this topic

It is important to take steps to prevent threatening behaviour and to help calm someone who is upset or becoming threatening. The following can all be helpful:

- Have fair and understandable parent and personnel policies. It should be clear to everyone how concerns or complaints from families or staff are handled. This helps encourage positive relationships and prevent concerns from turning into very angry or threatening behaviour.
- Make sure all staff know about custody arrangements. Tell staff what to do if the non-custodial parent comes at a time outside of the arrangements.
- Have policies that ask parents to tell staff when someone else will pick up their child. If staff don't know the person, they will ask for ID.
- Make sure that parents know staff need to be told when there are changes to who is allowed to pick up their child. Then staff need to update the designated pickup list for that child.
- Use security measures and control visitor access to help prevent strangers from entering your building.
- Make sure to always have a senior staff member present with the knowledge and experience to deal with difficult situations.
- Make sure every room of the centre has a way to call for help.
- Provide staff with a way to communicate when they are in the playground, on outings or walking to and from school. This way they can call for help and the centre can reach them.
- Tell staff in the daily staff communication log book to contact the director (or designated alternate) immediately if a particular person who poses a concern comes to the centre. For example, if a person has made a threat or is extremely upset such as:
  - a recently fired staff person
  - a parent concerned about a situation at the centre
  - a parent who has become angry, violent or made threats to take a child with respect to a custody dispute

When you call the police for help, it's important to tell them:

- that it is a child care centre calling
- what kind of an emergency it is
- your address
- exactly where the threatening person is in the centre or on the property



Every threatening situation is different. The best responses put the safety of the children and staff first. Staff may need to use their judgement as a situation unfolds. Contact the police as soon as possible. You may want to establish a code word to alert staff to call the police. If the centre has an alarm system with a distress function, you can use this to quickly contact the police. When the police get to the centre, they will make decisions to best keep everyone safe.

Think about code words to enact shelter-in-place procedures. If your centre is in a school or you care for school-aged children, you may want to use the term “Lock Down” to be consistent with school procedures. School-aged children will likely know this term.

The size and layout of your centre and the way you communicate will impact the details of your procedures. Do you have an intercom? Do you have lockable rooms that could be safe places? Do you have only one room and the safest response may be to move everyone out through the rear door?

A threatening person with a weapon puts everyone at greater risk. It is important to get the children and staff away from the threat quickly, to take cover or to drop to the ground.

If the threatening person doesn't have a weapon, the director may be able to calm the person down. In the meantime, staff can move the children to a safer place and call the police.

City of Winnipeg Police Services' *Personal Safety in the Workplace* suggests the following:

**When dealing with threats, DO:**

1. stay calm
2. take the threat seriously
3. assess the situation
4. report it and document it immediately

**When dealing with threats, DO NOT:**

1. panic
2. beg or plead
3. argue or make the situation worse
4. fail to report the incident

## **Threatening Behaviour by a Person in the Centre or on the Property**

You need to think about protective spaces that could be used to get the children as far away from the threat as possible. A protective space could be a separate nap room, gym or playroom. If possible, the door should lock (it needs to be easily opened from inside to meet Manitoba Fire Code requirements). Depending on the situation, staff may have to use their judgement to decide which areas are safest.

If a person becomes threatening inside your centre, your procedures should include the following:

- Let staff inside the centre and in the playground know about the threat and where it is.
- Get everyone into the protective spaces.
- Call **911**.
- Contact staff outside the centre on outings and schools that you service to let them know it's not safe to come to the centre. Work with them to make plans for the children's care.

If a person becomes threatening outside on your centre's property, your procedures should include the following:

- Get everyone inside quickly.
- Tell staff inside the centre to gather with children in protective spaces.
- Call **911**.
- Lock down the centre while waiting for the police to come.
- Contact staff outside the centre on outings and schools that you service to let them know it's not safe to come to the centre. Work with them to make plans for the children's care.

## Threatening Situations in the Neighbourhood

If staff learn about a threatening situation in the neighbourhood, your procedures should include the following:

- Move children and staff quickly inside the building.
- Get everyone into the protective spaces away from exterior windows and doors.
- Call **911** to make sure police know about the situation.
- Close and lock all exterior windows and doors.
- Contact staff on outings and schools that you service to let them know it's not safe in the neighbourhood. Work with them to make plans for the children's care.

Centres may be told in person or by phone about police incidents in the immediate area. To keep informed, answer the phone as much as possible and regularly check voice mail.

If you use public playgrounds, you may want to think about what to do if a person becomes threatening while staff and children are at these locations.

## Threat by Telephone or in Writing

A threat can also be received in writing, by phone or voice mail. It is important to document information about the threat. For example: Where was it found? When was it received?

Staff should be aware that:

- If it is in writing, it should not be touched or moved.
- If it is by phone, the staff should record it - consider using the *Threatening Telephone Call form*. Staff should try to get as much information about the caller as possible, and write down the caller's phone number using call display or call trace.
- If it is a voice mail message, it should be saved for the police investigation. Staff should try to get the caller's phone number using call display or call trace.
- It's important to tell the director (or designated alternate) immediately.
- Threats need to be reported to the police so they can help assess the level of risk to your safety and help you decide on next steps.

## Helpful Information

Visit [safecanada.ca](http://safecanada.ca) for safety-related information.

Look at the poster: *Responding to Threatening Behaviour* in the Appendix. It outlines the stages of anger and what to do (from the City of Winnipeg Police Service's *Personal Safety in the Workplace*). Consider putting it in the staff areas for easy access.

Look at the *Threatening Telephone Call* form in the Appendix. Consider keeping it in staff communication areas. (This is the same form referred to in Section H: Bomb Threats.)

Consider talking to local police about your possible responses and asking if they would give feedback and suggestions about your draft procedures.

Think about asking your local police if they could offer workshops for staff. This can help staff build skills and confidence. For example, the Winnipeg Police Services Crime Prevention Unit offers personal safety workshops.

Look for professional development opportunities such as *WEVAS: Working Effectively with Violent and Aggressive States*. In Winnipeg, contact St. Amant Community Support Program (call 256-4301 ext. 3450 or e-mail [inquiries@stamant.mb.ca](mailto:inquiries@stamant.mb.ca)). Contact your school division to see if you can access this training in your area.

Remember that many steps for various shelter-in-place procedures are the same and the procedure can be changed to meet the particular reason for this response.

The key differences between the two shelter-in-place procedures for threatening behaviour are:

- the order of the steps, like when to call **911**
- what information needs to be provided to the police
- whether staff and children need to move into protective spaces or just stay away from windows and doors
- whether staff in the playground are directed to take shelter
- whether exterior blinds or curtains should be closed or not

## What to write

1. How will staff be told to contact the director (or designated alternate) if a particular person comes to the centre after they have made threats?
2. Are all staff aware to report threatening behaviour inside or outside the building?
3. Who will decide to enact *Evacuation Procedures* or *Shelter-in-Place Procedures*?
4. Outline your separate shelter-in-place procedures for:
  - threatening behaviour inside the centre or on the property
  - threatening behaviour in the neighbourhood
5. Describe your shelter-in-place procedures by answering these questions and any other issues specific to your centre:
  - Who will enact the *Shelter-in-Place Procedures*?
  - How will the need to start these procedures be communicated?

- Who will bring the attendance record into the protective space and take attendance to make sure you can account for each child?
- Which groups of children go with which staff?
- Who will help individual children with additional support needs and take essential equipment and medications?
- Who will close and lock windows and doors?
- If possible, who will notify:
  - parents
  - schools and transportation services that you are sheltering-in-place and the children affected cannot be picked up or brought to the centre
  - other occupants of the building
- After the event:
  - Who will provide further information to parents and how?
  - Who will notify the child care co-ordinator about the event?
  - Who will decide if it be helpful to get support from the community crisis/trauma response team? If so, who will call the regional health authority (within 24 hours) for advice, information or in-person supports?

## Posters

Posters that clearly tell staff what to do make it easier to follow key steps in a crisis. For quick reference put the poster in front of detailed procedures in your enhanced safety plan. Samples are in the following section.

- Shelter-in-Place: Threatening Behaviour Inside of Centre or on the Property*
- Shelter-in-Place: Threatening Behaviour in Neighbourhood*

# Sample Threatening Behaviour Procedures

## THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

- inside the centre or on the property
- in the neighbourhood

### Staff should:

1. Notify the director (or designated alternate) immediately when aware of:
  - threatening behaviour inside the centre or on the property
  - threatening behaviour in the neighbourhood (either by seeing it or being told by the police)
  - a threat made in writing or received by telephone (do not move, touch or delete the evidence)
2. Call **911** for the police immediately if there is a threat to safety.

### Director (or designated alternate) should:

1. Tell staff in the daily staff communication log book to contact the director (or designated alternate) immediately if a person who may become threatening arrives at the centre. For example, if a person has made a threat or is extremely upset such as:
  - a recently fired staff person
  - a parent concerned about a situation at the centre
  - a parent who has become angry, violent or made threats to take a child with respect to a custody dispute
2. If the threat is received in writing, by telephone or voice mail:
  - Call the police immediately. The police can help assess the level of risk to your safety and help you decide on next steps.
  - Do not touch, move or delete the threat or evidence so the police can investigate properly.

# Shelter-in-Place Procedures

## Threatening Behaviour Inside Centre or on Property

### Director (or designated alternate) should:

1. Make the decision to enact *Shelter-in-Place Procedures*.
2. Direct senior staff to lead the *Shelter-in-Place Procedures*.
3. Tell senior staff where the threatening person is and whether they seem to have a weapon or not.
4. If the person does not have a weapon:
  - Direct a senior staff member to call **911** for the police.
  - Talk to the person. Try to calm them down.
5. If the person has a weapon:
  - Call 911 for the police immediately.
  - Take cover in the closest protective space.
6. Follow directions from the police about what to do next.
7. Give the police floor plans and information about the number of children and staff and where they are.
8. As soon as possible, notify staff on outings to stay where they are or to look for indoor shelter.
9. As soon as possible, notify schools and transportation services that the children should not be transported to the centre and that staff cannot leave to pick them up. Make plans for the children's care.

### Senior staff should:

1. Quietly direct staff to gather with children into the protective spaces as far away from the threatening person as possible. (*Be specific based on your centre layout.*)
  - If the threat is on the property, direct staff and children to quickly move inside, take cover or drop to the ground, depending on the situation.
  - If the threat is inside the centre, direct staff and children in the playground to go to the designated place of shelter immediately.
2. Assign specific staff to:
  - take attendance to account for all children and staff
  - help children who need additional assistance
  - take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so

3. If safe to do so, advise director (or designated alternate) about the status of *Shelter-in-Place Procedures*.

**Staff should:**

1. Gather children in the nearest protective space away from the threatening person.
2. Lock the door to the room and cover door windows.
3. Turn off lights.
4. Close and lock exterior windows.
5. If the threat is inside the centre, DO NOT close exterior blinds or curtains. Police need to see inside the centre.
6. Stay in protective spaces that are out of sight from doors and windows.
7. DO NOT leave protective spaces until told by the director (or designated alternate).

**After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## Shelter-in-Place Procedures

### Threatening Behaviour in Neighbourhood

**IMPORTANT**

DO NOT leave the centre until the police tell you it's okay.

**Director (or designated alternate) should:**

1. Direct senior staff to lead Shelter-in-Place Procedures. Tell them the threat is in the neighbourhood.
2. Notify staff and children in the playground to come inside immediately.
3. Make sure exterior doors are closed and locked.
4. Notify staff with children on outings to stay where they are (if safe to do so) or find the closest indoor shelter. Have staff call back to say where they are.

5. Look at attendance records provided by staff to make sure all children and staff are accounted for.
6. Notify schools and transportation services that the children should not be transported to the centre and staff cannot leave to pick them up. Make plans for the children's care.
7. Call **911** to make sure police know about the situation.
8. Follow directions from the police about what to do next.
9. Tell staff when it is safe to leave the protective spaces as directed by the police.

**Senior staff should:**

1. Direct staff to gather with children away from exterior windows and doors.
2. Assign specific staff to help children who need additional assistance.
3. Take attendance to account for all children.
4. Advise director (or designated alternate) of status of Shelter-in-Place Procedures.

**Staff should:**

1. Gather with children in areas away from exterior doors and windows.
2. Close and lock exterior windows.
3. If possible, close blinds or curtains.
4. **DO NOT** leave centre until advised by the director (or designated alternate).

**After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the child care co-ordinator about the event.
3. If necessary, call the regional health authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.



# SHELTER-IN-PLACE

## THREATENING BEHAVIOUR INSIDE OF CENTRE OR ON PROPERTY

- Call 911 for the police
- Notify staff verbally
- If the threat is inside – notify staff and children in playground immediately to go to the designated place of shelter.
- If the threat is outside – notify staff inside of centre and take children inside immediately
- Gather with children in protective spaces away from the threatening person
- Close and lock doors to the protective spaces
- Take attendance to account for all children and staff
- Follow directions from police
- Notify staff with children on outings not to return to centre and make plans for the children's care
- Notify schools and transportation services and make plans for children's care

# REMAIN QUIET

WAIT FOR FURTHER INSTRUCTIONS FROM POLICE

# SHELTER-IN-PLACE

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## THREATENING BEHAVIOUR IN NEIGHBOURHOOD

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- **Notify staff verbally**
- **Notify staff in playground to bring children inside immediately**
- **Close and lock all exterior windows and doors**
- **Gather with children away from exterior doors and windows**
- **Take attendance to account for all children and staff**
- **Notify staff on outings with children not to return to centre and make plans for children's care**
- **Notify schools and transportation services and make plans for children's care**

# STAY INSIDE

WAIT FOR FURTHER INSTRUCTIONS FROM POLICE

# J. Controlling Visitor Access

The following is a revision to this section effective March 15, 2010.

Below you will find (1) the locked door **requirement**, which centres must immediately comply with if the centre has the capacity to do so; and (2) what centres must do to meet the **interim requirements** for controlling visitor access if it is not possible to have a locked door policy immediately. An approved interim policy will be acceptable until the requirement for a locked door policy becomes mandatory effective April 1, 2011.

## Requirement

All centres must be in compliance with a locked door policy. This will become mandatory effective April 1, 2011. The minimum requirements are:

- to have all doors to the centre locked to prevent unmonitored entry; and
- to have a monitoring system to alert staff someone has arrived, along with a way to verbally or visually identify people before opening the door.

Examples for a monitoring system include a door with a bell and a window or peep hole OR an audio or video intercom system with a staff-controlled remote door release. To facilitate parent and staff access, a coded or card access system is an additional measure that could be considered.

## Interim Requirements (if not possible to have a locked door policy prior to April 1, 2011)

If a locked door policy is not immediately possible, an interim procedure must be developed, approved and implemented by March 31, 2010. The interim policy/procedures must include the following minimum requirements:

- identify a system to monitor visitor access at all times; and
- identify the roles and responsibilities of staff to make sure entry is monitored at all times.

For centres submitting an interim policy, a transition plan outlining the steps that will be taken to be in compliance with the April 1, 2011 locked door policy must be submitted by June 1, 2010.

## About this topic

Controlling and monitoring visitor access plays a key role in preventing problems before they happen. The kinds of measures you put in place depends on:

- where your centre is located
- whether you share the building with other services
- the size, layout and design of your centre

Police and security companies suggest the best way to control and monitor visitor access is to have all entry to and exit from the centre through one controlled door. Access to the centre must be controlled at all times.

If an existing centre is not able to immediately have a locked door policy due to the physical layout of the building or co-location with another organization, you must develop and implement interim policy/procedures. Staff roles and responsibilities must be clearly outlined in your **interim policy/procedures** to make sure that the entrance is monitored and staff are aware of anyone entering the centre at all times. Centres will then have to work with their landlord and/or board of directors to find solutions to controlling and monitoring visitor access when the physical design makes it difficult. Centres must also develop a **transition plan** which outlines the steps that will be taken to have a locked door policy in effect by April 1, 2011. This plan must be submitted to Manitoba Child Care Program for approval by June 1, 2010.

Centres need to explore various systems to enhance their procedures for controlling and monitoring visitor access based on their own particular situation. The system used could be as simple as a locked door a peep hole and a door bell.

There are a variety of security devices that could be considered, such as audio or video intercom systems with a staff-controlled remote door release or a coded or card access system to facilitate parent and staff entry.

Your procedures must also outline how security systems are monitored. It is important to think about how to reduce the number of interruptions to the children's play and staff's interactions with the children or parents by a bell, intercom or a staff member needing to go to the door. Some centres find that a card swipe system works well to reduce disruptions as every parent and staff member has a card to get into the centre. Access, including the hours of access, is controlled on a computerized system. If a staff or parent leaves the centre and does not return the swipe card, their access can still be removed on the computer system. If a card swipe system is used, it is very important to make sure that parents and staff are given direction and reminded not to let other people into the centre when entering or exiting the centre.

Think about the type of sound that alerts you to a door opening. Some centres have found a chime that sounds once when the door opens is effective enough to capture staff's attention but less disruptive than a buzzer that sounds loudly or stays on the whole time the door is open.

It is important to balance controlling visitor access with other key aspects of your program such as partnerships with parents, outdoor play and using environmental design to promote calm transitions and indirect guidance.

Arrivals and departures need to support positive interactions for parents, children and staff and encourage conversation. It may not be possible for all parents and children to enter and leave through one entry door due to the number of families. Congestion in the entry area could lead to stress, conflicts and inappropriate behaviour. The locations of particular rooms within the centre may not support a single point of entry either. If families have to move through other playrooms to reach their child's play room, it could be very disruptive. In some centres, it may be necessary to have two controlled entrances.

Outdoor play is an essential part of the children's day. The entry area needs to allow for a group of children getting dressed at the same time. Depending on the location of your playground, an additional door may be needed for use by staff and children to support regular outdoor play, positive interactions and smooth transitions. The playground door would require a system that allows staff to enter quickly while keeping others from entering the centre through this door. This could be particularly important in an emergency situation such as threatening behaviour on the property.

It can also be helpful for staff to wear name tags to clearly identify staff to parents and visitors. A photo and brief biography about each staff member on the parent information board can also help parents get to know all the staff and their names. For personal security, it is suggested that you only use staff member's first names.

Consider obtaining a photo or good description of a non-custodial parent (or any other person who should not have access to a child), so staff can visually identify the person if they arrive at the centre.

## Helpful information

The following environmental rating scales are tools used to measure and promote quality in early learning and child care (ELCC) settings. The tools have proven reliability and validity and are widely respected.

- ECERS-R (Early Childhood Environment Rating Scale – Revised), designed for children 2 ½ to 5 years.
- ITERS-R (Infant and Toddler Environment Rating Scale – Revised), designed for infants and toddlers up to 30 months.
- SACERS (School Age Care Environment Rating Scale), designed for children 6 to 12 years.

Review the environmental rating scales for your centre to make sure further safety measures will support other important aspects of your program. If your centre has been assessed using one of the scales, review the *Quality Enhancement Plan* you developed, as well.

Some of the key environmental rating sub-scales and items to consider are:

- SPACE AND FURNISHINGS:
  - indoor space
  - furniture for routine care, play and learning
  - space for gross motor play
- PERSONAL CARE ROUTINES:
  - greeting/departing
  - safety practices
- INTERACTION:
  - discipline
  - staff-child interactions
- PROGRAM STRUCTURE:
  - schedule
  - provisions for children with disabilities
- PARENTS AND STAFF:
  - provisions for parents

Think about asking your local police authority for help. For example, the Winnipeg Police Services Crime Prevention Unit offers a service called a “Safety Audit.”

Look at networking with other centres to discuss the pros and cons of the security systems they use.

Consider additional environmental safety precautions:

- Install a convex security mirror if it is difficult to view the door from the main area or other areas.
- Install security alarms.
- Install exterior sensor lighting.

- Trim shrubs so they are no higher than 90 cm (three feet) from the ground, and tree branches so they are no lower than 210 cm (seven feet) from the ground. This will keep the sight lines around your centre open. <sup>4</sup>
- Install communication devices for use in each room and outdoors to call for assistance or providing personal alarms that staff carry with them at all times.

## What to write

1. Describe how visitor access is controlled and monitored to help staff know when parents and children arrive or depart, to prevent people who do not belong in the centre from entering unnoticed and to prevent a child from leaving unnoticed.
  - Are all doors to the centre kept locked? (Doors must be easily opened from the inside.) What methods are used to alert staff when someone is at the door?
  - What is available to confirm who is there before letting them in? (For example, an intercom, window or peep hole.)
  - If used, where are the intercoms or video monitors and remote door release switches located to make sure that staff can respond quickly throughout the day without compromising the care of the children?
  - How is the entrance monitored? Your procedure must include the roles and responsibilities of staff to make sure the entrance is monitored at all times.
  - Do your parent policies outline that parents are required to directly inform a staff member when arriving or leaving the centre?
  - Do your parent and staff policies direct parents and staff to make sure that other people are not allowed into the centre as they enter or exit the centre?
  - What measures are in place to make staff aware if a child attempts to leave unescorted or with an inappropriate adult?
  - What specific plans are in place for children with additional support needs? For example, are there additional safety measures for children who may leave the building without an adult, or who have no fear of strangers?
2. Describe roles and responsibilities for particular staff throughout the day. For example:
  - Who monitors the entrance during specific portions of the day?
  - Who answers the intercom or door to let people in?
  - Are there particular questions to ask if someone comes to the door that the staff don't know? When visitors, such as a repair person or practicum student/instructor are expected, is this noted in the staff communication book? Are they welcomed and escorted to the appropriate area in the centre?

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<sup>4</sup> Crime Prevention Handbook, Winnipeg Police Services, Winnipeg, 2005, p. 44

# Sample Visitor Access Procedures

## CONTROLLING VISITOR ACCESS

The following procedures describe how we manage and monitor visitor access to ensure:

- ❑ staff are aware when parents and children arrive or depart
- ❑ staff are aware of expected or unexpected visitors
- ❑ people who do not belong in the centre are prevented from entering unnoticed

### Preparation

- ❑ There are policies that ask parents to tell staff when someone else will pick up their child. If staff don't know the person, they will ask for ID.
- ❑ Staff are told about custody arrangements and what to do if the non-custodial parent arrives at a time outside of the arrangements.
- ❑ Parents are informed in the parent policy manual that staff need to be told when there are changes to who is allowed to pick up their child. Staff then update the designated pick up list for that child.
- ❑ Parents and staff are informed in the parent and staff manuals to be cautious and not allow other people to enter the centre as they are entering or exiting the centre.
- ❑ When visitors are expected, staff note it in the staff log book so all staff are aware. For example, this may include a different pick-up person, a utility repair person or practicum supervisor for an early childhood education student.
- ❑ If the visitor is unknown to the staff, staff must ask to see identification.
- ❑ Expected visitors are welcomed and escorted to the appropriate area in the centre.
- ❑ When we learn during the enrolment process, in an Inclusion Support Program meeting or through observation, that a child has a tendency to leave areas unescorted or is not fearful of strangers, all staff are informed. Staff are also required to pay particular attention to make sure the child remains safe.

## Controlling and Monitoring Visitor Access

1. All outside doors are locked throughout the day.
2. When arriving at the centre, all staff, parents and visitors must use the designated entrance and identify themselves using the intercom system. If staff do not recognize the person's voice, they must go to the door and look through the window to confirm the identity of the person before opening the door.
3. Intercoms are available in the office, kitchen and main play room.
4. Responsibility for responding to the intercom:
  - 8:30 to 4:30 - cook/housekeeper
  - during cook/housekeeper breaks - the director
  - beginning and end of the day - staff members on the opening and closing shifts
5. Staff are required to welcome parents and children into the centre, share pertinent information and help the child to get involved in the centre's activities.
6. Staff are required to sign children in and out on the attendance record.
7. Parents are required to directly tell a staff member when they are leaving the building, with or without their children and to not allow other people into the centre when entering or leaving the centre.
8. The doors are equipped with chimes. Staff are required to visually check when they hear the chime to make sure a child is not leaving without an appropriate adult.



# K. Safe Indoor and Outdoor Spaces

## About this topic

Ensuring the safety of children is one of the primary responsibilities of a child care centre. Regular inspections of the indoor and outdoor spaces are common and effective tools for recognizing and correcting problems before they can cause injuries. Both formal and informal inspections also encourage good safety awareness and practices.

All staff play an important role in preventing problems or safety concerns. Since staff are often the first to see things happen, they should be required and encouraged to report hazards. Informal inspections are a part of everyone's job at the centre. This really is just paying attention and being aware of potential hazards, identifying concerns and making sure action is taken.

For example, if a staff member sees that the clear pathway to a fire exit is blocked by a piece of equipment that has been rearranged, they need to clear the pathway. The next step is to talk about the concern with the children and other staff to prevent a similar issue in the future.

A daily inspection or walk-through of both the indoor and outdoor spaces should be completed each morning, either informally or formally, on a written checklist. Monthly and annual inspections should be more formal and documented on checklists.

Daily inspections address concerns such as:

- fixing burnt-out exit signs and exits blocked by snow and ice
- rearranging equipment so children don't have access to inappropriate items
- ensuring children can't access poisonous and flammable substances
- removing garbage in the playground

Monthly inspections address items such as:

- testing smoke detectors and fire extinguishers, as required
- having flashlights available in all areas of centre in case of loss of electrical power
- checking for a thermometer in the refrigerator and that the temperature is less than 5° C (41° F)

Annual inspections address items such as:

- inspecting and maintaining the heating system
- inspecting and maintaining fire protection systems and life safety equipment
- testing and building up impact absorbing surfaces in the playground

## Helpful Information

Develop indoor and outdoor checklists specific to your centre that staff can easily complete. Concerns should be taken seriously. Any required corrective action should be documented when completed. Your checklists should be revised when there are changes to equipment, materials or the environment.

Carbon monoxide is known as the silent killer because it is colourless, odourless, and it doesn't make any noise. The Manitoba Building Code 2006 requires every building that contains a residential occupancy and a fuel-fired appliance or attached garage, must have a carbon monoxide alarm installed. Although carbon monoxide detectors are not required in child care centres, quality carbon monoxide detectors are recommended for all facilities with fuel fired furnaces, attached garages or gas fired ranges.

See the Appendix for sample checklists and adapt them to meet the needs of your specific centre.

Visit the following websites for additional information:

- IMPACT ([hsc.mb.ca/impact](http://hsc.mb.ca/impact))
- Safe Kids Canada ([safekidscanada.ca](http://safekidscanada.ca))
- Canadian Paediatric Society – Caring for Kids ([caringforkids.cps.ca](http://caringforkids.cps.ca))
- Plan-it Safe ([plan-itsafe.com](http://plan-itsafe.com))

You can also visit the the Manitoba School Boards Association (formerly the Manitoba Association of School Trustees) website at [www.mbschoolboards.ca](http://www.mbschoolboards.ca). Follow Quick Links: Download MSBA forms and publications > Playground Safety for a copy of *Public Playground Safety: An information guide for schools, day cares and municipalities*. This resource contains valuable information on designing, inspecting and maintaining playgrounds.

For more detail about specific equipment in your playground can be added to the outdoor safety checklists in the appendix, visit the Saskatchewan Parks and Recreation Association website at [spra.sk.ca](http://spra.sk.ca). Follow: Programs/Services > Facilities > Playground Inspection for daily/weekly, monthly and annual playground equipment inspection reports based on the *CAN/CSA Z614-07 A Standard for Children's Playspaces and Equipment*.

## What to write

1. Describe how checks will be done and be documented to ensure the indoor and outdoor environments are safe.
2. Describe the roles and responsibilities of staff:
  - Who is responsible for completing these checks?
  - Who is responsible for following up on any required repairs or actions to make sure they are completed and documented?
3. Describe how staff made aware to:
  - Notice safety concerns and fix the situation immediately. If it isn't possible to address the concern themselves, they must make sure action is taken.
  - Watch for suspicious activity in your neighbourhood. Report it to the director and police, if necessary.

- Stay alert to their surroundings when in the playground or on outings.
  - Trust their instincts and, if they feel uncomfortable in a place or situation, to gather the children and leave immediately.
4. Are there any special requirements for children with additional support needs? For example, are pathways wide enough for a child or adult in a wheelchair to move freely in the centre and to evacuate easily? Will the individual need assistance holding the door?
  5. How are safety concerns or procedural changes communicated to staff or if applicable, to parents?

# Sample Safe Space Procedures

## SAFE INDOOR AND OUTDOOR SPACE PROCEDURES

The following procedures describe how we ensure:

- safe indoor spaces
- safe outdoor spaces

### Staff should:

- Watch for any safety concerns throughout the day.
- Correct the situation to the best of their abilities and document what was done.
- Bring concerns to the attention of the director (or designated alternate). Make sure action is taken, if needed.
- Note any safety concerns and related reminders about appropriate procedures in daily staff communication log book.
- Watch for suspicious activity in the neighbourhood and report it to the director and the police, if necessary.
- Stay alert to their surroundings when in the playground or on outings.
- Trust their instincts and, if they feel uncomfortable in a place or situation, to gather the children and leave immediately.

### Staff on opening shift should:

1. Complete the *Daily Safety Checklist – Indoor* and *Daily Safety Checklist – Outdoor*.
2. Correct any safety concerns to the best of their abilities and document what was done.
3. Give the checklists to the director (or designated alternate).
4. Make sure the director is aware of any concerns and things that need to be done.
5. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

### Staff on the closing shift should:

1. Do a walk-through and make sure all appliances are unplugged, the stove is turned off, etc.
2. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

**Director (or designated alternate) should:**

1. Make sure monthly and annual inspections are completed and documented on the appropriate checklists.
2. Complete and document any required repairs or actions.
3. Review enrolment forms, Inclusion Support Program intake and review meeting minutes and URIS *Individual Health Care/Emergency Response Plan* as applicable for any specific requirements for a child with additional support needs.
4. Make any necessary changes to indoor or outdoor spaces to make sure children with additional support needs are safe.
5. Communicate safety concerns or changes to procedures to all staff:
  - Note concerns in the daily communication log book.
  - Review at a staff meeting and, depending on how serious the situation is, share with the board of directors.
6. Make sure safety concerns that relate directly to parents or require a change in their behaviour are posted in a prominent area. If the concern is serious, write a letter to each parent.

## DAILY SAFETY CHECKLIST - INDOOR

Year: \_\_\_\_\_

Week of: \_\_\_\_\_

Mon

Tues

Wed

Thurs

Fri

Specify action if required,  
date action completed and initials

### Fire Safety and Prevention

✓ = OK    ✗ = Action required

Evacuation plans and procedures prominently posted in each room

Enough space between cots or cribs to evacuate children easily

Fire alarm power indicator and trouble indicator lights working correctly

Exit signs readily visible and properly lit

Corridors, stairs and exits unobstructed and properly lit (no play areas in front of doors; halls and stairs not used for storage, etc.)

Exits and exterior fire escapes free of snow and ice (open door and look - minimum of 3 meters cleared of snow outside of exit and clear path to move further away from the building)

Fire doors and stairway doors NOT wedged or blocked open

All electrical outlets (walls, power bars and extension cords) have safety covers in place

Electrical cords out of children's reach or secured so item cannot be pulled down by the cord

If used for a temporary purpose, extension cords run behind furniture and not under carpeting or in front of doorways

Unused extension cords unplugged and out of children's reach

Electric fans and portable heaters out of children's reach

Electrical appliances (hot plates, toasters, coffee makers, etc.) unplugged when not in use  
 Reminder sign is posted

Reminder sign posted to clean lint traps in laundry equipment after each use

## DAILY SAFETY CHECKLIST - INDOOR

Page 2	Mon	Tues	Wed	Thurs	Fri	Specify action if required, date action completed and initials
<b>Public Health</b> <span style="float: right;">✓ = OK   ✗ = Action required</span>						
Sanitizing spray bottles refilled daily and tested with PH strips for correct concentration						
Sanitizing spray bottles labelled and out of children's reach						
Separate sanitizing spray bottles labelled for bathroom/diapering area, eating area, kitchen and general play areas						
Reminder sign posted not to spray sanitizing solution near children						
Medications, cleaning products and tools out of children's reach						
Water table cleaned, sanitized and filled with fresh water daily						
<b>Other Safety Items</b> <span style="float: right;">✓ = OK   ✗ = Action required</span>						
Drapery and blind cords tied up and secured out of children's reach						
Kitchen door (or gate) working properly so children cannot enter on their own						
Reminder sign posted to not use microwave to heat bottles or baby foods						
Hardware mounted safety gates at top and bottom of all stairs secure and working properly						
All other safety gates working properly						
Toxic or unsafe materials (shaving cream, glitter, Styrofoam objects, thumbtacks, staples, plastic bags, balloons, etc.) out of children's reach (particularly infants and toddlers)						
Small, sharp or otherwise hazardous objects out of children's reach						
No heavy objects located where they could be knocked or pulled down						
No equipment or furniture in a place that could be climbed putting dangerous items within children's reach						
Protective mats around all climbing structures over 45 cm or 18 inches						
Fall zone of 180 cm (6 feet) around all sides of climbing structures						
No containers of water within children's reach						





## ANNUAL SAFETY CHECKLIST - INDOOR

Year: _____ Records maintained by: _____	Specify action if required, date action completed and initials
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Fire Protection Systems and Equipment	Date	
Fire extinguishers inspected by certified agency <input type="checkbox"/> Documentation maintained for fire inspector <input type="checkbox"/> Documented on extinguisher tags	Annual Inspection:	
Battery operated smoke alarm batteries replaced		
Fire protection systems inspected by certified technician <input type="checkbox"/> Documentation maintained for fire inspector		
<input type="checkbox"/> fire alarm system	Annual test:	
<input type="checkbox"/> fire hose	Annual test:	
<input type="checkbox"/> emergency lighting	Annual test:	
<input type="checkbox"/> sprinkler system	Last test:	
<input type="checkbox"/> emergency generator	Last full load test:	
<input type="checkbox"/> fire pump	Last full rated capacity test:	
<input type="checkbox"/> standpipes	Last standpipe test:	
Heating system inspected by qualified heating contractor <input type="checkbox"/> Documentation maintained for fire inspector	Annual inspection:	

Other Safety Items		
	<b>✓ = OK    ✗ = Action required</b>	
Fabrics (drapes, etc.) and upholstered furniture retreated with fire retardant after washing or cleaning		
All children's furniture, equipment and accessories checked for product recalls (thrown out and replaced as necessary)		
Crib or play pen slats or mesh sides no more than 6 cm ( 2 3/8 in) apart		
Locks on collapsible sides of playpens working properly		
Crib mattresses fit snugly		
Diapering table has 15 cm (6 in) raised edge		
Firmly anchored mat or non-slip flooring at each entrance		
Floors in good condition and clean with non-slip surfaces		

## DAILY SAFETY CHECKLIST - OUTDOOR

Year: _____							Specify action if required, date action completed and initials
Week of: _____	Mon	Tues	Wed	Thurs	Fri		
<b>Playground Equipment</b>	<b>✓ = OK   ✗ = Action required</b>						
Protective surface material (sand, pea gravel, etc.) swept off smooth surfaces (hardtop, rubber matting, stairs, etc.)							
Protective surface material raked to prevent compacting and to find hidden objects (at least weekly)							
Heavy use areas at end of slide, under swings, etc. refilled with additional protective surface material							
Garbage can emptied and placed away from play areas							
Loose garbage, debris, broken glass and animal droppings, etc. removed (daily and as required)							
No obvious signs of damage or vandalism to equipment, play structure, etc.							
Steps, guardrails, etc. secure							
No missing parts or components on any equipment and structures							
No skipping ropes, ropes, wires, etc. attached that are not part of equipment or play structure							
No pools of water lying on protective surface or play structures							
Fence is in good repair without breaks, sharp or protruding pieces							
Gates and gate locking devices working properly							



## ANNUAL SAFETY CHECKLIST – OUTDOOR

*All equipment should be tested physically. For example, use tools to make sure bolts are completely fastened and a ruler to measure the depth of the protective surfacing material.*

Year: \_\_\_\_\_ Records maintained by: \_\_\_\_\_ Specify action if required, date action completed and initials

### Playground Equipment

✓ = OK    ✗ = Action required

<p>All play equipment is developmentally appropriate. Height of platforms from the ground are no more than:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 45 cm (18 in) for infants/toddlers</li> <li><input type="checkbox"/> 1.5 m (5 ft) for preschool children</li> <li><input type="checkbox"/> 2.1 m (7 ft) for school-age children</li> </ul>		
<p>All play equipment is:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> properly installed</li> <li><input type="checkbox"/> safely positioned away from other play equipment, walk ways or fencing</li> <li><input type="checkbox"/> it is properly anchored to the ground</li> <li><input type="checkbox"/> stairs/steps/hand rails stable and secure</li> <li><input type="checkbox"/> protective barriers on platforms complete and secure</li> </ul>		
<p>Separate outdoor space for infants/toddlers</p>		
<p>Playground easily and safely accessible from inside centre</p>		
<p>Fastening, connecting, and covering devices (nuts, bolts, protective caps or plugs, chain covers, etc.) not loose, worn or missing</p>		
<p>No dangerous hardware (open “S” hooks, protruding bolt ends, etc.)</p>		
<p>Overhead hardware not loose, worn or missing (use ladder to check)</p>		
<p>No rust or rot</p>		
<p>No corrosion particularly where structures come into contact with the ground</p>		
<p>No bent or missing parts</p>		
<p>No sharp edges, cracks and protrusions</p>		
<p>No splinters, cracks or breaks (wooden equipment)</p>		
<p>No signs of wear on any moving parts (grease fittings)</p>		
<p>All pinch or crush-point covers and protective covers from moving parts are intact</p>		
<p>No tripping hazards (exposed concrete footings, tree stumps, rocks, etc.)</p>		

<b>Playground Equipment</b>		<b>✓ = OK</b>	<b>✗ = Action required</b>
All fencing is complete and in good repair			
All gates and gate locking devices are working properly			
Additional items such as benches and signs are in good condition			
Extra protection (cement barriers, etc) is in place and undamaged in areas beside parking lots or roadways			
<b>Protective Surfacing Material</b>		<b>✓ = OK</b>	<b>✗ = Action required</b>
Protective surfacing material extends 1.8 m (6 ft) beyond each piece of equipment (including under and around climbing rocks and trees in nature playgrounds)			
Depth of protective surfacing material at least 25 to 30 cm (10 to 12 in) deep around each piece of play equipment higher than 30 cm (12 in) above the ground (add more when needed)			
Protective surfacing materials not compacted (dig up to loosen materials)			

# L. Training and Annual Review

Your safety plan should outline:

- how new staff will be trained in emergency procedures and safety
- how new board members will be trained in their roles and responsibilities
- procedures to make sure the safety plan is reviewed at least annually by both the board and all staff

If other building occupants play a role in your safety plan, your plan can describe what procedures are in place to engage them annually to assist in carrying out your safety plan.

## Staff Training

### About this topic

Staff training is essential to having an effective response in an emergency. The board of directors and director are responsible for developing procedures that make sure each new staff member has read, discussed and understands the enhanced safety plan.

Practice drills are a vital part of training. That way all staff know their roles and can follow the emergency procedures. The required annual review of your safety plan can also provide a great training opportunity to refresh the staff's memories about procedures that aren't practised monthly. It can also help everyone understand their roles and responsibilities.

### Fire Safety Training

Develop training procedures to ensure staff know:

- their roles and responsibilities for the three key emergency procedures: evacuation, shelter-in-place or closure of the centre
- code words used when a fire alarm is not appropriate to enact evacuation or shelter-in-place procedures
- the location of the fire alarm system manual pull stations, exits, portable fire extinguisher and other fire protection equipment
- the building's correct address
- when and how to use a fire extinguisher and what type of extinguisher to use
- how to control fire hazards
- their responsibility to report any fire or other safety issues for immediate action

- the importance of using the daily communication book to ensure all staff are aware and to document a wide variety of information, such as expected visitors, changes to custody arrangements, a child's symptoms or diagnosed illness, safety concerns and corrective actions, etc.

Staff should be trained in:

- how to use a fire extinguisher (PASS method)
- when to use an extinguisher
- what type of extinguisher to use

All staff must know the important priorities in the event of a fire:

- getting everyone out
- closing the door to an area with fire
- evacuating the building
- calling **911** for the fire department

Getting everyone safely away and calling for help are more important than fighting the fire. A staff member should only use a fire extinguisher if:

- the children and staff are safely out of the building
- it is safe for the staff to attempt to extinguish the fire

If your centre only has ABC fire extinguishers, it is safe to use this type of extinguisher on different types of fires.

- Class A fires involve ordinary combustible materials such as paper, wood, cardboard, and most plastics.
- Class B fires involve flammable or combustible liquids such as gasoline, kerosene, grease and oil.
- Class C fires involve energized electrical equipment, such as appliances, wiring, circuit breakers and outlets.

Some fires may involve a combination of these classifications.

The Manitoba Fire Code requires that a 2A10BC dry chemical fire extinguisher be installed in an area adjacent to the kitchen of a child care centre. Staff should be aware that the large silver extinguishers often found in schools are generally air-pressurized water (APW) extinguishers. APW extinguishers are only suitable for Class A fires. This type of extinguisher should never be used on grease fires or electrical fires as the flames will spread and make the fire bigger.

## What to write

1. Outline how supervisory staff, alternates and other staff are trained to make sure they are aware of their responsibilities for fire safety and in enhanced safety plans before they are given any responsibility for fire safety or emergency response procedures.
2. Outline how all staff are trained in the use of a fire extinguisher (including when, how and what type).
3. Outline how all staff are trained to know the location of important information as well as fire protection systems and equipment:

- fire alarm pull stations (if applicable)
  - fire extinguishers
  - emergency number phone list
  - first aid kits
  - child information records
  - staff emergency information
  - contact information for others in building (if applicable)
  - contact information schools and transportation services (if applicable)
  - other items outlined in safety plan
4. If other building occupants play a role in your safety plan, describe what procedures are in place so their personnel know their roles and responsibilities.

## Board of Directors Roles and Responsibilities

### About this topic

In a non-profit centre, the board is ultimately responsible for the operation of the child care centre. As well as other duties, the board of directors:

- Develops and approves the enhanced safety plan and parent and personnel policies, in cooperation with the director and staff.
- Ensures that the director and staff are aware of and comply with requirements under *The Community Child Care Standards Act* and child care regulations. This also includes fire and public health inspections.
- Approves funds to purchase new equipment or repair the building (if required) to come into compliance with child care, fire or public health requirements.
- Assists the director in addressing issues with a landlord (for example, contact the landlord if the landlord has not complied with the director's requests to complete the annual testing for fire safety protection systems).

### Helpful Information

To learn more about the regulations, see the *Best Practices Licensing Manual for Early Learning and Child Care Centres* available under Publications at [manitoba.ca/childcare](http://manitoba.ca/childcare).

To be aware of your centre's compliance with the regulations and any non-compliance issues, the board should review the centre's:

- Inspection Checklist for Child Care Centres and Nursery Schools*
- Public Health Inspection Checklist*



- Fire Inspection Checklist*
- Comment sheets left by the child care co-ordinator after a monitoring visit
- Quality Enhancement Plan* as a result of an ECERS or ITERS assessment

*The Roles, Responsibilities and Functions of a Board - A Board Development Guide* is available under Publications at [manitoba.ca/childcare](http://manitoba.ca/childcare). This useful guide was prepared by Manitoba Family Services and Consumer Affairs for the boards and staff of provincially funded social service agencies.

Contact your child care co-ordinator for more information about board orientations in your area.

Volunteer Manitoba offers workshops that are pertinent to non-profit board members. Visit their website for information at [volunteermanitoba.ca](http://volunteermanitoba.ca).

## What to write

1. What process is in place to make sure the board reviews enhanced safety plans and discuss these plans at board meetings at least annually?
2. How will board members be properly trained about their roles and responsibilities in regard to the fire safety issues of their particular child care centre, as well as the other components of the enhanced safety plan?
3. How will the board encourage staff to bring fire safety or other safety issues to their attention?

## Annual Review

### About this topic

You must review your enhanced safety plan annually.

This annual review serves three purposes:

1. to ensure your plan is still current
2. to make any necessary improvements to your policies and procedures
3. to make sure all staff, board members and building personnel know their roles and responsibilities

During your review, consider information about safety practices from your child care co-ordinator, talking to other child care centres, your experience or other sources.

Changes in your policies or procedures should be updated in your safety plan as they occur, including:

- any changes to your staffing levels
- the licensed number of children
- changes to rooms or floor spaces occupied by the child care centre

You should also think about any special provisions for newly enrolled children with additional support needs or new staff who need special consideration. If proposed revisions are related to fire safety or fire evacuation procedures, consult with your fire inspector to ensure you will still be meeting the Manitoba Fire Code requirements.

If revisions are made, ensure new copies are printed with the revision date. Distribute to all appropriate people, including your child care co-ordinator as required by child care regulations.

If other building occupants play a role in your safety plan, describe what procedures are in place for their personnel to be made aware of any changes to the safety plan and to review their responsibilities at least annually.

## **What to write**

Outline when and by whom your enhanced safety plan will be reviewed.

# Sample Training and Annual Review Procedures

## STAFF TRAINING

The enhanced safety plan will be reviewed and specific responsibilities will be discussed with the director (or designated alternate) when a staff member is given responsibilities for fire safety or emergency response procedures.

### Training for New Staff

New staff are required to:

1. Read the enhanced safety plan and discuss it with the director (or designated alternate).
2. Review the *Daily and Monthly Indoor Safety Checklists* with the director (or designated alternate) to learn how to control fire hazards and their responsibility to address any fire safety issues that they see. Staff are instructed to bring fire safety issues to the attention of the director. Issues not resolved by the director can be taken to the board.
3. Review *Individual Health Care Plan/Emergency Response Plans* for all children enrolled with anaphylaxis (life-threatening allergies). Be trained in the use of a child's auto-injector and child-specific avoidance strategies detailed in each individual plan.
4. Review several practice drills with the director (or designated alternate) to learn how to improve their participation and to have their questions answered.

The director (or designated alternate) will show new staff the locations of:

- staff communication log book (containing important information to read daily and a list of code words for emergency procedures found in the front cover)
- emergency phone number list including:
  - the centre's location address
  - designated place of shelter
  - contact information for other occupants of the building
  - contact information for schools serviced by the centre
- fire alarm pull stations
- fire extinguishers
- emergency backpacks that contain child information records and staff emergency information
- first aid kits
- a copy of the enhanced safety plan

- Individual Health Care Plan/Emergency Response Plans for all children enrolled with anaphylaxis (life-threatening allergies) or other applicable health conditions
- adrenaline auto-injectors for children with anaphylaxis

The director (or designated alternate) will discuss and demonstrate to new staff:

- when to use a fire extinguisher
- what type of fire extinguisher to use
- how to use the PASS method in the use of a fire extinguisher

## **Training for All Staff**

All staff will:

1. Review their actions, as well as the actions of the children, after each practice evacuation or shelter-in-place drill and discuss ways for improvement.
2. Review how to use a fire extinguisher at least once a year.
3. Be retrained in the use of a child's auto-injector and child-specific avoidance strategies detailed in each *Individual Health Care/Emergency Response Plan* for children with anaphylaxis (life-threatening allergies) at least annually.
4. Be retrained in specific plans detailed in each *Individual Health Care/Emergency Response Plan* for children with other applicable health conditions at least annually.

## **Board of Directors Roles and Responsibilities**

The roles and responsibilities of board members are outlined in our board orientation package indicating:

1. New board members are required to read the enhanced safety plan and to discuss it with the director (or designated alternate).
2. The board will review and discuss the enhanced safety plan at board meetings at least annually.
3. Board members will review annual fire, public health and child care centre inspection checklists to ensure that the director (or designated alternate):
  - addresses any fire safety issues
  - monitors that all procedures to control fire hazards are completed
  - makes sure all required inspections and maintenance of fire safety equipment are completed and documented as required
  - addresses any public health concerns
  - addresses any child care licensing non-compliance issues or other concerns

4. The board will encourage staff to bring fire safety or other safety issues to their attention as stated in personnel policies, during employment orientations and during annual reviews of enhanced safety plan with all staff.

## Staff and Board Annual Review

The enhanced safety plan will be reviewed annually at the board meeting in *(specify month)* by:

- all supervisory staff and designated alternates
- the board of directors

Any necessary changes or revisions will be made including:

- increases or decreases in staffing levels
- increases or decreases of licensed number of children
- changes to rooms or floor spaces occupied by the child care centre
- changes to emergency procedures

If revisions are made, new copies will be printed with the revision date and submitted to the child care co-ordinator for review and approval. If the revisions are related to fire safety or fire evacuation procedures, a copy will also be submitted to the fire inspector for review and approval.

The revised enhanced safety plan will be:

- distributed to all supervisory staff and designated alternates
- posted in the child care centre for reference by the fire authority
- kept in the staff communication area for easy access and review by child care staff
- reviewed by child care co-ordinator
- reviewed by the fire authority

The enhanced safety plan will be reviewed annually with all staff at the staff meeting in *(specify month)* or after revisions have been approved.

### Individual Health Care Plan/Emergency Response Plans

Plans will be reviewed every year for each child enrolled with anaphylaxis (life-threatening allergies) or other applicable health conditions.

The director (or designated alternate) will monitor expiry dates for individual plans.

# Finishing Your Safety Plan

## Putting it All Together

Congratulations! You have finished writing your enhanced safety plan as required under *The Child Care Safety Charter*.

It's a good idea to bring your team together again to review the plan as a whole. This will help make sure all the parts support each other and there are no conflicting or confusing parts. This is especially important if your team worked in small groups to work on sections of the plan.

You can use the *Safety Plan Self-Assessment Checklist* in the Appendix to help you confirm all the required elements under the Safety Charter have been included in your safety plan.

Consider inviting all the staff to review the plan to ask questions and provide feedback. This will help you make sure the procedures are clear and understandable.

The order of your plan is important. Your evacuation procedures and fire safety procedures should appear at the beginning of your overall plan because fire is the greatest risk. Keep this information close together for easy reference by your fire inspector.

A table of contents and tabbed section dividers with labels can also be helpful to locate information more easily.

You may want to request a review by your fire, public health and police authorities and your community emergency co-ordinator of the sections relevant to their areas of expertise.

The next steps are to review other existing policies, get your plan approved by your board of directors and submit it to your child care co-ordinator.

## Review and Revise Your Existing Policy Manuals

Your enhanced safety plan affects many aspects of the program. It impacts children, parents, staff, community members and the board of directors or parent advisory group. Review existing policies, procedures and practices so they are consistent with the enhanced safety plan.

### Parent Policy Manual

- Does it advise parents that they must directly tell a staff member when they are leaving the building with or without their children?
- Does it inform parents about the importance of accurate work and home phone numbers and addresses, both for parents and for their emergency contacts? Does it stress the importance of immediately advising the centre of any changes?
- Does it explain the importance of providing copies of separation agreements, court orders or other documents setting out custody arrangements for their children?
- Does it ask parents to discuss with the director (or designated alternate) what should be done if the non-custodial parent arrives at a time not authorized by the arrangements?

- Does it explain the importance of telling staff when someone else is picking up their children?
- Does it inform parents the person should be listed on the *Child Information* form as designated by the parent as a person to whom the child may be released?
- Does it advise parents to participate in evacuation or shelter-in-place if a drill or procedure occurs while they are at the centre?
- Does it explain closure procedures and how parents will be notified?
- Does it request information about their child's medical health and the need to complete a United Referral Intake System (URIS) application, if applicable?
- Does it request information about their child's health, symptoms of illness and diagnosed illnesses, to help staff meet the needs of the child and to prevent the spread of illness in the centre?
- Does it outline your Anaphylaxis Policy for life-threatening allergies including:
  - the importance of appropriate planning and staff training
  - a brief explanation of the URIS application process for the development of *Individual Health Care Plan/ Emergency Response Plan*
  - the roles and responsibilities of the parents of the child with a life-threatening allergy
  - the roles and responsibilities of other parents in the centre

### **Enrolment form**

- Does it specifically ask parents about anaphylaxis (life-threatening allergies), as well as other medical conditions that may require consideration or a URIS application?
- Does it stress the importance of notifying the centre of any changes to the child information record?

### **Staff policy manual**

- Does it require a signature indicating that the staff member has read and discussed the enhanced safety plan and understands his or her role and responsibilities?
- Does it outline staff members' roles in fire safety and prevention?
- Does it outline staff members' role in URIS *Individual Health Care Plans/Emergency Response Plans* for children with life-threatening allergies or other applicable health conditions?
- Does it advise staff how they will be contacted in the event of a centre closure?

### **Board of directors' policy manual and orientation materials**

- Do they outline their roles and responsibilities regarding fire safety?
- Do they outline their roles and responsibilities regarding the enhanced safety plan?
- Do they outline when the annual review of the enhanced safety plan will be conducted?

## Get Board Approval for Your Plan and Policies

In a non-profit centre, the board of directors is ultimately responsible for its operation and the approval of policies. This includes the enhanced safety plan.

The enhanced safety plan must be reviewed and approved by the board of directors and documented in the board minutes.

In a private centre, you are encouraged to share your code of conduct with the parent advisory committee.

## Submit Your Enhanced Safety Plan

You must submit your plan to your child care co-ordinator for approval. The enhanced safety plan will be reviewed and approved to ensure compliance with *The Child Care Safety Charter*. Feedback will be provided as soon as possible.

Please note that approval of your enhanced safety plan by the Manitoba Child Care Program does not imply approval of your fire safety and evacuation procedures by the fire authority. Fire-related procedures are reviewed at initial licensing and during your annual fire inspection. It is expected that any revisions required by your local fire authority will be implemented.

If your centre is responsible for the building's fire safety plan, your local fire authority may require that this information is also contained in a separate building fire safety plan document.

Complete any required revisions and resubmit your enhanced safety plan to your child care co-ordinator for final approval.

If any changes or revisions are required by either the fire authority or the Manitoba Child Care Program, the final enhanced safety plan must be approved by the board of directors.

## Train Staff and Board of Directors

Once your safety plan is finalized, it is important to review and discuss it with all staff. Remember to focus on any new policies and procedures.

## Conclusion

Remember that you need to review your plan annually, as you have written in your plan. If you make any changes, don't forget to update all copies and send one to your child care co-ordinator as required by child care regulations.

Thank you for doing your part to ensure the safety of children, your staff and everyone involved in your facility. If you have any questions about this manual or safety planning, contact your child care co-ordinator.



# Appendix



# Requirements under the Manitoba Fire Code

1. When preparing your written fire safety plan, it needs to include the following measures:
  - (a) an opening statement that includes:
    - i) a brief description of the building
    - ii) all rooms and floor spaces you occupy in the building, including room numbers and the floor(s) on which they are located
    - iii) the number of licensed spaces and number of staff members
  - (b) the emergency procedures to be used in case of fire including:
    - i) sounding the alarm
    - ii) notifying the fire authority
    - iii) instructing occupants on procedures to be followed when the fire alarm sounds
    - iv) evacuating occupants, including special provisions for persons requiring assistance
    - v) confining, controlling and extinguishing the fire
  - (c) the appointment and organization of designated supervisory staff and alternates to carry out fire safety duties
  - (d) the training of supervisory staff, alternates and other occupants so that they are aware of their responsibilities for fire safety
  - (e) documents, including diagrams showing the type, location and operations of the building fire emergency systems and diagrams showing the paths of travel to exits and alternate exits
  - (f) the holding of fire drills
  - (g) the controlling of fire hazards in all rooms or floor areas occupied by the child care centre
  - (h) the inspection and maintenance of building facilities provided for the safety of occupants, where such facilities are the responsibility of the child care centre:
    - i) monthly fire extinguisher checks to make sure all required extinguishers of the proper type are present, hung, labelled, charged and tagged (checks must be documented)
    - ii) monthly testing of battery operated smoke alarms and replacement of batteries at least annually (checks must be documented)
    - iii) fire protection systems (emergency lighting, fire alarm system, sprinkler system, etc.)
2. The fire safety plan must be reviewed at intervals not exceeding 12 months to make sure changes or revisions are included. For example, increases or decrease in staffing levels, increases or decreases to licensed number of children, different room(s) or floor spaces occupied by the child care centre, etc.
3. Supervisory staff and alternates must be instructed in the fire emergency procedures as described in the fire safety plan before they are given any responsibility for fire safety.
  - a) Supervisory staff must have alternates appointed within the fire safety plan to fulfill their obligations when they are absent from the building

- b) Supervisory staff must be advised of the status of the emergency as all emergency functions of the fire safety plan are completed and there is no possibility any child care occupants of the building are in danger
  - 4. Where children with mental or physical disabilities are cared for, sufficient staff must be present in the child care facility to escort them to safety.
  - 5. The fire safety plan must be approved by the fire inspector and kept in the building for reference by the fire authority inspection and for review by the supervisory staff and alternates.
  - 6. A copy of the fire safety plan, including the fire emergency procedures and other duties for supervisory staff as outlined in the fire safety plan, must be given to all supervisory staff and alternates.
  - 7. A minimum of one copy of the fire emergency procedures is prominently posted in each room and each separate floor area in the child care facility.
  - 8. Fire drills must be held at least once per month and written records maintained which must include:
    - a) the date and length of time to evacuate
    - b) the number of children and staff evacuated
    - c) removal of daily attendance records
    - d) designated place(s) of shelter away from the child care facility
  - 9. A written record of fire drills for the past year must be maintained, and provided for examination if so requested by the Fire Inspector.
- 

Information provided by the Office of the Fire Commissioner

## Additional Requirements for Fire Safety

In 1996, a child died in a fire at a child care centre in Manitoba and an inquest was held. A number of important recommendations came out of the inquest to improve fire safety at child care centres and nursery schools, including that:

- 1. A current floor plan is attached to the attendance record and taken out of the building during evacuations which indicates:
  - i) the purpose of each room
  - ii) the nap area
- 2. Local fire authorities are contacted to participate in fire drills conducted by the child care facility at least on an occasional basis, over a period of time.
- 3. The board of directors is responsible for reviewing fire safety plans and for ensuring these plans are discussed at board meetings.
- 4. Board members are properly trained with respect to their roles and responsibilities for the fire safety issues of their particular child care facility.
- 5. The board encourages staff members to bring fire safety issues to their attention.

# EMERGENCY NUMBERS

**Fire**  
Non-emergency number:

**Police**  
Non-emergency number:

**Ambulance**  
Non-emergency number:

# 911

**Hospital**  
Address: Phone:

**Poison Control** Phone:

**Taxi**  
Name: Phone:

**Fire Alarm Company**  
Name: Phone:

**Security System Monitoring**  
Name: Phone:

## Building Personnel, Landlord/Owner

Name:	Name:
Position:	Position:
Phone:	Phone:
Alternate Phone:	Alternate Phone:

## Schools Serviced (and Transportation Services)

Name:	Name:
Phone:	Phone:

Name:	Name:
Phone:	Phone:

## Centre Address:

Phone: Cell:

**Director's Cell:** **Director's Home:**

**Place of Shelter**  
Name: Telephone:  
Address: Contact Person:  
Alternate #:

**Board Chair**  
Name: Cell:  
Home:  
Work/School:

**Child Care Co-ordinator**  
Name: Phone:  
Alternate #:

**Child Care Information Services** 1-888-213-4754 (toll free)  
945-0776 (Winnipeg)

**Health Links** 1-888-315-9257 (toll free)  
788-8200 (Winnipeg)

**Manitoba Road Conditions** 1-877-627-6237 (toll free)  
(www.manitoba.ca/roadinfo) 945-3704 (Winnipeg)

**Environment Canada** 204-984-6203  
(www.weatheroffice.gc.ca)

**Regional Health Authority**  
Crisis/Trauma Response Team

**Fire Inspector** Phone:  
Name: Alternate #:

**Public Health Nurse** Phone:  
Name: Alternate #:

**Public Health Inspector** Phone:  
Name: Alternate #:

## Utilities and Repairs

Manitoba Hydro - Account # Phone:

Water - Account # Phone:

Telephone - Account # Phone:

Electrician - Name: Phone:

Plumber - Name: Phone:

Furnace/Boiler - Name: Phone:

# Child Information Record Form

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

Name commonly known as: \_\_\_\_\_

Male  Female Date of birth: \_\_\_\_\_

Languages known/spoken: \_\_\_\_\_

Family health number: \_\_\_\_\_

Personal health number: \_\_\_\_\_

Doctor's name: \_\_\_\_\_

Doctor's phone number: \_\_\_\_\_

## Mother/Guardian

## Father/Guardian

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

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell: \_\_\_\_\_  Text?

Home e-mail: \_\_\_\_\_

Work/school name: \_\_\_\_\_

Work/school address: \_\_\_\_\_

Work/school phone: \_\_\_\_\_

Work/school e-mail: \_\_\_\_\_

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

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell: \_\_\_\_\_  Text?

Home e-mail: \_\_\_\_\_

Work/ school name: \_\_\_\_\_

Work/school address: \_\_\_\_\_

Work/school phone: \_\_\_\_\_

Work/school e-mail: \_\_\_\_\_

## Designated Emergency Contacts

**Designate 2 people we can contact and release your child to in case of illness or an emergency if you are not available**

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

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell: \_\_\_\_\_  Text?

Home e-mail: \_\_\_\_\_

Work/school e-mail: \_\_\_\_\_

Work/school name: \_\_\_\_\_

Work/school address: \_\_\_\_\_

Work/school phone number: \_\_\_\_\_

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

Home address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Cell: \_\_\_\_\_  Text?

Home e-mail: \_\_\_\_\_

Work/school e-mail: \_\_\_\_\_

Work/school name: \_\_\_\_\_

Work/school address: \_\_\_\_\_

Work/school phone number: \_\_\_\_\_

## List other people who have permission to pick up your child from the child care facility

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Child Information Record Form

## LIVING AND CUSTODY ARRANGEMENTS

Child lives with:  Mother  Father  Both  Other (describe: \_\_\_\_\_)

If applicable, are there any separation agreements, court orders or other documents setting out custody arrangements for the child?  Yes  No

Have copies been provided to the child care facility?  Yes  No  Will be provided  Will not be provided

Are you aware that the child care facility cannot ask the police to enforce custody arrangements if documents are not provided?  Yes  No

If applicable, are there any informal custody arrangements? Please describe: \_\_\_\_\_

\_\_\_\_\_

## SCHOOL INFORMATION (if applicable)

Name of school: \_\_\_\_\_

Method of transportation: \_\_\_\_\_

School phone number: \_\_\_\_\_

If applicable, transportation company: \_\_\_\_\_

Name of teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Transportation phone number: \_\_\_\_\_

**Describe any physical, developmental, emotional or medical conditions relevant to the care of your child. Please be specific and give suggestions about how we can best accommodate these needs.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Does your child have allergies to food, animals, medication, etc.?  Yes  No Describe: \_\_\_\_\_

If so, are the allergies life-threatening (anaphylaxis)?  Yes  No Describe: \_\_\_\_\_

Are there any cultural, religious or personal requirements or restrictions that we should be aware of?  Yes  No

Describe: \_\_\_\_\_

\_\_\_\_\_

**Toilet Learning** Please check all that apply to your child's present stage.

- completely capable of using toilet  asks to use the toilet
- in diapers at all times  will use the toilet if taken
- in underwear during day  will not use the toilet yet

**Nap** Children who do not nap rest on a cot for 30 minutes

I want my child to nap:  Yes  No

My child usually naps from \_\_\_\_\_ to \_\_\_\_\_

I want my child to rest on a cot each day:  
 Yes  No

Is there any other information that may help us facilitate your child's transition into the child care facility? (Special interests, specific likes/dislikes, major changes with in family, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# Child Information Record Form

## WRITTEN PERMISSION

I have read the parent policy manual. I understand and agree to abide by these policies.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I will notify the facility immediately of any changes to the information provided on this form.	<input type="checkbox"/> Yes <input type="checkbox"/> No
I give permission for outings (not requiring transportation in private or public vehicle).	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable
I give permission for indirect supervision as described in the parent manual.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable
I give permission for photographing and videotaping for purposes described in the parent manual.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable
I give permission to discuss relevant information about my child's day with school staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable

If applicable, describe any arrangements for school-aged children to attend activities away from the child care facility at your request:

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### Emergency Medical Transportation and Treatment

If, at any time, medical treatment is necessary due to a serious injury or sudden illness, I authorize the child care facility to take whatever emergency measures deemed necessary for the protection of my child while in the care of the child care facility. I give permission for my child to receive medical attention deemed necessary by my child's doctor or other medical personnel. I understand that this may involve transportation to the hospital in a private vehicle or ambulance. I understand that the facility will make every attempt to contact me and that any expense incurred for such treatment, including ambulance fees, is my responsibility.

<hr/> <p style="text-align: center;">Date</p> <hr/> <p style="text-align: center;">Signature</p> <hr/> <p style="text-align: center;">Parent name (please print)</p>	<hr/> <p style="text-align: center;">Date</p> <hr/> <p style="text-align: center;">Signature</p> <hr/> <p style="text-align: center;">Parent name (please print)</p>
--	--

For facility use: Date of enrolment: \_\_\_\_\_ Date of Withdrawal: \_\_\_\_\_

# We have EVACUATED to our Place-of-Shelter

**Please come to:**

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

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

**Phone Number:** \_\_\_\_\_

**Centre's Cell Number:** \_\_\_\_\_



# HOW TO USE A FIRE EXTINGUISHER

Remember **PASS**:

**P**ull – **A**im – **S**queeze – **S**weep

**P**ull pin

**A**im at base of flames

**S**queeze trigger

**S**weep across flames



**Do NOT use  
microwave to  
heat baby bottles  
or baby food**





**Clean lint trap  
in dryer  
after each use**





# **Unplug electrical appliances**

**(coffe maker, toaster, etc.)**

**when not being used**





**Do NOT spray  
sanitizing  
solution near  
children**



# KITCHEN SAFETY

- **Provide close, direct supervision when children are in the kitchen (cooking projects, etc.)**
- **Keep cleaning products out of children's reach**
- **Keep knives out of children's reach**
- **NEVER heat bottles or baby food in the microwave**
- **NEVER leave items on the stove unattended**
- **Keep pot handles on the stove turned inward**
- **Keep pot lids nearby when cooking - if contents begin to smoke or burn - put lid on pot and turn off heat**
- **Roll up loose-fitting sleeves when cooking**
- **Keep flammable objects at least 1 metre (3 feet) away from the stove**
- **NEVER use the stove top or oven for storage**
- **Clean stove surfaces and ovens regularly**
- **Wipe up any spills immediately**
- **Unplug appliances (coffee maker, toaster, etc.) when not being used**
- **Close and lock door when leaving the kitchen**

# MEALTIME SAFETY

- **Feed infants and toddlers separately or in very small groups**
- **Always use highchair safety strap**
- **Supervise and help children while eating or having a bottle**
- **Encourage children to take small bites and chew food well**
- **Encourage conversation and a relaxed pace**
- **Make sure meals and snacks meet individual children's needs (provide more time for slower eaters, earlier lunch for early nappers, etc.)**
- **Serve foods with low choking potential**
- **Make sure food heated in a microwave is stirred and not served for at least 2 minutes**
- **Post allergy information and child's photo (with parental permission)**
- **Keep cleaning products and knives out of children's reach**
- **Wipe up any spills immediately**
- **Do not spray sanitizing solution near children**
- **During free-flow snack, use sanitizing solution in a bucket with a clean cloth to sanitize table top before another child sits down to eat**

# PLAY AREA SAFETY

- **Interact with children during play**
- **Stay alert to children's needs in other areas of the room**
- **Intervene in conflict situations and foster children's language, reasoning and social skills**
- **Help children learn to solve problems**
- **Redirect unsafe play**
- **Supervise play with containers of water at all times**
- **Keep dangerous items out of children's reach (shaving cream, glitter, styrofoam objects, thumbtacks, staples, plastic bags, balloons, etc.)**
- **Do not use toxic or unsafe materials with infants or toddlers (shaving cream, glitter, small objects, etc.)**



# Responding to Threatening Behaviour

## Watch out for non-verbal clues that someone is becoming violent

1. Personal space
2. Body language (such as clenching and unclenching fists)
3. Facial expressions
4. Tone of voice

## Stages of aggression

1. Person becomes anxious or on edge
2. Person displays a negative attitude and/or behaviour (such as a refusal to cooperate or questioning)
3. Person has a verbal or physical release
4. Person calms down

## Responses to these stages

1. Show support and empathy for the person
2. Be firm and set limits
3. Escape and get assistance
4. Set firm ground rules if future contact is expected

### When dealing with threats, do:

1. stay calm
2. take the threat seriously
3. assess the situation
4. report it and document it immediately

### When dealing with threats, do not:

1. panic
2. beg or plead
3. argue or make the situation worse
4. fail to report the incident

## Critical management steps when responding to incidents

1. Call 911 immediately
2. Secure and control the area
3. Account for everyone in the area
4. Make sure everyone is safe
5. Evacuate (if required)
6. Assist emergency crews
7. Have floor plans available (if required)
8. Provide information about the suspect (if relevant)

# Threatening Telephone Call Form

**Be Calm**

**Be Courteous**

**Listen Carefully**

**Don't Interrupt**

**Record exact wording of the caller**

Questions to ask: Where are you calling from? What is your name?

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**IF BOMB THREAT – try to ask these questions to gain as much information as possible**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> When is the bomb going to explode? | <input type="checkbox"/> What does it look like?  | <input type="checkbox"/> Why did you place the bomb? |
| <input type="checkbox"/> Where is the bomb right now?       | <input type="checkbox"/> What kind of bomb is it? |  |

**CALLER INFORMATION – check appropriate description**

Gender  Male  Female

Age  Adult  Juvenile  
Estimated Age: \_\_\_\_\_

Accent  Yes  No If yes, identify region or country of origin if possible: \_\_\_\_\_

Was the voice familiar?  Yes  No If yes, specify: \_\_\_\_\_

**Voice**

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Loud         | <input type="checkbox"/> Deep     |
| <input type="checkbox"/> Soft         | <input type="checkbox"/> Raspy    |
| <input type="checkbox"/> High Pitched | <input type="checkbox"/> Pleasant |

**Speech**

- |                                |                                   |
|--------------------------------|-----------------------------------|
| <input type="checkbox"/> Fast  | <input type="checkbox"/> Distinct |
| <input type="checkbox"/> Slow  | <input type="checkbox"/> Slurred  |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Stutter  |

**Manner**

- |                                    |  |              |
|------------------------------------|--|--------------|
| <input type="checkbox"/> Calm      | <input type="checkbox"/> Laughing/giggling | Other: _____ |
| <input type="checkbox"/> Angry     | <input type="checkbox"/> Abusive/vulgar    |              |
| <input type="checkbox"/> Emotional | <input type="checkbox"/> Intoxicated       |              |

**Background Noise – check appropriate description**

- Noisy  Quiet  Voices  Music/Party  Animals  Recorded message  Equipment  Street Sounds  
 Planes/Trains  Static Other: \_\_\_\_\_

**Attempt to use call display or trace call**

Call displayed?  Yes  No Phone Number: \_\_\_\_\_

If no call display, attempt to trace call. Hang up once the caller is off the line – pick up receiver and dial \*57 if using touch tone phone (\*9-57 if on Centrex system or 1157 if using a rotary dial phone) and follow prompts. Successful Trace?  Yes  No

**Notify the director or designated alternate immediately to consult with police**

Date: _____	Call received at: _____	Person receiving call: _____
Time: _____	Number: _____	Reported to: _____
Length of call: _____	Location: _____	Time reported: _____

# Bomb Threat Procedures

## Characteristics of a Suspicious Package, Letter or Object

### A suspicious package, letter or object may include:

- threatening or suspicious statements
- oily stains or discoloration
- powdery substances
- no return address, fake address or one that cannot be verified
- wires, metal or tinfoil sticking out
- odours
- more postage than normally required to mail the item
- more weight or thickness for the envelope or package size
- unusual markings like “personal”, “to be opened only by”, “do not delay delivery”, etc.
- envelope feels springy or unusually stiff or rigid
- unbalanced, lopsided or uneven
- too much tape or string
- improvised labels or obviously disguised writing
- inaccurate address or title
- use of title but no name
- unexpected or unusual point of origin, such as foreign mail, Air Mail or Special Delivery
- unreadable address

### Search Guidelines for Staff

Police will need help from staff for searches, as they cannot identify items that do not normally belong in the child care centre.

If it becomes necessary to search, staff and volunteers should:

- Listen to and follow instructions given by the police.
- Search their immediate area for strange, misplaced, or suspicious objects while keeping in mind the information given by the caller.
- Keep movements of items in the area being searched to a minimum, because bombs can be initiated by touching, lifting, moving or tilting the device or package.
- Perform a systematic search, starting with the area specified by the call and areas accessible to the public.
- If a suspicious item is found, DO NOT touch the suspicious item.
- Once in a safe area, try to determine the origin of the item. (Ask questions like: Who does it belong to? Where did it come from? etc.)
- Do not assume that it is the only suspicious object.

# Safety Plan Self-Assessment Checklist

The following checklist shows the Safety Charter requirements and recommendations for your safety plan in the order that they appear in this guide.

You may want to include a copy of this checklist when submitting your enhanced safety plan to your child care co-ordinator.

**Facility Name**

**Facility Number**

**Completed by**

**Child Care Co-ordinator**

**Position**

## Facility Overview including:

- name and address
- locations of safety plan
- delegation of authority
- list of numbers of children and staff
- other building personnel responsible for fire safety
- physical description of building
- fire safety equipment and locations
- utility shut-off locations
- floor plans showing:
  - fire safety equipment locations
  - exit routes
  - protective spaces for shelter-in-place procedures

## Evacuation Procedures including:

- when evacuation procedures are used
- what to do if you discover a fire
- what to do when you hear the fire alarm
- roles and responsibilities of staff
- plans for children with additional support needs
- communication
  - inside the facility
  - outside the facility
  - with a school or organization in the same building
  - with parents of children enrolled

**Evacuation Procedures Poster** including:

- what to do if you discover a fire
- what to do when you hear the fire alarm

**Evacuation and Shelter-in-Place Practice Drills Procedures** including:

- roles and responsibilities of staff
- how often and when drills are held

**Emergency Closure Procedures** including:

- when emergency closures procedures are used
- roles and responsibilities of staff
- communicating with parents or guardians of children
- communicating with staff
- communicating with a school or organization in the same building

**Fire Safety Procedures** including:

- how fire hazards are controlled
- inspection and maintenance of fire safety equipment

**Weather-Related Emergency Procedures** including:

- response to severe winter and summer weather, floods and forest fires
- shelter-in-place procedures for thunderstorm or tornado
- roles and responsibilities of staff
- communicating with parents or guardians of children
- communicating with staff
- communicating with a school or organization in the same building

**Health-Related Emergency Procedures** including responses to:

- a child's medical condition
- an outbreak of communicable or food-borne illness
- a child's serious injury
- utility failure or sewage back up

**Anaphylaxis Policies and Procedures** outlining the responsibilities of:

- director
- all staff
- parents of child with anaphylaxis
- all parents
- child with anaphylaxis (as developmentally appropriate)
- all children (as developmentally appropriate)

**Chemical Accident Procedures** including:

- response to an accident inside of the centre
- response to an accident in the community outside of the centre
- shelter-in-place procedures in response to a chemical accident outside of the centre

**Bomb Threat Procedures** including responses to:

- a bomb threat received by phone or in writing
- a bomb threat received and a suspicious item is found

**Threatening Behaviour Procedures** including:

- shelter-in-place procedures for a threatening situation in the neighbourhood
- shelter-in-place procedures for a threatening situation inside the centre or on your property

**Procedures to Control Visitor Access** including:

- locking exterior doors at all times
- visual or verbal identification before opening the door

If criteria above is not possible, please explain why and what safety measures are in place:

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**Procedures for Safe Spaces** including how you make sure that the centre has:

- safe indoor spaces
- safe outdoor spaces

**Training and Annual Review Procedures** including:

- training for new staff members
- annual training for all staff members
- training for board members
- annual review by board members

Additional Comments \_\_\_\_\_

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# Codes of Conduct



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# Introduction

In June 2008, Manitoba passed *The Child Care Safety Charter*, the first comprehensive legislation of its kind in Canada. Under the Safety Charter, early learning and child care centres have to develop safety plans and codes of conduct. These requirements strengthen early learning and child care (ELCC) in Manitoba by enhancing safety and positive learning environments.

This resource guide will help centre directors, staff and board members to understand and meet the requirements for codes of conduct under the *Safety Charter*. By following a step-by-step process, you will plan, write, evaluate and submit your code of conduct.

Your centre's existing behaviour management policies for children are the starting point for your code of conduct. In it, you will outline appropriate behaviour, inappropriate behaviour and the consequences for inappropriate behaviour not only for the children, but also for the staff, parents and others involved in your centre.

This resource guide was prepared by the Manitoba Child Care Program. The guide, and its companion *Developing Enhanced Safety Plans*, are available on the Manitoba Child Care Program website under Publications at [manitoba.ca/childcare](http://manitoba.ca/childcare).

# What is a Code of Conduct?

A code of conduct helps everyone involved in a child care centre to understand what behaviours are appropriate and inappropriate. It also outlines the proactive strategies used to promote appropriate behaviour and the consequences for inappropriate behaviour. The purpose of the code of conduct is to support a safe, positive and respectful environment and to communicate the centre's expectations and policies.

## Code of Conduct Requirements

*The Child Care Safety Charter* says that your code of conduct needs to include these parts:

- a statement that the following persons must behave in a respectful manner and comply with the code of conduct:
  - i. the licensee
  - ii. staff of the facility
  - iii. children enrolled at the facility
  - iv. parents/guardians of children enrolled at the facility
  - v. all others involved with the facility
- the code of conduct must take into account the developmental capabilities of the children
- a statement that the following are unacceptable:
  - i. bullying and harassing another person
  - ii. abusing another person physically or sexually or abusing another person psychologically whether verbally, in writing or otherwise
  - iii. discriminating against another person unreasonably on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code*
  - iv. acting in a manner that puts another person at risk of harm
- a statement that individuals must adhere to the facility's policies about the appropriate use of e-mail, electronic devices and the Internet
- proactive strategies to ensure an environment that is conducive to the health, safety and well-being of children enrolled at the facility
- the consequences of violating the code of conduct

Your code of conduct must be approved by the Manitoba Child Care Program. You must review it annually.

# Getting Started

## Here are the basic steps in developing your code of conduct:

1. Establish a team to work on your code of conduct.
2. Read the sample code of conduct.
3. Write your code of conduct.
4. Review and revise existing policies and procedures.
5. Have your board review and approve the code of conduct.
6. Submit your code of conduct to your child care co-ordinator.
7. Distribute and post your code of conduct prominently.
8. Review your code of conduct annually.

## Establish a Team to Work on Your Code of Conduct

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When forming your team, think about including the director, other staff and board members for a variety of perspectives. Take into account their individual interests and skills.

You may also want to expand your team by inviting others to contribute:

- parents of children enrolled in your centre
- people from the community with a background in behaviour management, human resource management or law enforcement
- school personnel or others in your building (if applicable)

Inviting others in your building to be part of your code of conduct planning team will help to build communication. If you are located in a school, ask for a copy of their code of conduct. Note that the requirements under *The Safe Schools Charter* are somewhat different from those under *The Child Care Safety Charter* so you cannot simply adopt the school's code of conduct. However, your codes of conduct can complement each other.

## Read the Sample Code of Conduct

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The sample code of conduct on the following pages is an example of what to include in your code of conduct and how you can organize it. As you work through this guide, the sample wording related to that section is described in more detail.

You will notice that the sample includes the expectations and consequences for staff, parents, children and others involved in your centre together. It is also possible for your team to consider developing different sections for each group the code of conduct applies to.

The phrasing in the sample code of conduct has been written to be positive and empowering. It tries to strike a balance between positive statements about respectful behaviour and proactive strategies with statements about unacceptable behaviour and consequences. It also clearly states that the developmental capabilities of children are taken into account when determining both the expectations for behaviour and consequences for inappropriate behaviour.

# Sample Code of Conduct

## CODE OF CONDUCT

At 123 Early Learning and Child Care Centre, we strive to provide a safe, caring, learning environment for children, staff and families. We believe in the equality and respect diversity.

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- management and staff members
- children
- parents/guardians of children enrolled
- all others involved with our centre

## Guiding Principles for Appropriate Behaviour

### **Be Respectful**

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others  
We are respectful of the environment, equipment and materials.

### **Be Safe**

We work and play safely to help keep ourselves and others from getting hurt.

### **Be Cooperative**

We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

### **Be Supportive of Learning**

We learn to the best of our abilities and support the learning of others.

## Developmental Capabilities of Children

We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

## Appropriate Use of Technology

All children, parents, staff and others involved in our centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

## Unacceptable Behaviours

The following behaviours by children, staff, parents and others involved in our centre are unacceptable:

- all forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone

## Proactive Strategies

We actively strive to create an environment that supports the health, safety and well-being of the children by:

- having realistic and developmentally appropriate expectations for behaviour
- setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- planning a program based on children's interests and developmental needs
- establishing consistent yet flexible schedules and routines that help children gain trust, security and self control

We create a positive environment for children, parents, staff and others involved in our centre by:

- developing positive relationships, including making time to talk and listen
- establishing clear, consistent, simple limits
- stating limits in a positive way and periodically reminding people
- providing explanations for limits
- working together to solve problems
- modelling and encouraging appropriate behaviour

## Consequences for Inappropriate Behaviour

We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in our centre by:

- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or eliminate the behaviour
- having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour in the future
- developing a written contract with an adult or older child that outlines specific expectations and consequences
- giving a written warning that outlines specific concerns and consequences if the behaviour continues
- accessing outside resources for help, such as:
  - a behaviour specialist or other professionals to help staff understand and reduce a child's inappropriate behaviour
  - child and family services to access parenting supports
  - mediation services to resolve conflicts between adults
  - the Manitoba Human Rights Commission for information and advice to resolve an issue informally or to make a formal complaint if the behaviour involves discrimination or harassment
  - the police to assist with threatening behaviour

In extreme cases, we will take additional steps such as:

- suspending or dismissing a staff member
- suspending or withdrawing child care services because of a child's or family member's inappropriate behaviour
- in the case of a visitor not allowing the person to return to the centre
- contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person

# Writing Your Code of Conduct

Before you begin writing, review your centre's mission statement, goals and objectives. Also review your existing parent, personnel and board policies for behavioural expectations, inappropriate behaviours and consequences. You may also want to look at other resources, like the Manitoba Child Care Association's *Code of Ethics* (see Appendix 1.) These give you a good place to start.

Ask yourself these questions about these statements or policies:

- Do they include some of the parts required under the Safety Charter?
- Are they appropriate for the intended groups (children, staff, families or others) involved in your centre?

The following are the main parts of your code of conduct. Each section includes information about the subject and examples you may find helpful as you develop statements that reflect your centre's unique circumstances and philosophy. You can include more topics or organize them in a different way.

- A. Who does the Code of Conduct apply to?**
- B. What principles guide respectful or appropriate behaviour?**
- C. How do you take into account different developmental capabilities?**
- D. What is unacceptable behaviour?**
- E. What is appropriate use of e-mail, electronic devices and the Internet?**
- F. What are your proactive strategies?**
- G. What are the consequences of inappropriate behaviour?**



# A. Who Does Your Code of Conduct Apply To?

Your code of conduct must include a statement that it applies to:

- the licensee
- staff of the facility
- children enrolled at the facility
- parents/guardians of children enrolled at the facility
- all others involved with the facility

In a non-profit centre, the licensee is the incorporation represented by the board of directors. In a private centre, the licensee is the owner/operator. In the following sample, the term “management” is used to refer to the licensee, board members and supervisory staff.

The sample simply uses “all others involved with the facility” to refer to volunteers, practicum students, therapists, professionals, para-professionals and visitors. Depending upon your situation, you may want to be more specific or provide examples.

## Sample Statement

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- management and staff members
- children
- parents/guardians of children enrolled
- all others involved with our centre

## B. What Principles Guide Respectful or Appropriate Behaviour?

A code of conduct can include a vision or mission statement and guiding principles to describe the behaviour that is expected and appropriate.

Guiding principles that promote respect, cooperation and responsibility are more inspiring than rules. They can also apply to more situations and people, giving you more flexibility.

Discuss what is important in your centre – for the children, families, staff and others. The following is an example of a process you can follow with your team or groups of children, parents or staff to help you write your guiding principles.

1. Ask for a volunteer to write down everyone's ideas and talk about:
  - the goals and objectives of your centre
  - how you want people to be treated
  - what kind of behaviours you want to encourage in your centre
2. List the main ideas from your discussion.
3. Write down up to four key words, short phrases or simple sentences that capture your main ideas. For example: "We respect each other," or "We talk about our problems," or "We play fair." These are your guiding principles.
4. Discuss whether your guiding principles are relevant to:
  - various developmental levels of the children in your centre
  - adults covered by the code of conduct

For example, the principle, "respect for myself" means that:

- one-year olds need to hold an adult's hand while going down the stairs
  - five-year olds need to wait for the staff when getting picked up at school
  - eight-year olds need to wear a helmet while skateboarding
  - staff and parents need to speak up when they have concerns to solve an issue through discussion
5. Discuss your guiding principles and whether more specific rules can be related back to one or more of the principles.

For example, the principle, "we respect each other" means that:

- one-year olds need to be guided to be gentle and to not hit other children
- four-year olds need to use words to tell someone they're mad
- ten-year olds need to follow the rules of a board game and wait for their turn
- staff need to be respectful when discussing concerns with parents and not blame or judge them
- parents need to check their mail boxes regularly for important notes and information from the staff

The following samples show just a few ways to write statements that describe appropriate, respectful behaviour in your centre.

### Sample Vision or Mission Statement

At 123 Child Care Centre, we strive to provide a safe, caring, learning environment for children, staff and families. We believe in the equality of all people and respect diversity.

### Sample Guiding Principle Statements

**The guiding principles for appropriate behaviour in our centre are:**

**Be Respectful**

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment and materials.

**Be Safe**

We work and play safely to help keep ourselves and others from getting hurt.

**Be Cooperative**

We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

**Be Supportive of Learning**

We learn to the best of our abilities and support the learning of others.

**Our guiding principles for appropriate behaviour are based on the 3 R's:**

**R**espect for myself

**R**espect for others

**R**espect for the toys, equipment and environment

**The guiding principles for appropriate behaviour in our centre are:**

**Be Safe**

We make it safe for people, animals and objects to be around us. We respect ourselves by playing and working safely and talking about it if someone is hurting us.

**Be Neat**

We take responsibility for the environment, equipment and materials by doing our part to keep it clean and orderly.

**Be Kind**

We treat others as we want to be treated. We speak and act with respect and kindness. We take responsibility for our actions and words. When we make a mistake, we make amends rather than excuses.

## C. How Do You Take into Account Different Developmental Capabilities?

Your code of conduct must take into account the developmental capabilities of children.

By nature, children differ from each other in activity level, personality and level of development. These differences help to shape them into unique and interesting human beings. As caregivers of young children, we must expect and respect these differences. We must also design our activities, schedules and programs around the developmental capabilities and needs of the children.

In a child care centre, the children could range from three months to 12 years of age. The behavioural expectations must reflect that the children are at various stages of social skill development. The children's abilities to understand the expectations and consequences for inappropriate behaviour also vary as they learn and grow developmentally.

Learning from their mistakes is part of children's growth and development. Our expectations and behaviour guidance strategies for infants, toddlers, preschool and school-age children need to be based on an understanding of child development.

### Sample Statement

#### **Developmental Capabilities of Children**

We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

## D. What is Unacceptable Behaviour?

Your code of conduct must clearly state that the following behaviour is unacceptable:

1. Bullying or harassing another person
2. Abusing another person physically, sexually or psychologically, whether verbally, in writing or otherwise
3. Discriminating against another person unreasonably on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code*
4. Acting in a manner that puts another person at risk of harm

### Bullying

Bullying is intentional, repetitive and hurtful. It can take many forms:

- physical bullying may include hitting, pushing or tripping
- verbal bullying may include threats, name calling, mocking or making inappropriate (for example, sexist or homophobic) comments
- social or emotional bullying may include excluding others from a group and spreading gossip or rumours
- cyber bullying may include spreading rumours or sharing images and hurtful comments using technology

Studies have shown although bullying can happen at all ages but it is most common for nine to 13 year olds. Adults can also bully others (coworkers, their staff, children, etc.). A centre can establish an anti-bullying culture to ensure that everyone understands:

- What is bullying?
- Why is it harmful?
- How do I report it?
- What the consequences of bullying?

Visit the following websites for more helpful information.

- [bullying.org](http://bullying.org)
- [cyberbullying.ca](http://cyberbullying.ca)
- [safety-council.org](http://safety-council.org): follow Information > Occupational Safety and Health > Bullying in the Workplace

### Harassment

Harassment is behaviour that degrades, demeans, humiliates or embarrasses another person that a reasonable person would know is unwelcome. Harassment can include:

- physical actions, such as touching or pushing
- verbal comments, such as name calling or hurtful jokes

- visual displays, such as posters or cartoons
- through technology, such as inappropriate e-mails or postings on the Internet

*The Manitoba Human Rights Code* prohibits certain kinds of harassment, like sexual or racial harassment. An employer or service provider is legally responsible for their own acts of harassment. They are also responsible for harassment by their employees if they don't take reasonable steps to prevent or stop the harassment.

The Manitoba Human Rights Commission is responsible for *The Manitoba Human Rights Code*. If harassment is suspected or alleged in the centre, you should contact the commission for advice about resolving the issue informally or making a formal complaint.

Visit the Manitoba Human Rights Commission website ([manitoba.ca/hrc](http://manitoba.ca/hrc)) for more information, including the following fact sheets:

- Prohibiting Harassment*
- Sample Anti-Harassment Policy*

## Physical, sexual or psychological abuse

Allegations of physical, sexual or psychological abuse are very serious. You should immediately contact the police or child and family services (CFS) to investigate. You should implement all requirements or recommendations made by the police or CFS to protect the children and others in the facility.

In Manitoba, it is the law that you must immediately report any information that leads you to reasonably believe that a child might be abused, or might be in need of protection.

It is important to watch out for other kinds of abuse that may impact children. Spousal or partner abuse can have serious emotional and psychological effects on a child who may witness it in their family. A child can also be physically hurt in a fight between the adults or if a child tries to intervene. If you suspect family violence, contact CFS. You can also try to help the family access community resources.

Visit [manitoba.ca/justice/family/law](http://manitoba.ca/justice/family/law) for additional information and the document *Family Law in Manitoba*. You can find the *Child Protection and Child Abuse Manual - A Protocol for Early Childhood Educators* in the publications section of [manitoba.ca/childcare](http://manitoba.ca/childcare).

## Discrimination

*The Manitoba Human Rights Code* says that you cannot treat people differently or fail to make reasonable accommodation for the special needs of a person or group based on the following characteristics listed in subsection 9(2):

- a) *ancestry, including colour and perceived race*
- b) *nationality or national origin*
- c) *ethnic background or origin*
- d) *religion or creed, or religious belief, religious association or religious activity*
- e) *age*
- f) *sex, including pregnancy, the possibility of pregnancy, or circumstances related to pregnancy*

- g) *gender-determined characteristics or circumstances other than those included in clause (f)*
- h) *sexual orientation*
- i) *marital or family status*
- j) *source of income*
- k) *political belief, political association or political activity*
- l) *physical or mental disability or related characteristics or circumstances, including reliance on a dog guide or other animal assistant, a wheelchair, or any other remedial appliance or device<sup>1</sup>*

If discrimination is suspected or alleged in the centre, you should contact the commission for advice about resolving the issue informally or making a formal complaint.

Visit the Manitoba Human Rights Commission website ([manitoba.ca/hrc](http://manitoba.ca/hrc)) for more information and their *Reasonable Accommodation* fact sheet.

## Putting a person at risk of harm

Child care centres should be safe places for children and adults. You need to clearly state that harming or threatening to harm another person is unacceptable. For example, children and adults are put at risk if someone brings a weapon into your centre, is physically violent or threatens to harm another person.

These kinds of behaviours are serious and you need to call the police to investigate. You should then implement all requirements or recommendations the police make to protect the safety of the children and other people in the centre.

## Sample Statement

### Unacceptable Behaviours

The following behaviours by children, staff, parents and others involved in our centre are unacceptable:

- all forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone

<sup>1</sup> Manitoba Human Rights Code

## E. What is Appropriate Use of E-mail, Electronic Devices and the Internet?

Your code of conduct must include a statement that everyone involved in your centre must follow the facility's policies about the appropriate use of e-mail, electronic devices and the Internet.

Technology continues to be used more and more. Your centre's policies should outline the appropriate use of technology. The policies need to protect people's privacy and the confidentiality of information about the centre, children, parents and staff by anyone using the centre's or personal electronic devices.

Sample policies have been included in *Appendix 2: E-mail, Electronic Devices and Internet Policies* to help you develop or revise your personnel, parent and board policies related to this issue. You may also want to develop simple, positively worded rules to post and use in your computer area for children. This is particularly important for school-age children, who may have greater access to the Internet or their own personal electronic devices while at the centre.

### Sample Statement

#### **Appropriate Use of Technology**

All children, parents, staff and others involved in our centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.



## F. What are Your Proactive Strategies?

Your code of conduct must describe the proactive strategies used to ensure an environment that is conducive to the health, safety and well-being of children enrolled at the centre. Positive guidance begins with preventing problems and conflicts.

You will notice that the sample code of conduct first lists proactive strategies used with the children such as having developmentally appropriate expectations, environments, programs, schedules and routines. The sample code then describes additional proactive strategies for everyone involved in the centre because many positive guidance techniques are similar for people of all ages.

The following questions may help your team discuss your proactive strategies:

- How do we develop an environment that supports the health, safety and well-being of children?
- How do we support and foster partnerships with parents?
- How do we encourage respect, cooperation, problem solving and learning for staff?
- How do we create a welcoming environment for visitors and others involved in our centre?

You may want to review your behaviour management policies and *Appendix 3: Developing your Behaviour Management Policy* for ideas about proactive or prevention strategies. You may be able to revise statements from your behaviour management policies to fit a wider range of people. Here are some examples:

### **“We develop positive relationships, including making time to talk and listen.”**

Interacting with children during their day, especially during free play time, is a very effective proactive strategy. Adults can model appropriate behaviour, diffuse potential conflict situations and build positive relationships.

Talking with parents about the positive events in their children’s day and expressing interest in both the children and the parents can help to develop positive relationships. When you have a positive relationship with another person, it is easier to address difficult or emotional situations without the other person becoming angry or defensive.

### **“We model and encourage appropriate behaviour.”**

People learn a lot by watching what is going on around them. If you want people to use positive social behaviour, you must model it. To encourage the appropriate behaviour, it is helpful to talk about what to do rather than focus on what not to do.

### **“We establish clear, consistent and simple limits and provide explanations for limits.”**

Limits are statements of what behaviour is expected. When people understand the reasons for limits, they are more likely to comply. This applies to both children and adults.

### **“We state limits in a positive way and periodically remind people.”**

A gentle reminder followed by a statement of what is expected goes a long way in building cooperative relationships with both children and adults. This gives the person an opportunity to change their behaviour and decreases the potential for their reaction to be negative.

### **“We work together to solve problems when they happen.”**

Clear lines of communication and inviting open discussion about difficult situations can prevent conflict from escalating. Effective communication can lead to a better understanding between people.

## Sample Statement

### Proactive Strategies

We actively strive to create an environment that supports the health, safety and well-being of the children by:

- having realistic and developmentally appropriate expectations for behaviour
- setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- planning a program based on children's interests and developmental needs
- establishing consistent yet flexible schedules and routines to help children gain trust, security and self control

We create a positive environment for children, parents, staff and others involved in our centre by:

- developing positive relationships, including making time to talk and listen
- establishing clear, consistent, simple limits
- stating limits in a positive way and periodically reminding people
- providing explanations for limits
- working together to solve problems
- modelling and encouraging appropriate behaviour

## G. What are the Consequences of Inappropriate Behaviour?

Your code of conduct must outline the consequences for inappropriate behaviour. That way, everyone is aware of the consequences to their actions. Consequences should be applied consistently with all staff, all parents or all children of a similar developmental level to show equality, fairness and respect.

It is important that the consequences to inappropriate behaviour are:

- based on the level of development (children)
- pre-planned, consistent and fair
- based on how severe and frequent the behaviour is
- based on discussion and a cooperative approach
- progressive and provide opportunities for the person to change their behaviour

Consequences should not simply be punishment. It may help your team to discuss how inappropriate behaviour can be a chance to learn by answering the following questions:

- What is the difference between discipline that teaches and discipline that punishes?
- What can you do to help someone understand why their behaviour was inappropriate and what behaviour would be appropriate to use in the future?

For example, there has been a movement away from the use of time-out in early childhood programs. Time-out punishes the child by separating them from their peers and draws attention to the punishment. Using cool down zones takes a different approach. Instead of isolating the child, the adult helps the child to understand the situation, their feelings and the feelings of others. After children have had their feelings recognized and have a chance to calm down, they are able to discuss appropriate ways to handle the situation and are less likely to repeat the inappropriate behaviour. This approach helps children learn how to calm themselves and to develop self-control.

With adult behaviour, you can also respond to inappropriate behaviour as learning opportunities to encourage positive behaviour. We need to make sure that parents, staff and others understand what behaviour is appropriate, what behaviour is inappropriate and why.

As you develop your code of conduct, describe the progressive consequences that will be followed in response to inappropriate behaviour by children or adults involved in your centre.

## Sample Statement

### Consequences for inappropriate behaviour

We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in our centre by:

- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or eliminate the behaviour
- having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour in the future
- developing a written contract with an adult or older child that outlines specific expectations and consequences
- giving a written warning that outlines specific concerns and consequences if the behaviour continues
- accessing outside resources for help, such as:
  - a behaviour specialist or other professionals to help staff understand and reduce a child's inappropriate behaviour
  - child and family services to access parenting supports
  - mediation services to resolve conflicts between adults
  - the Manitoba Human Rights Commission for information and advice to resolve an issue informally or to make a formal complaint if the inappropriate behaviour involves discrimination or harassment
  - the police to assist with threatening behaviour

In extreme cases, we will take additional steps such as:

- suspending or dismissing a staff member
- suspending or withdrawing child care services because of a child's or family member's inappropriate behaviour
- in the case of a visitor not allowing the person to return to the centre
- contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person

# The Importance of Documentation

Child care regulations require that centres keep written records of every incident that affects the health, safety or well-being of children and staff. Regulations also require that information about a child or a child's family is kept confidential.

It is important to have appropriate procedures for investigating, recording and dealing with conflict and inappropriate behaviour by anyone involved in the centre. Allegations or complaints should be investigated quickly. At the same time, you must maintain confidentiality and protect the rights of everyone involved.

Written documentation is very important if the issue is investigated the police, child and family services, the Manitoba Human Rights Commission or the Manitoba Child Care Program.

Remember to keep documentation objective, detailed and confidential.

Document the date, time, who was involved and notes about:

- the alleged incident (document exact words used when possible)
- discussions with those involved
- discussions with the child care co-ordinator, Manitoba Human Rights Commission, child and family services or the police (including who you spoke with and any recommendations they made)
- actions taken, including steps to address the behaviour
- written warnings or letters that outline the concerns and consequences

# Finishing Your Code of Conduct

## Putting it all together

Now that you have completed your code of conduct it is a good idea to answer these questions:

- Have you included all the elements required under the Safety Charter (see *Appendix 4: Code of Conduct Self-Assessment Checklist*)?
- Have you captured the ideas of the parents, staff, children, board members and others involved in the planning and writing of the code of conduct?
- Is your code of conduct clear?
- Does it reflect the unique values and program activities of your centre?
- Does it encourage and promote appropriate behaviour?
- Does it clearly identify what behaviours are unacceptable?
- Does it outline progressive consequences?

Congratulations! You have finished writing your Code of Conduct. You are now ready to review your other policies, get your code of conduct approved by your board of directors and submit it to your child care co-ordinator.

## Review and Revise Existing Policy Manuals

Your code of conduct affects many aspects of the program. It may impact your policy manuals for parents, staff and board of directors. Review your existing policies, procedures and practices. Make sure they are consistent with your code of conduct and make any changes if needed.

Make sure that changes to your policy manuals meet regulations, are approved by your board of directors and submitted to your child care co-ordinator. Remember that you need to post your current behaviour management policies prominently in your centre so parents can read them. You also need to circulate them to staff.

## Board of Directors' Review and Approval

In a non-profit child care centre, the board of directors is ultimately responsible for the centre's operation and the approval of policies including the code of conduct. Your code of conduct must be reviewed and approved by the board and documented in the board meeting minutes.

In a private centre, it is a good idea to share your code of conduct with the parent advisory committee.

## Submit your Code of Conduct

Submit your completed code of conduct to your child care co-ordinator for review and approval. The code of conduct will be reviewed to make sure it meets requirements.

If any changes are needed, the final code of conduct must again be reviewed and approved by the board of directors before you submit the revised version to your child care co-ordinator.

## **Distribute and post your code of conduct prominently**

Once your code of conduct has been completed, it is important to share the information with staff and parents. Post your code of conduct prominently. Make time to talk about it with staff, parents, children and regular visitors.

## **Review your code of conduct annually**

Remember that you will need to review your code of conduct annually. If you make any changes, don't forget to have it approved by your board of directors, give updated copies to parents and staff and to submit a copy to your child care co-ordinator as part of your annual relicensing application.

## **Conclusion**

Thank you for doing your part to ensure the health, safety and well-being of children and the adults in your centre. If you have any questions about this guide or codes of conduct, contact your child care co-ordinator.

# Appendix 1: MCCA Code of Ethics

The Manitoba Child Care Association (MCCA) Code of Ethics represents agreed upon values, principles, and standards or practice for those who have chosen to work in the field of early childhood education in Manitoba. These eight ethical principles guide early childhood educators to decide what conduct is right and correct.

1. Promote the health and well-being of all children.
2. Use developmentally appropriate practices when working with all children.
3. Demonstrate caring for all children in all aspects of their practice.
4. Work in partnership with parents, supporting them in meeting their responsibilities to their children.
5. Work in partnership with colleagues and other service providers in the community to support the well-being of families.
6. Work in ways that enhance human dignity.
7. Pursue, on an on-going basis, the knowledge, skills, and self-awareness needed to be professionally competent.
8. Demonstrates integrity in all of their professional relationships.

The Manitoba Child Care Association offers a 4 part workshop series to empower early childhood educators to live these principles in their daily practice. For more information, visit [www.mccahouse.org](http://www.mccahouse.org) or call 586-8587 (Winnipeg) or 1-888-323-4676 (toll-free).



# Appendix 2: Sample E-mail, Electronic Devices and Internet Policy

**Children, staff and all others using our child care centre's computer and electronic devices must:**

- respect and protect the privacy of others
- respect and protect the integrity of all electronic resources
- respect and protect the intellectual property (the ideas, creations and copyrights) of others
- communicate in a respectful manner
- report threatening or inappropriate material

**Inappropriate use includes:**

- intentionally accessing, transmitting, copying, or creating material that:
  - violates the confidentiality of children, parents, staff or the centre
  - violates the centre's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass)
  - is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works)
- using the technological resources for personal use without the centre's permission

## Supervision and Monitoring

Authorized employees of the centre have the right to monitor the use of information technology resources and to examine, use, and disclose any data found. They may use this information in disciplinary actions, and release to the police if it is criminal in nature.

## Staff members' use of cell phones and other personal electronic devices

- Staff do not use cell phones and other personal electronic devices when they care for and supervise children.
- Staff make sure that anyone who may need to contact them during working hours knows to call the centre's phone number.
- If staff take a personal cell phone for safety purposes on outings with children, it is only used for emergency contact with the centre or a child's parents.
- If staff use a personal cell phone or other device to photograph or videotape children (with permission of the centre and parents), the data is downloaded onto the centre's computer and deleted from their phone or device.

- ❑ Information about children, parents, staff and the centre (including photos or videos) are not be posted on:
  - a staff member’s personal web space
  - social networking web sites (for example, blogs, MySpace, Facebook, etc.)
  - public networking or file sharing sites (like Photobucket, Flickr, YouTube, etc.)
  - any other type of Internet website
  
- ❑ Staff do not accept children as “friends” or “buddies” when using social networking sites such as Facebook or MSN.

# Appendix 3: Developing Your Behaviour Management Policies

## Introduction

All licensed family child care homes, group child care homes and child care centres are required to have written behaviour management policies.

Behaviour management policies should promote positive interactions with children, and include realistic expectations of children's capabilities and natural consequences for behaviour. Such policies help create a supportive environment where children learn appropriate and acceptable behaviour as well as independence.

### Your behaviour management policy must include the following information:

- Identify your philosophy in guiding children's behaviour. What do you hope to achieve for the children?
- State the positive techniques you will use in guiding the children's behaviour.
- State the positive intervention techniques you will use.
- State the prohibited techniques you will not use.

These policies must be reviewed:

- with parents before enrolment
- with new staff upon employment
- with substitutes upon employment
- with all staff at least annually

A copy must be provided to parents or guardians of all children upon enrolment.

### Prohibited Forms of Behaviour Management

#### Manitoba Regulation 11(1):

"A licensee shall not permit, practise or inflict any form of physical punishment or verbal or emotional abuse upon, or the denial of physical necessities to, any child in attendance at the child care centre."

This includes, but is not limited to:

- striking a child directly or with any physical object
- shaking, shoving, spanking, or other forms of aggressive physical contact
- requiring or forcing a child to repeat physical movements
- making harsh, humiliating, belittling or degrading comments that undermine a child's self-respect
- isolating or confining a child
- denying a child's physical necessities such as food, shelter, clothing, bedding or toilet facilities

## Positive Behaviour Guidance

To guide can be defined as “to point the way; to assist; to travel through, or to reach a destination in an unfamiliar area by accompanying or giving instruction”.<sup>1</sup>

This definition “reflects an approach that defines the role and responsibility of adults as people who assist children. By dealing with inappropriate behaviour and conflicts in a positive, nurturing and guiding manner, adults can help young children to begin to understand what behaviours are appropriate, as well as what behaviours are inappropriate. At the same time, adults are respecting the children's feelings, helping them to identify their feelings and encouraging them to find socially acceptable ways to express those feelings. Through positive guidance, children can begin to feel in control of their emotions and actions, to accept limits and to understand the reasons for those expectations. By encouraging children to be a part of the solutions not just ‘the problem,’ adults can help children to feel good about themselves and develop valuable problem-solving skills.

“Children become socialized as they gradually understand and incorporate within themselves the social rules, expectations and shared values that we all live by. This does not happen naturally. Children need help from the adults in their lives.”<sup>2</sup> Guiding children's behaviour is a critical role and responsibility of caregivers.

**In this resource, you will find brief summaries of the following positive guidance practices:**

- indirect guidance**
  - your expectations for children
  - environment and materials
  - programming ideas
  - schedules/routines
- prevention strategies**
- intervention strategies**

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<sup>1</sup> Adapted from *Webster's New World Dictionary*, William Collins Publisher's, Inc., 1979.

<sup>2</sup> Manitoba Child Care Association, *Let Babies be Babies: Guiding the Journey to Independence*, 1993, p. 5.

## Indirect Guidance

“Whether or not we are always aware of it, the environment around us can have significant effects on both our behaviour and our feelings. Have you ever been in a crowded room or area? How does it make you feel? Do you behave differently than you do in non-crowded situations? What about days when every minute is scheduled with meetings or tasks and there’s no time for lunch or to stop and chat with a friend or co-worker? What is your mood like at the end of the day?”

“Children, like adults, are influenced by the physical environment and the way the day is scheduled.”<sup>3</sup> When deciding upon behaviour guidance strategies, you first need to consider your expectations for children, your centre’s environment, your programming ideas and your daily schedule.

### Your Expectations for Children

By nature, children differ from each other in activity level, personality and level of development. These differences help to shape them into unique and interesting human beings. These differences can also make it challenging for them to participate in group care. As caregivers of young children, we must both expect and respect these differences and design our programs around them. We must recognize that growing and learning means making mistakes and difficulties are a normal and expected part of children’s development.

Our expectations and behaviour guidance strategies for infants, toddlers, preschool and school-age children need to be based on an understanding of child development.

Expectations for behaviour vary greatly from family to family and culture to culture. While some value compliance, dependence, and respect for elders, others give priority to risk-taking, assertiveness and independence. Knowledge about a child’s background and respect for different value systems help caregivers respond sensitively to varying child-rearing approaches.

### Environment and Materials

The way in which the environment is designed and utilized can encourage or discourage desired behaviour in children. Consideration needs to be given to the type of play that occurs in different areas of your centre. Ensure that toys, materials and equipment are developmentally-appropriate, in good supply and in good repair. Provide spaces for individual and small group play. Making changes to the room arrangement and rotating toys can create new interest and stimulate play.

#### Children need:

- independent access to and selection of toys and materials
- sufficient space and time for uninterrupted play
- access to noisy, messy and quiet areas
- indoor and outdoor space for movement and large muscle activities
- space, materials and opportunities for socialization and pretend play

<sup>3</sup> Manitoba Child Care Association, *Let Babies be Babies: Guiding the Journey to Independence*, 1993, p. 21.

Maximize the number of open-ended materials that can be used in a variety of ways. For example, provide paper, glue and collage materials rather than colouring books. These materials will not only support creativity and problem-solving skills of the children in your centre, they will also minimize frustration.

## Programming Ideas

Daily activities need to be planned based on the children's interests and developmental levels. Children need ample blocks of time (minimum 45 minutes) to engage in free play in an interesting child-centred environment. Remember that children need to be actively involved in the learning process and need to exercise their bodies and their senses as well as their minds.

If your activities involve a lot of sitting and listening by the children, rather than acting and doing, they may get frustrated and inappropriate behaviours may arise. Outside activity allows children opportunities to constructively channel their energies and reduces frustration, conflicts and inappropriate or challenging behaviour.

## Schedules/Routines

Schedules, routines and transitions serve as a framework from which children gain trust, security, order and control. Your schedule needs to be consistent, yet flexible enough to meet the children's individual needs that can change from day to day. Talk to children when you change the routine, so they can re-organize their expectations. Ensure that your schedule reflects a good balance of active and quiet periods, individual and group times, child-initiated and adult-initiated activities, as well as indoor and outdoor play.

# Prevention And Intervention

There are many guidance strategies you can implement to help minimize conflict from happening. Remember that you will never be able to completely eliminate conflict and that you probably don't want to. If handled appropriately, conflict situations can be great learning experiences for children. Resolving conflicts helps them to develop social skills and to learn how to get along with others. Although you don't want to completely eliminate conflict situations, you don't want to create them or escalate them when they do occur. The prevention strategies in this resource are guidelines to assist you in providing a positive climate by maximizing opportunities for desirable behaviour.

When undesirable behaviour occurs, you have to step in and intervene. Your goal should be to provide guidance and support instead of punishing or solving the problem for the children. The intervention strategies identified in this resource will help you meet this goal.

# Prevention Strategies

## Establish clear, consistent and simple limits and provide explanations for those limits

Limits are statements of what behaviour is expected of the children.

Ensure that limits are clearly stated within a child's ability to understand. Limits should be consistently followed by all adults, including substitutes. Tell the children why they need to follow the limit. When children understand the reasons for limits, they are more likely to comply.

Say: *"When you sit down, your other friends can see the book."*

Rather than: *"Sit down."*

You may only really need three basic rules:

## 1. Respect yourself

For example, “If you try to stand on the bicycle, you may hurt yourself. If you want to sit and ride the bike that’s fine. But if you’re going to stand on the seat, I’ll have to put the bike away.”

## 2. Respect others

For example, “Steve, that hurt Katrina when you threw the book at her. I can’t let you hurt your friends and I can’t let your friends hurt you. Books are for looking at the pictures and reading. Would you like me to read that book or shall we put it away?”

## 3. Respect the environment, equipment and materials

For example, “When you bang on the little telephone you could break it. Let’s go find the xylophone or a drum that you can bang on.”<sup>4</sup>

## State limits in positive ways and periodically remind children about limits

Telling children what to do, rather than what not to do, reinforces acceptable behaviour. It will also lessen the likelihood they will respond defensively. Reminding them every once in a while reflects an attitude of understanding on the adult’s part.

We all get involved in tasks from time to time and forget to do things that we are supposed to do, or we look for short cuts in accomplishing our tasks. As a result, we might forget to wash our hands before a snack or to walk instead of run across the room.

A gentle reminder followed by a statement of what is acceptable goes a long way in teaching self-control and self-discipline without sacrificing the child’s self-confidence and control.

Say: “*Hang your coat up, please.*”

Rather than: “*Don’t leave your coat on the floor.*”

## Provide opportunities for children to make choices

Children naturally require opportunities to exercise their decision-making skills. It is essential to provide times throughout the day for children to make choices. Let them decide what area to play in during free play time, what songs to sing at circle time or where to put the eyes on the mask they are making.

Decision-making is a valuable skill to learn. It supports the development of self-control and minimizes frustration. Learn to phrase your words in order to support choice for children, but still accomplish the goal of your program or task at hand.

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<sup>4</sup> Adapted from Manitoba Child Care Association, *Let Babies be Babies: Guiding the Journey to Independence*, 1993, p. 19.

Say: *“Would you like to clean up the blocks or the puzzles?”*

Rather than: *“Would you like to clean up?”*

## **Focus on the behaviour, not on the child**

In a guidance situation, focusing on the child’s character tends to produce feelings of guilt and shame for the child. This ultimately lowers self-esteem. On the other hand, focusing on the behaviour preserves the child’s dignity and provides information for correcting the behaviour.

Say: *“When you grab the crayon, it makes Jamal angry.”*

Rather than: *“You should be ashamed of yourself for grabbing.”*

## **Ignore minor incidents**

Adults who work with young children need to have realistic expectations for what a child care environment will be like. They must learn to develop a tolerance for a certain amount of noise, clutter and attention-seeking behaviour. As long as children’s behaviours are not compromising their safety, the safety and rights of others or the safety of the environment, it may be best not to intervene.

## **Prepare children for transitions**

Moving from one activity to the next is difficult for children. Make sure that you give them a series of warnings before the end of one activity and the start of another. Find a concrete way to express the time for the last warning: *“When we are done this game, it’s time for snack”*.

Help the children feel excited about the next activity by talking about it: *“After snack, we are going to go outside and colour the snow with squirt bottles.”*

## **Model and encourage appropriate behaviour**

Children learn a lot by watching what is going on around them. If you want children to use pro-social behaviour, you must model it. This is no time to *“do as I say, not as I do.”*

If you want children to use their inside voices, make sure that you are not shouting across the room. When children use appropriate behaviour, encourage them by telling how it affects others around them.

## **Interact with children**

Joining in children’s activities during their day is a very effective proactive behaviour guidance strategy. By being responsive and involved with children’s indoor and outdoor play, you can both model appropriate behaviour and diffuse potentially difficult conflict situations. Very few conflicts escalate immediately. Caregivers need to be aware and respond during this building-up period.

Be available to help children clarify their words, actions and feelings to others. Move through the room and visit each individual child or small group.



## Intervention Strategies

### Use physical closeness and touch

By using physical touch, adults can often help put children back on the track to appropriate behaviour and help them regain self-control. Show warmth through appropriate contact like returning a child's hug, gently touching a child's back or holding them in your lap.

### Remind children of rules and, if necessary, redirect

Reminding children of simple rules is an effective intervention strategy, especially when the rules being broken are not putting anyone in danger. Remember: young children have short memories and become distracted easily. Reminding children is in the job description of any adult caring for young children.

When behaviour is putting someone in danger, you may need to both remind and redirect. A child who is throwing sand at children needs to be reminded that sand stays in the sandbox because throwing it will hurt other children. The child needs to be redirected to do other things with the sand.

Encourage the child to think of other ways to use the sand. If the child is having difficulty coming up with alternatives, the caregiver can provide several to choose from and model sand play (for example, begin digging a trench to stimulate their interest). Try not to immediately make one of these choices leaving the sandbox.

### Get children's attention respectfully

When you have to intervene in a situation, approach in a respectful way. Instead of shouting at the child from across the room, walk over, get down to child's level, establish eye contact and use a calm voice. A calm, controlled voice tone and non-threatening body language can assist in diffusing a guidance situation rather than escalating it.

### Acknowledge children's feelings

When dealing with a behaviour guidance issue, make sure that you acknowledge the child's feelings before setting limits. When there are several children involved, remember to address all of them.

Begin by asking the children to tell you how they feel, *"Can you tell me how that makes you feel when Deb grabs your truck?"*

*"Deb, how does it make you feel when you really want the truck and Shahara won't give it to you?"*

If the children are having difficulty expressing themselves verbally, help them out. Developmentally, they may not be able to describe feelings, or emotionally, they may be too upset at the time. *"You look very angry to me, but I can't let you kick Shahara."* (Since Deb was kicking Shahara, you need to have stopped the kicking by using physical closeness and touch as a strategy before getting to this point.)

Remember to keep your voice tone and body language non-threatening.

### Help children solve problems

As a caregiver, you are a resource for the children. Once you have acknowledged feelings, begin the process of helping the children find solutions.

Begin by stating what the problem is, *“It looks to me like you both want the bike.”* Then ask the children, *“What can we do about this?”* If they don’t have any suggestions, provide some choices for them. Your job is largely to facilitate, clarify information verbally and to ensure that no more physical contact occurs.

Try to remember that your job is not to solve the problem for the children. The end result may be that so much time is spent on social problem solving, that nobody gets the bike. You can help the children anticipate this outcome by verbally reminding them of the time using a matter of fact voice tone. Remember that this is a “teachable moment” where valuable negotiation skills can be learned by the children.

## Remove a privilege

In extreme situations, when all other strategies have proven ineffective, it may be necessary to limit or remove materials or equipment. Make sure that this happens after the children have been reminded and the consequences of removal were clearly identified.

If you have to remove the child, try to keep the child with you rather than in an isolated location in the room, such as a time out chair. Having the child near you allows you to assist the child in calming down and to evaluate when the child is ready to try again.

When you and the child have decided that the child is ready to go back to the original situation, go with the child to assist in her success. When you are confident that the child will not repeat the behaviour, acknowledge her for showing you that she has changed her behaviour and leave the play situation. If the child repeats the behaviour, you may need to remove the child once again and let her know why you are doing this.

Please note: it is never acceptable to remove physical necessities as a consequence. See the prohibited forms of behaviour management section in the introduction for more details.

## Summary

It is important to remember that no individual strategy will be effective in every situation, or with every child.

When we understand and use positive guidance techniques, we will be more successful in meeting the challenge of living and working with young children.

“Positive guidance begins with the prevention of problems and conflicts by preparing the physical and social environments.

“Helping children learn to distinguish between appropriate and inappropriate behaviours requires positive, direct and consistent interactions. To develop problem-solving skills and empathy for others, children need time and assistance from nurturing, responsive adults.

“Guiding the behaviour of children is an important role for caregivers and parents, and at times is not an easy job. But when our interactions with children are respectful and caring, we help set solid foundations for their growing sense of self-esteem and self-control.”<sup>5</sup>

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5 Manitoba Child Care Association, *Let Babies be Babies: Guiding the Journey to Independence*, 1993, p. 21.

## Helpful Hints

- Position yourself with your back to the wall, not the children.
- Visually scan the room as you are interacting with children.
- Place tall shelves against walls.
- Keep your own emotions under control.
- Keep your own tone of voice and body language calm.
- Get to know children's families and communicate behaviour successes and concerns.
- When providing guidance, connect with the child instead of coming across as judgemental or preachy.
- Be clear and describe behaviours. Avoid using vague comments like "play nicely."
- Provide opportunities for children to make amends instead of insisting on a superficial apology.
- If you feel your own level of frustration rising, count to ten and breathe deeply before proceeding.

This resource was originally adapted by the Manitoba Child Care Program in 2001 from "Developing Your Centre's Behaviour Guidance Policy", *Focus on Children and Families* (January 1999) with permission from Child Care and Early Intervention, Nova Scotia Department of Community Service.

# Appendix 4: Code of Conduct Self-Assessment Checklist

Complete this checklist to make sure you have included all the required elements.

You can include a copy of this checklist when you submit your code of conduct to your child care co-ordinator.

**Facility Name**

**Facility Number**

**Completed by**

**Child Care Co-ordinator**

**Position**

## Your code of conduct must include:

- A statement that the following persons must behave in a respectful manner and comply with the code of conduct:
  - the licensee
  - staff of the facility
  - children enrolled at the facility
  - parents/guardians of children enrolled at the facility
  - all others involved with the facility
- A statement that the following are unacceptable:
  - bullying and harassing another person
  - abusing another person physically, sexually or psychologically, whether orally, in writing or otherwise
  - discriminating against another person unreasonably on the basis of any characteristic set out in subsection 9(2) of *The Human Rights Code*
  - acting in a manner that puts another person at risk of harm
- A statement that everyone must adhere to the facility's policies about the appropriate use of e-mail, electronic devices and the Internet
- A description of the proactive strategies used to ensure an environment that is conducive to the health, safety and well-being of children enrolled at the facility
- A description of the consequences of violating the code of conduct

### An effective code of conduct:

- Is clear
- Is a reasonable length for easy reading and distribution
- Uses positive wording
- Strikes as balance between statements about respectful behaviour and proactive strategies with statements about unacceptable behaviour and consequences
- Includes a description of respectful and appropriate behaviour that:
  - uses 3 or 4 positive statements or guiding principles rather than a list of rules
  - are applicable for children of various developmental levels
  - are applicable to children, staff, parents and others involved in the centre
- Includes consequences to inappropriate behaviour that are:
  - based on the level of development (children)
  - pre-planned, consistent and fair
  - based on how severe and frequent the behaviour is
  - based on discussion and a cooperative approach
  - progressive and provide opportunities for people to change their behaviour

# **SAMPLE CENTRE ENHANCED SAFETY PLAN**

CENTRE/NURSERY SCHOOL NAME

FACILITY NUMBER

LOCATION ADDRESS

CONTACT PERSON

PHONE NUMBER

CELL NUMBER

EMAIL ADDRESS

MAILING ADDRESS

## FACILITY OVERVIEW

\_\_\_\_\_  
*(name of facility)*

\_\_\_\_\_  
*(location address of facility)*

Date Developed: \_\_\_\_\_ Last Revised: \_\_\_\_\_ Last Reviewed: \_\_\_\_\_

Reviewed and Approved by:

Fire authority  Child care coordinator  Board of directors

Copies provided to:

- all supervisory staff and designated alternates
- child care coordinator
- posted in each separate area for easy reference by all staff and the fire authority
- owner/landlord or school principal

### **Purpose**

This safety plan is designed to provide guidance and direction to staff and the board of directors. This will help ensure the safety of the children, families, staff and visitors to our child care centre. It establishes clear and concise policy and procedures:

- to prepare staff on what to do in the event of different types of emergencies
- to evacuate safely to our designated place of shelter
- to shelter-in-place when it is safer to remain in the centre
- to close the centre due to severe weather, health-related or other emergencies
- to ensure the safety of children with anaphylaxis (life-threatening allergies)
- to ensure safe indoor and outdoor environments
- to control visitor access

### **Delegation of Authority**

The director or designated alternate maintains the authority to declare an emergency situation and implement evacuation, shelter-in-place or closure procedures. This responsibility includes communications with parents and the media.

SAMPLE CENTRE ENHANCED SAFETY PLAN

**Children, Staff and Building Personnel**

**Children**

Licensed for maximum of \_\_\_\_\_ spaces aged \_\_\_\_\_ years to \_\_\_\_\_ years including:

\_\_\_\_\_ children aged 12 weeks to 2 years

\_\_\_\_\_ children aged 2 to 6 years

\_\_\_\_\_ children aged 6 to 12 years

**Staffing**

\_\_\_\_\_ total number of staff including: \_\_\_\_\_

*(list supervisory positions, for example, 1 director and 2 assistant directors)*

**Building personnel**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*(if applicable, list others, for example, building owner, custodian, school principal, etc. and their responsibilities in the safety plan such as maintaining fire protection systems and life safety equipment)*

**Building Description**

3600 square foot, wooden structure, single-occupant, 2-levels including basement

Day Care Centre *(also indicate A2 or B2 Occupancy if applicable)*

**Spaces Used by Centre**

*(List rooms with room numbers. Include other spaces used such as school gym)*

Total number of rooms: \_\_\_\_\_

Basement level: \_\_\_\_\_

Main floor: \_\_\_\_\_

Second floor: \_\_\_\_\_



SAMPLE CENTRE ENHANCED SAFETY PLAN

**Exits**

List exits used by centre.

**Heating, Ventilation and Air Conditioning**

Indicate type and location.

**Fire Safety Equipment and Locations**

**Fire Alarm System**

If applicable, specify the details of your system e.g. single or two stage and local signal or signal sent directly to fire department.

**Fire Alarm System Control panel**

Located: \_\_\_\_\_  
(e.g. main entrance on 123 Street)

Monitored by: \_\_\_\_\_ at \_\_\_\_\_  
(company name and phone number)

**Fire Alarm Pull Stations located:**

(list particular locations)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fire Department Connection (indicate locations)**

\_\_\_\_\_

**Smoke Alarms** (indicate hard wired or battery operated and locations)

\_\_\_\_\_  
\_\_\_\_\_

SAMPLE CENTRE ENHANCED SAFETY PLAN

**Portable fire extinguishers** (*indicate type and locations*)

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**Utility Shut-off Locations**

Shut-off instructions are posted by each utility (indicate locations)

Water main: \_\_\_\_\_ Main natural gas valve: \_\_\_\_\_

Furnace: \_\_\_\_\_ Air conditioner: \_\_\_\_\_

Water heater: \_\_\_\_\_ Electrical panel: \_\_\_\_\_

The following are identified on the electrical panel:

- furnace
- air conditioner
- water heater
- clothes dryer
- exhaust fans in kitchens, bathrooms and any other spaces

SAMPLE CENTRE ENHANCED SAFETY PLAN

**EMERGENCY FLOOR PLAN**

## EMERGENCY EVACUATION PROCEDURES

Emergency evacuation procedures will be used in case of:

- fire
- a chemical or hazardous materials accident inside of the centre
- a suspected natural gas leak

Emergency evacuation procedures may be also used in situations such as:

- bomb threat
- threatening behaviour inside the building
- a chemical accident in the area outside of the centre
- a health-related emergency such as utility failure or sewage back up

### **In Case of Fire**

#### **Staff should:**

1. Ensure everyone evacuates fire area immediately.
2. Close doors to fire area.
3. Pull fire alarm bell.
4. Notify director (or designated alternate).
5. Follow direction from senior staff to evacuate all children, staff and visitors from building.

### **Suspicion of Gas Leak**

**IMPORTANT - Do NOT pull fire alarm bell**

#### **Staff should:**

1. Verbally notify the director (or designated alternate) immediately.
2. Follow direction from senior staff to evacuate all children, staff and visitors from building.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### **Director (or designated alternate) should:**

1. Verbally notify staff to evacuate the building.
2. Direct senior staff to lead Evacuation Procedures.
3. Call 911 for fire department and state nature of emergency and address.
4. Assign staff to verbally notify other occupants of the building.

### **Upon Hearing Fire Alarm**

#### **All children, staff and visitors should:**

1. Stop all activities immediately
2. Follow directions of senior staff to evacuate building.
3. Meet in the assembly area outside of the centre (*describe where, for example, by the fence in the north east corner of playground*),

#### **Senior staff should:**

1. Direct staff to gather with children and visitors by the inside of exit door.
2. Assign specific staff to:
  - Conduct a sweep of the centre looking for any remaining children or adults.
  - Lead evacuation out of the building.
  - Bring the attendance record (with floor plan attached) and take attendance in the assembly area.
  - Take the emergency backpack (including first aid kit, child information records, staff emergency information and contact information for others in building, schools/transportation services).
  - Take the duffel bag with fire ponchos for protection in cold weather (if it is safe to do so).
  - Help children who require additional assistance.
  - Take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so.
3. Close all doors and windows, time permitting.
4. Report evacuation status to director (or designated alternate).

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### **Director (or designated alternate) should:**

1. Call 911 to ensure fire department is aware of the situation.
2. Review attendance record received from staff. Confirm that all children, staff and visitors are accounted for.
3. Advise the fire department of evacuation status (for example, complete with no possibility that any child care staff, children or visitors are unaccounted for).
4. Take direction from fire department.
5. Direct staff to return inside or proceed to designated place of shelter upon direction from fire department.
6. If staff and children proceed to designated place of shelter before fire department arrives:
  - If possible, assign a staff member to remain at main entrance to advise fire department.
  - Call 911 to inform of evacuation status.
7. Post the name, location and contact number of the designated place of shelter on the outside door.
8. Prepare a written statement to relay to parents by telephone, e-mail or text to let them know the children are safe, where to pick them up and whether they need to come early.
9. Assign specific staff to contact parents with prepared statement using centre's cell phone and office phone in designated place of shelter.
10. Record an outgoing message on the centre's voice mail system.
11. Contact staff on outings to return to designated place of shelter, not the centre.
12. Contact schools/transportation services and advise that the children should not be transported to the centre. Make necessary arrangements for children's care.
13. Be available to discuss event with parents when they pick up children.

### **After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

**DESIGNATED PLACE OF SHELTER AWAY FROM THE CENTRE**

---

*Name*

---

*Address*

---

*Phone number*

---

*Contact person*

---

*Alternate phone number*

## EVACUATION AND SHELTER-IN-PLACE PRACTICE DRILLS

The following procedures are used to ensure the safety of children and adults in our centre.

Evacuation and shelter-in-place practice drills are documented on the Evacuation and Shelter-in-Place Drill Record form and maintained on file for at least one year. Staff and children are not told in advance of the drills. Parents and visitors are required to participate in the drill when in the centre and follow the direction of staff.

### **Emergency Evacuation Drills**

- minimum of one evacuation drill per month
- using alternate exit routes
- at different times of the day with varying numbers of staff
- a nap-time evacuation at least once annually
- complete evacuation to our designated place of shelter at least once a year

### **Use of Fire Alarm Manual Pull Stations**

**Director (or designated alternate) should:**

- notify fire department of the drill so they will not respond
- notify alarm company of the drill and that a pull station will be used
- make sure the alarm is reset immediately after the drill

### **Shelter-in-Place Drills**

- minimum of one shelter-in-place drill every year

### **After Evacuation or Shelter-in-Place Practice Drills**

- director (or designated alternate) will post this information for families
- staff will try to discuss the drill with each family at departure time, particularly if their child found it interesting or upsetting



## **CENTRE CLOSURE PROCEDURES**

The following procedures and communication policies will be used in the event of partial or full day closure of the centre due to:

- weather-related emergencies such as a severe winter storm
- health-related emergencies such as a utility failure or the outbreak of illness
- floods
- forest fires

### **Closure of centre for portion of day**

**Director (or designated alternate) should:**

1. Contact parents by telephone, e-mail or text message. Advise them to pick up their children early at centre or at designated place of shelter. Provide staff with a scripted statement to use if helping notify parents.
2. Contact emergency contacts designated by parents, if parents cannot be reached.
3. Post a note on the outside door with the name, location and phone number for the designated place of shelter. Include the centre's cell number.
4. Advise all staff not there at the time.
5. Tell the building's other occupants.
6. Inform schools/transportation services used by school-age or kindergarten children.

### **Closure of centre for the full day**

**Director (or designated alternate) should:**

1. Attempt to contact all families and staff the previous evening or early in the morning by telephone, e-mail or text message. Provide staff with a scripted statement to use if helping notify parents.
2. Arrange to have the closure announced on \_\_\_\_\_ (local radio station).
3. Record an outgoing message on the centre's voice mail system.
4. Post a note on the outside door, if possible.
5. Tell the building's other occupants.
6. Inform schools/transportation services used by school-age or kindergarten children.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### **Additional steps to prepare for closure due to flooding or forest fire**

#### **Director (or designated alternate) should:**

1. Make sure signs showing the locations of utility shut-offs and instructions are posted. Periodically review with designated alternate.
2. Turn off the basement furnace, main power switch and the outside gas valve, time permitting.
3. Take important documents such as child and staff information and financial records, time permitting.

### **Additional steps if our building is flooded**

#### **Director (or designated alternate) should:**

1. Contact Manitoba Hydro to disconnect power at the pole and make sure it is safe to re-enter the centre.
2. Schedule the cleaning, service and replacing of main circuit panels, light switches, electrical sockets, appliances, furnaces, etc by certified technicians.
3. Make arrangements to have all wiring inspected by a qualified electrician before turning power on.
4. Make arrangements for the natural gas to be turned on by a qualified professional.
5. Schedule appropriate cleaning for all flooded areas.
6. Contact parents with an expected reopening date.

### **After partial or full day closure**

#### **Director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.
4. Contact fire and public health inspectors and the child care coordinator. Depending on the reason for closure, there may be requirements or recommendations to reopen centre.

## **CONTROLLING FIRE HAZARDS and INSPECTION AND MAINTENANCE OF FIRE SAFETY EQUIPMENT**

The following procedures will be used to ensure requirements under the Manitoba Fire Code are met to reduce and prevent the risk of fire by:

- controlling fire hazards
- inspecting and maintaining fire safety equipment

### **Documentation File**

The following documentation will be maintained by the director for review by the fire inspector.

The designated alternate will know the location of this file, which will contain:

- copies of safety checklists used to document daily, monthly and annual checks to control fire hazards and inspect and maintain fire safety equipment
- fire protection system annual inspection report by a qualified technician
- heating system annual inspection report by a qualified heating contractor
- fire extinguishers annual inspection report by a certified agency
- evacuation and shelter-in-place practice drill record

**These following items have been integrated into our Safety Checklists to document the checks required on a daily, monthly and annual basis.**

### **Daily Inspections and Maintenance**

1. Fire alarm power indicator and trouble indicator lights are functioning correctly (if applicable).
2. Evacuation procedures and floor plans are prominently posted in each room.
3. Exit signs are easy to see and lit.
4. Corridors, stairs and exits are unobstructed and properly lit.
5. Exits and exterior fire escapes are free of snow and ice. There is a minimum of three meters (about 10 feet) cleared of snow outside of exit. There is a cleared path so that everyone can move further away from the building.
6. Fire doors and stairway doors are NOT wedged or blocked open.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

7. Electrical appliances are unplugged when not in use (toaster, coffee maker, etc.)
8. All electrical outlets have covers in place.
9. Lint traps in laundry equipment are cleaned after each use.

### **Monthly Inspections and Maintenance**

1. Exterior fire escapes are in good repair (if applicable).
2. Exit doors are readily opened from the inside without the use of keys or other locking devices.
3. Fire department access is unobstructed. Exterior fire department connections are easy to see and unobstructed (if applicable). For example, no vehicles may be parked in a fire route/lane. There is no excessive vegetation, snow or other obstructions to access routes, fire hydrant and fire department connections.
4. All fire extinguishers are checked to make sure:
  - proper type
  - hung in required locations
  - labelled
  - ready for use
  - tagged
  - properly charged (arrow in green zone)
  - monthly check documented on tag and on practise drill record
5. Battery operated smoke alarms are checked to ensure proper function (documented).
6. Storage are checked to make sure:
  - combustible materials have not built up in basements, storage rooms, service rooms or stairwells
  - combustible materials are not stored next to water heaters and heating equipment
  - propane cylinders are not stored inside building or in attached garage/shed
  - there is at least 18 inches clearance between storage and sprinkler heads (if applicable)
7. Inspection documentation (if applicable) maintained for review by fire inspector for:
  - fire hose cabinet inspection
  - emergency lights inspection to make sure they work if the power fails

## SAMPLE CENTRE ENHANCED SAFETY PLAN

- rotating use of fire alarm manual pull stations for monthly evacuation drills (if applicable) – documented on evacuation drill record form

### **Annual Inspections and Maintenance**

Inspection documentation maintained for review by fire inspector for the following:

1. Fire extinguishers are inspected by certified agency (also documented on tag).
2. Batteries for smoke alarms are replaced at least annually (documented).
3. Heating system is inspected by qualified heating contractor.
4. Fire protection systems are inspected by a certified technician: (if applicable)
  - emergency lighting
  - fire alarm system
  - sprinkler system
  - standpipes
  - fire hose
  - emergency generator
  - fire pump
  - \_\_\_\_\_ (*other*)

## WEATHER-RELATED EMERGENCIES

The following procedures will be used in the event of the following in our area:

- winter storms
- flooding
- forest fires
- tornadoes
- severe thunderstorms

### **Preparation**

To prepare to care for children outside of regular centre hours or during a utility failure, the director (or designated alternate) will ensure that:

- non-perishable food and water is stored and replenished at least annually
- flashlights and battery operated lights with fresh batteries are available in all areas of the centre
- fresh batteries are available for the weather radio or portable radio
- signs indicating locations of utility shut-offs and instructions are posted and reviewed periodically with designated alternate

## Winter Storm, Flood and Forest Fire Procedures

**Director (or designated alternate) should:**

1. Monitor appropriate source listed below when there is potential for severe weather, flooding or forest fires:
  - Environment Canada for weather watches and warnings on weather radio or local media
  - Manitoba Water Stewardship's Hydrologic Forecast Centre website ([manitoba.ca/waterstewardship/floodinfo](http://manitoba.ca/waterstewardship/floodinfo)) and local media during the spring run off period and during other high water advisories for the area
  - Manitoba Conservation Fire Program website ([manitoba.ca/conservation/fire/](http://manitoba.ca/conservation/fire/)) as well as local media during forest fire season from April to October
2. Notify staff in playground to bring children inside in the event of a severe weather warning.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

3. Notify any groups on outings to return or take indoor shelter immediately.
4. Reschedule outdoor play and all outings away from the centre.
5. Post information indicating that there may be a need for closure and reminding parents how the closure will be communicated.

### **Additional steps for severe winter weather watch/warning or a blizzard warning**

1. Director and the board chair will consult on the need for emergency closure.
2. Follow *Emergency Closure Procedures* if required.

### **Additional steps when there is potential for flooding or forest fire**

1. Director and the board chairperson will consult on the need for an emergency closure based on the information available from emergency response officials.
2. Director (or designated alternate) will:
  - advise parents if a decision is made to close the centre
  - follow all instructions from emergency response officials
  - remind parents to listen to local media and emergency response officials for evacuation orders and assume that the centre will be closed until further notice
3. Follow *Emergency Closure Procedures* if required.

## **Tornado or Severe Thunderstorm Procedures**

### **Staff should:**

1. Immediately contact the director (or designated alternate) if aware of a severe thunderstorm or tornado warning/sighting in the area.

### **Director (or designated alternate) should:**

1. Monitor the situation using information from Environment Canada on the weather radio.
2. Make decision to enact *Shelter-in-Place Procedures*.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### IN THE EVENT OF A TORNADO

1. Direct senior staff to lead *Shelter-in-Place Procedures*.
2. Notify staff in playground to return indoors immediately.
3. Notify staff on outings away from centre to immediately seek the closest indoor shelter. Remind them to call back with their location.
4. Notify schools/transportation services that the children should not be transported to the centre and that staff cannot leave to pick them up. Make arrangements for the children's care.
5. Bring the weather radio operating on battery back up and cell phone to protective space to monitor when it is safe to leave the protective spaces.

### Senior staff should:

1. Remind staff not to use electrical equipment and avoid using the telephone.
2. Direct staff to move children away from doors and windows.
3. Make sure flashlights and battery operated lights with fresh batteries are available in all areas of the centre.
4. Unplug all electrical appliances such as TVs, radios and toasters.

### IN THE EVENT OF A TORNADO

1. Direct staff and children to gather in the protective spaces.
2. Assign specific staff to:
  - bring the emergency backpack into the protective spaces (including the first aid kit, child information records, staff emergency information, contact information for others in building and schools/transportation services)
  - take attendance to make sure all children and staff are accounted for
  - help children who require additional assistance
  - take required medications and specialized equipment for children with additional support needs if it is possible to do so safely and if essential for the immediate safety of a child
3. Advise director (or designated alternate) of the status of Shelter-in-Place Procedures.

### Staff should

1. Follow directions from senior staff.



## SAMPLE CENTRE ENHANCED SAFETY PLAN

2. Guide children to stay away from windows, doors, radiators, stoves, metal pipes, sinks or other electrical charge conductors.

### **After the event, director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## HEALTH-RELATED EMERGENCIES

The following procedures and communication policies will be used in the event of an emergency due to:

- a child's medical condition
- communicable or food-borne illness in the centre or larger community
- serious injury of a child
- utility failure or sewage backup

### A Child's Medical Condition

**When a child enrolls with a medical condition or is diagnosed while attending the centre the director (or designated alternate) should:**

1. Make sure Unified Referral Intake System (URIS) applications are submitted.
2. Arrange staff training by a registered nurse related to the URIS *Individual Health Care Plan/Emergency Response Plan*.
3. Update the centre's safety plan with any special considerations required for the child.
4. Store *Individual Health Care Plan/Emergency Response Plans* in the appropriate staff communication area while considering the importance of confidentiality.
5. Make sure there are processes to monitor when a child's URIS plan will expire.
6. Arrange for plan to be updated and staff retraining to be conducted every year.
7. See the Anaphylaxis section for additional policies and procedures related specifically to life-threatening allergies.

### Communicable or Food-Borne Illness

#### **Prevention**

The following procedures are used to prevent outbreaks of communicable or food-borne illness:

- routine health practices
- cleaning and sanitizing schedules

## SAMPLE CENTRE ENHANCED SAFETY PLAN

- safe food handling practices
- disposable gloves are worn any time staff's hands may come in direct contact with blood (or body fluids containing blood) or staff have open cuts or sores on their hands
- staff monitor children's health and ask parents about unusual symptoms observed in children (diarrhea, vomiting, abdominal pain, etc.)
- staff encourage parents to inform the centre of diagnosed illness after a visit to the doctor
- staff document symptoms, diagnosed illnesses or absences due to illness in the daily incident record
- a toileting log book is maintained to help identify children with diarrhea as a simple warning system of an illness outbreak

### **Outbreak of communicable or food-borne illness in centre**

#### **Director (or designated alternate) should:**

1. Contact the public health nurse for requirements for specific illnesses. Be sure to ask about any special precautions for non-immunized children or pregnant staff/family members.
2. Contact the public health inspector if directed to do so by the public health nurse.
3. Inform the child care coordinator of the situation and public health authority's requirements and recommendations.
4. Provide regular updates to the child care coordinator and public health authorities.
5. Review the following procedures with all staff and make sure procedures are diligently followed:
  - proper sneezing and coughing etiquette
  - adult hand washing procedures
  - children's hand washing procedures
  - diapering and toileting procedures
  - cleaning and sanitizing procedures
  - procedures for the proper storage, handling and serving of food
6. Notify parents of illnesses present in the centre and the symptoms to look for in their child.
7. Share resources and information with parents.
8. Advise staff of requirements from public health or other authorities and make sure requirements are followed.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### **Staff should:**

1. Review proper hand washing procedures with the children.
2. Go over sneezing and coughing techniques with the children.
3. Monitor bathroom visits to make sure procedures are followed.
4. Clean and sanitize toys, equipment and surfaces.
5. Encourage parents to discuss any health concerns, symptoms or diagnosed illnesses.
6. Document health concerns, symptoms or diagnosed illnesses in the daily incident record.

### **Parents should:**

1. Discuss any health concerns or symptoms with staff.
2. Tell staff about any diagnosed illnesses.

### **Contact with Public Health**

The public health authority will be contacted for advice and direction if any of the following illnesses are present in the centre:

- any illness prevented by routine immunizations: diphtheria, measles, mumps, pertussis (whooping cough), polio and rubella
- gastrointestinal infections such as a diagnosed case of campylobacter, E. coli, giardia, rotavirus, typhoid fever, salmonella gastroenteritis, shigella gastroenteritis and yersinia gastroenteritis
- diarrhea, if there are 2 to 3 or more children within 48 hours, because it could be a serious gastrointestinal infection
- group A streptococcus (invasive diseases such as toxic shock syndrome and flesh-eating disease)
- haemophilus influenzae type b (Hib)
- hepatitis A virus (HAV)
- impetigo, if there is more than one diagnosed case in the same room within a month
- meningitis
- meningococcal disease
- strep throat and scarlet fever, if there are more than two diagnosed cases within a month
- tuberculosis

Public health will also be contacted about any bite that breaks the skin as blood tests may be required.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### **Notification to Parents and Staff**

1. Parents and staff will be advised of any of the illnesses requiring contact with public health (above).
2. The notice will specifically advise parents to talk to their doctor and check their own child's immunization records about the following illnesses prevented by routine immunizations:
  - diphtheria
  - measles
  - mumps
  - pertussis (whooping cough)
  - polio
  - rubella
3. The notice will specifically advise staff or family members who are or may become pregnant that they should talk to their doctor and check their immunization status for the following illnesses:
  - chicken pox
  - parvovirus B19 (fifth disease or "slapped cheek" syndrome)
  - rubella
  - measles
  - mumps
  - CMV (cytomegalo virus)

### **Additional steps: Outbreak of communicable or food borne illness in larger community**

#### **Director (or designated alternate) should:**

1. Monitor and respond to warnings from Manitoba Health and Healthy Living, Health Canada or the Canadian Food Inspection Agency. Be sure to visit their websites for additional information.
2. Advise all staff of recommendations from Manitoba Health, Health Canada, the Food Inspection Agency, the public health inspector or the child care coordinator. Make sure staff follow recommendations.

## Serious Injury of a Child

**Director (or designated alternate) should:**

1. Help make the decision to provide first aid at the centre or call an ambulance.
2. Contact the parents or emergency contacts if parents cannot be reached.

**Injury requiring first aid**

**Staff should:**

1. Provide first aid according to the principles learned in their first aid training.
2. Document the incident as quickly as possible and provide an incident report to the parents and director (or designated alternate).
3. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent injuries.

**Injury requiring medical attention**

**Director (or designated alternate) should:**

1. Call 911 for an ambulance.
2. Provide a copy of the parent's permission for emergency medical treatment.
3. Accompany the child to the hospital with a copy of the parent's permission for emergency medical treatment, if parents are not at the centre.

**Staff should:**

1. Attend to the child according to the principles learned in their first aid training until paramedics arrive.
2. Document the incident as quickly as possible.
3. Provide an incident report to the parents and director (or designated alternate).

**After the event, director (or designated alternate) should:**

1. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.
2. Notify:

## SAMPLE CENTRE ENHANCED SAFETY PLAN

- the child care coordinator within 24 hours by submitting a Serious Injury Notification on-line or by telephone
- the centre's insurance provider
- the board chair

### Utility Failure or Sewage Back up

The following procedures will be used in the event of sewage back-up or the loss of one of the following utilities:

- heat
- water
- hot water
- electricity
- natural gas (if applicable)

**Director (or designated alternate) should:**

1. In the case of a loss of electrical power, figure out if it is specific to the centre or if the area is without power. If it specific to the centre, see if it is a breaker that has blown and restore power.
2. Contact the appropriate utility or repair service immediately to report the problem and get an estimated length of time without service.
3. Contact the public health inspector to complete a risk assessment. The loss of any utility or sewage back-up may present a health risk to the children, staff and families.
4. Contact the local fire authority to determine if the loss of the utility or sewage back-up presents a fire safety risk (for example, fire protection systems/life safety equipment or access to exits is compromised) and if there are alternative requirements during a loss of fire protection.
5. Advise staff on procedural changes required by public health (for example, the use of hand sanitizers and single-use food handling and service items) or the fire authority (such as the requirement for a fire watch).
6. Enact *Evacuation Procedures or Emergency Closure Procedures* if required by the public health authority or fire authority.
7. Follow *Evacuation Procedures or Emergency Closure Procedures*, if required.
8. Inform the child care coordinator of situation and the requirements and recommendations from public health or fire authority.

## ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

The following roles and responsibilities outline the procedures that will be followed if:

- a child currently in the centre has been diagnosed with a life-threatening allergy
- a child about to enrol in the centre has been diagnosed with a life-threatening allergy

### IMPORTANT

**Call an ambulance immediately to take the child to the hospital when an adrenaline auto-injector is used.**

The entire community has a role to play in ensuring the safety of children with a known risk of anaphylaxis in a community setting. To minimize risk of exposure and to ensure rapid response to an emergency, parents, children and centre staff must all understand and fulfill their responsibilities.

### Director (or designated alternate) should:

1. Work as closely as possible with the parents of the child with a known risk of anaphylaxis. Regularly update emergency contacts and telephone numbers.
2. Immediately start appropriate planning for an *Individual Health Care Plan/Emergency Response Plan* that considers the age and maturity level of the child, the specific allergen and the centre's circumstances.
3. Submit a URIS application with parents, including *An Authorization for the Release of Information* form. Remind parents that it will need to be completed every year.
4. Have parents complete an *Authorization for Administration of Adrenaline Auto-Injector* form.
5. Contact the public health nurse (or contracted nursing agency if the public health nurse is not available) to develop the *Individual Health Care Plan/Emergency Response Plan* and schedule staff training.
6. Identify a contact person for the nurse.
7. Inform other parents that a child with a life-threatening allergy is in direct contact with their child (with written parental approval). Ask parents for their support and cooperation.
8. If it is not developmentally appropriate for the child to carry an auto-injector, make sure the adult responsible for that child wears it in a fanny pack. An alternative is to keep it in a safe, UNLOCKED location accessible only to the adults responsible.
9. Staff Training
  - Notify staff of the child with a known risk of anaphylaxis, the allergens and the treatment.
  - Have all staff (and possibly volunteers) receive instruction on using an auto-injector.



## SAMPLE CENTRE ENHANCED SAFETY PLAN

- Inform all substitute staff about the presence of a child with a known risk of anaphylaxis. Be sure to advise them of the appropriate support and response, should an emergency occur.
- Store the *Individual Health Care Plan/Emergency Response Plan* in the staff communication areas for easy access while keeping in mind the importance of confidentiality.
- Arrange an annual in-service through the nursing service to train staff and monitor personnel involved with the child with life-threatening allergies.

10. Help with carrying out policies and procedures for reducing risk in the centre.

- Post allergy alert forms with photographs, in the staff room, kitchen, eating area and other appropriate locations (with written parental approval).
- Develop safety procedures for field trips and extra-curricular activities.

11. Make sure there are processes to:

- Monitor when a child's *Individual Health Care Plan/Emergency Response Plans* will expire.
- Annually review and submit a URIS Application form to make sure there is an *Individual Health Care Plan/Emergency Response Plan* for each child with a life-threatening allergy.
- Monitor the expiry dates for children's adrenaline auto-injectors. Remind parents about expiry as needed.
- From time to time, remind other parents in the centre how important it is to make sure packed lunches and snacks are allergen-free.

### **Responsibilities of all staff:**

1. Receive annual URIS training in caring for a child with anaphylaxis.
2. Display a photo-poster in the child care centre (with written parental approval).
3. Discuss anaphylaxis with the other children, in age-appropriate terms.
4. Encourage children not to share lunches or trade snacks.
5. Choose products that are safe for all children in the centre (parental input is recommended).
6. Instruct children with life threatening allergies to eat only what they bring from home, if applicable.
7. Reinforce hand washing to all children before and after eating.
8. Facilitate communication with other parents.
9. Follow policies for reducing risk in eating and common areas.
10. Enforce rules about bullying and threats.
11. Leave information in an organized, prominent and accessible format for substitute staff.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

12. Plan appropriately for field trips. Make sure auto-injectors are taken on field trips and emergency response plans are considered when planning the trip.

### **Responsibilities of the parents of a child with anaphylaxis:**

1. Tell the centre director about the child's allergies and needs.
2. Provide their child with an up-to-date auto-injector. If it is not developmentally appropriate for the child to carry it, parents should confirm the auto-injector is in a specified location (safe, UNLOCKED location accessible only to the adults responsible), or on the person of the adult responsible for the care of the child.
3. Make sure their child has and wears a medical identification bracelet.
4. Submit all necessary documentation as required.
5. Provide the child care centre with adrenaline auto-injectors before the expiry date.
6. Make sure that auto-injectors are taken on field trips.
7. Participate in the development of a written *Individual Health Care/Emergency Response Plan* for their child, which is updated every year.
8. Be willing to provide safe foods for their child, including special occasions.
9. Provide support to the facility and staff as required.
10. Teach their child (as developmentally appropriate):
  - to recognize the first signs of an anaphylactic reaction
  - to know where their medication is kept and who can get it
  - to communicate clearly when he or she feels a reaction starting
  - to carry his or her own auto-injector on their person (for example, in a fanny pack)
  - not to share snacks, lunch or drinks
  - to understand the importance of hand washing
  - to report bullying and threats to an adult in authority
  - to take as much responsibility as possible for his or her own safety

### **Responsibilities of all parents:**

1. Cooperate with the child care centre to eliminate allergens from packed lunches and snacks.
2. Participate in parent information sessions.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

3. Encourage children to respect the child with a known risk of anaphylaxis and centre policies.
4. Inform the staff before food products are distributed to any children in the centre.

### **Responsibilities of the child with anaphylaxis:**

1. Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake (as developmentally appropriate).
2. Eat only foods brought from home, if applicable.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an anaphylactic reaction (as developmentally appropriate).
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear (as developmentally appropriate).
6. Wear a medical identification bracelet.
7. Keep an auto-injector on their person at all times, such as in a fanny pack (as developmentally appropriate).
8. Know how to use the auto-injector (as developmentally appropriate).

### **Responsibilities of all children (as developmentally appropriate):**

1. Learn to recognize symptoms of anaphylactic reaction.
2. Avoid sharing food, especially with children with a known risk of anaphylaxis.
3. Follow rules about keeping allergens out of the centre and washing hands (as developmentally appropriate).
4. Refrain from bullying or teasing a child with a known risk of anaphylaxis.

## CHEMICAL ACCIDENT PROCEDURES

The following procedures will be used in the event of a chemical accident:

- inside of the centre (for example, the inappropriate mix of household cleaners)
- in the area outside of the centre

### Chemical Accident Inside of Child Care Building

**Director (or designated alternate) should:**

1. Enact evacuation procedures immediately.
2. Call 911 for the fire department.
3. Direct staff to follow *Evacuation Procedures*.
4. Notify other building occupants.

### Chemical Accident Outside of Child Care Building

**Director (or designated alternate) should:**

1. Enact *Shelter-in-Place Procedures* **or** *Evacuation Procedures* based on instructions from the emergency response personnel
2. Follow: *Evacuation Procedures* **or** *Shelter-in-Place Procedures: Chemical Accident Outside of Building*

### **Shelter-in-Place Procedures: Chemical Accident Outside of Building**

**Director (or designated alternate) should:**

1. Verbally direct senior staff to lead *Shelter-in-Place Procedures* and close windows and as many internal doors as possible.
2. Notify staff in playground to return indoors immediately.
3. Close and lock all exterior doors.
4. Turn off breakers that control air flow.
5. Notify staff on outings away from centre to immediately seek the closest indoor shelter and call back with their location.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

6. Notify schools and transportation services that the children should not be transported to the centre and that staff cannot leave to pick them up until further notice. Make arrangements for the children's care.
7. Inform parents by phone, e-mail or text message as quickly as possible. Use a scripted message, if possible.
8. Direct parents to stay away from the area and listen to the local media for further updates on the situation.
9. If there is time and it is needed, assign specific staff to take additional measures to protect indoor air:
  - Seal any obvious gaps around exterior windows and doors.
  - Place a rolled up damp towel at the floor space at bottom of doors.
  - Cover and seal bathroom exhaust and grilles, range vents, dryer vents and other openings to the outdoors as much as possible.
  - Put plastic over the windows to seal.
10. Inform staff and children when emergency response personnel say it is safe to leave the building.

### **Senior staff should:**

1. Lead Shelter-in-Place Procedures.
2. Direct specific staff to close and lock exterior windows and to close as many internal doors as possible.
3. Take attendance to account for all children, staff and visitors.
4. Advise the director (or designated alternate) of the status of Shelter-in-Place Procedures.
5. Assign specific staff to prepare for evacuation by:
  - Having the emergency backpack (including the first aid kit, child information records, staff emergency information, contact information for others in building and schools/transportation services) ready to go, should evacuation be ordered
  - Having required medications and specialized equipment for individual children with additional support needs ready.

### **After the event, director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## BOMB THREAT PROCEDURES

The following procedures describe how we will respond to:

- a bomb threat received by telephone or in writing
- a bomb threat received and suspicious item found

### IMPORTANT

If a bomb threat is received and/or a suspicious package is found:

- DO NOT use any form of wireless communication (pagers, cell phones, Blackberries, two-way radios, etc.).
- Contact the director (or designated alternate) immediately to assess the situation.

## Bomb Threat Received by Telephone or in Writing

**Staff member receiving a bomb threat by telephone should:**

1. Use the *Threatening Telephone Call* form to record as much information as possible.
2. Notify director (or designated alternate) IMMEDIATELY after the call and discuss information on the *Threatening Telephone Call* form.

**Staff member finding a bomb threat in writing should:**

1. Leave the note where it is and do NOT touch or move it (even if it has already been moved).
2. Notify director (or designated alternate) IMMEDIATELY.

**Director (or designated alternate) should:**

1. Determine if there is an immediate threat to safety based on the information available.
2. Direct staff NOT to use any form of wireless communication.
3. Call **911** using a land phone. Consult with police for further steps.
4. In consultation with police, determine if there is an immediate threat to safety based on the information available and decide whether or not to evacuate.
5. Notify police of the caller's phone number if call display or call trace was successful.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

6. Make sure the person who answered the threatening phone call or found the written message is available to be interviewed by police.
7. If there is an imminent threat to safety:
  - Enact Evacuation Procedures. Do NOT use fire alarm.
  - Direct senior staff to lead *Evacuation Procedures*.
8. Assign specific staff to:
  - Go to the playground and tell staff to remain there or proceed to designated place of shelter.
  - Call staff and children on outings away from centre (using a land line). Advise staff not to return to centre until further notice or to proceed to designated place of shelter.
  - Contact any other occupants of the building. Do NOT use wireless communication.

### **Senior staff should:**

1. Lead *Evacuation Procedures* if enacted.

### **After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

### **If suspicious item is found but no bomb threat has been received, the director (or designated alternate) should:**

1. Advise staff NOT to touch or move it (even if it has already been moved).
2. Evacuate the immediate area and close door.
3. Try to determine if it is suspicious and dangerous or if it is an ordinary item.
4. Call 911 using a land phone and consult with police for further steps.
5. In consultation with police, determine if there is an immediate threat to safety based on the information available and decide whether or not to evacuate.

### **In the case of a suspicious powdery substance, all persons believed to have had contact with it must:**

1. Gather together in a separate area away from those who did not have contact.
2. Stay to get the appropriate medical assessment and treatment.

## Bomb Threat and Suspicious Item

If a bomb threat is received and suspicious package, letter or object is found, there is an immediate threat to safety.

### Director (or designated alternate) should:

1. Evacuate the immediate area where the suspicious item was found. Close the door to the area.
2. Direct staff not to use any form of wireless communication.
3. Enact the *Evacuation Procedures*. Do NOT use fire alarm.
4. Direct senior staff to lead *Evacuation Procedures* using only exits routes and areas that are free of suspicious items.
5. Call **911** using a land phone and state the nature of the emergency.
6. Notify police of the caller's phone number if call display or call trace was successful.
7. Make sure the person who answered the threatening phone call (or found the written message) and found the suspicious package is available to be interviewed by police.

### Senior staff should:

1. Lead the Evacuation Procedures.
2. Assign specific staff to:
  - Go to playground and advise staff to remain there or proceed to designated place of shelter.
  - Call staff and children on outings away from centre using a land line and advise staff not to return to centre and to proceed to designated place of shelter.
  - Contact any other occupants of the building. Do NOT use wireless communication.

### After the event, the director (or designated alternate) should:

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.



## THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

- inside the centre or on the property
- in the neighbourhood

### **Staff should:**

1. Notify the director (or designated alternate) immediately when aware of:
  - threatening behaviour inside the centre or on the property
  - threatening behaviour in the neighbourhood (either by seeing it or being told by the police)
  - a threat made in writing or received by telephone (do not move, touch or delete the evidence)
2. Call **911** for the police immediately if there is a threat to safety.

### **Director (or designated alternate) should:**

1. Tell staff in the daily staff communication log book to contact the director (or designated alternate) immediately if a person who may become threatening arrives at the centre. For example, if a person has made a threat or is extremely upset such as:
  - a recently fired staff person
  - a parent concerned about a situation at the centre
  - a parent who has become angry, violent or made threats to take a child with respect to a custody dispute
2. If the threat is received in writing, by telephone or voice mail:
  - Call the police immediately. The police can help assess the level of risk to your safety and help you decide on next steps.
  - Do not touch, move or delete the threat or evidence so the police can investigate properly.

## **SHELTER-IN-PLACE PROCEDURES**

### **Threatening Behaviour Inside Centre or On Property**

**Director (or designated alternate) should:**

1. Make the decision to enact Shelter-in-Place Procedures.
2. Direct senior staff to lead the *Shelter-in-Place Procedures*.
3. Tell senior staff where the threatening person is and whether they seem to have a weapon or not.
4. If the person does not have a weapon:
  - Direct a senior staff member to call 911 for the police.
  - Talk to the person. Try to calm them down.
5. If the person has a weapon:
  - Call 911 for the police immediately.
  - Take cover in the closest protective space.
6. Follow directions from the police about what to do next.
7. Give the police floor plans and information about the number of children and staff and where they are.
8. As soon as possible, notify staff on outings to stay where they are or to look for indoor shelter.
9. As soon as possible, notify schools and transportation services that the children should not be transported to the centre and that staff cannot leave to pick them up. Make plans for the children's care.

**Senior staff should:**

1. Quietly direct staff to gather with children into the protective spaces as far away from the threatening person as possible. (*Be specific based on your centre layout.*)
  - If the threat is on the property, direct staff and children to quickly move inside, take cover or drop to the ground, depending on the situation.
  - If the threat is inside the centre, direct staff and children in the playground to go to the designated place of shelter immediately.
2. Assign specific staff to:
  - take attendance to account for all children and staff

## SAMPLE CENTRE ENHANCED SAFETY PLAN

- help children who need additional assistance
  - take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so
3. If safe to do so, advise director (or designated alternate) about the status of *Shelter-in-Place Procedures*.

### **Staff should:**

1. Gather children in the nearest protective space away from the threatening person.
2. Lock the door to the room and cover door windows.
3. Turn off lights.
4. Close and lock exterior windows.
5. If the threat is inside the centre, DO NOT close exterior blinds or curtains. Police need to see inside the centre.
6. Stay in protective spaces that are out of sight from doors and windows.
7. DO NOT leave protective spaces until told by the director (or designated alternate).

### **After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## **SHELTER-IN-PLACE PROCEDURES Threatening Behaviour in Neighbourhood**

### **IMPORTANT**

DO NOT leave the centre until the police tell you it's okay.

### **Director (or designated alternate) should:**

1. Direct senior staff to lead *Shelter-in-Place Procedures*. Tell them the threat is in the neighbourhood.
2. Notify staff and children in the playground to come inside immediately.
3. Make sure exterior doors are closed and locked.
4. Notify staff with children on outings to stay where they are (if safe to do so) or find the closest indoor shelter. Have staff call back to say where they are.
5. Look at attendance records provided by staff to make sure all children and staff are accounted for.
6. Notify schools and transportation services that the children should not be transported to the centre and staff cannot leave to pick them up. Make plans for the children's care.
7. Call **911** to make sure police know about the situation.
8. Follow directions from the police about what to do next.
9. Tell staff when it is safe to leave the protective spaces as directed by the police.

### **Senior staff should:**

1. Direct staff to gather with children away from exterior windows and doors.
2. Assign specific staff to help children who need additional assistance.
3. Take attendance to account for all children.
4. Advise director (or designated alternate) of status of *Shelter-in-Place Procedures*.

### **Staff should:**

1. Gather with children in areas away from exterior doors and windows.
2. Close and lock exterior windows.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

3. If possible, close blinds or curtains.
4. DO NOT leave centre until advised by the director (or designated alternate).

### **After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## **CONTROLLING VISITOR ACCESS**

The following procedures describe how we control and monitor visitor access to ensure:

- staff are aware when parents and children arrive or depart
- staff are aware of expected or unexpected visitors
- people who do not belong in the centre are prevented from entering unnoticed

### **Preparation**

- There are policies that ask parents to tell staff when someone else will pick up their child. If staff don't know the person, they will ask for ID.
- Staff are told about custody arrangements and what to do if the non-custodial parent arrives at a time outside of the arrangements.
- Parents are informed in the parent policy manual that staff need to be told when there are changes to who is allowed to pick up their child. Staff then update the designated pick up list for that child.
- When visitors are expected, staff note it in the staff log book so all staff are aware. For example, this may include a different pick-up person, a utility repair person or practicum supervisor for an early childhood education student.
- If the visitor is unknown to the staff, staff must ask to see identification.
- Expected visitors are welcomed and escorted to the appropriate area in the centre.
- When we learn during the enrolment process, in an Inclusion Support Program meeting or through observation, that a child has a tendency to leave areas unescorted or is not fearful of strangers, all staff are informed. Staff are also required to pay particular attention to make sure the child remains safe.

### **Controlling and Monitoring Visitor Access**

1. All outside doors are locked throughout the day.
2. When arriving at the centre, all staff, parents and visitors must use the designated entrance and identify themselves using the intercom system.
3. During primary parental pick up and drop off times, a staff member is assigned to monitor the intercom and answer as quickly as possible.
4. Staff are required to welcome parents and children into the centre, share pertinent information and help the child to get involved in the centre's activities.
5. Staff are required to sign children in and out on the attendance record.
6. Parents are required to directly tell a staff member when they are leaving the building, with or without their children.
7. The doors are equipped with chimes. Staff are required to visually check when they hear the chime to make sure a child is not leaving without an appropriate adult.

## SAFE INDOOR AND OUTDOOR SPACE PROCEDURES

The following procedures describe how we ensure:

- safe indoor spaces
- safe outdoor spaces

### **Staff should:**

- Watch for any safety concerns throughout the day.
- Correct the situation to the best of their abilities and document what was done.
- Bring concerns to the attention of the director (or designated alternate). Make sure action is taken, if needed.
- Note any safety concerns and related reminders about appropriate procedures in daily staff communication log book.
- Watch for suspicious activity in the neighbourhood and report it to the director and the police, if necessary.
- Stay alert to their surroundings when in the playground or on outings.
- Trust their instincts and, if they feel uncomfortable in a place or situation, to gather the children and leave immediately.

### **Staff on opening shift should:**

1. Complete the *Daily Safety Checklist – Indoor* and *Daily Safety Checklist – Outdoor*.
2. Correct any safety concerns to the best of their abilities and document what was done.
3. Give the checklists to the director (or designated alternate).
4. Make sure the director is aware of any concerns and things that need to be done.
5. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

### **Staff on the closing shift should:**

1. Do a walk-through and make sure all appliances are unplugged, the stove is turned off, etc.
2. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

## SAMPLE CENTRE ENHANCED SAFETY PLAN

### Director (or designated alternate) should:

1. Make sure monthly and annual inspections are completed and documented on the appropriate checklists.
2. Complete and document any required repairs or actions.
3. Review enrolment forms, Inclusion Support Program intake and review meeting minutes and URIS *Individual Health Care/Emergency Response Plan* as applicable for any specific requirements for a child with additional support needs.
4. Make any necessary changes to indoor or outdoor spaces to make sure children with additional support needs are safe.
5. Communicate safety concerns or changes to procedures to all staff:
  - Note concerns in the daily communication log book.
  - Review at a staff meeting and, depending on how serious the situation is, share with the board of directors.
6. Make sure safety concerns that relate directly to parents or require a change in their behaviour are posted in a prominent area. If the concern is serious, write a letter to each parent.



## STAFF TRAINING

The enhanced safety plan will be reviewed and specific responsibilities will be discussed with the director (or designated alternate) when a staff member is given responsibilities for fire safety or emergency response procedures.

### **Training for New Staff**

New staff are required to:

1. Read the enhanced safety plan and discuss it with the director (or designated alternate).
2. Review the *Daily and Monthly Indoor Safety Checklists* with the director (or designated alternate) to learn how to control fire hazards and their responsibility to address any fire safety issues that they see. Staff are instructed to bring fire safety issues to the attention of the director. Issues not resolved by the director can be taken to the board.
3. Review *Individual Health Care Plan/Emergency Response Plans* for all children enrolled with anaphylaxis (life-threatening allergies). Be trained in the use of a child's auto-injector and child-specific avoidance strategies detailed in each individual plan.
4. Review several practice drills with the director (or designated alternate) to learn how to improve their participation and to have their questions answered.

The director (or designated alternate) will show new staff the locations of:

- staff communication log book (containing important information to read daily and a list of code words for emergency procedures found in the front cover)
- emergency phone number list including:
  - > the centre's location address
  - > designated place of shelter
  - > contact information for other occupants of the building
  - > contact information for schools serviced by the centre
- fire alarm pull stations
- fire extinguishers
- emergency backpacks that contain child information records and staff emergency information
- first aid kits
- a copy of the enhanced safety plan

## SAMPLE CENTRE ENHANCED SAFETY PLAN

- *Individual Health Care Plan/Emergency Response Plans* for all children enrolled with anaphylaxis (life-threatening allergies) or other applicable health conditions
- adrenaline auto-injectors for children with anaphylaxis

The director (or designated alternate) will discuss and demonstrate to new staff:

- when to use a fire extinguisher
- what type of fire extinguisher to use
- how to use the PASS method in the use of a fire extinguisher

### **Training for All Staff**

**All staff will:**

1. Review their actions, as well as the actions of the children, after each practice evacuation or shelter-in-place drill and discuss ways for improvement.
2. Review how to use a fire extinguisher at least once a year.
3. Be retrained in the use of a child's auto-injector and child-specific avoidance strategies detailed in each *Individual Health Care/Emergency Response Plan* for children with anaphylaxis (life-threatening allergies) at least annually.
4. Be retrained in specific plans detailed in each *Individual Health Care/Emergency Response Plan* for children with other applicable health conditions at least annually.

## **BOARD OF DIRECTORS ROLES AND RESPONSIBILITIES**

The roles and responsibilities of board members are outlined in our board orientation package indicating:

1. New board members are required to read the enhanced safety plan and to discuss it with the director (or designated alternate).
2. The board will review and discuss the enhanced safety plan at board meetings at least annually.
3. Board members will review annual fire, public health and child care centre inspection checklists to ensure that the director (or designated alternate):
  - addresses any fire safety issues
  - monitors that all procedures to control fire hazards are completed
  - makes sure all required inspections and maintenance of fire safety equipment are completed and documented as required
  - addresses any public health concerns

## SAMPLE CENTRE ENHANCED SAFETY PLAN

- addresses any child care licensing non-compliance issues or other concerns
4. The board will encourage staff to bring fire safety or other safety issues to their attention as stated in personnel policies, during employment orientations and during annual reviews of enhanced safety plan with all staff.

## STAFF AND BOARD ANNUAL REVIEW

The enhanced safety plan will be reviewed annually at the board meeting in (*specify month*) by:

- all supervisory staff and designated alternates
- the board of directors

Any necessary changes or revisions will be made including:

- increases or decreases in staffing levels
- increases or decreases of licensed number of children
- changes to rooms or floor spaces occupied by the child care centre
- changes to emergency procedures

If revisions are made, new copies will be printed with the revision date and submitted to the child care coordinator for review and approval. If the revisions are related to fire safety or fire evacuation procedures, a copy will also be submitted to the fire inspector for review and approval.

The revised enhanced safety plan will be:

- distributed to all supervisory staff and designated alternates
- posted in the child care centre for reference by the fire authority
- kept in the staff communication area for easy access and review by child care staff
- reviewed by child care coordinator
- reviewed by the fire authority

The enhanced safety plan will be reviewed annually with all staff at the staff meeting in (*specify month*) or after revisions have been approved.

### **Individual Health Care Plan/Emergency Response Plans**

Plans will be reviewed every year for each child enrolled with anaphylaxis (life-threatening allergies) or other applicable health conditions.

The director (or designated alternate) will monitor expiry dates for individual plans.

# **SAMPLE CENTRE CODE OF CONDUCT**

CENTRE/NURSERY SCHOOL NAME

FACILITY NUMBER

LOCATION ADDRESS

CONTACT PERSON

PHONE NUMBER

CELL NUMBER

EMAIL ADDRESS

MAILING ADDRESS

## CODE OF CONDUCT

At 123 Early Learning and Child Care Centre, we strive to provide a safe, caring, learning environment for children, staff and families. We believe in the equality and respect diversity.

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- management and staff members
- children
- parents/guardians of children enrolled
- all others involved with our centre

### Guiding Principles for Appropriate Behaviour

#### **Be Respectful**

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others. We are respectful of the environment, equipment and materials.

#### **Be Safe**

We work and play safely to help keep ourselves and others from getting hurt.

#### **Be Cooperative**

We solve our problems by talking and listening to each other respectfully to find a solution. When we cannot solve a problem ourselves, we ask for help.

#### **Be Supportive of Learning**

We learn to the best of our abilities and support the learning of others.

### Developmental Capabilities of Children

We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

### Appropriate Use of Technology

All children, parents, staff and others involved in our centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

## SAMPLE CENTRE CODE OF CONDUCT

### Unacceptable Behaviours

The following behaviours by children, staff, parents and others involved in our centre are unacceptable:

- all forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone

### Proactive Strategies

We actively strive to create an environment that supports the health, safety and well-being of the children by:

- having realistic and developmentally appropriate expectations for behaviour
- setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- planning a program based on children's interests and developmental needs
- establishing consistent yet flexible schedules and routines that help children gain trust, security and self control

We create a positive environment for children, parents, staff and others involved in our centre by:

- developing positive relationships, including making time to talk and listen
- establishing clear, consistent, simple limits
- stating limits in a positive way and periodically reminding people
- providing explanations for limits
- working together to solve problems
- modelling and encouraging appropriate behaviour

## SAMPLE CENTRE CODE OF CONDUCT

### Consequences for Inappropriate Behaviour

We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in our centre by:

- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or eliminate the behaviour
- having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour in the future
- developing a written contract with an adult or older child that outlines specific expectations and consequences
- giving a written warning that outlines specific concerns and consequences if the behaviour continues
- accessing outside resources for help, such as:
  - > a behaviour specialist or other professionals to help staff understand and reduce a child's inappropriate behaviour
  - > child and family services to access parenting supports
  - > mediation services to resolve conflicts between adults
  - > the Manitoba Human Rights Commission for information and advice to resolve an issue informally or to make a formal complaint if the behaviour involves discrimination or harassment
  - > the police to assist with threatening behaviour

In extreme cases, we will take additional steps such as:

- suspending or dismissing a staff member
- suspending or withdrawing child care services because of a child's or family member's inappropriate behaviour
- in the case of a visitor not allowing the person to return to the centre
- contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person