

Developing Enhanced Safety Plans and Codes of Conduct

A Guide to Safety Charter Requirements
for Family and Group Child Care Homes



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, family and group child care homes 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 child care providers 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 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 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.

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 home.

The appendix includes additional information such as sample forms and posters.

Definitions

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

Child care home or **Home** refers to licensed family and group child care homes.

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.

Provider refers to the licensee, or the substitute who is in charge when the provider is absent. In group child care homes, this refers to all licensees. The provider (or substitute) co-ordinates an emergency response.

Adult refers to the provider (including all licensees in group child care homes), additional staff, people living in the home and/or parents who may be present in the home during an emergency procedure.

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

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

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

Protective spaces refers to locations within your home 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*, evacuation plans are expanded to include how you will respond to a wider variety of possible situations. Your home'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 a 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 co-ordinated 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)
 - Manitoba Office of Disaster Management (manitoba.ca/health/odm)
 - Manitoba Health (manitoba.ca/health)
 - Manitoba Water Stewardship's Hydrologic Forecast Centre (manitoba.ca/waterstewardship/floodinfo)
 - Manitoba Conservation Fire Program (manitoba.ca/conservation/fire)
- ❑ Government of Canada
 - Is Your Family Prepared? (getprepared.ca)
 - Health Canada (hc-sc.gc.ca). Follow: Health Concerns > Emergencies and Disasters
 - Public Safety Canada (safecanada.ca). Follow: Emergencies and Disasters
 - Environment Canada (ec.gc.ca). Follow: Weather and Meteorology > Severe Weather
- ❑ City of Winnipeg (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). 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

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

You are responsible for developing policies and procedures for your child care home that ensure the safety of the children and families in an emergency. Every child care home is different. Each home has its own characteristics, including the ages and numbers of children, the location, the physical design and the layout. For group child care homes, you also need to consider roles and responsibilities.

It is important that your enhanced safety plan is developed with your home's specific needs in mind.

Getting Started

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

1. Consider networking
2. Learn about your community emergency response plan.
3. Assess the hazards and level of risk in your community and home.
4. Write your enhanced safety plan.
5. Review and revise your existing parent policy manual.
6. Submit your enhanced safety plan to your child care co-ordinator for review and approval.
7. Train the people living in your home and substitutes.

Consider Networking

Discussing and sharing ideas with others can be very helpful, especially after reviewing this guide and beginning work on your procedures. Consider networking with other licensed child care homes in your area to:

- talk about 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

Consider asking for a volunteer from your networking group to contact your local authority (city, town or municipal office) to bring the following information back to the group:

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

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)
- whether specialized assistance would be available to child care homes during a community emergency

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.

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

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 the parts of your home you use for child care, the type of house you have, and where it is located in the province or community.

Consider Your Location in the Province and the Community

A home located in a forested, northern area faces a greater risk of a forest fire. A home 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 house is on high ground, it may be less vulnerable to flooding.

Think about how likely and how serious the risks are (in your area and location) from the following:

- 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 home or on your property and in your neighbourhood)
- health-related emergencies
- bomb threats

Consider Your Home and the Areas Used for Child Care

A house with a basement provides a better protective space in a tornado than a house without a basement. Evacuating children from a basement or upper level of a house is more difficult than evacuating from the main floor level. Evacuating children from multiple levels of a house at the same time requires more planning and practice.

Think about your home and the levels used for child care:

- What kind of house is it? Is it single or multi-storied?
- Do you use more than one level of your home for play and routines such as eating, toileting and sleeping?
- Are you always on the same floor level as the children?
- Are there times when children are on two levels of your home?

- Do the children nap in the same room or do you use several rooms for napping?
- Does the main exit used for evacuation lead into a fenced yard to help keep children safe as you help the remaining children to evacuate?
- How do you keep children safe outside when evacuating from your alternate exit if it does not lead to a fenced yard?
- Do you have a basement or an interior room that can accommodate the children and people living in your home, and be used to shelter-in-place during a tornado?
- Do you have a room with a lockable door to use to shelter-in-place (or for lockdown) due to threatening behaviour?

Consider the Needs of the People in Your Home

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 smoke 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 your home quickly.

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

- Do you have family members or neighbours close by who are at home during your hours of operation and can assist you during an emergency?
- When enrolling new children, do you consider how you will help the number of children in your care who require your physical assistance (infants, toddlers and older children with mobility issues) to evacuate?
- Do you have a play pen or large blanket near the door to take outside to keep younger children contained and/or off the ground, particularly during winter months?
- Do you have family members who are elderly or disabled and require assistance during an emergency?

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 this entire guide before you begin to write your plan.
- You can use your existing evacuation procedures for the fire-related requirements.
- 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.
- 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 people living in your home, the parents of children enrolled and other providers for feedback and improvements. For example, if “shelter-in-place” is a new procedure for you, it may be very helpful to try it with people living in your home and your substitute. This exercise will give you a better idea about how well your plans will work instead of simply thinking about them or 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 your child care home.
- 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 house).
- A severe winter storm, an outbreak of a serious communicable illness or a flood could all result in closure of your child care home.

In any emergency, you will have to decide on an appropriate response. Most often, that will be:

- evacuation
- shelter-in-place
- closure of your child care home

As fire is the greatest risk, it continues to be the highest planning priority for all child care homes. 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 what needs to be done including when, where and how. For group child care homes, you will also need to determine who does what.

The key to an effective response is thoughtful preparation that includes planning and practice. Ongoing practice drills of well-laid out plans will reduce stress on you and the children. Training your substitute 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:

- procedures for communication
- specific plans for children with additional support needs
- roles and responsibilities (for group child care homes)

Communication

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

- inside and outside your child care home
- with parents of children enrolled in your home
- with the other licensee if they are in a different area of the home, in the yard or on an outing (for group child care homes)

Inside your home, you will generally just tell the children, parents and people living in your home about what they need to do, and use the telephone to call **911**.

For group child care homes, you will need to consider how you will contact the other licensee if they are in a different area of the home, in the yard or on an outing.

You need to think about how you will communicate outside once you are away from the phone in your house. Ask yourself:

- Do you have a cell phone or can you use a neighbour's phone?
- Have plans been made with your designated place of shelter to use their phone if you evacuate to their building?
- Do you post a sign on the outside door that you have evacuated?
- Does the sign include the location and contact number for 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.)

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 near your phone, attached to the attendance record and in your emergency backpack 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 methods to contact parents (or their emergency contacts) as quickly as possible during any emergency. Generally, you will use a phone. 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 recording an outgoing message on your voice mail and posting a note on the outside door.

If there is a real emergency, it can be very stressful for children, parents and you. Resources and support may be needed to help them recover and return to a feeling of safety.

The following steps are important:

- ❑ Give parents a consistent message about what happened, follow-up steps and any changes that you will make to prevent a similar situation from happening in the future.
- ❑ Contact the child care co-ordinator and make them aware of the situation. The child care co-ordinator may provide further support, recommendations or regulatory requirements.
- ❑ In case of a serious emergency resulting in trauma, 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 and adults.

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.

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.

- ❑ 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:

- ❑ How do you help a child who requires assistance to evacuate or to shelter-in-place?
- ❑ How do you ensure you 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

The facility overview acts as an introduction to your plan. It provides valuable information for substitutes.

The facility overview can describe the physical space, and the locations of things like fire safety equipment and utility shut-offs. It also includes floor plans of your home.

For group child care homes

Your local fire authority may require that you have a building fire safety plan. This plan should have accurate floor plans that include exits and exit routes. The locations of fire protection systems and life safety equipment should be shown on a separate copy of the floor plan. Review your initial licensing and annual fire inspection reports for more information. If you need clarification about the local fire authority's requirements, contact your fire inspector.

Floor Plans of Home

For quick reference during an emergency, you need to develop or revise the floor plan of your home. The details of the floor plan may differ depending on fire authority requirements. At minimum, you should include:

- exits and alternate exits
- assembly area outside the home
- protective spaces to be used during shelter-in-place procedures (show protective spaces in words or colour-coded symbols)

You may also need or want to identify:

- each room
- areas not used for child care
- areas used for napping
- travel paths to exits and alternate exits
- locations and types of safety equipment like fire extinguishers, smoke detectors, carbon monoxide detectors and key pads for security systems (you can use symbols or colour-coded boxes and a key to show what each symbol or box means)

Copies of floor plans should be:

- posted prominently in your home
- attached to the attendance record taken during evacuations, to assist the fire department

Helpful Information

You can search the Internet for free software to help you draw floor plans.

What to write

1. You can describe the following information in your Facility Overview:
 - name of the licensee(s), common name of home (if applicable) and address
 - dates the plan was developed, last revised and last reviewed
 - purpose for writing the plan
 - maximum number of licensed spaces
 - number of people living in the home
 - list of all levels used for child care (for example: main floor, second floor, third floor, basement)
 - type of security system and location of key pads (if applicable)
 - locations of your fire extinguishers
 - locations of your smoke alarms (indicate if battery-operated or hard-wired and if interconnected¹)
 - type and locations of any other fire protection systems or equipment required by the local fire authority (if applicable)
 - locations of utility shut-offs
 - location of your electrical breaker panel or fuse box
2. Develop or revise a floor plan of your home including all levels used for child care.

¹ Interconnected means that if one smoke alarm is activated, all the smoke alarms in the house will begin to sound.

Sample Facility Overview

ENHANCED SAFETY PLAN FACILITY OVERVIEW

(name of licensee(s))

(common name of home – if applicable)

(address)

Date Developed: _____ Last Revised: _____ Last Reviewed: _____

Reviewed and Approved by:

- Child care co-ordinator Fire authority (*if applicable*)

Purpose

This safety plan is designed to help ensure the safety of the children and adults in my family child care home. It establishes clear and concise policy and procedures that prepare adults for what to do in emergencies.

Children and Adults in the Home

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

People living in home (including the provider):

___ children under 12 years of age

___ children between 12 and 17 years of age

___ adults

House Description (group child care homes)

Describe your house (e.g.: 1800 square-foot, wooden structure, single-occupant, two-levels including basement). Also indicate the type of occupancy (see your occupancy permit, if applicable).

Levels Used for Child Care

- Basement Main floor Second floor Third floor

Exits (group child care homes)

List main and alternate exits used for each level of your home.

Heating, Ventilation and Air Conditioning

Indicate type and location.

Fire Safety Equipment and Locations

Security System

If applicable, specify if your system is monitored by a company alarm or just a local alarm. Describe the details of your system (e.g.: smoke detectors, carbon monoxide detectors, distress alarm)

Monitored by: _____

at _____ (company name and phone number)

Key pad locations: _____ (e.g.: by front and back doors)

Smoke Alarms *(indicate if hard-wired or battery operated, if interconnected and locations)*

Portable Fire Extinguishers *(indicate type and locations)*

Utility Shut-off Locations

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

Water main: _____ Main natural gas valve: _____

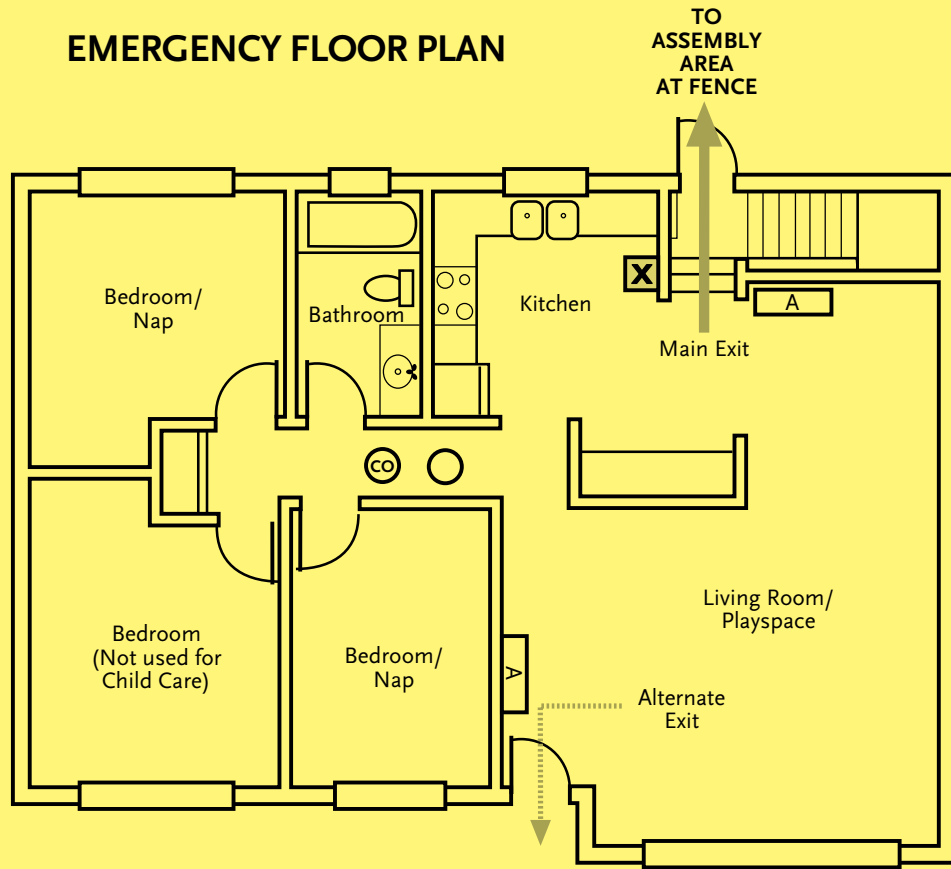
Furnace: _____ Air conditioner: _____

Water heater: _____ Electrical panel: _____

The following are identified on the electrical panel:

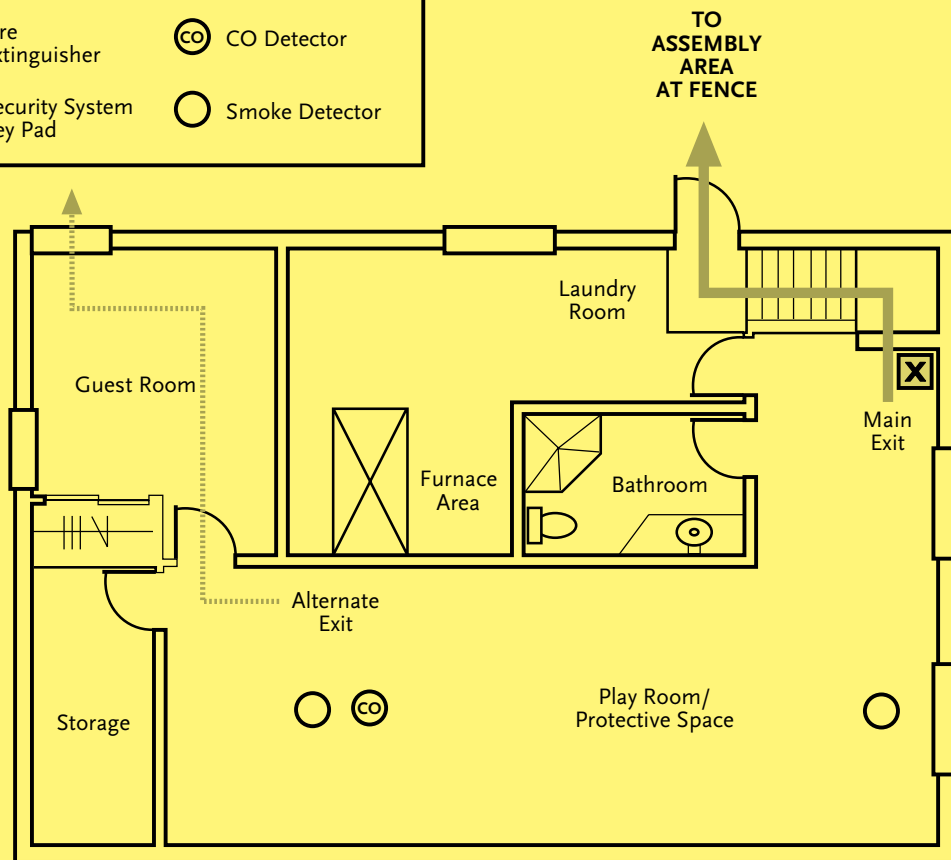
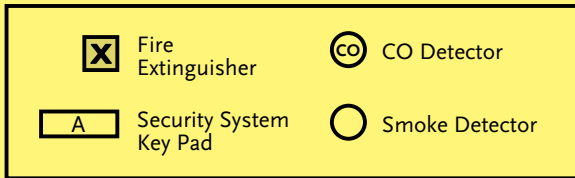
- furnace
- air conditioner
- water heater
- clothes dryer
- exhaust fans in kitchens, bathrooms and any other spaces

EMERGENCY FLOOR PLAN



MAIN FLOOR

PROTECTIVE SPACE Play Room in Basement Used to Shelter-In-Place



BASEMENT

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 home as quickly and safely as possible. Child care regulations require you to maintain accurate attendance records for children at all times. These records are essential during an evacuation.

You can use your existing evacuation procedures. You may need to add some information to make procedures applicable to other types of emergencies. For example, evacuation procedures would be used in the event of a chemical accident inside the home or a suspected natural gas leak. Work through these sections to decide what will need to be included.

For group child care homes

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.

Your evacuation procedures should include the following:

- a description of specific evacuation procedures and any additional assistance required by children or adults
- an assembly area (safe meeting place) away from the house, 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)
- children's attendance - confirmed in the assembly area
- the provider determining that everyone is safely in the assembly area and informing the fire fighters
- the provider following the directions from the fire fighters as to whether it's safe to re-enter the child care home or whether it's necessary to go to your designated place of shelter
- name, address and phone number for designated place of shelter
- items that should be taken:
 - attendance record
 - child information records
 - emergency phone number list
 - contact information for schools and transportation services used by your children, if applicable
 - parental permission for emergency medical treatment
 - first aid kit

- essential medications and specialized equipment for children with additional support needs
- cell phone (if applicable)

Designated Place of Shelter

Establishing an appropriate designated place of shelter away from your home 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, you have a key if people will not always be there)

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. The contact number for transportation should be added to your list of emergency phone numbers taken during evacuations. If you would need to use a private vehicle, discuss this with your child care co-ordinator. At minimum, written permission from parents would be required.

Consider reviewing your arrangements with your designated place of shelter once a year. It is also a good idea to practise going there every year so the people at your designated place of shelter are fully aware of your needs.

Manitoba has very cold winters. Consider how children and adults 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 bag filled with “fire blankets” or fleece ponchos to put on once outside
- older children take their jackets themselves (if it is safe to do so)

Helpful Information

Consider developing emergency bags or backpacks with all the supplies and information needed in an emergency. Remember to store this emergency bag where you can grab it quickly during an evacuation.

Family and group child care homes in Brandon are required by the local fire department to keep an “emergency travel bag” near the main exit door. It must contain:

- a phone list with current home, work and cell numbers for parents
- a list of children's medical conditions
- names and phone numbers of children's doctors
- first aid kit
- a copy of your floor plan

The Manitoba Child Care Association's *Crisis Response Manual for Child Care Facilities* (revised 2009) has information on supporting children and adults after a variety of emergency or crisis situations in a child care facility.

What to write

Your evacuation procedures should describe:

- what happens if you discover a fire
- what happens when you hear a smoke alarm

Remember to consider how you will evacuate from each level of your home that is used for child care.

Remember to consider how you will communicate:

- inside and outside your child care home
- with parents of children enrolled in your home
- with the other licensee if they are in a different area of the home, in the yard or on an outing (for group child care homes)

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. Also post it prominently in your home with your floor 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
- a chemical or hazardous materials accident inside the home
- a suspected natural gas leak

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

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

In Case of Fire

1. Evacuate everyone from fire area immediately.
2. Close doors to fire area.
3. Follow procedures below.

Upon Hearing Smoke Alarm or Suspicion of Gas Leak

1. Tell children and adults to gather by the inside of the nearest, safest door.
2. Help children who require additional assistance.
3. Take the following:
 - attendance record (with floor plan attached)
 - emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services)
 - required medications and specialized equipment for children with additional support needs if essential to their immediate safety and if safe to do so

- cell phone
 - duffel bag with fire blankets for protection in cold weather (if safe to do so)
4. Close doors – DO NOT lock.
 5. Gather in the assembly area (describe where this is - for example: by the fence near the shed).
 6. Take attendance in the assembly area. Confirm that all children and adults got out safely.
 7. Call **911** for fire department – tell them the address and what kind of emergency it is.
 8. Tell fire fighters if all children and adults got out safely.
 9. Direct children and adults to return inside or proceed to designated place of shelter, upon instructions from fire fighters
 10. If already gone to designated place of shelter before fire department arrives, call **911** to tell fire department:
 - if all children and adults got out safely
 - where the designated place of shelter is
 11. For group child care homes, if an adult is on an outing with the children, call and tell them to go to the designated place of shelter.

At designated place of shelter:

1. Contact parents by telephone, e-mail or text to let them know their children are safe, where to pick them up and whether they need to come earlier than the regular pick-up time.
2. Notify schools and transportation services that the children should not be transported to the child care home, or picked up, until further notice. Make necessary arrangements for children's care.
3. If all parents (or their emergency contacts) cannot be reached directly:
 - Record an outgoing message on the home's voice mail system.
 - Post the name, location and contact number of the designated place of shelter on the home's outside door, if possible.

After the event:

1. 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 within 24 hours.
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 Home

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 – follow steps below**

UPON HEARING THE SMOKE ALARM

- **GATHER CHILDREN AND ADULTS IMMEDIATELY**
- **Take required information and supplies**
- **EVACUATE HOUSE immediately via nearest, safest exit**
- **CLOSE and latch DOORS behind you – do not lock**
- **Take attendance in assembly area outside**
- **DIAL 911** for fire department
- **Tell fire fighters if all children and adults got out safely**
- **Do not re-enter until fire fighters say it is safe**

IF YOU ENCOUNTER HEAVY SMOKE

- **STAY** where you are **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 your home to keep the children and adults 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 in the area or threatening behaviour inside your home, on your 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 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 your home.

Threatening situation in the neighbourhood: Everyone comes inside. You lock windows and doors. Move children and adults away from windows and close blinds. You check with police to know when it is safe to go outside.

Threatening person inside the child care home or on your property: You attempt to de-escalate the situation. Depending upon the severity of the threat, police are called as soon as possible. You move the children into the safest areas as far away from the threatening person as possible. Once police are on the scene, they are in charge of the situation.

Chemical accident outside of home: The procedure begins when you are told so by emergency response personnel. Indoor activities are not as affected in the case of a chemical accident, 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 home. You prepare to evacuate in case it is ordered by emergency response personnel. You wait for emergency response personnel to tell you when it is safe to go outside.

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

- Do you have a phone or cell phone that can be taken into the protective space?
- For group child care homes, if one of the licensees is in the yard or on an outing, how will you contact them?
- Is there a different number from the usual number parents should call? For example, should parents call your cell phone instead of your home phone?
- How will you contact parents? 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 your home 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 your home 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.

Helpful Information

Remember that many of the steps for various shelter-in-place procedures are the same and the procedures 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 the facility – Section G
- Threatening behaviour inside home or on property – Section I
- Threatening behaviour in the neighbourhood – Section I

Posters

Separate posters that clearly tell adults what to do makes it easier to follow key steps in a crisis. For quick reference, put the posters for tornados and chemical accidents in front of the detailed procedures in your enhanced safety plan. Samples are included in the related 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, adults 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, everyone in the home, including parents, your family members and others living in the home should participate in the drill. 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 near your main exit so everyone 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.

If there are times that the children are on two different levels of the house, it is important to practise drills at these times. This will help the children to know what to do when you are not on the same level of the house as they are.

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

Evacuation Drill to Designated Place of Shelter

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

- Make sure that adults 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, telephone/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 bathroom, open stairways, etc.?
- Make sure the people at 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, adults 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

It is 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.

Think about how the drill went and what you can do to improve it in the future. Talk about it if there were other adults involved.

What to write

Describe when and how your evacuation and shelter-in-place practice drills will be completed and documented.

Sample Practice Drills Procedure

Evacuation and Shelter-in-Place Practice Drills

The following procedures describe how practice drills will be conducted and documented to ensure the safety of children and adults in my child care home.

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. Adults and children are not told in advance of the drills. Parents, people living in my home and visitors are required to participate in the drill when in the home and follow the provider's directions.

Emergency Evacuation Drills

- minimum of one evacuation drill per month
- using alternate exits and routes
- at different times of the day and during different activities
- a nap-time evacuation at least once annually
- complete evacuation to the designated place of shelter at least once a year
- involving the regular substitute at least once annually
- security system company notified that a monitored smoke alarm will be used

Shelter-in-Place Drills

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

After Evacuation or Shelter-in-place Practice Drills

- document on the evacuation/shelter-in-place practice drill record:
 - the date and time of each drill
 - the number and names of children evacuated or present during a shelter-in-place drill
 - the area(s) evacuated from
 - the length of time it took to complete the evacuation
- discuss 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 HOMES**

| Date & Time | Number and Names of Children | Areas Evacuated From | Length of Evacuation | Exit Used | Smoke Alarm/ Fire Extinguisher Tests | Annual Evacuation to Place of Shelter? |
|-------------------------------|------------------------------|----------------------|----------------------|---|---|---|
| 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 |
| 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 |

SHELTER-IN-PLACE PRACTICE DRILL (ANNUAL)

| | |
|--------------------------|--|
| Date _____ Time _____ | Describe type of drill – tornado, threatening behaviour or chemical spill, number and names of children present and areas moved from (to protective space) |
|--------------------------|--|

Closure Procedures

About this topic

There may be times that child care homes need to be closed for a full or partial day due to types of emergencies like a severe winter storm, a utility failure, a flood or a forest fire.

Consider and outline how you would notify parents of a partial or full day closure. Getting in contact with all parents quickly can be challenging by telephone. Remember to ask parents for cell phone numbers. Consider the option of an e-mail or text message, as well. 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.

If you need to go to your designated place of shelter part-way through the day or you need to close for a full day, consider posting a sign on the door to tell families that you have not been able to contact, and leave an outgoing message on your voice mail.

Consider reminding parents when the potential for a closure exists. For example, you can tell parents when they pick up their children that there is a blizzard warning and to check the following day before coming to your home.

Remember to tell your 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 your home's closure with:
 - parents
 - schools/transportation services used by school-age or kindergarten children
 - the other licensee if they are on an outing (for group child care homes)
2. Outline additional procedures that may be needed to protect your home during a closure or to prepare to reopen your child care home.
3. After the event:
 - How will you provide further information to parents?
 - How will you tell the child care co-ordinator about the event?

Sample Closure Procedures

Home Closure Procedures

The following procedures and communication policies will be used if my child care home needs to be closed 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 for a Portion of the Day

1. Contact parents by telephone, e-mail or text message. Tell them to pick up their children early at the home or at designated place of shelter.
2. Call emergency contacts designated by parents, if parents cannot be reached.
3. Call schools/transportation services used by school-age or kindergarten children.
4. If not all parents could be contacted directly and everyone has gone to the designated place of shelter:
 - post a note on the outside door with the name, location and phone number of the place of shelter and the provider's cell number
 - record an outgoing message on the home's voice mail

Closure for the Full Day

1. Attempt to contact all parents the previous evening or early in the morning by telephone, e-mail or text message.
2. Contact schools/transportation services used by school-age or kindergarten children.
3. If not all parents could be contacted directly and provider is not at the child care home:
 - record an outgoing message on the home's voice mail
 - post a note on the outside door for parents

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

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

Additional Steps if my Home is Flooded

1. Contact Manitoba Hydro to disconnect power at the pole and make sure it is safe to re-enter the house.
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

1. 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. Depending on the reason for closure, there may be requirements or recommendations to reopen the child care home.
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. For group child care homes, contact the fire and public health inspectors. Depending on the reason for closure, there may be requirements or recommendations to reopen the child care home.

C. Fire Safety

All child care homes need to actively work on fire safety issues including:

- controlling fire hazards
- inspecting and maintaining fire safety equipment

Daily, monthly and annual checks for various items for both controlling fire hazards and inspecting and maintaining fire safety equipment are necessary. That's why the sample procedure 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.

For group child care homes

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 providers and people living in the home should be aware of dangerous conditions that could cause a fire, help it spread or get in the way of a safe evacuation. Consider doing daily checks, such as making sure hallways, stairs and exits are unobstructed and properly lit, and electrical outlets have safety covers in place. (For more examples, see the sample procedures.)

Wiring, outlets, switches, circuit breakers and other electrical devices are a leading cause of fires. Providers, substitutes and people living in the home should be aware of the potential dangers and follow the guidelines below.

- 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 carpets 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 (for example: freezer, fridge, air conditioner, 100-cup coffee maker) into a single-use circuit.
- If you are repeatedly tripping a circuit breaker or blowing a fuse, or the 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.

Inspection and Maintenance of Fire Safety Equipment

All fire protection systems and equipment must be maintained, inspected and tested. Your smoke detectors must be tested monthly. If they are battery-operated, the batteries must be changed at least once a year. Fire extinguishers must be checked monthly to make sure they are accessible and properly charged (arrow in green zone). Fire extinguishers must be serviced yearly by a qualified service company.

Helpful Information

Consider developing and posting signs about controlling fire hazards, as reminders for people living in the home and substitutes (see sample posters in the Appendix).

What to write

1. Describe how fire hazards will be controlled in the child care home on a daily basis.
2. Describe the monthly and annual inspections and maintenance of fire safety equipment.

Sample Fire Safety Procedures

CONTROLLING FIRE HAZARDS and INSPECTION AND MAINTENANCE OF FIRE SAFETY EQUIPMENT

The following procedures will be used to ensure requirements 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 for review by the child care co-ordinator (*and the fire inspector, if applicable*):

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

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

Daily Inspections and Maintenance

- Evacuation procedures and floor plans are posted and easy to see.
- Hallways, stairs and exits are unobstructed and properly lit.
- 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 per cent of a wall surface, or five per cent of a hallway wall surface, is covered in paper, such as children's art or information for parents.
- Exits are free of snow and ice. A minimum of three metres (about 10 feet) is cleared of snow outside of exit and a path cleared so that everyone can move further away from the house.

- Exit signs (if required by the fire authority) are easy to see and properly lit.
- Exterior fire escapes (if required by the fire authority) are clear of snow and ice.
- Fire doors (if required by the fire authority) and stairway doors are NOT wedged or blocked open.

Monthly Inspections and Maintenance

1. 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
2. Smoke alarms are checked to ensure proper function (documented).
3. Storage areas 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 the home or in attached garage/shed
4. Exits are readily opened from the inside without the use of keys or other locking devices.
5. Exterior fire escapes are in good repair (if applicable).

Annual Inspections and Maintenance

Inspection documentation is maintained for review by the child care co-ordinator (*and fire inspector, if applicable*) for the following:

1. Fire extinguishers are inspected by certified service company (also documented on tag).
2. Batteries for smoke alarms are replaced at least annually (documented on fire drill record).
3. Heating system is inspected by a qualified heating contractor.

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) 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 adults. 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, child care homes must be prepared for evacuations and closures.

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, children and adults 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)

If your basement is not licensed for child care use, discuss with your child care co-ordinator the requirements to use the basement as a protective space in an emergency.

Winter Storms

Winter storms present dangers such as intense cold, snow, ice, breakdown of transportation due to road conditions and disruption of electrical power. You will need to reschedule any planned outings, return early from outings and monitor Environment Canada and highway conditions. That way, you can make decisions about closing the child care home early or for the 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 homes 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 also issues high water advisory or flood warnings at other times of the year (manitoba.ca/waterstewardship/floodinfo). 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, you need 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 information 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) offers information that is updated daily or as required. Child care homes 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, you need to:

- be ready to close the child care home
- be ready to evacuate, including pets
- take precautions to safeguard important documents such as child information and financial records
- minimize smoke entering the house 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). Follow: Weather and Meteorology > Severe Weather.
- Manitoba Emergency Measures Organization (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).
- Manitoba Conservation Fire Program (manitoba.ca/conservation/fire).
- Is Your Family Prepared? (getprepared.ca).
- Health Canada (hc-sc.gc.ca). Follow: Health Concerns > Emergencies and Disasters.
- Public Safety Canada (safecanada.ca). Follow: Emergencies and Disasters.
- Manitoba Hydro (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.

Review your parent policy to make sure it outlines how parents will be advised of closures, evacuations or shelter-in-place procedures.

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. How will you monitor severe weather watches and warnings, potential flooding or forest fires? What steps will be taken to protect the children and adults, such as rescheduling or returning early from outdoor activities or field trips?
2. How will parents be notified?
3. How will the provider be prepared to care for children outside of regular operating hours if parents are delayed in picking up their children due to severe weather?
4. How will the child care home be prepared for closure during a community evacuation due to flooding or forest fires?
5. Describe your shelter-in-place procedures for tornadoes or severe thunderstorms.

Poster

A poster that clearly tells adults 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 the area:

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

Preparation

To prepare to care for children outside of regular hours or during a utility failure:

- non-perishable food and water is stored and replenished at least annually
- flashlights and battery operated lights with fresh batteries are available
- 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 substitutes and people living in the home

Winter Storm, Flood and Forest Fire Procedures

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) 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/) as well as local media during forest fire season from April to October
2. Reschedule outdoor play and all outings away from the home.
3. Post information indicating that there may be a need for closure and reminding parents how the closure will be communicated.

Additional Steps: Severe Winter Weather Warning or Blizzard Warning

1. Follow *Emergency Closure Procedures* if required.

Additional Steps: If Potential for Flooding or Forest Fire

1. Decide on the need for an emergency closure based on the information available from emergency response officials.
2. Advise parents if a decision is made to close the child care home as soon as possible.
3. Follow all instructions from emergency response officials.
4. Remind parents to listen to local media and emergency response officials for evacuation orders and assume that the child care home will be closed until further notice.
5. Follow *Emergency Closure Procedures* if required.

Tornado or Severe Thunderstorm Procedures

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

IN THE EVENT OF A TORNADO

1. For group child care homes, if an adult is outside with the children, call them to come inside immediately.
2. For group child care homes, if an adult is on an outing with the children, call them to seek indoor shelter immediately and to call back with their location.
3. Tell everyone to shelter-in-place and gather in the protective space (basement).
4. Help children who require additional assistance.
5. Guide children to stay away from windows, doors, radiators, stoves, metal pipes, sinks or other electrical charge conductors.
6. Remind adults not to use electrical equipment and avoid using the telephone.
7. If possible, unplug all electrical appliances such as TVs, radios and toasters.

8. Bring the following items into the protective space, if possible:
 - emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services)
 - weather radio operating on battery back-up
 - cell phone
 - 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
 - flashlights and battery-operated lights with fresh batteries
9. Contact schools/transportation services to tell them that the children should not be transported to the child care home and that the provider cannot leave to pick them up. Make arrangements for these children's care.
10. Monitor the weather radio to know when it is safe to leave the protective spaces.

After the event:

1. 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

TORNADO OR SEVERE THUNDERSTORM

- Bring all children and adults indoors
- Stay away from all windows and doors
- Take attendance to account for all children and adults
- Stay away from radiators, stoves, metal pipes, sinks or other electrical charge conductors
- Do not use electrical appliances and avoid use of telephone
- If applicable, contact adult on outings with children to seek indoor shelter immediately
- Contact schools and transportation services and make arrangements for children's care

IN THE EVENT OF A TORNADO

- TAKE CHILDREN TO THE BASEMENT 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 facility 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, you need to work with parents to complete and submit a URIS application. Once URIS is approved, you arrange for a registered nurse to work with you, the parents and other appropriate and relevant personnel to develop an *Individual Health Care Plan/Emergency Response Plan*.

The registered nurse will also provide you with child-specific training. The *Individual Health Care Plan/Emergency Response Plan* and provider training allow the child to participate safely and to the fullest extent possible in the child care home. You 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 under Publications.

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

- sharing their children's health related information with you
- applying for a Unified Referral Intake System (URIS) for the development of *Individual Health Care Plan/Emergency Response Plan* when appropriate
- obtaining appropriate provider 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. How will you make sure that that URIS applications are submitted, implemented and reviewed annually (when applicable)?
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 substitutes while maintaining confidentiality?

Communicable or Food Borne Illness

About this topic

It is very important for child care homes to have infection control procedures in place. These will help to keep children and adults 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 illness and what symptoms they should be looking for in their child.

Notify your public health nurse (for group child care homes, your 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 any public health requirements or recommendations about outbreaks of serious communicable or food-borne illnesses.

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

Parents should be informed if there is an illness in the child care home of special concern during pregnancy. Be sure to tell parents 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.

Parents 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 your public health nurse if you learn that a child's been diagnosed with a serious illness. This will help stop the spread within the child care home 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 various gastrointestinal infections, impetigo and meningitis. See sample procedures for additional recommendations from *Well Beings* to include on your list.

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 adults, with or without symptoms. They may also require the child care home 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.

- ❑ Manitoba Health and Healthy Living - Public Health Communicable Disease Control Branch (manitoba.ca/health/publichealth/cdc) includes a document entitled *Reportable Diseases and Conditions by Health Professionals*. If a child enrolled in your child care home 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
- ❑ Websites for child-related materials to promote good routine health practices:
 - *Henry the Hand Champion Handwasher* (henrythehand.com)
 - Centre for Disease Control and Prevention - *The Immune Patrol* (www.bam.gov)

What to write

1. What routine health practices are followed to prevent illness?
2. What processes are in place to help you recognize an outbreak of illness?
3. What will be done if there is:
 - ❑ an outbreak of serious communicable or food-borne illness in the home
 - ❑ an outbreak of communicable or food-borne illness in the community
4. When will you contact your public health nurse for advice and direction?
5. How will you provide resources and information to parents?
6. When will you tell the child care co-ordinator about 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.”²

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

² 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.

If there is an injury requiring medical attention, your procedures should include:

- calling the parents
- providing the paramedics with parental permission for emergency medical treatment
- documenting the incident
- assessing the factors related to the incident and making any necessary changes to prevent similar injuries in the future
- notifying the child care co-ordinator and submitting a Serious Injury Notification online or by telephone within 24 hours
- notifying your insurance provider

It is important to consider what you will do if the parents are not at your home when the paramedics are ready to take the child in the ambulance. Do you have a family member at home or a substitute nearby to take care of the other children so you can go with the child in the ambulance?

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 (www.cps.ca/english/publications/bookstore).

IMPACT: Injury Prevention Centre of Children's Hospital in Winnipeg (hsc.mb.ca/impact).

What to write

Outline the steps you will take when a child is injured in your child care home.

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 continue to provide child care with changes to health and safety procedures. Alternatively, you may have to move to your designated place of shelter temporarily or close the home until the utility is restored.

For group child care homes

You should contact the public health inspector to complete a risk assessment for the loss of any utility. The local fire authority should be notified if the event prevents your fire protection systems from working or blocks an exit.

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. However, the lack of ability to flush toilets may still be a concern.

Electricity

A loss of electric lights may not be a large safety concern if enough natural light is entering through windows, to evacuate safely. If your smoke alarms are wired-in, this could be a safety concern depending on the length of the battery back up power.

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 or frozen food supplies, the ability to cook food for the children and a lack of water if your system is powered by an electric pump.

It is important to determine if the failure is specific to your home 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 home, you 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.

Natural Gas

The health and safety concerns will depend on what is powered by natural gas in your home, such as your furnace, water heater, dishwasher, stove or laundry equipment. Contact Manitoba Hydro and learn how long you will be without service. If complex repairs are required, you could be without service for several hours. Remember, if your pilot lights have gone out, you need a trained professional to re-light them.

Heat

Even without your furnace operating, your house should stay warm for several hours. Conserve heat by keeping the outside and interior doors closed and your curtains closed, unless the sun is shining in. Dress yourself and the children warmly and in layers.

It may be possible to use an alternate heat source such as an electric heater safely before your house 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 equipment and to your house, or cause an electrical power failure. It is a safety concern if it blocks one of your home's exits or causes a loss of electricity. 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

Visit the following websites for additional information:

- Manitoba Hydro (hydro.mb.ca). Follow: Safety and Education > Emergencies or Home Safety.
- Manitoba Emergency Measures Organization (manitoba.ca/emo). Follow: Brochures and Downloads > At Home & At Work > Power Outages.
- Is Your Family Prepared? (getprepared.ca).
- Health Canada (hc-sc.gc.ca). Follow: Health Concerns > Emergencies and Disasters.
- Public Safety Canada (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. Remember that if you turn off the natural gas, a professional must turn it back on.
- 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.

What to write

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

1. Contacting 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.
2. For family child care homes, contacting your child care co-ordinator or Child Care Information Services for requirements or advice, as the loss of any utility may present a health or safety risk to the children and adults.
3. For group child care homes, contacting your public health inspector and/or fire authority to complete a risk assessment.
4. Contacting parents if you need to evacuate or close the child care home.

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 child care home 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 child care home:

1. Make sure Unified Referral Intake System (URIS) applications are submitted.
2. Arrange training by a registered nurse related to the URIS *Individual Health Care Plan/Emergency Response Plan*.
3. Update the home's safety plan with any special considerations required for the child.
4. Store *Individual Health Care Plan/Emergency Response Plans* so they are accessible to substitutes 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 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 hands may come in direct contact with blood (or body fluids containing blood) or have open cuts or sores
- in partnership with parents - monitoring of children's health, observation of unusual symptoms in children (diarrhea, vomiting, abdominal pain, etc), and diagnosed illnesses
- documentation of symptoms, diagnosed illnesses or absences due to illness in the daily incident record

Outbreak of Serious Communicable or Food-Borne Illness in Home

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 parents/family members.
2. Contact the public health inspector if directed to do so by the public health nurse.
3. Tell 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 if requested.
5. Review the following procedures with people living in the home and parents 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. Review proper hand washing and sneezing and coughing techniques with the children.
7. Monitor bathroom visits to make sure procedures are followed.

8. Clean and sanitize toys, equipment and surfaces.
9. Notify parents of illnesses present in the child care home and the symptoms to look for in their child.
10. Encourage parents to discuss any health concerns, symptoms or diagnosed illnesses.
11. Document health concerns, symptoms or diagnosed illnesses in the daily incident record.
12. Share resources and information with parents.

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 child care home:

- 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 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

1. Parents 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 parents 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

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. Follow directions and requirements from the Manitoba Child Care Program and public health authorities.

Serious Injury of a Child

Injury Requiring First Aid

1. Provide first aid according to the principles learned in first aid training.
2. Contact the parents or emergency contacts if parents cannot be reached.
3. Document the incident as quickly as possible and provide an incident report to the parents.
4. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.

Injury Requiring Medical Attention

1. Call **911** for an ambulance.
2. Provide first aid according to the principles learned in first aid training.
3. Contact the parents or emergency contacts if parents cannot be reached.
4. Provide the paramedics with a copy of the parent's permission for emergency medical treatment.
5. Go with the child in the ambulance, if parents are not at the child care home and a substitute can be arranged.
6. Document the incident as quickly as possible and provide an incident report to the parents.

After the event:

1. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.
2. Tell the child care co-ordinator within 24 hours by submitting a Serious Injury Notification online or by telephone.
3. Contact insurance provider.

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

1. In the case of a loss of electrical power, figure out if it is specific to my home or if the area is without power. If it specific to my home, 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. For family child care homes, contact my child care co-ordinator or Child Care Information Services to help determine if we should evacuate to the designated place of shelter, close the child care home or implement procedural changes.
4. For group child care homes, 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 and adults. Contact the local fire authority to determine if the loss of the utility or sewage back-up presents a fire safety risk (for example, if it prevents fire protection systems from working or blocks an exit) and if there are alternative requirements during a loss of fire protection.
5. Follow *Evacuation Procedures or Emergency Closure Procedures*, if required.

F. Anaphylaxis

About this topic

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

Across Canada, child care facilities 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 homes must have policies and procedures to put into action when the provider 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 your 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.

Review your parent policy to make sure the roles and responsibilities are outlined for:

- parents of children with a life-threatening allergy
- all parents

Check your enrolment form to make sure it specifically asks parents about anaphylaxis and other medical conditions. See the sample *Child Information Form* in the Appendix.

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

What to write

Outline the roles and responsibilities of the provider, parents and children 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 my home has been diagnosed with a life-threatening allergy
- a child about to enrol in my home 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 substitutes must all understand and fulfill their responsibilities.

Responsibilities of the provider:

1. Work as closely as possible with the parents of the child with a known risk of anaphylaxis. Regularly update my 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 my home'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.
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 training.
6. 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.
7. If it is not developmentally appropriate for the child to carry an auto-injector, make sure it is worn in a fanny pack or kept in a safe, UNLOCKED location accessible only to the appropriate responsible adults.
8. Implement policies and procedures for reducing the risk of anaphylaxis in the home:
 - Inform substitutes about the presence of a child with a known risk of anaphylaxis, as well as the allergens and the treatment. Be sure to advise them of the appropriate support and response, should an emergency occur.

- Store the *Individual Health Care Plan/Emergency Response Plan* for easy access without compromising confidentiality. Leave information in an organized, prominent and accessible format for substitutes.
- Post allergy alert forms, with photographs, in the kitchen, eating area and other appropriate locations (with written parental approval).
- Develop safety procedures for field trips and extracurricular activities.
- Discuss anaphylaxis with the other children, in age-appropriate terms.
- Encourage children not to share lunches or trade snacks.
- Choose products that are safe for all children in the home (parental input is recommended).
- Instruct children with life-threatening allergies to eat only what they bring from home (if applicable).
- Reinforce the importance of hand washing to all children before and after eating.
- Follow policies for reducing risk of anaphylaxis in eating and common areas.
- Enforce rules about bullying and threats.
- Plan appropriately for field trips. Make sure auto-injectors are taken on field trips and emergency response plans are considered when planning the trip.

9. Make sure there are processes to:

- Monitor when a child's *Individual Health Care Plan/Emergency Response Plan* 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.
- Arrange an annual in-service training through the nursing service.
- 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 child care home how important it is to make sure packed lunches and snacks are allergen-free.

10. For group child care homes:

- Make sure all licensees are aware of the child with a known risk of anaphylaxis, as well as the allergens and the treatment.
- Make sure all licensees receive annual URIS training in caring for a child with anaphylaxis, and instruction on how to use an auto-injector.

Responsibilities of the parents of a child with anaphylaxis:

1. Tell the provider 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 appropriate responsible adults), or worn by the provider in a fanny pack.
3. Make sure their child has and wears a medical identification bracelet.
4. Submit all necessary documentation as required.
5. Provide the child care home with adrenaline auto-injectors that are within 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 provider 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 the provider or parents
 - to take as much responsibility as possible for his or her own safety

Responsibilities of all parents:

1. Cooperate with the child care home 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 child care home policies.
4. Inform the provider before food products are distributed to any children in the home.

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 the provider 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 child care home 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 child care home. 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 your home, you should evacuate the children and adults and call the fire department immediately.

In the case of a chemical accident close to your home, the emergency response personnel (fire, police or the local authorities) will warn you. Emergency personnel will also tell you whether you should evacuate or shelter-in-place.

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, you should start to prepare for to evacuation in case it is ordered by the emergency response personnel.

Most houses 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, fireplace vents and other openings to the outdoors to the extent possible, time permitting

If you are in an older house 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 your house is to turn off power at the circuit breakers. To ensure this can be done quickly (for example, if you receive an order to shelter-in-place due to a chemical accident), clearly mark the following breakers and review regularly with substitutes and people living in the home:

- 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) 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. Consider asking the chair of your networking group to 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 your home.
2. Describe your shelter-in-place procedures if there is a chemical accident outside your home in the area.

Poster

A poster that clearly tells you or a substitute 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 Home*

Sample Chemical Accident Procedures

CHEMICAL ACCIDENT PROCEDURES

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

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

Chemical Accident Inside of Child Care Home

1. Evacuate immediately following *Evacuation Procedures*.
2. Call **911** for the fire department and tell them what kind of emergency it is.

Chemical Accident Outside of Child Care Home

1. *Start 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 Home*.

Shelter-in-Place Procedures: Chemical Accident Outside of Home

1. If older children are playing in the yard, call them to come inside immediately.
2. For group child care homes, if an adult is on an outing with the children, call and tell them to immediately seek the closest indoor shelter and to call back with their location.
3. Take attendance to account for all children. Do checks to make sure all adults are safely inside.
4. Close and lock all exterior doors and windows.
5. Close as many interior doors as possible.
6. Turn off breakers that control air movement into and out of the house.
7. Notify schools and transportation services that the children should not be transported to the child care home or picked up until further notice. Make arrangements for the children's care.

8. Prepare for evacuation by:

- having the emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services) ready to go, should evacuation be ordered
- having required medications and specialized equipment for individual children with additional support needs ready to go

9. Contact parents by phone, e-mail or text message as soon as possible.

10. Direct parents to stay away from the area and listen to the local media for further updates on the situation.

11. If there is time and it is needed, 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, fireplace vents and other openings to the outdoors as much as possible.
- Put plastic over the windows to seal.

11. Tell children and adults when emergency response personnel say it is safe to leave the house.

After the event:

1. 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 HOME

- **Bring all children and adults indoors**
- **If applicable, contact adult on outings with children to seek indoor shelter immediately**
- **Take attendance to account for all children**
- **Close and lock all exterior doors and windows**
- **Turn off breakers to stop air movement into or out of the house**
- **Close as many interior doors as possible**
- **Notify schools and transportation services and make arrangements for children's care**
- **Prepare all required information and supplies and be ready to evacuate**
- **Listen to local media for updates**

STAY INSIDE

**WAIT FOR FURTHER INSTRUCTIONS FROM
EMERGENCY OFFICIALS**

H. Bomb Threats

About this topic

The risk of a family child care home receiving a bomb threat is very low. But if it should happen, being prepared will help to reduce your stress level and ensure everyone's safety. The likelihood that there is an actual bomb is also low but all threats must still be taken seriously and investigated.

Although bomb threats are most often received by telephone, one could also be made in writing. In the event of a bomb threat, pay attention to unusual unsolicited deliveries or suspicious items left at your home. Do not touch or try to move a suspicious package, letter or 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. Depending on the nature of the call or written message, appropriate action should be taken to protect lives and property, including evacuation.

You will need to assess the situation and decide if there is an immediate threat to safety based on the information available.

- In the case of a bomb threat, you should call **911** for the police immediately. Follow police directions to determine appropriate steps to take.
- If you have received a threat and a suspicious package is discovered, there is an immediate threat to safety. You should begin evacuation procedures immediately and call **911** for the police.

Helpful Information

See the *Threatening Telephone Call* form in the Appendix for recording threatening phone calls. You may want to keep it in near the telephone 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 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

Remember to think about how you will communicate:

- inside and outside the child care home
- with parents of children enrolled in your home
- with the other licensee if they are in a different area of the home, in the yard or on an outing
(for group child care homes)

Sample Bomb Threat Procedures

BOMB THREAT PROCEDURES

The following procedures describe the response to:

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

IMPORTANT

DO NOT use any form of wireless communication (pagers, cell phones, Blackberries, two-way radios, etc.), if a bomb threat is received or a suspicious package is found.

Bomb Threat Received by Telephone or in Writing

1. If a threat is received by phone, use the *Threatening Telephone Call Form* (in the Appendix) to record as much information as possible.
2. If a threat is received in writing, do NOT touch or move it (even if it has already been moved).
3. Determine if there is an immediate threat to safety based on the information available.
4. Direct children and adults NOT to use any form of wireless communication.
5. For group child care homes, if an adult is in the yard with children, tell them to stay outside or to go to the designated place of shelter.
6. For group child care homes, if an adult is on an outing with children away from the home, contact them using a land phone line. Advise them not to return to the home until further notice or to go to the designated place of shelter.
7. Call **911** using a land phone. Consult with police for further steps.
8. 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.
9. Tell police of the caller's phone number if call display or call trace was successful.
10. Make sure the person who answered the threatening phone call or found the written message is available to be interviewed by police.
11. If there is an imminent threat to safety, follow *Evacuation Procedures*.

After the event:

1. 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.

Bomb Threat and Suspicious Item

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

1. Evacuate the immediate area where the suspicious item was found. Close the door to the area.
2. Direct children and adults NOT to use any form of wireless communication.
3. Follow *Evacuation Procedures* using only exit routes and areas that are free of suspicious items.
4. Call **911** using a land phone and tell them what kind of emergency it is.
5. Tell police the caller's phone number if call display or call trace was successful.
6. For group child care homes, if an adult is on an outing with children away from the home, contact them using a land phone line. Advise them not to return to the home until further notice or to go to the designated place of shelter.
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.

After the event:

1. 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 for all child care facilities to take steps to prevent threatening behaviour and to help calm someone who is upset or becoming threatening. This is particularly true for home providers as they are often the only adult with the children.

The following can all be helpful:

- Have fair and understandable parent policies. Make sure it is clear what parents can expect from you and what you expect from the parents. Be sure to encourage discussion and explain policies during your enrolment interviews.
- Make sure your policies encourage a partnership with parents. Parents should be encouraged to talk with you every day about the positive events in their child's life and any concerns they may have. This helps build positive relationships and prevent concerns from turning into very angry or threatening behaviour.
- Have policies that ask parents to tell you when someone else will pick up their child. If you don't know the person, you will ask for ID.
- Make sure that parents know you need to be told when there are changes to who is allowed to pick up their child. Be sure to update the designated pickup list for that child.
- Make sure your substitute knows about custody arrangements. Tell them what to do if the non-custodial parent comes at a time outside of the arrangements.
- Make sure to lock your doors to prevent strangers from entering your home.
- Consider taking a cordless phone when you are outside in your yard and a cell phone when you are away from your home, so you can call for help if needed.
- If you have a monitored security system, make sure you know how to use the distress function to quickly contact the police.
- Access professional development opportunities to learn to deal with difficult situations.

Every threatening situation is different. The best responses put the safety of the children and adults first. You will need to use your own judgement as a situation unfolds.

It is very important to prevent threatening situations from getting worse. As children's and your own physical safety could be at risk, you need to attempt to calm the person down. Tell them you understand they are very upset and avoid arguing or saying things that may upset them more. Calmly explain that you need to take care of the children and ask them to leave. If it is a parent, arrange a time to discuss their concerns.

Setting a meeting time can give the parent time to cool down and give you time to contact your child care co-ordinator for advice and support. Depending on how severe the situation is, you may also want to contact the police.

The 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

A threatening person with a weapon puts everyone at greater risk. It is important to get the children (and other adults if applicable) away from the threat quickly, to take cover or to drop to the ground. Contacting the police is a high priority.

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

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

Depending on how severe the threat is, you may need to shelter-in-place to keep yourself and the children safe from a threat inside your home or on your property. If there is a threatening event in your neighbourhood, you should shelter-in-place. 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 children and adults need to move into protective spaces or just stay away from windows and doors
- whether exterior blinds or curtains should be closed or not

Threatening Behaviour by a Person in Your Home or on Your Property

To prepare for threatening behaviour inside your home, you need to identify protective spaces that could be used to get the children away from the threat. For example, this could be a bedroom on the main floor or an additional room next to a basement play room. If possible, the door should lock (it needs to be easily opened from inside to meet Manitoba Fire Code requirements) and preferably have a phone. Depending on the situation, you may have to use your judgement to decide which area is safest.

If you are the only adult in the home, it may be difficult or impossible to move children into the protective space while trying to calm the person down. You may decide it is best to move with the children into a safe room and call the police immediately. If a family member or a parent is present, you may decide to ask them to take the children into the protective space and to call the police while you talk to the person.

For group child care homes, your procedures should say that one of the providers will move the children into a safer location and contact the police.

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

- Get everyone into a protective space (safe room away from the individual).
- Call **911**.
- Do NOT close curtains or blinds as police will need to be able to see into your home.
- For group child care homes, if an adult is on an outing with the children, contact them as soon as possible and tell them NOT to return to the home. Work with them to figure out a safe location for them.
- Contact schools that you service to let them know it's not safe for the children to come to your home. Work with them to figure out a safe location where they can go.

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

- Get everyone inside quickly.
- Lock the exterior doors and windows.
- Get everyone into a protective space away from exterior windows and doors.
- Call **911**.
- Close curtains or blinds.
- For group child care homes, if an adult is on an outing with the children, contact them and tell them NOT to return to the home. Work with them to figure out a safe location where they can go.
- Call schools that you service to let them know it's not safe for the children to come to your home. Work with them to make plans for the children's care.

Threatening Situations in the Neighbourhood

If you learn about a threatening situation in the neighbourhood, calling 911 is a lower priority. Your procedures should include the following:

- Get everyone inside your home quickly.
- Close and lock all exterior doors and windows.
- Get everyone into the protective spaces away from exterior windows and doors.
- For group child care homes, if an adult is on an outing with the children, contact them and tell them NOT to return to the home. Work with them to figure out a safe location where they can go.
- Call schools that you service to let them know it's not safe for the children to come to your home. Work with them to make plans for the children's care.
- Call **911** to make sure police know about the situation.

If you use public playgrounds, you may want to think about what to do if a person becomes threatening while you and the 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?

Providers and people living in the home should be aware that:

- If it is in writing, it should not be touched or moved.
- If it is by phone, the person should record it - consider using the *Threatening Telephone Call* form. The person 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. You should try to get the caller's phone number using call display or call trace.
- 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 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 near your phone for easy access.

Look at the *Threatening Telephone Call* form in the Appendix. Consider keeping it near your phone for easy access. (This is the same form referred to in Section H: Bomb Threats.)

Think about asking your local police if they could offer workshops for networking group. This can help 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, you can contact St. Amant Community Support Program (call 256-4301 ext. 3450 or e-mail inquiries@stamant.mb.ca). Or, 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 can be changed to meet the particular reason for the response.

What to write

Describe your shelter-in-place procedures for:

1. threatening behaviour inside your home or on your property
2. threatening behaviour in the neighbourhood

Sample Threatening Behaviour Procedures

THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

- inside my home or on my property
- in the neighbourhood

1. 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 safety and help decide on next steps.
 - Do not touch, move or delete the threat or evidence so the police can investigate properly.
2. Tell substitutes (and people living in the home) what to do if a person who could become threatening arrives at your home. For example, if a person has made a threat or is extremely upset such as:
 - a parent concerned about a situation related to child care
 - a parent who has become angry, violent or made threats to take a child with respect to a custody dispute

Shelter-in-Place Procedures Threatening Behaviour Inside Home or on Property

Main floor protective space – bedroom beside living room

Basement protective space – storage room

If the person does not have a weapon:

1. Talk to the person.
2. Try to calm them down.
3. Direct children to move into a safer area further away from the threat.
4. If the person becomes physically threatening, follow the steps below.

If the person has a weapon or becomes physically threatening:

1. Take the children inside the house or into the protective space immediately.
2. Help children who require additional assistance.
3. 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.
4. Lock the exterior windows and doors (or door) to protective space.
5. For group child care homes, if an adult is in the yard with children, try to tell them to go to the designated place of shelter and call **911** for the police.
6. For group child care homes, if an adult is on an outing with the children away from the home, try to call them as soon as possible. Tell them not to return to the home until further notice or to proceed to the designated place of shelter.
7. Call **911** for the police.
8. Give the police information about the number of children and adults, where they are and where the threatening person is.
9. If the threat is inside, do NOT close exterior blinds or curtains. Police need to see inside the home.
10. If the threat is outside, close exterior blinds and curtains.
11. Stay in protective spaces that are out of sight from doors and windows.
12. Follow directions from the police about what to do next.
13. As soon as possible, call schools and transportation services and let them know that the children should not be transported to your home and that you cannot leave to pick them up. Make plans for the children's care.

After the event:

1. 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

1. Make sure that everyone is inside the house.
2. For group child care homes, if an adult is in the yard with children, call them to come inside immediately.
3. Close and lock exterior doors.
4. For group child care homes, if an adult is on an outing with the children away from the home, call them. Tell them to stay where they are (if safe to do so) or find the closest indoor shelter and call back with their location.
5. Direct children and adults to stay away from exterior windows and doors.
6. Help children who need additional assistance.
7. Close blinds or curtains.
8. Call schools and transportation services and let them know that the children should not be transported to your home and that you cannot leave to pick them up. Make plans for the children's care.
9. Call **911** to make sure police know about the situation.
10. Follow directions from the police about what to do next.

After the event:

1. 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.

J. Controlling Visitor Access

The following is a revision to this section effective immediately (March 17, 2010).

In order to have your enhanced safety plan approved by the Director of the Manitoba Child Care Program, a locked door policy must be in effect immediately.

Requirement

All family and group child care homes must be in compliance with a locked door policy immediately. The minimum requirements are to have:

- All doors to your home locked to prevent unmonitored entry during child care operating hours. Doors must be easily opened from the inside without the use of a key, special device or specialized knowledge; and
- Monitoring methods to alert the licensee(s) or a substitute when someone has arrived and to confirm identity of people before allowing entry into the home.

Examples of monitoring methods include a door with a bell and window or peep hole.

About this topic

Controlling visitor access plays a key role in preventing problems before they happen. It is important to:

- know when parents and children arrive or leave
- prevent a child from leaving unnoticed
- prevent people who do not belong in the home from entering

Police and security companies suggest the best way to control and monitor visitor access is to have all entry to and exit from your home through one controlled door. Access to the family or group child care home must be controlled during your hours of operation.

Keeping your doors locked will prevent anyone from entering your home without your knowledge. Doors must be easily opened from the inside without the use of a key, special device or specialized knowledge so you can quickly and easily exit in case of an evacuation. For example, a deadbolt with a turning mechanism is acceptable but a deadbolt with a keyed mechanism is not acceptable.

It is important to confirm the identity of people before opening the door. The best way to do this is to see the person through a window or peep hole. You may want to add a door bell, window or a peep hole to your home to more easily control and monitor visitor access if your home currently doesn't have them.

Arrivals and departures need to support positive interactions and encourage conversation. During primary pick-up and drop-off times, as well as during school age arrival times, you need to plan your programming and your environment to maintain appropriate supervision of the children while answering the door.

Outdoor play is an essential part of the children's day. When you are out in your yard with the children, you need to be able to go back inside your home easily; for example, when children need to use the bathroom. You may also need to go back inside your home quickly; for example in the case of an emergency situation such as threatening behaviour on the property. For these reasons, it may be necessary to leave a door unlocked for easy access but it is necessary to make sure no one enters your home unnoticed while you are outside. For example, the unlocked door or the lane leading to a rural property is easily seen from the play area.

Many homes have monitored security systems which can be beneficial. For example, if the security system is equipped with a chime that rings when a door is opened, it can alert you to a child leaving the house without an appropriate adult. These systems usually have distress buttons that place an immediate call to the monitoring company for the police or fire department. This could be very useful to contact the police more discreetly, if a person becomes physically threatening in your home.

Consider getting a photo or good description of a non-custodial parent (or any other person who should not have access to a child), so you know the person if they arrive at your home.

Helpful information

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.

Consider additional environmental safety precautions:

- Install a monitored security system.
- 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.³

What to write

Describe how visitor access is controlled and monitored.

- The procedures must include the roles and responsibilities of the licensee(s) to make sure the entrance is monitored at all times.
- Are all outside doors kept locked when you are inside the home? (Doors must be easily opened from the inside.)
- What monitoring system is in place? This includes the methods used to alert you when someone is at the door and how you know who is outside your door before letting them in. (For example, a door bell and a window or peep hole.)

³ Crime Prevention Handbook, Winnipeg Police Services, Winnipeg, 2005, p. 44

- Describe your programming at primary parental drop off and pick up times as well as school-age children's arrival times. Where are you and the children playing so you can answer the door easily while keeping children safely supervised?
- When you are playing outside in the yard, how do you monitor the door if it is left unlocked so you and children can get back inside quickly and easily?
- Are family members and substitutes aware of your monitoring procedures and know what to ask if someone comes to the door that they don't know?
- Do your parent policies outline that parents are required to tell you directly when arriving or leaving your home?
- What measures are in place to make you aware if a child tries to leave alone 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 your home without an adult, or who have no fear of strangers?

Sample Visitor Access Procedures

CONTROLLING VISITOR ACCESS

Visitor access is controlled and monitored in my home to make sure:

- I know when parents and children arrive or leave
- people who do not belong in the home are prevented from entering unnoticed

Preparation

- Parents are informed in the parent policy manual to tell me when:
 - they are leaving the home with or without their child
 - there are changes to the individuals allowed to pick up their child (in that case, the designated pick-up list for that child needs to be updated)
 - someone else is going to be picking up their child on a particular day (if I don't know the person, I will ask for ID)
- My family members and substitutes are trained in how to monitor and answer the door.
- Substitutes are told about custody arrangements when necessary, as well as what to do if the non-custodial parent arrives at a time outside of the regular arrangements.
- When I 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, I will pay particular attention to make sure this child remains safe.

Controlling and Monitoring Visitor Access

1. All outside doors are locked when we are inside the house during operating hours.
2. During primary parental pick-up and drop-off times as well as during school-age arrival times, the children and I play on the main floor so I can answer the door more easily.
3. Parents and visitors use the front door to enter my home. When I hear the door bell, I look through the window to make sure I know the person before opening the door.
4. When the children and I are playing in the yard, the closest door (front or back) is left unlocked so we can easily go back inside when necessary. I can see the door at all times to make sure no one enters unnoticed.
5. If a visitor – such as a utility repair person – is unknown to me, I will ask to see identification.
6. The doors are equipped with chimes. If I hear a chime, I make sure a child is not leaving without an appropriate adult and make sure the door is locked again after someone leaves my home.

K. Safe Indoor and Outdoor Spaces

About this topic

Ensuring the safety of children is one of the primary responsibilities of a child care provider. 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.

Informal inspections are an ongoing responsibility. This really is just paying attention and being aware of potential hazards, identifying concerns and making sure action is taken.

For example, if you see that the clear pathway to the door is blocked by a piece of equipment that has been rearranged, you need to clear the pathway. The next step is to talk about the concern with the children (or people living in the home) 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. Work with people living in your home to make sure they are aware of safety concerns and items they need to put away after they use them. Monthly and annual inspections should be more formal and documented on checklists.

Daily inspections address concerns such as:

- checking the bathrooms to make sure people living in your home have put all toiletries, razors or other dangerous items away
- checking the kitchen to make sure knives and other dangerous items are inaccessible to children
- making sure that poisonous and flammable substances are in a locked location that is inaccessible to children
- making sure that no other inappropriate items are accessible to children
- making sure that gates and doors that block stairs or rooms not appropriate for children are closed and secure
- making sure all electrical outlets, including power bars, have safety covers in place
- replacing burnt-out light bulbs to make sure areas are well lit
- clearing exits blocked by snow and ice
- removing animal waste or garbage in the yard

Monthly inspections address items such as:

- testing smoke alarms
- checking fire extinguishers
- having flashlights with fresh batteries available in case of loss of electrical power

Annual inspections address items such as:

- inspecting and maintaining the heating system

- having fire extinguishers checked by a certified service company
- testing and building up protective surface material (sand, pea gravel, etc.) around play equipment in your yard

Helpful Information

Develop indoor and outdoor checklists specific to your home that you can easily complete. Concerns should be taken seriously. Any required action should be documented when the problem is fixed. 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 homes built before 2006, a carbon monoxide detector is recommended for all child care homes with fuel-fired furnaces, attached garages, gas-fired ranges, wood stoves or fireplaces.

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

Visit the following websites for additional information:

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

You can also visit the Manitoba School Boards Association (formerly the Manitoba Association of School Trustees) website at 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.

What to write

1. Describe how checks will be done and be documented to ensure the indoor and outdoor environments are safe.
2. Are there any special requirements for children with additional support needs? For example, are pathways wide enough for a child with specialized equipment to move freely in the home and to evacuate easily?
3. How are parents told about safety concerns or procedural changes (if applicable)?
4. For group child care homes, remember to outline who is responsible for completing daily indoor and outdoor safety checks and following up on any required repairs or actions, to make sure they are all completed and documented.

Sample Safe Space Procedures

SAFE INDOOR AND OUTDOOR SPACE PROCEDURES

The following procedures describe how I ensure:

- safe indoor spaces
- safe outdoor spaces

1. Complete daily indoor and outdoor checklists. Correct any problems and document what was done.
2. Watch for any safety concerns throughout the day. Correct any problems.
3. Watch for suspicious activity in the neighbourhood.
4. Stay alert to surroundings when in the yard or on outings. If uncomfortable in a place or situation, gather the children and leave immediately.
5. Complete monthly and annual indoor and outdoor inspections checklists.
6. Complete and document any required repairs or actions.
7. Review enrolment forms, Inclusion Support Program intake, meeting minutes and URIS *Individual Health Care/Emergency Response Plan*, as applicable for any specific requirements for a child with additional support needs.
8. Make any necessary changes to indoor or outdoor spaces to ensure children with additional support needs are safe.
9. 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.
10. The following are discussed with substitutes and other adults:
 - Notice safety concerns and fix the situation immediately. If it isn't possible to address the concerns themselves, they must tell me about them.
 - Watch for suspicious activity in the neighbourhood. Report it to me 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, gather the children and leave immediately.

DAILY SAFETY CHECKLIST - INDOOR

| | Mon | Tues | Wed | Thurs | Fri | |
|--|-----|------|-----|-------|-----|--|
| Year: _____ | | | | | | Specify action if required and date action completed |
| Week of: _____ | | | | | | |
| Fire Safety and Prevention ✓ = OK ✗ = Action required | | | | | | |
| Evacuation plans and procedures prominently posted | | | | | | |
| Corridors, stairs and exits unobstructed and properly lit (no play areas in front of doors; halls and stairs not used for storage, etc.) | | | | | | |
| Exits free of snow and ice with clear path to move further away from the house | | | | | | |
| Fire doors and stairway doors NOT wedged or blocked open | | | | | | |
| Exterior fire escapes are free of snow and ice | | | | | | |
| All electrical outlets (walls, power bars and extension cords) have safety covers | | | | | | |
| 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 | | | | | | |

DAILY SAFETY CHECKLIST - INDOOR

| Page 2 | Mon | Tues | Wed | Thurs | Fri | Specify action if required and date action completed |
|--|-------------------------------------|------|-----|-------|-----|--|
| Other | ✓ = OK ✗ = Action required | | | | | |
| Drapery and blind cords tied up and secured out of children's reach | | | | | | |
| Hardware mounted safety gates at top and bottom of all stairs secure and working properly | | | | | | |
| All other safety gates working properly | | | | | | |
| Sanitizing spray bottles labelled and out of children's reach (separate spray bottle labelled for bathroom/diapering) | | | | | | |
| Poisons and flammable substances locked and out of children's reach | | | | | | |
| Toxic or unsafe materials (shampoo, hair products, shaving cream, glitter, Styrofoam objects, thumbtacks, staples, plastic bags, balloons, etc.) out of children's reach | | | | | | |
| 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: _____ | Specify action if required, date action completed and initials |
|---|--|
| Fire Protection Systems and Equipment | Date |
| Fire extinguishers inspected by certified agency <input type="checkbox"/> Documentation maintained <input type="checkbox"/> Documented on extinguisher tags | Annual Inspection: |
| Smoke alarm batteries replaced (if applicable) | |
| Heating system inspected by qualified heating contractor <input type="checkbox"/> Documentation maintained | Annual inspection: |
| Other Safety Items | ✓ = OK ✗ = Action required |
| 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 | |
| Floors in good condition and clean with non-slip surfaces | |

DAILY SAFETY CHECKLIST - OUTDOOR

| Year: _____ Week of: _____ | Mon | Tues | Wed | Thurs | Fri | Specify action if required and date action completed |
|--|-----|------|-----|-------|-----|--|
| Playground Equipment ✓ = OK ✗ = Action required | | | | | | |
| 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 placed away from play areas and emptied as needed | | | | | | |
| 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: _____

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"> <input type="checkbox"/> 45 cm (18 in) for infants/toddlers <input type="checkbox"/> 1.5 m (5 ft) for preschool children <input type="checkbox"/> 2.1 m (7 ft) for school-age children | | |
| <p>All play equipment is:</p> <ul style="list-style-type: none"> <input type="checkbox"/> properly installed <input type="checkbox"/> safely positioned away from other play equipment, walk ways or fencing <input type="checkbox"/> it is properly anchored to the ground <input type="checkbox"/> stairs/steps/hand rails stable and secure <input type="checkbox"/> protective barriers on platforms complete and secure | | |
| <p>Play area easily and safely accessible from house</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> | | |
| <p>All fencing is complete and in good repair</p> | | |
| <p>All gates and gate locking devices are working properly</p> | | |
| <p>Additional items such as picnic tables and benches are in good condition</p> | | |

| Protective Surfacing Material | ✓ = OK | ✗ = Action required |
|--|--------|---------------------|
| 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 substitutes (and other adults, if applicable) will be trained in emergency procedures and safety
- when the safety plan will be reviewed

Training

About this topic

Training for substitutes (and other adults, if applicable) is essential to achieving an effective response in an emergency. Remember: it's vital that everyone involved with the children know about the requirements for children's *Individual Health Care/Emergency Response Plans* for anaphylaxis or other specific health conditions.

Practice drills are a vital part of training. That way all adults 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 everyone'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 substitutes (and other adults, if applicable) know:

- their roles and responsibilities in enhanced safety plans
- the locations of important information and supplies (child information records, emergency numbers phone list, first aid kit, contact information schools and transportation services, etc.)
- the location of the exits, portable fire extinguishers and smoke alarms
- your address
- when and how to use an ABC fire extinguisher
- how to control fire hazards
- their responsibility to address any fire, or other, safety concern or to tell you if they cannot fix the problem themselves
- the importance of using the daily incident record 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.

Adults who provide child care should be trained in:

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

Child care regulations require all child care homes to have a five-pound ABC fire extinguisher in an area adjacent to the kitchen. Group child care homes need to meet the requirements of the local fire authority for additional fire extinguishers.

The type of extinguisher is important because an ABC extinguisher is safe to use on different types of fires and some fires involve a combination of the following classifications:

- 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.

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

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

Getting everyone safely out and calling for help are more important than fighting the fire. An adult should only use a fire extinguisher if:

- the children are safely out of the home
- it is safe for the person to attempt to extinguish the fire

What to write

1. Outline how substitutes (and other adults, if applicable) are trained about:
 - their responsibilities for fire safety and for the three key emergency procedures (evacuation, shelter-in-place or closure of the child care home)
 - the use of a fire extinguisher (including when and how)
 - the locations of important information, supplies and fire protection equipment

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 substitutes (and other adults, if applicable) know their roles and responsibilities

During your review, consider information about safety practices from your child care co-ordinator, discussions with other child care providers, your experience, or other sources.

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

- changes to emergency procedures
- the licensed number of children
- the number of people living in the home
- changes to areas in the home used for child care
- additional licensees or staff

You should also think about changes for newly enrolled children with additional support needs who require special consideration.

If revisions are made, ensure new copies are printed with the revision date. Provide a copy to your child care co-ordinator as required by child care regulations.

For group child care homes

If proposed revisions are related to fire safety or fire evacuation procedures, consult with your fire inspector to ensure your revisions will still meet the local fire authority's requirements. Provide a copy to your fire inspector if required or requested.

What to write

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

Sample Training and Annual Review Procedures

Training

Training for Substitutes (and other adults)

The following are reviewed and discussed with substitutes (and other adults, if applicable):

- Their roles and responsibilities for the three emergency responses of evacuation, shelter-in-place and closure of the home.
- How and when to use a fire extinguisher.
- How to control fire hazards and their responsibility to address any fire safety issues they see. If they cannot fix the problem themselves, they are instructed to bring fire safety issues to my attention.
- How to use a child's auto-injector and the child-specific avoidance strategies detailed in each *Individual Health Care/Emergency Response Plan* for children with anaphylaxis (life-threatening allergies).
- What specific requirements and emergency plans are in place for children with other applicable health conditions.
- Carrying out a review of several practice drills with the provider to learn how to lead the children in evacuation and shelter-in-place procedures.

Substitutes (and other adults, if applicable) will be shown the locations of the following:

- daily incident record book (containing important information to read daily)
- emergency phone number list including:
 - the home's address
 - designated place of shelter
 - contact information for schools serviced by your facility
- fire extinguishers
- emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/ transportation services)
- 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

Annual Review

The enhanced safety plan will be reviewed annually (*specify month*) by:

- the provider (for group child care homes, all licensees)
- regular substitutes

Any necessary revisions will be made including changes to:

- emergency procedures
- the licensed number of children
- the number of people living in the home
- licensees or staff
- areas in the home used for child care

If revisions are made, a copy will be printed with the revision date and submitted to the child care co-ordinator for review and approval.

For group child care homes

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.

Copies of the revised enhanced safety plan will be:

- kept in the daily incident record book for easy access by substitutes (and if applicable, the fire inspector)
- given to the child care co-ordinator

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. Expiry dates for plans, as well as a reminder to talk to parents one month before the expiry date, will be marked on my business calendar.

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*.

Consider inviting someone, such as another provider, to review the plan, ask questions and provide feedback. This will help ensure the procedures are clear and understandable.

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.

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 child care co-ordinator (and fire inspector, if applicable).

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

The next steps are to review other existing policies, and submit your plan to your child care co-ordinator.

Review and Revise Your Existing Policy Manuals

Your enhanced safety plan affects many aspects of the program. 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 tell you directly when they are leaving your home 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 telling you about 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 you 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 you 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 your home?
- 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 you meet the needs of the child and to prevent the spread of illness in the child care home?
- Does it outline your Anaphylaxis Policy for life-threatening allergies including:
 - the importance of appropriate planning and 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 facility

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 you of any changes to the child information record?

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.

For group child care homes

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 any changes or revisions are required by the Manitoba Child Care Program (or, if applicable, the fire authority), complete any required revisions and resubmit your enhanced safety plan to your child care co-ordinator for final approval.

Train Substitutes

Once your safety plan is finalized, it is important to review and discuss it with regular substitutes (and other adults, if applicable). 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, their parents and people living in your home. If you have any questions about this manual or safety planning, contact your child care co-ordinator.

Appendix



EMERGENCY NUMBERS

Home Address:

Phone:

Cell:

Place of Shelter

Name:

Phone

Address:

Alternate #:

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

(www.manitoba.ca/roadinfo)

1-877-627-6237 (toll free)
945-3704 (Winnipeg)

Environment Canada

(www.weatheroffice.gc.ca)

204-984-6203

Regional Health Authority

Crisis/Trauma Response Team

Public Health Nurse

Name:

Phone:

Alternate #:

Public Health Inspector

(if applicable)

Name:

Phone:

Alternate #:

Fire Inspector

(if applicable)

Name:

Phone:

Alternate #:

Fire

Non-emergency number:

Ambulance

Non-emergency number:

Ambulance

Non-emergency number:

911

Hospital

Address:

Phone:

Poison Control

Phone:

Taxi

Name:

Phone:

Security System Monitoring

Name:

Phone:

Schools Serviced (and Transportation Services)

Name:

Phone:

Name:

Phone:

Name:

Phone:

Name:

Phone:

Utilities and Repairs

Manitoba Hydro - Account #

Phone:

Electrician – Name:

Phone:

Water - Account #

Phone:

Plumber – Name:

Phone:

Telephone - Account #

Phone:

Furnace/Boiler - Name:

Phone:

Child Information Record Form

Child's legal name: _____

Family health number: _____

Name commonly known as: _____

Personal health number: _____

Male Female Date of birth: _____

Doctor's name: _____

Languages known/spoken: _____

Doctor's phone number: _____

Mother/Guardian

Father/Guardian

Name: _____

Name: _____

Home address: _____

Home address: _____

Home phone: _____ Cell: _____ Text?

Home phone: _____ Cell: _____ Text?

Home e-mail: _____

Home e-mail: _____

Work/school name: _____

Work/ school name: _____

Work/school address: _____

Work/school address: _____

Work/school phone: _____

Work/school phone: _____

Work/school e-mail: _____

Work/school e-mail: _____

Designated Emergency Contacts

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

Name: _____

Name: _____

Home address: _____

Home address: _____

Home phone: _____ Cell: _____ Text?

Home phone: _____ Cell: _____ Text?

Home e-mail: _____

Home e-mail: _____

Work/school e-mail: _____

Work/school e-mail: _____

Work/school name: _____

Work/school name: _____

Work/school address: _____

Work/school address: _____

Work/school phone number: _____

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.

Yes No

I will notify the facility immediately of any changes to the information provided on this form.

Yes No

I give permission for outings (not requiring transportation in private or public vehicle).

Yes No Not applicable

I give permission for indirect supervision as described in the parent manual.

Yes No Not applicable

I give permission for photographing and videotaping for purposes described in the parent manual.

Yes No Not applicable

I give permission to discuss relevant information about my child's day with school staff.

Yes No Not applicable

If applicable, describe any arrangements for school-aged children to attend activities away from the child care facility at your request:

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.

Date

Date

Signature

Signature

Parent name (please print)

Parent name (please print)

For facility use: Date of enrolment: _____ Date of Withdrawal: _____

We have EVACUATED to our Place-of-Shelter

Please come to:

Name: _____

Address: _____

Phone Number: _____

Provider's Cell Number: _____

HOW TO USE A FIRE EXTINGUISHER

Remember **PASS**:

Pull – **A**im – **S**queeze – **S**weep

Pull pin

Aim at base of flames

Squeeze trigger

Sweep 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/gate when leaving the kitchen**

MEALTIME SAFETY

- **Feed infants and toddlers separately or in very small groups**
- **Always use highchair safety straps**
- **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**

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?

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 <input type="checkbox"/> Male <input type="checkbox"/> Female | Age <input type="checkbox"/> Adult <input type="checkbox"/> Juvenile Estimated Age: _____ | Accent <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify region or country of origin if possible: _____ |
|--|--|---|

Was the voice familiar? Yes No If yes, specify: _____

| Voice | Speech | Manner | Other: |
|--|--|--|-------------------------|
| <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 | <input type="checkbox"/> Fast <input type="checkbox"/> Distinct <input type="checkbox"/> Slow <input type="checkbox"/> Slurred <input type="checkbox"/> Nasal <input type="checkbox"/> Stutter | <input type="checkbox"/> Calm <input type="checkbox"/> Angry <input type="checkbox"/> Emotional <input type="checkbox"/> Laughing/giggling <input type="checkbox"/> Abusive/vulgar <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 Provider

Police will need help from the provider for searches, as they cannot identify items that do not normally belong in the child care home.

If it becomes necessary to search, the provider 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.

The items below are recommended for all child care homes. Those marked with an asterisk (*) are required under the Safety Charter or the Child Care Regulation. Your local fire authority may have additional requirements.

Facility Name

Facility Number

Child Care Co-ordinator

Completed by

Facility Overview

- name of licensees*, common name (if applicable) and address*
- number of children and adults in home
- physical description of house (levels used, exits, etc.)
- fire safety equipment and locations
- utility shut-off locations
- floor plan* showing:
 - exits*
 - exit routes
 - fire safety equipment locations
 - protective spaces for shelter-in-place procedures

Evacuation

- written description of evacuation procedures*
- when evacuation procedures are used
- what to do if you discover a fire
- what to do when you hear the smoke alarm
- roles and responsibilities of additional licensee or staff (if applicable)*
- plans for children with additional support needs*
- communication inside and outside the facility*
- contacting parents of children enrolled*

Evacuation Procedures Poster

- what to do if you discover a fire
- what to do when you hear the smoke alarm

Safety Plan Self-Assessment Checklist

The items below are recommended for all child care homes. Those marked with an asterisk (*) are required under the Safety Charter or the Child Care Regulation. Your local fire authority may have additional requirements.

Evacuation and Shelter-in-Place Practice Drills

- written procedures describing when and how evacuation and shelter-in-place practice drills will be completed and documented*
- roles and responsibilities of all licensees (group child care homes)*

Emergency Closure

- written procedures describing emergency closure procedures

Fire Safety

- written procedures describing how fire hazards are controlled
- written procedures describing inspection and maintenance of fire safety equipment

Weather-Related Emergency

- written procedures describing response to weather-related emergencies*
- shelter-in-place procedures for thunderstorm or tornado*
- roles and responsibilities of all licensees (group child care homes)*
- communication inside and outside the facility*
- contacting parents of children enrolled*

Health-Related Emergency

- written procedures describing response to health-related emergencies*
- roles and responsibilities of all licensees (group child care homes)*
- communication inside and outside the facility*
- contacting parents of children enrolled*

Anaphylaxis Policies and Procedures

- written procedures* describing the responsibilities of:
 - provider (all licensees in group child care homes)
 - parents of child with anaphylaxis
 - all parents
 - child with anaphylaxis (as developmentally appropriate)
 - all children (as developmentally appropriate)

Chemical Accident

- written procedures describing response to a chemical accident*
- shelter-in-place procedures in response to a chemical accident outside of the home*
- roles and responsibilities of all licensees (group child care homes)*
- communication inside and outside the facility*
- contacting parents of children enrolled*

Safety Plan Self-Assessment Checklist

The items below are recommended for all child care homes. Those marked with an asterisk (*) are required under the Safety Charter or the Child Care Regulation. Your local fire authority may have additional requirements.

Bomb Threat

- written procedures for a bomb threat received by phone or in writing*
- written procedures for a bomb threat received and a suspicious item found

Threatening Behaviour

- written procedures for a threatening situation inside the home or on the property*
- written procedures for a threatening situation in the neighbourhood
- roles and responsibilities of all licensees (group child care homes)*
- communication inside and outside the facility*
- contacting parents of children enrolled*

Controlling Visitor Access

- procedures for controlling visitor access*
- expectation for:
 - locking exterior doors
 - visual identification before opening the door
 - other safety measures in place, especially if the above are not possible

Safe Spaces

- procedures for safe indoor spaces*
- procedures for safe indoor spaces*

Training and Annual Review

- training for substitutes (and staff, if applicable)
- annual review

Additional Comments _____

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, family and group child care homes 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 child care providers 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 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 parents and others involved in your child care home.

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.

What is a Code of Conduct?

A code of conduct helps everyone understand what behaviours are appropriate and inappropriate in a child care home. 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 your expectations and policies.

Code of Conduct Requirements

The Child Care Safety Charter says that a 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. Read the sample code of conduct.
2. Consider networking with other home child care providers.
3. Write your code of conduct.
4. Review and revise existing policies and procedures.
5. Submit your code of conduct to your child care co-ordinator.
6. Distribute and post your code of conduct prominently.
7. Review your code of conduct annually.

Read the Sample Code of Conduct

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 a licensee, parents, children and others involved in a child care home. It is also possible 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.

It would also be helpful to review the remainder of this guide before you network with other providers and begin to write your code of conduct.

Consider Networking with Other Home Child Care Providers

It can be helpful to discuss and share ideas with others. Consider networking with other licensed child care homes in your area to discuss and share your draft codes of conduct.

You may also want to invite others to a networking meeting, such as people from your community with a background in behaviour management, mediation or law enforcement.

Sample Code of Conduct

CODE OF CONDUCT

At 123 Family Child Care Home, we strive to provide a safe, caring, learning environment for children and adults. 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:

- child care provider
- substitutes
- children
- parents/guardians of children enrolled
- people living in my home
- all others involved with my home such as friends or family members of the children enrolled, therapists, professionals and other visitors

*“Adults” is used in my code of conduct to refer to the people listed above who may be in my child care home regularly or occasionally.

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

I 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 and adults 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 and adults 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

I 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

I create a positive environment for children and adults 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

I will consistently respond to inappropriate behaviour by children and adults 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, I 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 and 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, I will take additional steps such as:

- 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 child care home
- 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, you may find it helpful to review your existing behaviour management policies for children, as well as parent 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 children and adults in your child care home?

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 home'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
- substitutes (and staff, if applicable)
- children enrolled at the facility
- parents/guardians of children enrolled at the facility
- all others involved with the facility

There are a wide variety of people who may be involved with your child care home. Think about who is in your home either regularly or occasionally during your hours of operation and include them in this section of your code of conduct. For example:

- Your family members often interact with you, the children and their parents if they are home during your hours of operation.
- The children's extended family members may also come to your home.
- There may be therapists or other professionals visiting your home regularly if you have a child with additional support needs.
- If you are a child care home with an additional licensee or staff under the Inclusion Support Program, it should be clear that the code of conduct also applies to them.

You will notice that the following sample lists the primary groups of people involved in the child care home. To simplify the wording in the remaining sections, the sample then states that the term "adults" is used in the code of conduct to refer to these various groups.

Sample Statement

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- child care provider
- substitutes
- children
- parents/guardians of children enrolled
- people living in my home
- all others involved with my home such as friends or family members of the children enrolled, therapists, professionals and other visitors

* "Adults" is used in my code of conduct to refer to the people listed above who may be in my child care home regularly or occasionally.

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.

Think about what is important in your child care home – for the children, their parents, you and the people who live with you.

It can be helpful to talk to others to get more ideas. Consider:

- organizing or attending a networking meeting with other providers
- meeting with the parents of the children enrolled
- talking with the children about it
- discussing it with your family members or friends

The following is an example of a process you can follow with your networking group or groups of children or parents to help you write your guiding principles.

1. Write down ideas and talk about:
 - the goals and objectives for the child care home
 - how people want to be treated
 - what kind of behaviours everyone wants to encourage in your home
2. List the main ideas from your discussions.
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
 - 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 provider when getting picked up at school
 - eight-year olds need to wear a helmet while skateboarding
 - providers 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
- providers need to be respectful when discussing concerns with a parent and not blame or judge them
- parents need to check regularly for important notes and information from the provider

The following samples show just a few ways to write statements that describe appropriate, respectful behaviour in your child care home. You can use one of the samples below, adapt them or come up with your own unique statements.

Sample Vision or Mission Statement

At 123 Family Child Care Home, we strive to provide a safe, caring, learning environment for children and adults. We believe in the equality of all people and respect diversity.

Sample Guiding Principle Statements

The guiding principles for appropriate behaviour in my home 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.

The guiding principles for appropriate behaviour in my home are based on the 3 R's:

Respect for myself

Respect for others

Respect for the toys, equipment and environment

The guiding principles for appropriate behaviour in my home 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 home, 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

I 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 other adults or children. You 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
- cyberbullying.ca
- 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. The Manitoba Human Rights Commission is responsible for *The Manitoba Human Rights Code*. If harassment is suspected or alleged in the child care home, 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) 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 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.

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 device¹*

If discrimination is suspected or alleged in the child care home, 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) for more information and their *Reasonable Accommodation* fact sheet.

Putting a person at risk of harm

Child care homes 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 home, 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 adults in your home.

Sample Statement

Unacceptable Behaviours

The following behaviours by children or adults 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

¹ 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 must follow the facility's policies about the appropriate use of e-mail, electronic devices and the Internet in your child care home.

Technology continues to be used more and more. Your home's policies should outline the appropriate use of technology. The policies need to protect people's privacy and the confidentiality of information about the child care home, children, parents and yourself by anyone using the home'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 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 your home.

Sample Statement

Appropriate Use of Technology

All children and adults involved in our child care home 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 child care home. 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 because many positive guidance techniques are similar for people of all ages.

The following questions may help you or your networking group think about proactive strategies for more ideas:

- 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 adults?
- How do we create a welcoming environment for visitors and others involved in our homes?

You may want to review your behaviour management policies and *Appendix 3: Developing your Behaviour Management Policies* 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.”

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

I 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

I create a positive environment for children and adults 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 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. Think about 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 drawing 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 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, the people who live in the home and other adults 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.

Sample Statement

Consequences for inappropriate behaviour

I will consistently respond to inappropriate behaviour by children and adults 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, I 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 and 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 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, I will take additional steps such as:

- 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 home
- 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 you to keep written records of every incident that affects the health, safety or well-being of a child. 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 your child care home. 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 (write down 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 and children 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 child care home?
- 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 and submit your code of conduct to your child care co-ordinator.

Review and Revise Parent Policy Manual

Your code of conduct affects many aspects of the program and may impact your parent policy manual. 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 manual meet regulations and that a revised copy is submitted to your child care co-ordinator. Don't forget to provide the revised policies to parents and substitutes.

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, you must 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 parents. Post your code of conduct prominently. Make time to talk about it with parents, children, people who live in your home, substitutes and regular visitors.

You are also encouraged to provide copies of the code of conduct annually to parents and others involved in your home. This will help make sure everyone is aware of the expectations and policies.

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 give updated copies to parents and substitutes and to submit a copy to your child care co-ordinator as part of your annual relicensing package.

Conclusion

Thank you for doing your part to ensure the health, safety and well-being of the children and the adults in your child care home. 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 of 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 or call 586-8587 (Winnipeg) or 1-888-323-4676 (toll-free).

Appendix 2: Sample E-mail, Electronic Devices and Internet Policy

Children and adults using the child care home’s computer and personal 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, the provider or others involved in the home
 - violates the home’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)

Supervision and Monitoring

The child care provider has the right to monitor the use of information technology resources and to examine, use, and disclose any data found. This information could be used in disciplinary actions and released to the police if it is criminal in nature.

Use of cell phones and websites

- Cell phones and other personal electronic devices are not used when caring for and supervising children.
- On outings with children, a cell phone is used for safety purposes or communication with children’s parents only.
- Information about children, parents or others involved in the child care home (including photos or videos) are not posted on:
 - social networking web sites (for example, blogs, MySpace, Facebook, etc.)
 - public networking or file sharing sites (like Photobucket, Flickr, YouTube, etc.)
 - the child care home’s website (except with written parental permission)
 - any other type of Internet website
- Children are not accepted 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 policies 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 substitutes upon employment

A copy must be provided to parents or guardians of all children upon enrolment.

Prohibited Forms of Behaviour Management

Manitoba Regulation 27(1):

“A family child care provider “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 family child care home.”

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”.¹

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.”² 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**

¹ Adapted from *Webster's New World Dictionary*, William Collins Publisher's, Inc., 1979.

² 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.”³ When deciding upon behaviour guidance strategies, you first need to consider your expectations for children, your home’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 home. 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

3 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 the children's creativity and problem-solving skills, 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.”⁴

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.

⁴ 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.”⁵

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 |
| Child Care Co-ordinator | Completed by |

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
 - substitutes (and staff, if applicable)
 - 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 wide 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 and adults
- 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 HOME ENHANCED SAFETY PLAN

FAMILY/GROUP HOME NAME

FACILITY NUMBER

LOCATION ADDRESS

CONTACT PERSON

PHONE NUMBER

CELL NUMBER

EMAIL ADDRESS

MAILING ADDRESS

FACILITY OVERVIEW

(name of licensee(s))

(common name of home – if applicable)

(address)

Date Developed: _____ Last Revised: _____ Last Reviewed: _____

Reviewed and Approved by:

___ Child care coordinator ___ Fire authority (if applicable)

Purpose

This safety plan is designed to help ensure the safety of the children and adults in my family child care home. It establishes clear and concise policy and procedures that prepare adults for what to do in emergencies.

Children and Adults in the Home

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

People living in home (including the provider):

___ children under 12 years of age

___ children between 12 and 17 years of age

___ adults

House Description (group child care homes)

Describe your house (e.g.: 1800 square-foot, wooden structure, single-occupant, two-levels including basement). Also indicate the type of occupancy (see your occupancy permit, if applicable).

Levels Used for Child Care

Basement Main floor Second floor Third floor

Exits (group child care homes)

List main and alternate exits used for each level of your home.

Heating, Ventilation and Air-Conditioning

Indicate type and location.

Fire Safety Equipment and Locations

Security System

If applicable, specify if your system is monitored by a company alarm or just a local alarm. Describe the details of your system (e.g.: smoke detectors, carbon monoxide detectors, distress alarm)

Monitored by: _____ at _____ (company name and phone number)

Key pad locations: _____ (e.g.: by front and back doors)

Smoke Alarms (indicate if hard-wired or battery operated, if interconnected and locations)

Portable Fire Extinguishers (indicate type and locations)

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 HOME 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 the home
- 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 home
- a health-related emergency such as utility failure or sewage back up

In Case of Fire

1. Evacuate everyone from fire area immediately.
2. Close doors to fire area.
3. Follow procedures below.

Upon hearing smoke alarm or suspicion of gas leak

1. Tell children and adults to gather by the inside of the nearest, safest door.
2. Help children who require additional assistance.
3. Take the following:
 - attendance record (with floor plan attached)
 - emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services)
 - required medications and specialized equipment for children with additional support needs if essential to their immediate safety and if safe to do so
 - cell phone
 - duffel bag with fire blankets for protection in cold weather (if safe to do so)

SAMPLE HOME ENHANCED SAFETY PLAN

4. Close doors – DO NOT lock.
5. Gather in the assembly area (describe where this is - for example: by the fence near the shed).
6. Take attendance in the assembly area. Confirm that all children and adults got out safely.
7. Call 911 for fire department – tell them the address and what kind of emergency it is.
8. Tell fire fighters if all children and adults got out safely.
9. Direct children and adults to return inside or proceed to designated place of shelter, upon instructions from fire fighters
10. If already gone to designated place of shelter before fire department arrives, call 911 to tell fire department:
 - if all children and adults got out safely
 - where the designated place of shelter is
11. For group child care homes, if an adult is on an outing with the children, call and tell them to go to the designated place of shelter.

At designated place of shelter:

1. Contact parents by telephone, e-mail or text to let them know their children are safe, where to pick them up and whether they need to come earlier than the regular pick-up time.
2. Notify schools and transportation services that the children should not be transported to the child care home, or picked up, until further notice. Make necessary arrangements for children's care.
3. If all parents (or their emergency contacts) cannot be reached directly:
 - Record an outgoing message on the home's voice mail system.
 - Post the name, location and contact number of the designated place of shelter on the home's outside door, if possible.

After the event:

1. 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 within 24 hours.
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 HOME

Name

Address

Phone number

Contact person

Alternate phone number

EVACUATION AND SHELTER-IN-PLACE PRACTICE DRILLS

The following procedures describe how practice drills will be conducted and documented to ensure the safety of children and adults in my child care home.

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. Adults and children are not told in advance of the drills. Parents, people living in my home and visitors are required to participate in the drill when in the home and follow the provider's directions.

Emergency Evacuation Drills

- minimum of one evacuation drill per month
- using alternate exits and routes
- at different times of the day and during different activities
- a nap-time evacuation at least once annually
- complete evacuation to the designated place of shelter at least once a year
- involving the regular substitute at least once annually
- security system company notified that a monitored smoke alarm will be used

Shelter-in-Place Drills

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

After Evacuation or Shelter-in-Place Practice Drills

- document on the evacuation/shelter-in-place practice drill record:
 - > the date and time of each drill
 - > the number and names of children evacuated or present during a shelter-in-place drill
 - > the area(s) evacuated from
 - > the length of time it took to complete the evacuation
- discuss with each family at departure time, particularly if their child found it interesting or upsetting

SAMPLE HOME ENHANCED SAFETY PLAN

HOME CLOSURE PROCEDURES

The following procedures and communication policies will be used if my child care home needs to be closed 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 for a portion of the day

1. Contact parents by telephone, e-mail or text message. Tell them to pick up their children early at the home or at designated place of shelter.
2. Call emergency contacts designated by parents, if parents cannot be reached.
3. Call schools/transportation services used by school-age or kindergarten children.
4. If not all parents could be contacted directly and everyone has gone to the designated place of shelter:
 - post a note on the outside door with the name, location and phone number of the place of shelter and the provider's cell number
 - record an outgoing message on the home's voice mail

Closure for the full day

1. Attempt to contact all parents the previous evening or early in the morning by telephone, e-mail or text message.
2. Contact schools/transportation services used by school-age or kindergarten children.
3. If not all parents could be contacted directly and provider is not at the child care home:
 - record an outgoing message on the home's voice mail
 - post a note on the outside door for parents

SAMPLE HOME ENHANCED SAFETY PLAN

Additional steps to prepare for closure due to flooding or forest fire

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

Additional steps if my home is flooded

1. Contact Manitoba Hydro to disconnect power at the pole and make sure it is safe to re-enter the house.
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

1. 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. Depending on the reason for closure, there may be requirements or recommendations to reopen the child care home.
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. For group child care homes, contact the fire and public health inspectors. Depending on the reason for closure, there may be requirements or recommendations to reopen the child care home.

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 for review by the child care co-ordinator (*and the fire inspector, if applicable*):

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

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

Daily Inspections and Maintenance

- Evacuation procedures and floor plans are posted and easy to see.
- Hallways, stairs and exits are unobstructed and properly lit.
- 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 per cent of a wall surface, or five per cent of a hallway wall surface, is covered in paper, such as children's art or information for parents.
- Exits are free of snow and ice. A minimum of three metres (about 10 feet) is cleared of snow outside of exit and a path cleared so that everyone can move further away from the house.

SAMPLE HOME ENHANCED SAFETY PLAN

- Exit signs (if required by the fire authority) are easy to see and properly lit.
- Exterior fire escapes (if required by the fire authority) are clear of snow and ice.
- Fire doors (if required by the fire authority) and stairway doors are NOT wedged or blocked open.

Monthly Inspections and Maintenance

1. 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
2. Smoke alarms are checked to ensure proper function (documented).
3. Storage areas 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 the home or in attached garage/shed
4. Exits are readily opened from the inside without the use of keys or other locking devices.
5. Exterior fire escapes are in good repair (if applicable).

Annual Inspections and Maintenance

Inspection documentation is maintained for review by the child care co-ordinator (and fire inspector, if applicable) for the following:

1. Fire extinguishers are inspected by certified service company (also documented on tag).
2. Batteries for smoke alarms are replaced at least annually (documented on fire drill record).
3. Heating system is inspected by a qualified heating contractor.

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 hours or during a utility failure:

- non-perishable food and water is stored and replenished at least annually
- flashlights and battery operated lights with fresh batteries are available
- 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 substitutes and people living in the home

Winter Storm, Flood and Forest Fire Procedures

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) 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/) as well as local media during forest fire season from April to October
2. Reschedule outdoor play and all outings away from the home.
3. Post information indicating that there may be a need for closure and reminding parents how the closure will be communicated.

SAMPLE HOME ENHANCED SAFETY PLAN

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

1. Follow *Emergency Closure Procedures* if required.

Additional steps when there is potential for flooding or forest fire

1. Decide on the need for an emergency closure based on the information available from emergency response officials.
2. Advise parents if a decision is made to close the child care home as soon as possible.
3. Follow all instructions from emergency response officials.
4. Remind parents to listen to local media and emergency response officials for evacuation orders and assume that the child care home will be closed until further notice.
5. Follow *Emergency Closure Procedures* if required.

Tornado or Severe Thunderstorm Procedures

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

IN THE EVENT OF A TORNADO

1. For group child care homes, if an adult is outside with the children, call them to come inside immediately.
2. For group child care homes, if an adult is on an outing with the children, call them to seek indoor shelter immediately and to call back with their location.
3. Tell everyone to shelter-in-place and gather in the protective space (basement).
4. Help children who require additional assistance.
5. Guide children to stay away from windows, doors, radiators, stoves, metal pipes, sinks or other electrical charge conductors.
6. Remind adults not to use electrical equipment and avoid using the telephone.
7. If possible, unplug all electrical appliances such as TVs, radios and toasters.
8. Bring the following items into the protective space, if possible:

SAMPLE HOME ENHANCED SAFETY PLAN

- emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services)
 - weather radio operating on battery back-up
 - cell phone
 - 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
 - flashlights and battery-operated lights with fresh batteries
9. Contact schools/transportation services to tell them that the children should not be transported to the child care home and that the provider cannot leave to pick them up. Make arrangements for these children's care.
10. Monitor the weather radio to know when it is safe to leave the protective spaces.

After the event:

1. 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.

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 child care home 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 child care home:

1. Make sure Unified Referral Intake System (URIS) applications are submitted.
2. Arrange training by a registered nurse related to the URIS *Individual Health Care Plan/Emergency Response Plan*.
3. Update the home's safety plan with any special considerations required for the child.
4. Store *Individual Health Care Plan/Emergency Response Plans* so they are accessible to substitutes 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 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 HOME ENHANCED SAFETY PLAN

- safe food handling practices
- disposable gloves are worn any time hands may come in direct contact with blood (or body fluids containing blood) or have open cuts or sores
- in partnership with parents - monitoring of children's health, observation of unusual symptoms in children (diarrhea, vomiting, abdominal pain, etc), and diagnosed illnesses
- documentation of symptoms, diagnosed illnesses or absences due to illness in the daily incident record

Outbreak of Serious Communicable or Food-Borne Illness in Home

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 parents/family members.
2. Contact the public health inspector if directed to do so by the public health nurse.
3. Tell 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 if requested.
5. Review the following procedures with people living in the home and parents 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. Review proper hand washing and sneezing and coughing techniques with the children.
7. Monitor bathroom visits to make sure procedures are followed.
8. Clean and sanitize toys, equipment and surfaces.
9. Notify parents of illnesses present in the child care home and the symptoms to look for in their child.
10. Encourage parents to discuss any health concerns, symptoms or diagnosed illnesses.
11. Document health concerns, symptoms or diagnosed illnesses in the daily incident record.
12. Share resources and information with parents.

SAMPLE HOME ENHANCED SAFETY PLAN

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 child care home:

- 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 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

SAMPLE HOME ENHANCED SAFETY PLAN

3. The notice will specifically advise parents 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

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. Follow directions and requirements from the Manitoba Child Care Program and public health authorities.

Serious Injury of a Child

Injury requiring first aid

1. Provide first aid according to the principles learned in first aid training.
2. Contact the parents or emergency contacts if parents cannot be reached.
3. Document the incident as quickly as possible and provide an incident report to the parents.
4. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.

Injury requiring medical attention

1. Call 911 for an ambulance.
2. Provide first aid according to the principles learned in first aid training.
3. Contact the parents or emergency contacts if parents cannot be reached.
4. Provide the paramedics with a copy of the parent's permission for emergency medical treatment.
5. Go with the child in the ambulance, if parents are not at the child care home and a substitute can be arranged.
6. Document the incident as quickly as possible and provide an incident report to the parents.

After the event:

1. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries.
2. Tell the child care co-ordinator within 24 hours by submitting a Serious Injury Notification online or by telephone.
3. Contact insurance provider.

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

1. In the case of a loss of electrical power, figure out if it is specific to my home or if the area is without power. If it specific to my home, 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. For family child care homes, contact my child care co-ordinator or Child Care Information Services to help determine if we should evacuate to the designated place of shelter, close the child care home or implement procedural changes.
4. For group child care homes, 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 and adults. Contact the local fire authority to determine if the loss of the utility or sewage back-up presents a fire safety risk (for example, if it prevents fire protection systems from working or blocks an exit) and if there are alternative requirements during a loss of fire protection.
5. Follow *Evacuation Procedures* or *Emergency Closure Procedures*, if required.

ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

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

- a child currently in my home has been diagnosed with a life-threatening allergy
- a child about to enrol in my home 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 substitutes must all understand and fulfill their responsibilities.

Responsibilities of the provider:

1. Work as closely as possible with the parents of the child with a known risk of anaphylaxis. Regularly update my 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 my home'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.
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 training.
6. 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.
7. If it is not developmentally appropriate for the child to carry an auto-injector, make sure it is worn in a fanny pack or kept in a safe, UNLOCKED location accessible only to the appropriate responsible adults.
8. Implement policies and procedures for reducing the risk of anaphylaxis in the home:
 - Inform substitutes about the presence of a child with a known risk of anaphylaxis, as well as the allergens and the treatment. Be sure to advise them of the appropriate support and response, should an emergency occur.

SAMPLE HOME ENHANCED SAFETY PLAN

- Store the *Individual Health Care Plan/Emergency Response Plan* for easy access without compromising confidentiality. Leave information in an organized, prominent and accessible format for substitutes.
- Post allergy alert forms, with photographs, in the kitchen, eating area and other appropriate locations (with written parental approval).
- Develop safety procedures for field trips and extracurricular activities.
- Discuss anaphylaxis with the other children, in age-appropriate terms.
- Encourage children not to share lunches or trade snacks.
- Choose products that are safe for all children in the home (parental input is recommended).
- Instruct children with life-threatening allergies to eat only what they bring from home (if applicable).
- Reinforce the importance of hand washing to all children before and after eating.
- Follow policies for reducing risk of anaphylaxis in eating and common areas.
- Enforce rules about bullying and threats.
- Plan appropriately for field trips. Make sure auto-injectors are taken on field trips and emergency response plans are considered when planning the trip.

9. Make sure there are processes to:

- Monitor when a child's *Individual Health Care Plan/Emergency Response Plan* 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.
- Arrange an annual in-service training through the nursing service.
- 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 child care home how important it is to make sure packed lunches and snacks are allergen-free.

10. For group child care homes:

- Make sure all licensees are aware of the child with a known risk of anaphylaxis, as well as the allergens and the treatment.
- Make sure all licensees receive annual URIS training in caring for a child with anaphylaxis, and instruction on how to use an auto-injector.

SAMPLE HOME ENHANCED SAFETY PLAN

Responsibilities of the parents of a child with anaphylaxis:

1. Tell the provider 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 appropriate responsible adults), or worn by the provider in a fanny pack.
3. Make sure their child has and wears a medical identification bracelet.
4. Submit all necessary documentation as required.
5. Provide the child care home with adrenaline auto-injectors that are within 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 provider 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 the provider or parents
 - to take as much responsibility as possible for his or her own safety

Responsibilities of all parents:

1. Cooperate with the child care home 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 child care home policies.
4. Inform the provider before food products are distributed to any children in the home.

SAMPLE HOME ENHANCED SAFETY PLAN

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 the provider 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 child care home 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 my home (for example, the inappropriate mix of household cleaners)
- in the area outside my home

Chemical Accident Inside of Child Care Home

1. Evacuate immediately following *Evacuation Procedures*.
2. Call 911 for the fire department and tell them what kind of emergency it is.

Chemical Accident Outside of Child Care Home

1. Start *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 Home*.

Shelter-in-Place Procedures: Chemical Accident Outside of Home

1. If older children are playing in the yard, call them to come inside immediately.
2. For group child care homes, if an adult is on an outing with the children, call and tell them to immediately seek the closest indoor shelter and to call back with their location.
3. Take attendance to account for all children. Do checks to make sure all adults are safely inside.
4. Close and lock all exterior doors and windows.
5. Close as many interior doors as possible.
6. Turn off breakers that control air movement into and out of the house.
7. Notify schools and transportation services that the children should not be transported to the child care home or picked up until further notice. Make arrangements for the children's care.

SAMPLE HOME ENHANCED SAFETY PLAN

8. Prepare for evacuation by:
 - having the emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services) ready to go, should evacuation be ordered
 - having required medications and specialized equipment for individual children with additional support needs ready to go
9. Contact parents by phone, e-mail or text message as soon as possible.
10. Direct parents to stay away from the area and listen to the local media for further updates on the situation.
11. If there is time and it is needed, 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, fireplace vents and other openings to the outdoors as much as possible.
 - Put plastic over the windows to seal.
12. Tell children and adults when emergency response personnel say it is safe to leave the house. 8. Direct parents to stay away from the area and listen to the local media for further updates on the situation.

After the event:

1. 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.

BOMB THREAT PROCEDURES

The following procedures describe the response to:

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

IMPORTANT

DO NOT use any form of wireless communication (pagers, cell phones, Blackberries, two-way radios, etc.), if a bomb threat is received or a suspicious package is found.

Bomb Threat Received by Telephone or in Writing

1. If a threat is received by phone, use the *Threatening Telephone Call Form* (in the Appendix) to record as much information as possible.
2. If a threat is received in writing, do NOT touch or move it (even if it has already been moved).
3. Determine if there is an immediate threat to safety based on the information available.
4. Direct children and adults NOT to use any form of wireless communication.
5. For group child care homes, if an adult is in the yard with children, tell them to stay outside or to go to the designated place of shelter.
6. For group child care homes, if an adult is on an outing with children away from the home, contact them using a land phone line. Advise them not to return to the home until further notice or to go to the designated place of shelter.
7. Call 911 using a land phone. Consult with police for further steps.
8. 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.
9. Tell police of the caller's phone number if call display or call trace was successful.
10. Make sure the person who answered the threatening phone call or found the written message is available to be interviewed by police.
11. If there is an imminent threat to safety, follow *Evacuation Procedures*.

SAMPLE HOME ENHANCED SAFETY PLAN

After the event:

1. 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.

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.

1. Evacuate the immediate area where the suspicious item was found. Close the door to the area.
2. Direct children and adults NOT to use any form of wireless communication.
3. Follow *Evacuation Procedures* using only exit routes and areas that are free of suspicious items.
4. Call 911 using a land phone and tell them what kind of emergency it is.
5. Tell police the caller's phone number if call display or call trace was successful.
6. For group child care homes, if an adult is on an outing with children away from the home, contact them using a land phone line. Advise them not to return to the home until further notice or to go to the designated place of shelter.
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.

After the event:

1. 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.

THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

- inside my home or on my property
- in the neighbourhood

1. 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 safety and help decide on next steps.
 - Do not touch, move or delete the threat or evidence so the police can investigate properly.
2. Tell substitutes (and people living in the home) what to do if a person who could become threatening arrives at your home. For example, if a person has made a threat or is extremely upset such as:
 - a parent concerned about a situation related to child care
 - a parent who has become angry, violent or made threats to take a child with respect to a custody dispute

SHELTER-IN-PLACE PROCEDURES

Threatening Behaviour Inside Centre or On Property

Main floor protective space – bedroom beside living room

Basement protective space – storage room

If the person does not have a weapon:

1. Talk to the person.
2. Try to calm them down.
3. Direct children to move into a safer area further away from the threat.
4. If the person becomes physically threatening, follow the steps below.

SAMPLE HOME ENHANCED SAFETY PLAN

If the person has a weapon or becomes physically threatening:

1. Take the children inside the house or into the protective space immediately.
2. Help children who require additional assistance.
3. 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.
4. Lock the exterior windows and doors (or door) to protective space.
5. For group child care homes, if an adult is in the yard with children, try to tell them to go to the designated place of shelter and call 911 for the police.
6. For group child care homes, if an adult is on an outing with the children away from the home, try to call them as soon as possible. Tell them not to return to the home until further notice or to proceed to the designated place of shelter.
7. Call 911 for the police.
8. Give the police information about the number of children and adults, where they are and where the threatening person is.
9. If the threat is inside, do NOT close exterior blinds or curtains. Police need to see inside the home.
10. If the threat is outside, close exterior blinds and curtains.
11. Stay in protective spaces that are out of sight from doors and windows.
12. Follow directions from the police about what to do next.
13. As soon as possible, call schools and transportation services and let them know that the children should not be transported to your home and that you cannot leave to pick them up. Make plans for the children's care.

After the event:

1. 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

1. Make sure that everyone is inside the house.
2. For group child care homes, if an adult is in the yard with children, call them to come inside immediately.
3. Close and lock exterior doors.
4. For group child care homes, if an adult is on an outing with the children away from the home, call them. Tell them to stay where they are (if safe to do so) or find the closest indoor shelter and call back with their location.
5. Direct children and adults to stay away from exterior windows and doors.
6. Help children who need additional assistance.
7. Close blinds or curtains.
8. Call schools and transportation services and let them know that the children should not be transported to your home and that you cannot leave to pick them up. Make plans for the children's care.
9. Call 911 to make sure police know about the situation.
10. Follow directions from the police about what to do next.

After the event:

1. 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.

CONTROLLING VISITOR ACCESS

Visitor access is controlled and monitored in my home to make sure:

- I know when parents and children arrive or leave
- people who do not belong in the home are prevented from entering unnoticed

Preparation

- Parents are informed in the parent policy manual to tell me when:
 - > they are leaving the home with or without their child
 - > there are changes to the individuals allowed to pick up their child (in that case, the designated pick-up list for that child needs to be updated)
 - > someone else is going to be picking up their child on a particular day (if I don't know the person, I will ask for ID)
- Substitutes are told about custody arrangements when necessary, as well as what to do if the non-custodial parent arrives at a time outside of the regular arrangements.
- When I 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, I will pay particular attention to make sure this child remains safe.

Controlling and Monitoring Visitor Access

1. All outside doors are locked throughout the day.
2. During primary parental pick-up and drop-off times, the children play on the main floor so I can answer the door more easily.
3. If a visitor – such as a utility repair person – is unknown to me, I will ask to see identification.
4. The doors are equipped with chimes. If I hear a chime, I check to see if it is a family leaving and I make sure a child is not leaving without an appropriate adult.

SAFE INDOOR AND OUTDOOR SPACE PROCEDURES

The following procedures describe how I ensure:

- safe indoor spaces
- safe outdoor spaces

1. Complete daily indoor and outdoor checklists. Correct any problems and document what was done.
2. Watch for any safety concerns throughout the day. Correct any problems.
3. Watch for suspicious activity in the neighbourhood.
4. Stay alert to surroundings when in the yard or on outings. If uncomfortable in a place or situation, gather the children and leave immediately.
5. Complete monthly and annual indoor and outdoor inspections checklists.
6. Complete and document any required repairs or actions.
7. Review enrolment forms, Inclusion Support Program intake, meeting minutes and URIS Individual Health Care/Emergency Response Plan, as applicable for any specific requirements for a child with additional support needs.
8. Make any necessary changes to indoor or outdoor spaces to ensure children with additional support needs are safe.
9. 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.
10. The following are discussed with substitutes and other adults:
 - Notice safety concerns and fix the situation immediately. If it isn't possible to address the concerns themselves, they must tell me about them.
 - Watch for suspicious activity in the neighbourhood. Report it to me 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, gather the children and leave immediately.

TRAINING

Training for Substitutes (and other adults)

The following are reviewed and discussed with substitutes (and other adults, if applicable):

- Their roles and responsibilities for the three emergency responses of evacuation, shelter-in-place and closure of the home.
- How and when to use a fire extinguisher.
- How to control fire hazards and their responsibility to address any fire safety issues they see. If they cannot fix the problem themselves, they are instructed to bring fire safety issues to my attention.
- How to use a child's auto-injector and the child-specific avoidance strategies detailed in each Individual Health Care/Emergency Response Plan for children with anaphylaxis (life-threatening allergies).
- What specific requirements and emergency plans are in place for children with other applicable health conditions.
- Carrying out a review of several practice drills with the provider to learn how to lead the children in evacuation and shelter-in-place procedures.

Substitutes (and other adults, if applicable) will be shown the locations of the following:

- daily incident record book (containing important information to read daily)
- emergency phone number list including:
 - the home's address
 - > designated place of shelter
 - > contact information for schools serviced by your facility
- fire extinguishers
- emergency backpack (including first aid kit, child information records, parental permission for emergency medical treatment, emergency phone number list and contact information for schools/transportation services)
- 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

ANNUAL REVIEW

The enhanced safety plan will be reviewed annually (*specify month*) by:

- the provider (for group child care homes, all licensees)
- regular substitutes

Any necessary revisions will be made including changes to:

- emergency procedures
- the licensed number of children
- the number of people living in the home
- licensees or staff
- areas in the home used for child care

If revisions are made, a copy will be printed with the revision date and submitted to the child care co-ordinator for review and approval.

For group child care homes

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.

Copies of the revised enhanced safety plan will be:

- kept in the daily incident record book for easy access by substitutes (and if applicable, the fire inspector)
- given to the child care co-ordinator

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. Expiry dates for plans, as well as a reminder to talk to parents one month before the expiry date, will be marked on my business calendar.

SAMPLE HOME CODE OF CONDUCT

FAMILY/GROUP HOME NAME

FACILITY NUMBER

LOCATION ADDRESS

CONTACT PERSON

PHONE NUMBER

CELL NUMBER

EMAIL ADDRESS

MAILING ADDRESS

SAMPLE HOME CODE OF CONDUCT

CODE OF CONDUCT

At 123 Family Child Care Home, we strive to provide a safe, caring, learning environment for children and adults. 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:

- child care provider
- substitutes
- children
- parents/guardians of children enrolled
- people living in my home
- all others involved with my home such as friends or family members of the children enrolled, therapists, professionals and other visitors

* "Adults" is used in my code of conduct to refer to the people listed above who may be in my child care home regularly or occasionally.

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

I 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 and adults must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

SAMPLE HOME CODE OF CONDUCT

Unacceptable Behaviours

The following behaviours by children and adults 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

I 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

I create a positive environment for children and adults 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 HOME CODE OF CONDUCT

Consequences for Inappropriate Behaviour

I will consistently respond to inappropriate behaviour by children and adults 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, I 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 and 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, I will take additional steps such as:

- 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 child care home
- contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person