	POLICY TITLE	CATEGORY
FAMILY DAY	Program Statement Implementation – Home Child Care	Programs
	APPROVING BODY OR POSITION	**APPROVAL DATE**
	Director, Programs	July 2026
	PRIMARY LEGISLATION / REGULATION REFERENCE(S)	
	Child Care and Early Years Act, 2014 (CCEYA)	

Policy

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

(O.Reg. 137/15, ss46 1-4). Our program statement is a living, breathing document that aligns with our policies and procedures, which Caregivers/Educators, students, volunteers and all other persons who are regularly at the premises who interact with families and children, are required to adhere to, and which guide our interactions with children and families.

Scope

This policy's principles and practices apply to all Caregivers/Educators, students, volunteers, and all other persons who are regularly at the premises when care is being provided and who interact with children and families.

Program

All who fall under the scope of the policy will review the Program Statement prior to interacting with children. As part of the recruitment process, all who fall under the scope will receive an orientation/training to the Program Statement. They will be required to sign off on the Program Statement Implementation policy once they have had their initial review, annually and after any modification made to the Program Statement.

Implementation Plan

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

The Program Statement is a living, breathing document, subject to review and/or change, reflecting How Does Learning Happen? Ontario's Pedagogy for the Early Years, and The Child Care and Early Years Act 2014. At any time that the Program Statement is revised, all who fall under the scope of this policy will review the changes. All who fall under the scope of the policy are expected to implement the approaches specified in the program statement at all times.

Implementation will be supported through coaching, training, mentoring and role modeling. The Program Statement will be reviewed at caregiver/educator recruitment and at their annual review for all who fall under the scope of the policy. Monitoring and written documentation will be done on a regular basis during monthly visits. Ongoing one on one support during monthly visits, coordinators will document and monitor the impact of the strategies outlined in the Program Statement. The Program Statement will be woven throughout our daily interactions with children and families, through our daily planning and routines.

What we are doing	How we are doing it
Recruitment and training	• administration of Standard Home Visitor checklist completed • initial home study process, caregiver screening and learning environment screening • all who fall under the scope, receive orientation/training to the Program Statement, Policies and Procedures prior to working with children • view program statement webinar • ongoing and annual training aligns with our Program Statement
Coaching and mentoring	• one on one role modeling with home child care coordinators in the learning environment • monthly training facilitated by home child care coordinators • support from specialized external agencies
Monitoring and written documentation	• Program Statement Implementation monitoring form completed annually or more frequently as needed • home child care coordinator monthly visit reports • regular documentation of contact with families • daily written records • individual plans as required • Standard Home Visitor Checklist • reflective practice and collaborative inquiry as a means for reflecting on and discussing documentation and engaging in on going professional learning and development to implement approaches set out in the program statement • ministry summary reports • regional assessment reports • ongoing review and annual sign off of implementation policy

Positive Forms of Behaviour Guidance

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

- discussing what happened with those involved
- redirecting or changing the child's activity
- separating children
- restating what you expect of the child and then monitoring the results

Preventative Programming

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

Strategies include:

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

Development and Training

Child guidance training is ongoing for all who fall under the scope. Initial training begins upon recruitment. All who fall under the scope also receive ongoing feedback and support. Using the Program Statement Implementation Monitoring procedure, coordinators monitor all who fall under the scope as they guide children's behavior. Coordinators review "Supporting Children in Resolving Conflicts" during monthly visits and as needed.

For more information, please refer to the following resources:

- Ministry of Education www.edu.gov.on.ca
- Early Years Portal www.earlyyears.edu.gov.on.ca
- How Does Learning Happen? www.edu.gov.on.ca/childcare/pedagogy.html
- Think, Feel, Act: Lessons from Research About Young Children http://edu.gov.on.ca/childcare/research.html
- College of Early Childhood Educators https://www.college-ece.ca
- *I Care For Kids, I Care For Quality* Self Study Guide

Specific Processes

Addressing racial incidents among children

As outlined in the "How Does Learning Happen?" document, every child has the right to feel a sense of belonging. We acknowledge that systemic racial discrimination can impact negatively on interactions among children. Situations in which a child is targeted based on race are taken very seriously.

The caregiver should ensure any discriminatory behaviour is stopped, and that a targeted child is supported and reassured that such behaviour is unacceptable. The caregiver should also speak to the child who is acting inappropriately and send a clear message that the child's behaviour is unacceptable. In addition, the caregiver will monitor the situation to ensure it does not continue.

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

De-escalating Volatile Behaviour

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

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

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

1) If possible all other children will be removed from the situation.
2) Caregiver/Educator supports the de-escalation of the situation. Caregiver/Educator lets the child know that they are there to assist the child to self-regulate not to confront them.
3) Caregiver/Educator gives the child more space if needed in a space where the child can still be supervised.
4) Caregiver/Educator will use concrete words and remind the child of expected behaviours by stating facts, not threats.
5) Caregiver/Educator will bring closure to the situation

Documentation and Reporting

The Caregiver/Educator will document the incident in the daily written record book. The Caregiver/Educator will contact the child's family and the home child care coordinator. Caregiver/Educator and coordinator will meet with the child's family to discuss the incident and determine strategies which will be utilized should the child experience a similar situation. Caregiver/Educator will document strategies in the daily written record book and keep families up to date on progress.

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

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

Family Day prohibits the use of:

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purposed of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will (CCEYA #48).
- sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the Early Childhood Educators Act, 2007)

Program Statement Implementation Monitoring Procedure

- There are on-going observations of all who fall under the scope with regard to the Program Statement Implementation Policy.
- Coordinators will have a meeting with all who fall under the scope to discuss observed behaviour.
- All who fall under the scope will sign off the Program Statement Implementation Monitoring Form (minimally once a year).
- Comments and feedback will be documented on the Program Statement Implementation Monitoring form.
- Coordinators will have regular follow up meetings with all who fall under the scope.

Contravention of the Program Statement Implementation Policy

Contravention of the Program Statement Implementation policy will be taken very seriously and managed accordingly as per the Caregiver Contract. Every attempt will be made to support all who fall under the scope on an ongoing basis through one on one coaching and mentoring as well as through ongoing training.

Not complying with this policy could result in termination of the Caregiver Contractual relationship with Family Day. Contraventions of this policy may be reportable to the College of ECE.

In the event of a contravention of the Program Statement and the Implementation policy, a coordinator will discuss an individual's contravention of the Program Statement with the person. Details of the contravention will be recorded on the home visit report and the action to be taken will be recorded on the Program Statement Implementation Policy monitoring form.

All records of compliance or contraventions of the Program Statement Implementation policy will be kept in a secure location for the duration of at least three years from the date of creation.

Please see APPENDIX A: Program Statement Implementation Monitoring Form

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Signature – Caregiver/Educator

I have read and understand the Program Statement and the Program Statement Implementation Policy. I understand that it is my responsibility to adhere to all expectations set out in the Program Statement.

NAME *(please print)*

Signature Date

Coordinator Signature Date

Signature – All other adults regularly at the premises who interact with children & families

I have read and understand the Program Statement and the Program Statement Implementation Policy. I understand that it is my responsibility to adhere to all expectations set out in the Program Statement.

1. Name Relationship

   Signature Date

2. Name Relationship

   Signature Date

To accommodate further signatures of other adults regularly at the premises who interact with children and families, go to page 6 of 9.

Signature – All other adults regularly at the premises who interact with children & families
(continued from page 5 of 9)

CAREGIVER / EDUCATOR NAME *(please print)*

I have read and understand the Program Statement and the Program Statement Implementation Policy. I understand that it is my responsibility to adhere to all expectations set out in the Program Statement.

1. Name _____ Relationship _____
   Signature _____ Date _____
2. Name _____ Relationship _____
   Signature _____ Date _____
3. Name _____ Relationship _____
   Signature _____ Date _____
4. Name _____ Relationship _____
   Signature _____ Date _____
5. Name _____ Relationship _____
   Signature _____ Date _____
6. Name _____ Relationship _____
   Signature _____ Date _____
7. Name _____ Relationship _____
   Signature _____ Date _____

Program Statement Implementation Monitoring Form

Name_____ Date:_____

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

Program Statement Implementation Monitoring Form

Name_____ Date: _____

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

Signature **Supervisor/Coordinator/Manager Signature** **Date**

Program Statement Implementation Monitoring Form

Name_____ Date: _____

Child Guidance: Prohibited Practices	Yes	No	N/A HCC ONLY
1. Corporal punishment (Which may include but is not limited to, hitting, spanking, slapping, pinching)	☐	☐	☐
Comments:			
2. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent	☐	☐	☐
Comments:			
3. Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the emergency management policies and procedures	☐	☐	☐
Comments:			
4. Use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their self-respect, dignity or self-worth.	☐	☐	☐
Comments:			
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.	☐	☐	☐
Comments:			
6. Inflicting any bodily harm on children including making children eat or drink against their will.	☐	☐	☐
Comments:			
7. Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the Early Childhood Educators Act, 2007)	☐	☐	☐
Comments:			

Signature **Supervisor/Coordinator/Manager Signature** **Date**