



Monitoring Compliance and Contraventions Policy

Purpose

The policy sets out how compliance and contraventions (non-compliance) with the policies, procedures and individualized plans listed below will be monitored, recorded and addressed.

This policy sets out the process that will be followed to monitor the implementation of our policies, procedures and individualized plans on an ongoing basis.

This document is intended to fulfill the obligations set out under Ontario Regulation 137/15 for written policies and procedures for monitoring, recording and addressing compliance and non-compliance with policies, procedures and individualized plans for childcare centres.

Policies and procedures required under the Child Care and Early Years Act, 2014:

1. Playground Safety
2. Anaphylactic policy
3. Sanitary Practices
4. Sleep Supervision
5. Serious Occurrence
6. Drug and Medication Administration
7. Supervision of Volunteers and Students
8. Program Statement Implementation
9. Staff Training and Development
10. Criminal Reference Check
11. Fire Safety and Evacuation
12. Waiting List
13. Parent Issues and Concerns
14. Emergency Management

Individualized plans required under the Child Care and Early Years Act, 2014:

- Anaphylaxis
- Special Needs
- Medical Needs

Other policies and procedures developed by Angus Valley Montessori:

15. Smoke Free Environment
16. Safe Drinking Water Policy
17. Ill Child Policy
18. Monitoring Compliance and Contraventions

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.



Prohibited Practices

Under no circumstance will corporal punishment be used for Behaviour Management. As well, the following control techniques are not tolerated:

- **Corporal punishment** of a child is not allowed under any circumstances.
- **Use a locked or lockable room or structure** to confine a child who has been withdrawn from the other children.
 - a. Physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is to prevent a child from hurting him/herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
 - b. Locking the exits of the school premises to confine a child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedure.
- **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.
- **Inflicting any bodily harm** on children including making children eat or drink against their will. Providing lack of supervision by leaving children unsupervised or having a child unaccounted for.

Positive Technique and Strategies of Behaviour Management:

- **Have the environment always ready so as to avoid problems as much as possible.**

Activities should be continually available to children and waiting should be minimized. If waiting is necessary, one teacher should be available to sing or play games.

- **Take a positive approach in a contentious situation.**

Look for the true cause of the difficulty and, if in any doubt, take a neutral stand. Help the child find an alternative mode of behaviour; help him/her find ways of expressing himself in words; help him/her understand the other child's point of view; help him/her to learn to wait and to understand that he/she can't always have what he/she wants.

- **Be sure the children understand the effect of their behaviour.**

Example: Someone is crying, or hurt, sad, angry, instead of making the child apologise. Quite often making a child apologise becomes a habit without them really understanding. Let the child know you understand their feelings as well.



If a student pinches or harms (*physically*) another student, that student will be asked to sit down to defuse the situation for at least 10 seconds but not more than 1 minute. We want to make sure that the student is aware that their behaviour has hurt or scared their fellow student.

- **Speak to the children quietly so they will listen, and the atmosphere will be calm**

If you use loud voices or yell the children will follow your model and also be loud. It is important to give the children “I” messages. “I do not like it when you use those words with me. If you feel strange because I am new you may tell me so. I feel strange too. I need you to help me feel more at home”. Insist quietly, but firmly that you be treated in a manner acceptable to yourself. Be consistent; let the children know where they stand.

- **Be careful when using terms “bad” and “good” when referring to a child.**

Instead of saying “Bad boy,” say, “I do not like it when you hit.” Instead of saying, “Good girl” say, “You are a great helper. You put all the toys away.” Always specify what the child did so you have changed the reference from the child to their behaviour.

- **Please save conversation with staff when you are to be working with the children.**
- **When in front of the children, parents, students, volunteers, and staff make sure you are always talking in a positive manner.**
- **An unstructured program tends to demand structure on the part of the teacher.**

Keep in mind transition times throughout the day so you can warn children ahead of time. For instance, when it is bathroom time, you can quietly go around telling each child. This makes it easier to take a group of children to the washroom. You need to have a schedule in your head so you can quietly, yet firmly, help children finish off and join you for a new activity.

REVIEW OF POLICY

The Supervisor or Director will be responsible for an annual review of these policies and the method by which they are monitored. All staff will have knowledge of the consequences of any violation of the policy. The policy will be reviewed, signed, witnessed, and dated at the time of orientation and annually thereafter.

Policy and Procedures for Monitoring Compliance and Contraventions

1. Monitoring and Observations

Angus Valley Montessori will monitor each staff, student and volunteer to assess whether policies, procedures and individualized plans are being implemented, as follows:

- The board member or designated staff will observe and monitor the supervisor of the Angus Valley Montessori
- The supervisor will observe and monitor the qualified staff in each program room (i.e. RECE or otherwise approved staff);
- The head teacher will observe and monitor other program staff (i.e. assistants);
- The head teacher will observe and monitor placement students/ volunteers.



Monitoring and observations will be conducted on an ongoing basis through various means including, but not limited to:

- participating regularly and informally in the program.
- collecting feedback provided from parents and families; and
- reviewing written documentation (e.g. medication administration forms, daily written record, attendance records, etc.).

Monitoring will be conducted at different times of the day (e.g. morning, afternoon, periods of arrival/departure, rest periods, meal times, outdoor play periods, transitions, etc.) to observe that policies, procedures and individualized plans are being implemented as required for different parts of the program and daily routines.

2. Documentation and Records

- Monitoring and observations in regard to AVM policies, procedures and individualized plans will be recorded and documented using the template found in **Monitoring and Observations for Staff**. Documentation of observations will be completed at the time the observations are made or at least 1 time a year and will include concrete examples of observed compliance and non-compliance. Form should be used to document when there is a non-compliance and have to be logged.
- Individual observations of each staff/ teacher will take place twice per year, in Oct/Nov and April/May accompanied by feedback and mentoring on their performance, teaching style and behaviour management, by using the form of **Monitoring of Program Statement Goals and Approaches**.
- All incidents, concerns, monitoring & observation records will be documented and stored in employee file for at least three years from the date they are created.

3. Follow-up

- Any areas of concern with an individual's ability to comply with policies, procedures and individualized plans will be brought forward to the supervisor or designate.
- The supervisor will address their observations through a review and discussion with the individuals observed every 3 months and will seek to or provide them with appropriate supports to achieve and maintain compliance (e.g. additional training).

4. Dealing with Contraventions of Policies, Procedures or Individualized Plans:

Angus Valley Montessori will make every effort to clarify expectations and encourages staff, students and volunteers to raise their questions and concerns about implementing policies, procedures and individual plans on an ongoing basis to support clarity, learning, development and ongoing compliance.

Progressive discipline may be used to address observed non-compliances with policies, procedures and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.

Where a staff, student or volunteer is observed to be non-compliant, the licensee, supervisor or designate will take one or more of the following actions:



- Inform the individual that a non-compliance was observed, including the review of any pertinent records or documentation that provide evidence of the non-compliance.
- Re-review the relevant policies, procedures, and/or individualized plans with the individual.
- Issue a **verbal warning**: The Supervisor or Director will advise the person that his/her behaviour is not acceptable, that is contravenes policy and must stop. The person will be requested to reread and comply with the policy, if necessary, a discussion will follow. Documentation of the warning will be kept in his/her personnel file.
- Issue a **written warning**: The Supervisor or Director will advise the person that his/her actions have not been corrected. A written reprimand will be given to the person and will be filed in his/her personnel file.
- The Supervisor or Director will inform the school's Board members of the situation and what measures were taken. The Board reserves the right to decide if **further actions** are required, including temporary suspension or dismissal depending upon the severity of incident.
- Inform any relevant parties (e.g. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, CAS, police, etc.); and/or
- Report violations with the College of Early Childhood Educators' Code of Ethics to the College.

Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g. an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.

Where appropriate, the supervisor or designate will follow up with the family of a child in accordance with our policies and procedures on parent issues and concern

Glossary

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of childcare centre.

Staff (Employee): Individual employed by the licensee (e.g., program room staff).

Student: Individual enrolled in an education program/school and is completing a placement.

Volunteer: Any individual who is engaged in the childcare program and interacts with the children in care but is not paid by the licensee.