

Heritage Park Children's Programs Inc.

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CODE OF CONDUCT

Heritage Park Children's Programs Inc. – Athlone Site

Facility Number: 102965

Location Address: 110 Athlone Drive Winnipeg, MB R3J 3L4

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At Heritage Park Children's Programs Inc – Athlone Site

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

- management and staff members
- children
- parents/guardians of children enrolled
- all others involved with our centre

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.

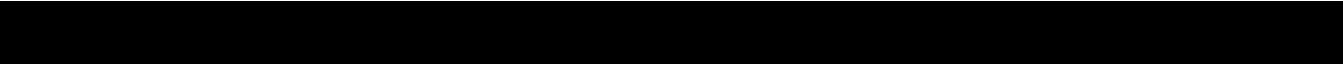
We understand that it is normal for children to display inappropriate behaviour at times for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

All children, parents, staff and others involved in our centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

Children and adults are not allowed to put photos, audio or video recordings or information about the children, the provider and the children's or provider's families on their cell phone, electronic device or the Internet without the person's (or parent's) written permission.

The following behaviours by children, staff, parents and others involved in our centre are unacceptable:

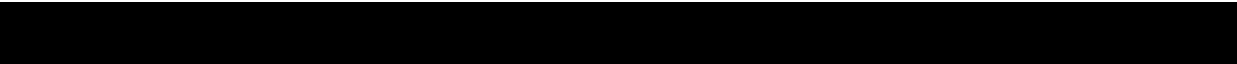
- all forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments, actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone



We actively strive to create an environment that supports the health, safety and well-being of the children by:

- having realistic and developmentally appropriate expectations for behaviour
- setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- planning a program based on children's interests and developmental needs
- establishing consistent yet flexible schedules and routines that help children gain trust, security and self control

We create a positive environment for children, parents, staff and others involved in our centre by:

- developing positive relationships, including making time to talk and listen
 - establishing clear, consistent, simple limits, rules, policies and procedures
 - stating limits in a positive way and periodically reminding people
 - providing explanations for limits, rules, policies and procedures
 - working together to solve problems
 - modelling and encouraging appropriate behaviour
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We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in our centre by:

- reminding people of expectations, limits, rules, policies and procedures
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or eliminate the behaviour
- having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour in the future
- developing a written contract with an adult or older child that outlines specific expectations and consequences
- giving a written warning that outlines specific concerns and consequences if the behaviour continues
- accessing outside resources for help, such as:
 - > a behaviour specialist or other professionals to help staff understand and reduce a child's inappropriate behaviour
 - > child and family services to access parenting supports
 - > mediation services to resolve conflicts between adults
 - > the Manitoba Human Rights Commission for information and advice to resolve an issue informally or to make a formal complaint if the behaviour involves discrimination or harassment
 - > the police to assist with threatening behaviour

In extreme cases, we will take additional steps such as:

- suspending or dismissing a staff member
- suspending or withdrawing child care services because of a child's or family member's inappropriate behaviour
- in the case of a visitor not allowing the person to return to the centre
- contacting the police and/or child and family services (CFS), if the behaviour is illegal such as abuse, assault or threatening another person