

Summary Document **Codes of Conduct and Policies**

This document summarizes the Codes of Conduct and Policies that guide staff and board in how we provide services. Each policy is in one of our policy and procedure manuals. These manuals are available in hard copy at the Centre and on our web site. www.kitimatcdc.ca Our codes cover how we conduct our business, our marketing, our service delivery, our professional responsibilities, and our human resources policies.

We take a no-reprisal approach to any inquiry or complaint. Please ask questions and bring forward concerns. Our goal is to provide services guided by ethical practices, our mission and our values.

The codes of conduct are living documents which will mature and clarify as our understanding and knowledge grows.

All who work for or volunteer for the Centre acknowledge that these codes and policies guide how we act with those we serve, each other as colleagues, and those we previously served, regardless of the role we play or the position we hold.

Our Codes of Conduct and policies are consistent with the United Nations Convention on the Rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities. Canada is a signatory country to both these conventions. Information is available on the United Nations web site.

This booklet includes our:

Codes of Conduct -

Employees

Board of Directors

Executive Director

Professional Registrations

Client/Person Served Rights

Confidentiality

Privacy Check up

Conflict of Interest

Exchange of Gifts, money and gratuities

Access to a Client File

Advertising/marketing and purchasing

Guidance for Cultural safety in the provision of our services

Guidance regarding Boundary issues

Witnessing of documents

Resolving Ethical Conflicts between providers and persons receiving care

Conflict between Service Providers

Concern and Complaints Policy and Procedure for persons served and personnel

At the end of this summary is an outline of our complaint process. At any time if you want more information this can also be obtained by talking with any staff members.



We welcome questions!

Policy: Employee Code of Conduct

Policy # 2.7.2 Code of Conduct- Operations Policy and Procedure Manual

Effective Date: 2001

Revised Date: August 2003

Replaces Policy: E4

Reviewed September 2009

Reviewed April 2010

By acknowledging the Code of Conduct statement of the Kitimat Child Development Centre staff, volunteers and Board members recognize we are accountable to the people we serve, our professions and our community.

The Code of Conduct (previously called the Code of Ethics) states the general rules for maintaining high standards of professional service and conduct towards colleagues and clients.

Code of Conduct

By signing a copy of this code of conduct, I, as a staff member of the Kitimat Child Development Centre affirm that:

- I will not discriminate against or refuse professional services to anyone on the basis of race, color, creed, age, sex, religion, disability or nationality.
- I will not use my professional relationship to further my own interests.

- I will demonstrate evidence of genuine interest in all persons served, and do hereby dedicate myself to their best interest and helping them help themselves.
- I will respect the privacy of persons served and hold in confidence all information obtained in the course of professional service.
- I will maintain confidentiality when storing or disposing of client records.
- I will maintain a professional attitude, which upholds confidentiality towards individuals served, colleagues, applicants and the Kitimat Child Development Centre.
- I, upon termination, will maintain client and co-worker confidentiality, and I will hold as confidential any information I obtained concerning the Centre.
- I will respect the rights and views of my colleagues, and treat them with fairness, courtesy and good faith.
- I will not exploit the trust of the public or my co-workers. I will make every effort to avoid relationships that could impair my professional judgment.
- I will agree to the process of required Criminal Record Checks.
- I will not engage in or condone any form of harassment or discrimination.

- I will not permit fellow staff members to present themselves as competent or perform services beyond their training and/or level of experience.
- I will respect the confidences of my co-workers.
- When I replace a colleague or am replaced, I will act with consideration for the interest, character and reputation of the other professional.
- I will extend respect and cooperation to colleagues of all professions.
- I will not assume professional responsibility for the clients of a colleague without appropriate consultation with that colleague.
- If I see the client of a colleague during a temporary absence or emergency, I will serve that client with the same consideration afforded any client.
- If I have the responsibility for employing and evaluating staff performance, I will do so in a responsible, fair, considerate and equitable manner.
- If I know that a colleague has violated ethical standards, I will bring this to my colleague's attention. If this fails, I will report the activity to my Coordinator, Executive Director or Designate.
- I will accurately represent my education, training, experience and competencies as they relate to my profession.

- I will correct, when possible, misleading or inaccurate information and representations made by others concerning my qualifications or services.
- If serving as a Coordinator, I will make certain that the qualifications of persons I supervise are honestly represented.
- I will abide by the Kitimat Child Development Centre Association Policies regarding Speaking to the Media.
- I have total commitment to provide the highest quality of service to those who seek my professional assistance.
- I will continually assess my personal strengths, limitations, biases and effectiveness.
- I will strive to become and remain proficient in professional practice and the performance of professional functions.
- I will act in accordance with standards of professional integrity.
- I will not advise on problems outside the bounds of my competence.
- I will seek assistance for any problem that impairs my performance.
- I understand that violation of this code may be grounds for dismissal.

References:

There is a resource file on code of ethics/conduct kept in the Executive Director’s office. This file is available for review on request.

Note: the Code of Conduct is posted in the Centre and reference to our code of conduct is on our publicity/information brochures.

Professional Memberships and College (licensing) Registrations



The Centre employs a number of staff who belong to professional associations and licensing colleges. These include our physiotherapists, occupational therapists, speech language pathologists, social workers and our early childhood educators.

Information on the College of Occupational Therapists can be obtained from our therapists or at www.cotbc.ca

For Physiotherapists the College web site is www.coptbc.ca
The professional association is www.pabc.ca

For Speech Language Pathologists their registration in a College begins in April 1st 2010 and their web site is www.bcalspa.ca for the professional association and the new College is CSHHPBC- the College of Speech and Hearing Health professions of B. C.

For Social Workers the professional association is the B.C. Association of Social Workers and their College is the B.C. College of Social Workers contacted at infor@bccsw.ca For Early Childhood Educators the professional association is www.ecebc.ca For licensed pre-school and day care programs an inquiry or complaint can be Ministry of Health- Public Health Protection – www.nothernhealth.ca or call 250 631-4222.

Policy: Confidentiality (Privacy Act) and Release of Information

2.7.1 Confidentiality (Privacy Act) and Release of Information

Effective Date: 2001

Revised Date: August 2003

Replaces Policy: E4

A File on Confidentiality and release of information is available in the Executive Director's office for staff to review.

Policy

Information concerning a client is privileged and confidential. Employees shall not transmit any information to another person or agency either inside or outside the organization without signed authorization by the caregivers using a Release and Receive Information form.

Staff members will, to the best of their ability, ensure confidentiality and privacy in regards to history, records and discussion about the people we serve. This means that

employees shall not disclose any information about a person, including the fact that the person is or is not served by our organization, to anyone outside of this organization unless there is informed consent from the individual or required by the exceptions to this policy.

The principle of confidentiality must be maintained in all programs, departments, functions and activities.

Release of confidential information, when authorized, shall be on a need to know basis.

Under no circumstances will any person working for the KCDC use any confidential information to his/her advantage. Violation of this policy may result in dismissal.

When providing information to funding agencies or for research the centre will not release confidential information of any person by name, address, Social Insurance Number, or other coding procedures.

If KCDC records are to be inspected by an outside agency, the individual(s) who inspect(s) the records must be specifically authorized to do so by the Executive Director or Designate. The taking of notes, copying of records or removal of records is specifically prohibited in such cases. The Executive Director will ensure there is informed consent from the individual prior to the records being inspected.

Request for information to be provided over the telephone must not occur unless there can be verification of whom the information is being released to. If staff cannot verify the recipient of the information then the staff is instructed to state:

“The Kitimat Child Development Centre policy does not permit me to give out this information.” That includes whether or not a person is or has been served by the Centre.

Staff members will not discuss any individual’s record with unauthorized individuals, whether on or off duty. All employees are required to sign a confidentiality acknowledgment stating their responsibility and commitment in regard to client information.

There are some exceptions regarding release of confidential information. If this occurs the employee’s immediate supervisor or the Executive Director must be informed. Exceptions for release of confidential information include:

- If the client discloses that a child (i.e. a person under the age of 19 years) is being abused (physically, emotionally or sexually) or neglected, The Kitimat Child Development Centre staff are legally obligated to report such information to the Ministry of Children and Family Development, Child Protection Services
- If a client discloses that they intend to harm themselves or any other person, the Kitimat Child Development Centre staff are obligated to report such information to an appropriate source (i.e. RCMP)
- If any member of the Kitimat Child Development Centre staff is subpoenaed to court on a matter pertaining to a client, that staff member is obligated to truthfully answer any questions put to him/her during such court proceedings (client files can be also be subpoenaed).

Related Policies

- Release of information using technology: computer and fax.
- Consent for release of information.
- Release-of-information forms will be explained and completed in the presence of the person about whom any information may be released, before it is released.
- Employee Confidentiality Acknowledgment

References:

Employees are encouraged to review the information available from the Privacy Commissioner of Canada at

<http://www.privcom/gc.ca>

Privacy Act: http://qp.gov.bc.ca/statreg/stat/P/96373_01.htm

Privacy Five Minute Checkup



Do you have files containing personal information stored in your office?

- If yes, is the personal information stored in a locked filing cabinet?
- Do you lock your office door whenever you leave the office?

At the end of the day do you always:

- Clear your desktop of all files?
- Store your files and laptop in a locked filing cabinet?

- Lock your office door?
- Log off your computer?
- Remove all documents containing personal information from faxes and printers?

Before emailing personal information do you:

- Ensure that either the owner of the personal information has consented to the transmission via email or that the information is encrypted?
- Always attach a confidentiality notice?

Before faxing any personal information do you:

- Only send from a secure fax machine?
- Prior to sending, call the receiver to confirm that the receiving fax machine is secure and to confirm the fax number?
- Always use a cover sheet that includes both the sender's name and phone number and the intended recipients name and phone number?
- Always attach a confidentiality notice?

Security of Electronic Files

- Do you always login to any system using a unique identifier and password?
- Is your password complex (numbers and symbol, and letters) and at least six characters in length
- Have you changed your password in the last 90 days?

- Do you store all electronic files containing personal information on a secure server?
- Is your office computer screen positioned so no unauthorized person can view personal information displayed?
- Have you set your screen saver so that you are automatically logged out after a 5 minute period of inactivity?

Mobile and Portable Devices

- Do you always store any mobile or portable storage device such as laptops in a locked cabinet when not being used?
- Is all personal information contained on your portable storage devices limited to that absolute minimum necessary?
- Have you assured that all personal information contained on any portable storage device you use is encrypted?
- Do you permanently delete personal information from your portable storage devices as soon as possible after use?

Privacy Habits

- Do you avoid discussing personal information in any area where the conversation can be overheard?
- Do you disclose personal information to co-workers only when necessary for the performance of the duties of your co-workers?

- If you must travel with personal information, do you always ensure that any personal information you have is stored in a locked cabinet or cupboard and never in your car?

The Kitimat Child Development Centre Association as a non-profit association is governed by a



volunteer Board of Directors. Board meetings are held monthly except in the summer months. Our Board of Directors has adopted governance policies and procedures that are posted on our web site. We are also accredited by CARF for meeting governance standards.

Board Member Code of Conduct

POLICY #22 Governance Board Policy and Procedure Manual.

Ethical Conduct: Any person, representing the Kitimat Child Development Centre Association is required to respect the rights of all people to be treated with dignity, respect, ethical standards of conduct, without discrimination based on age, culture, religion, sex, physical or mental ability, or any other factor which may be considered discriminatory.

Conduct and Language: The conduct and language of Board members must meet acceptable social standards and contribute to a positive governing environment. Board members must not engage in any form of discrimination or harassment prohibited under the BC Human Rights Code.

Confidentiality: Board members must not disclose any confidential information acquired during their governance duties to anyone other than persons who are authorized to receive such information. This prohibition applies to disclosures made within and outside the Centre and continues to apply after the governance relationship ends.

Conflict of Interest: Board members who are direct relatives of each other, or who are direct relatives of any person receiving Centre services or an employee, may not engage in governance activities where the relationship creates an opportunity for collusion that would have a detrimental effect on the clients served by the Centre. This restriction may be waived provided that sufficient safeguards are in place to ensure the interests of the clients served by the Centre are not compromised.

A Board Member must disclose any financial or personal interests, direct or indirect, which she/he may have in conflict with the Kitimat Child Development Centre or a subsidiary of the Centre or which may otherwise have bearing upon any transaction or business in which the Centre may have or contemplates having an involvement. This applies whether such interests arise by reason of the personal affairs, employment, office or other associations of the Director. In such circumstances, the Director will refrain from participation in or voting upon such transactions or business.

Legal Proceedings: Board members are obligated to cooperate with legal counsel acting for the Centre's interests during any legal procedure. All verbal or written communications between legal counsel and Board members is subject to solicitor/consumer privilege and is, therefore confidential. The

content or results of such communication is not to be released to persons outside the Centre, without prior consent of the Board of Directors.

Partnerships: Board members take a leadership role in developing and sustaining partnerships with potential employers and community organizations. In all relationships with the business and community partners, Board members will act honestly and fairly, and avoid conflicts of interest. Marketing activities and materials are to be presented truthfully, presenting individuals and families positively, and not taking advantage of sympathy.

Public Comments: Board members must exercise caution and discretion in making public comments or entering into public debate regarding any aspect of Centre business or its clients. The public comments of Board members must accurately reflect the official position of the Board of Directors and must not bring the Centre into dispute.

Service Provision: Board members oversee the provision of efficient and effective services of the Association. This oversight must be carried out in a respectful, responsive and ethical manner. Board members must be sensitive to the changing needs, expectations and rights of children, youth and families while respecting the legislative, funding, policy and service frameworks within which the Centre operates.

Stewardship: Board members have a fiduciary responsibility to ensure the sound and prudent use of public resources and to safeguard the public interest in the performance of their governance duties. They avoid waste, fraud and any abuse of power.

Professional Responsibilities: Board members must abide by professional requirements, and ensure that appropriate designations are maintained where required.

Education and Communications: Board members are committed to the education of staff and consumers about the Code of Ethical Conduct, to encouraging the reporting of any allegations or violations, to addressing such allegations in a timely and fair manner, and to ensuring there are no reprisals for such reporting.

Ethical Fund Raising: Board members are committed to upholding the fundraising principles of the Canadian Centre for Philanthropy Ethical Fundraising and Financial Accountability Code.

Breach of Code of Conduct

POLICY #23 Governance Board Policies and Procedure Manual

Any report of breach of code of conduct will be investigated and action plan implemented as appropriate.

The investigation will be conducted by:

- a) The Board of Directors, or designate, if the alleged breach is by a member of the Board.
- b) The Executive Director, or management designate, if the alleged breach is by an employee or volunteer.
- c) The Board President, or designate, if the alleged breach is by the Executive Director.

The Board of Directors will be informed of any action taken as a result of the investigation.

Reference:

Advertising and Promotional Activities Policy- Operations Policy and Procedure Manual
Updated July 2007 from the CPTBC policy.

The Board of Directors of the Kitimat Child Development Centre employs an Executive Director as the Administrator for the Centre. The Executive Director is guided by a Code of Conduct.

Executive Director Code of Conduct



Developed July 2007 Reviewed and updated March 2010

The Executive Director affirms the employee code of conduct and additionally commits to the following:

- Will not allow any practice, organizational circumstance, activity, or decision that is either imprudent or in violation of commonly accepted business or professional ethics.
- Will treat employees and volunteers in a safe and dignified manner.
- Will not cause or allow actions that put the Centre at financial risk or negative public image.
- Will ensure financial management is done within accepted accounting practices including not exposing Centre, staff or board in any unnecessarily liability situations, not putting

Centre assets in jeopardy and not expending more funds than what is received from funding in a budget year.

- Will not deviate materially from geographic or professional market for the skills,
- Will not incur any debts
- Will ensure staff compensation and benefits are within market norms.
- Will ensure board information is accurate and complete and presented in a timely manner.

ADVERTISING AND PROMOTIONAL ACTIVITIES

Operations Policy Manual



The term “promotional activities,” in relation to the Kitimat Child Development Centre services, including, without limitation, advertising must be taken in the broadest sense. These activities have, directly and indirectly, the purpose of attracting clients, expanding services, and/or aggrandizing the Centre’s reputation.

1. GUIDELINES

- 1.1. Each employee is responsible for his/her own conduct, and for all information disseminated by him/her.
- 1.2. All promotional material must meet the requirements set forth by the Centre’s Code of Conduct.

- 1.3. The legitimate purpose of promotional activity is the dissemination of relevant information to the public in order that they are better able to make informed choices.
- 1.4. The content must be relevant, truthful to the purpose of providing the public with information upon which to make an informed choice. In order to be objectively verifiable, the information must be capable of being proven to be true by facts independent of personal feelings, beliefs, opinions or interpretations.
- 1.5. An advertisement must not contain any false, inaccurate, misleading, fraudulent or deceptive statements or claims.
- 1.6. Any activity must not, whether as a result of its content or the manner or frequency of dissemination, be undignified, in bad taste, or otherwise offensive, or tend to harm the public or the Centre's reputation.
- 1.7. Participation in promotional activity affects not only the professional image, but also the public's overall perception of the Centre and its services.

2. REFERENCES

- 2.1. Supreme Court of Canada rulings directly impacting on professional promotion.

- 2.2. The following principles are fundamental to the Court's ruling:
 - There is an important public interest served by permitting advertising which serves a legitimate purpose in providing relevant information to the community.
 - Regulatory Boards must adopt regulations which do not unduly restrict the freedom of expression of their members.
 - The Regulatory Board has a legitimate interest in promoting professionalism and preventing irresponsible and misleading advertising.

Kitimat Child Development Centre Definition of Reasonable Costs



Program Policy and Procedure Manual 3.18 Updated July 2007 from CPTBC policies.

When calculating the cost of an item supplied to a client and/or family, the following could be included in the calculations:

1. Actual cost of an item
2. Handling costs
 - Costs related to receiving orders, invoicing and processing payments
 - Costs related to storage of the item
 - Costs related to maintenance of inventory (e.g. staff time in checking and ordering)

- For more expensive items (e.g. braces, electrical equipment), costs related to loss of interest on monies used to invest in inventory
3. Costs related to shipping (includes mailing, insurance and staff time)
 4. Costs related to professional services for supplying an item:
 - Costs related to fitting of an appliance or brace
 - Costs related to instructions provided on use of equipment
 - Costs related to monitoring or checking fit/condition of item

For example, the handling costs could be calculated on a monthly basis and assigned on the basis of an average cost per dollar, or number of items, with the average being charged to the client. It would be necessary to keep record of how the costs were calculated.

Example:

1. Cost of item: One box of Theraband costs \$25.00. From one box, you get 20 lengths. Therefore, the cost per item is \$1.25.
2. Handling costs: Could include (but is not limited to) costs related to staff time in monitoring and ordering supplies. (Additional factors could also include rent of additional storage space.)
3. Cost of shipping (if you have to mail item to client) - additional shipping or postage charges billed to client

Observation/Job Shadowing by Students



Adapted from CPTBC July 2007 Operations Policy and Procedure Manual #2.5.10
Updated April 2010

The Centre may be approached from time to time by individuals who wish to observe practices within programs or services provided by the KCDC. These requests most often come from applicants to college or university programs or from high school students completing a career preparation course.

1. Centre professionals who wish to provide opportunities for individuals who are applicants to college or university programs to observe within their program or service should follow the guidelines set out below:
 - 1.1. The individual will be provided with a general orientation to the program or service, including a review of confidentiality policies and safety procedures, and a tour of the Centre.
 - 1.2. No client-specific information will be provided unless client consent has been obtained. Information on the types of clients seen may be provided.
 - 1.3. Observation in the Centre is allowable with the consent of the clients in the program or service at the time.

2. Centre professionals who wish to provide opportunities for secondary school students completing a career preparation course to work within their program or service will follow the guidelines set out below:

2.1. Most formalized programs will have made arrangements for liability insurance and Worker's Compensation coverage through the program. The Centre professional will make sure that these are in place and, if not, should take the necessary steps to make sure this type of insurance coverage is in place prior to the initiation of the "placement."

2.2. For clerical and support staffing functions, the opportunities available will clearly identify the roles and responsibilities of the staffing position (i.e. work experience as a clerk/receptionist, bookkeeper or billing clerk, or with professional staff). Supervision must be available.

2.3. If the work experience is to shadow "support staff," client confidentiality issues must be addressed. The student will sign an oath of confidentiality. The student's access to files and records must be under direct supervision at all times.

2.4. If the work experience is to shadow a Centre professional, the following should occur:

- a) The presence of the student must not impede the Centre professional/client interaction.
- b) The client must give consent for the student to be present at each and every session. The response should be noted in the client's file.

c) If consent is not given, the Centre professional must ensure that the student does not have access to client files, day sheets, appointment books or schedules containing that individual's personal information.

d) The student cannot observe any procedure that might result in embarrassment for the client. For example: initial client assessment or consultation, and self-care procedures.

e) Students must be introduced as high school students to avoid possible confusion with a college or university practicum student.

f) Observation of group activities is appropriate (for example, education classes, exercise classes, prenatal classes). Class participants must be informed of the observation.

g) Limited client contact is allowable (for example, listening for breath sounds, application of weights, assisting with set up of exercise programs, etc).

Ethical Research Guidelines

Updated July 2007 from CPTBC policies



The following guidelines reflect ethical principles that must be adhered to during the initiation and conduct of research with human subjects. Research projects must be changed if ethical

problems arise or if the Centre has no control over unethical acts being carried out by other researchers.

1. Informed Consent

Before clients/research subjects participate in a research study, they must provide the researcher with informed consent. Informed consent requires that subjects be given adequate information, by an involved researcher, to make educated decisions about undergoing the research treatment. Clients must understand that they may be part of a control group and not a treatment group. The consent form is not a legal document and should not include any statement that waives, or may be understood as waiving, any of the subject's rights or privileges. It must also guarantee that the subject's identity and related research data will be kept confidential. Disclosure, comprehension, voluntariness and competence are required to enable a client to make a truly autonomous decision.

- a) Disclosure – The researcher must provide information about research risks and potential benefits.
- b) Comprehension – The subject must comprehend the information given. This is achieved by describing procedures in non-technical terms, providing accompanying documentation, providing ample time to explain and answer questions, and allowing sufficient time before requesting a subject's decision.

- c) Voluntariness – The researcher must be sure that there are no real or perceived coercive influences faced by the subject.
- d) Competence – Subjects must be legally empowered to make decisions based on informed consent for themselves, or consent must be sought from the legal guardian.

2. The Design Justifies the Study

The research design must not expose subjects to risks if the probability of benefit is low.

3. Suffering and Injury are Avoided

All potential risks, discomfort, incapacity or side effects to participants (physical, psychological, social or economical) must be identified and minimized. Safety measures must be incorporated into the study design, as well as measures to prevent mental duress that may occur from lack of privacy or the lack of confidentiality. The researcher must terminate the study, or an individual's participation in the study, if injury or potential harm becomes apparent. Researchers must be familiar with the study sponsor's adverse event policy.

4. Study is Independently Reviewed

For independent review, the Centre will contact the Northwest Community College or the University of

Northern British Columbia for recommendations from their ethics committees.

5. Publication Integrity is Maintained

Researchers need to ensure the accuracy of their work. They must not represent others' work as their own. Researchers must also acknowledge any financial support or other financial assistance received during the conduct of a research study.

References:

1. Donholdt, Elizabeth. Physical Therapy Research Principles and Applications. Saunders: 1993
2. UBC Ethical Review of Activities Involving Human Subjects in Clinical Procedures, Revised August 1996



Employee Relations Philosophy

Policy #2.4.11 Operations Policy and Procedure Manual

1. Mutual respect in all working relationships shall be achieved by open, honest and fair communication that shows respect for each staff member's rights and dignity.
2. The Kitimat Child Development Centre Association shall provide leadership, assistance, support, information and guidance as appropriate to foster an effective, positive and productive human resource atmosphere.
3. Staff members are our most important resource. They shall be treated fairly, their successes recognized and their growth and development encouraged.

4. The organization shall maintain a staff of competent employees by following appropriate recruiting and screening techniques.
5. Should a vacancy occur efforts shall be made to fill the vacancy from within, with due regard for ability, qualifications, experience and length of service, consistent with any applicable collective agreement.
6. The organization shall not discriminate or allow discrimination against a staff member on the basis of age, sex, sexual orientation, race, creed, religion, ancestry, place of origin, color, national origin, marital or family status, physical or mental disability or political belief.
7. The Kitimat Child Development Centre Association strives toward achieving an environment that shall result in the best possible client care while recognizing the importance of the roles that both staff and management play in the development of harmonious working relationships.
8. The Kitimat Child Development Centre's approach in human resource matters shall be consistent, firm and fair.
9. Issues shall be settled at their source, or lowest level, by ensuring that Program Coordinators and Administrators fully exercise their responsibilities.

Reference Policy:

Code of Conduct
Workplace Human Rights
Respect in the workplace Policies
Employment Policies

Respect in the Workplace



Policy

The Kitimat Child Development Centre is firmly committed to ensuring a positive and professional working environment in which all people are treated with respect and dignity. KCDC believes in a proactive approach to workplace respect and is committed to providing employees with a healthy and safe workplace, free from physical or psychological bullying, harassment and violence. KCDC believes that such an environment increases job satisfaction and shall in turn enhance teamwork, productivity and clients' experiences.

This policy prohibits all forms of bullying, harassment and violence (hereinafter, referred to as a violation of "*respect*") by management, supervisors, workers, consultants (physicians, interns, researchers, academic supervisors), students, volunteers and clients. Violations of respect shall be investigated and if substantiated shall be dealt with expeditiously. Violations of respect shall not be tolerated and appropriate disciplinary action, up to and including dismissal shall be taken. KCDC strongly supports education and conflict resolution as the means to ensure settlement of violations of respect and shall provide staff with the appropriate information, training and support in resolving respect in the workplace issues.

The occurrence of legitimate supervisory responsibilities including performance evaluations does not constitute a violation of this Policy unless there is evidence that these responsibilities are being conducted in an abusive manner.

Definitions

Examples of Courteous vs. Disrespectful Behaviour

Courteous	Disrespectful
Calm communication focused on issues	Loud, profane comments focused on personal characteristics
Choosing when to have work related conversations. Asking a colleague for an appropriate time to talk about a difference of professional opinion(s)	Criticizing the advice/opinion of another professional in front of a person served or in public
Reminding each other or appropriate conversations and story telling	Gossiping, telling or passing on stories that you do not have direct information on
Expressing disagreement calmly and professionally	Making threats or insulting others
Addressing issues and concerns regarding performance or misconduct through the responsible section head or manager	Engaging in gossip or rumour-mongering
Sharing information required to deliver services effectively	Purposely ignoring questions or deliberately failing to provide necessary/helpful information
Using technology cautiously so that respect and confidentiality occurs	Making personal references that could be interpreted as discriminatory or felt as hurtful to someone

Respectful Workplace Behaviour

Respectful workplace behaviour is courteous, considerate and compassionate. It supports and recognizes the value of all people and affirms personal worth.

Discrimination

Discrimination is any comment or conduct that would constitute a breach of the *BC Human Rights Code*. It includes exposing a person to negative consequences; preferring a person; or changing a person's terms or conditions of employment on the basis of that person's race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age, political belief, or a criminal charge or conviction unrelated to the occupation of the person.

Display of such conduct is a breach of this Policy and a violation of the *BC Human Rights Code*.

Discriminatory Harassment

Discriminatory harassment is abusive, unfair, offensive or demeaning treatment of a person or group of persons related to their race, colour, ancestry, place or origin, age, marital status, family status, physical or mental disability, sex, sexual orientation, political belief, or criminal or summary offense unrelated to employment that a reasonable person should have known to be unwelcome. It includes actions, comments or displays.

Discriminatory harassment creates an intimidating, hostile or offensive environment for work or work-related activities. It may be a single incident or continue over time. It includes serious or repeated rude, degrading or offensive remarks. Discriminatory harassment includes *sexual harassment*.

Examples include:

- Teasing about a person's physical appearance or level of intelligence
- Making disparaging comments or insults
- Singling out an employee for meaningless jobs that are not part of their normal duties
- Requests for sexual favours
- Unwelcome conduct or comments of a sexual nature
- Actual reprisal or an expressed or implied threat of reprisal for refusal to comply with a request for sexual favours

What is NOT discrimination or harassment?

- Following up on work absences or related attendance matters
- Requiring and/or managing performance to job standards
- Taking disciplinary measures
- Acting in an abrupt manner
- Exclusion of individuals for a particular job based on the specific occupational requirements necessary to accomplish the safe and efficient performance of the job

Bullying

Bullying is interpersonal hostility that is deliberate, repeated and sufficiently severe as to harm or likely harm the targeted person's health, safety or economic status. It is driven by the perpetrator's (bully's) need to control another individual, not by a legitimate work-related need.

Violence

Violence, whether at a worksite or work related, means the threatened, attempted or actual conduct of a person that causes or is likely to cause physical injury. These acts include threats, menacing or threatening behaviour and all types of physical or verbal assaults.

Complainant

Any person or persons who seek recourse in relation to this Policy as someone who believes he or she has experienced lack of respect, discrimination or harassment

Respondent

Any person or persons against whom an allegation of disrespectful behaviour, discrimination or harassment has been made in relation to this Policy

Responsibilities under the Policy

CDC Management

The Executive Director has overall responsibility for the Policy's effectiveness. Program Coordinators have a responsibility to facilitate the collaborative respectful working relationship of all staff. Annually in our staff satisfaction process or from review of concerns and complaints that come forward, Administration will assess the progress toward achieving the objectives of the Policy.

The Executive Director is responsible for screening all formal complaints made under this Policy and may refuse to proceed with a complaint where he/she believes the complaint is made in bad faith or is frivolous. The Executive Director will consult with the relevant Program Coordinators regarding formal complaints within their areas.

Managerial and Supervisory Responsibilities

Program Coordinators are expected to be role models of appropriate workplace behaviour. CDC shall assist and support managers in fostering a safe work environment free of harassment and disrespectful behaviour when aware of them. Managers are responsible for respecting the confidentiality of anyone involved in a complaint, cooperating in the event of an investigation by both participating personally if called and enabling those in their workforce to participate.

Employee, Volunteer and Student Responsibilities

Each person has the responsibility to treat one another with respect and dignity. Each person has the right and responsibility to speak to the appropriate person if they or someone else is being harassed or treated disrespectfully in the workplace. Each individual is responsible for maintaining and respecting the confidentiality of all parties regarding any complaint under this Policy. Each person is responsible for participating cooperatively in any instance where they are contacted by an investigator at the formal level.

CDC's Role in Relation to Unions and Professional Bodies

CDC recognizes that professional regulatory bodies are partners in maintaining a workplace that is free of harassment and discrimination and that is supportive of respectful workplace behaviour. CDC shall endeavour to work with these organizations in the implementation of this Policy.

Procedures

1. Employees are encouraged, supported and required to engage in a collaborative informal dispute resolution process for developing a respectful and supportive workplace (see *Policy – Employee Concern and Complaint Resolution Process*). Resources that shall be made available to all persons involved in the resolution process shall

include information, conflict resolution practices, support and training where needed.

2. Anyone experiencing interpersonal conflict in the workplace unrelated to discrimination or harassment must use the informal process first. Should the informal process fail to produce resolution, a formal approach may be taken
3. CDC shall screen all complaints of violations of respect made under this Policy and may refuse to accept a complaint if the complaint is made in bad faith or is frivolous, or if the complaint does not otherwise fall within the terms of this Policy (i.e. is a breach of the *BC Human Rights Code*).
4. All complaints made shall be treated with fairness and impartiality.
5. All employees, students and volunteers have the freedom to make a complaint of a violation of respect in good faith without fear of embarrassment or reprisal when participating in a formal process under this Policy. The complainant may have a colleague or other staff member present for moral and emotional support. The complainant shall be informed of the progress of the investigation and is entitled to as much confidentiality as possible within the ability to carry out a proper investigation. No record of a complaint of good faith shall be placed on the complainant's file.

6. Respondents accused of treating someone in a manner contrary to this Policy and when participating in a formal process have the freedom to be informed of the complaint and have the complaint investigated and dealt with in a fair and prompt manner. The respondent shall be provided with a written statement of allegations of the violation of respect and the opportunity to respond to the allegations. The respondent may have representation for support, union or otherwise (in the case of excluded staff). The respondent shall be informed of the progress of the investigation, including information relevant to the complaint obtained during the investigation subject to considerations of confidentiality. The respondent shall be given the opportunity to respond to the information obtained during the investigation and shall be entitled to as much confidentiality as possible within the ability to carry out a proper investigation. The respondent shall be informed of the results of the investigation.
7. If the findings of an investigation into a complaint of a violation of respect support an allegation that a breach of this Policy related to the prohibited grounds under the *BC Human Rights Code* has occurred, it is the responsibility of CDC management to determine the most appropriate and effective way of dealing with the breach of the Policy. CDC management must take into account its duties under the *BC Human Rights Code* to properly remedy the complaint.

8. The complaint process shall follow that outlined under *Employee Concern and Complaint Process*, beginning with the **Informal Resolution Process** and progressing to the **Formal Resolution Process**, in the event the complaint can't be resolved informally.
9. CDC shall appoint an investigator who has the necessary experience and training to properly address the complaint of a violation of respect. The investigator shall review all relevant documents and conduct in-person interviews with the complainant, the respondent and all witnesses. The investigator shall keep a file of all in-person interviews and documentation pertinent to the investigation. Investigators shall advise workers involved or consulted through the course of the investigation that discretion is an important part of the process. The investigator shall advise both the complainant and respondent of the results of his or her investigation.
10. Persons found in violation in this Policy may be subject to discipline and/or corrective action including: fulfilling a requirement to take a course or training in anti-harassment; undergoing coaching or counseling; participating in mediation; receiving a verbal and/or written warning; receiving discipline up to and including termination of employment.

Guidance for Cultural Safety in Practice with Children, Families and Communities

This guidance statement is our start of defining what cultural safety means for our organization.



Cultural safety is an outcome of our services where the person served and the person providing the services has experienced a respectful relationship, where equitable partnership occurs and both parties have the right to influence the terms of the relationship.

Cultural safety for the Centre is our willingness to critically reflect on how we provide services by asking what strategies we can implement in delivery of our services which would enable the development and acceptance of cultural diversity.

Cultural Sensitivity is the appreciation that there are differences amongst cultures.

Cultural Competence is being skilled in understanding interactions among members of a culture on their own terms.

Cultural Safety is respectful engagement that supports and protects many paths to well being. No one approach, no one program model will reach and work for everyone.

What it means - Providing a safe environment which is spiritually, socially and emotionally safe, as well as physically safe, where there is no assault, challenge or denial of identity, of who one is and what one needs.

It is about shared respect - we will ask permission - we will obtain informed consent. It is about shared meaning and seeking cultural knowledge and experience - we will learn together and we will ask questions. It is about learning together with dignity and truly listening

It means we will invest time in knowing the different cultures we work with.

We are committed to:

- working with a Positive Purpose
- build on strengths
- avoid negative labeling
- ensure confidentiality

1. Be accountable
2. Do no harm
3. Make it matter - ensure real benefits

We will:

- hear what our communities have to say
- demonstrate respect
- ensure equity and dignity
- have patience
- be inclusive
- be aware of our personal knowledge

Who we are?

What is our cultural identity?

- share knowledge verses telling
- work with our community partners
- find mentors of community practice
- do collaborative problem solving verses being an expert or authority

- use evidence based practices and the objectivity of science
- avoid judgments
- use language sensitively
- assume roles as facilitators and not presume to have all the answers
- share knowledge verses telling
- honor commitments
- work towards understanding those that do not agree with us
- strengthen mutual capacity vs. one way delivery
- work to find common ground
- accentuate the positive
- use advocacy to effect change
- work to build community capacity
- let people do their best
- nurture partnerships
- celebrate achievements
- never give up – we won't expect to accomplish everything at once

Adapted from Mental Health in a Changing World.

REMEMBER

Negotiate goals and objectives
Talk less, listen more

References - (available in file in Executive Directors office)
Early Childhood Development intercultural partnerships one page poster.

Cultural Safety- What does it mean for our work practice?
Robyn Williams, Lecturer in Indigenous Health, FATSIS,NTU.
Darwin NT.

World Mental Health Day – Mental Health in a Changing World. October 2007. Cultural Sensitive Programming.

Therapeutic Relationships and Boundaries

We all need to work together to establish and maintain appropriate therapeutic/service relationships and ensure safe, effective and ethical care. The onus is on our staff to recognize the vulnerability and power imbalance that creates potential for conflict and/or a power imbalance.



Therapeutic relationships are different from non-professional, social and personal relationships. In a therapeutic relationship, the person served and his or her needs are foremost. It is the expected Child Development Centre staff will not exploit the professional relationship for the fulfillment of personal gain or needs.

Power, trust and respect are components of a therapeutic relationship and must be considered in managing the boundaries of the relationship.

Power - a therapeutic relationship implies an inherent imbalance of power due to the staff's unique knowledge and the person served dependence on the service provided. The service provider may have privileged information and can have the ability to influence decisions that affect the person served.

Some examples where boundaries may be crossed are:

Self Disclosure - it is normally inappropriate for a staff to engage in routine disclosure of details of their personal lives. However there may be times when a staff will choose to disclose personal information if he or she believes the information will assist in meeting the goals or needs of the person served.

For example: You are providing services to a school age child and the mother expresses frustration with the amount of services available in the school system. Your response could be with my own child I had similar feelings but found it helpful to talk with the resource teacher and the Principal. This type of response identifies empathy and understanding and gives an option that might help is beneficial to the person served.

Accepting gifts - soliciting gifts is unacceptable but it is acceptable on some occasions to accept a modest gift during socially or culturally appropriate times. When accepting a gift staff should consider the context of the situation in which the gift is offered, including cultural and social occasions, monetary value and appropriateness of the gift, the intent of why the gift is offered, whether or not the gift will change the working/therapeutic relationship and impact on staff's professional behaviors including how services are provided or how decisions are made.

- Staff may not accept compensation in any form for making or accepting a referral.
- Staff must not use inaccurate or misleading means to promote the sale or distribution of a particular product or service.

Professional Boundaries are necessary to ensure the benefit of the services go to the person(s) served.

- Staff must not accept gratuities in the form of gifts, travel or expense payments which are contingent upon product sales, promotions from manufacturers or dealers professionally related products.
- Staff will not willfully sell inferior or unnecessary products or charge exorbitant fees for products.

Giving gifts to those we serve - on some occasions we may consider giving a gift to a person's served or their family to celebrate a major milestone or event. The context of the situation needs to be examined with consideration given to other factors in the relationship so that the professional boundary is not crossed. Giving a small gift may be appropriate if the gift is given from the Centre as a whole, or a group of care providers, if it is clear the gift is given without expectation of a return gift, the gift will not affect the service delivery to the person served and the gift has no potential for negative feelings on the part of other persons served.

Example – you are working with John who likes to play hockey as part of his service plan. You have a spare hockey stick and glove at home that is no longer being used. You ask the parent if it is okay to give John this equipment and the family use it as part of his care plans. It is okay to do this as it is appropriate to what John needs for his service plan and you have been sensitive to the family by asking if it is okay to give this gift.



Providing Services to Family, Friends and Acquaintances - working with family, friends and acquaintances is not the preferred option for services because of the inherent difficulties in managing the boundaries in the relationship. However, we at times need to manage this in order for the family, friend or acquaintance to have services. The team at the Centre should always try to obtain services from a colleague instead of themselves. But if this is not possible at all times the staff must work to not compromise their professional judgment and must take steps to communicate clearly the role of the services provided by the Centre and acknowledge to the person served that there is a potential for conflict of interest, that confidentiality must be stringently and carefully maintained and Centre policies will be followed so no preferential services are delivered. i.e waitlist policy is followed. The staff must disclose this relationship to their supervisor or colleagues at the Centre and ask for assistance in managing this relationship.

Commencing or Escalating a Social Relationship with a person served or their family - Staff must be sensitive to the possibility of an influence on the therapeutic relationship that may occur when a social relationship develops with a person served and/or their family. The potential for conflict of interest exists when the service provider is a friend of the person served or their family. As with the provision of services to family, friends and acquaintances the Centre needs to manage the potential conflicts that can occur in this situation. It is advised that when this occurs that the staff manage confidentiality and any discussions on services very carefully. In social situations at no time should comments on the persons served current status or services be discussed.

Declaration of the Rights of the Child

All children have the right to what follows, no matter what their race, color sex, language, religion, political or other opinion, or where they were born or who they were born to.

You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

You have a right to a name and to be a member of a country.

You have a right to special care and protection and to good food, housing and medical services.

You have the right to special care if handicapped in any way.

You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.

You have the right always to be among the first to get help.

You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

You should be taught peace, understanding, tolerance and friendship among all people.

This plain language version is only given as a guide. For an exact rendering of each principle, refer students to the [original](#). This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language in use in their region.

POLICY #3.27: Conflict Resolution between Service Providers

Guide has been available since 2005
Added to the Program Manual in August 2007



The Centre acknowledges that conflict may occur and it is in the best interest of providing professional services that we address conflicts appropriately. The following guide is modified from the Center of Abilities, Vancouver. This policy identifies that conflict situations may occur. It is not complete but to be used as a basis for discussion. Other guidance can be obtained from professional standards, Provincial Program advisors – Early Intervention, Infant Development and Supported Child Development.

What underlies a conflict?

Conflict can be between agencies, staff member from another agency; board members to another agency.

- The tendency to blame the other person/agency rather than taking ownership.

- Failure to allow time for reflection about situations.
- Different service provision philosophies or ways of implementing the same philosophy.
- Difference of opinion (e.g. Disagreement about the facts of a situation, or in the way to practice).
- Lack of clarity about role distinctions and overlaps in mandate.
- Failure to explore the complexity of the issues.
- Different working styles, personalities and scheduling practices.
- Differences in access to communication technologies can result in communication problems.
- Unwillingness to communicate directly with the individual(s) involved in the conflict. Telling a third party does nothing to address the problem and creates a conflict itself.
- A sense that “we practice correctly” and do it better than others do.
- The strong tendency amongst caring professions and groups to avoid conflict at all costs.
- Interagency competition regarding contracts/funding.

Third party Conflict

- A tendency to be drawn into inappropriate conversations about an issue that you are not involved in.
- Taking ownership to solve a problem that is not yours.
- Failure to redirect the individual to the staff person who is directly involved, and/or that person’s supervisor.
- The philosophy of your agency may be to support families to advocate for themselves and this role may be misunderstood.

Guiding Principles

- Be curious, not angry.
- Keep the focus on what is best for the child, youth, family or organization.
- Avoid being drawn into third party conversations.
- Take ownership of the issue if you are directly involved. Clarify the concerns and who is involved.
- Identify your feelings, and determine if this is “your issue” that you need to work on.

Policy # 2.5.7 Concerns and Complaints Policy – Dispute Resolution and Complaints Process

Effective Date: 2001 Revised Date: August 2003 Replaced Policy: E7 Revised August 2007 and August 2009



The Kitimat Child Development Centre recognizes concerns and complaints are part of how we can continually improve the provision of our services. We welcome concerns and complaints coming forward and commit to considering all concerns and complaints in a timely manner. Our policy and procedure starts with concerns and evolves to complaints. We want concerns, ideas, suggestions and being told what is working well to come forward anytime. If a concern is shared then we can work to resolve this and not have a concern grow into a complaint.

Concerns/Suggestions/Ideas



If you have a concern, an idea, a suggestion or want to share something that is working well there are several steps you can take:

1. Fill out a recommendation form - available in the stationary room.
2. Speak to the staff involved, the Program Director or the Executive Director - we have an open door policy.
3. Write up your concern, idea or working well comments and give them to the Executive Director or put them in our suggestion box located at the front entrance of 1515 Kingfisher Ave.

When a concern comes forward the steps taken will be:

1. Deal with the concern in a timely manner - listen to the concern. Ask if it is okay to document the concern. Once documented ask the person bringing up the concern if the summary is correct. Documentation can be for personnel, programming such as for the service plan meeting or for the health and safety committee to consider at their next meeting or other uses. Time line - immediate or set time to deal with concern within 3 (three) working days.

Steps that might occur:

- If it is identified that a policy or procedure needs to be updated, document this and place in the Executive

Directors file for policy reviews. If it is an immediate change bring this up with administration and set a time line for the review and change to occur.

- If it would help others to have understanding share the concern at the service plan meeting, write up the scenario and add to our ethical scenarios or other actions as determined.
 - Look to see if there is any pattern of repeated concerns on the same issues. If so then ask for an administration discussion on the pattern and see if other steps to resolve the concern can be identified.
2. If the concern is not resolved, advise the person served, staff, community partner that they may use our complaint process.

Dispute Resolution Policy

The Kitimat Child Development Centre recognizes that workplace conflicts may arise between employees including between employees and management. This policy outlines the steps to be taken in the Centre's Dispute resolution process. The objective of this policy is to set an effective resolution process using principles of problem identification, understanding and communication, mediation and problem solving for a "win win" for both parties and the



ability to do our work within the KCDC policies and procedures.

The purpose of this policy is to define a concern and complaints process, a dispute resolution process that is fair and can resolve problems and assist in continual improvement of our services.

Policy

All complaints will be handled in a timely manner. As a goal, the Kitimat Child Development Centre attempts to resolve a complaint within 20 working days from the time of its initiation. If an extension of the time limit becomes necessary, all involved parties will be notified.

In accordance with our Governance model the Executive Director will report to the Board that a complaint has been received. The nature of the complaint may be disclosed but the details will be kept confidential. This step assists the Board in their accountability to ensure the Centre operates within the set policies and procedures overseen by our Board of Directors.

No staff member will be discriminated against, harassed, intimidated, or suffer any reprisal as a result of requesting the use of this dispute resolution process. If an employee feels that he or she is being subjected to any of the above, that employee has the right to appeal directly to the Executive Director or Designate

Staff members may use this process for complaints concerning application of the KCDC policies and procedures including but not limited to disciplinary action, termination, demotion, denial

of promotion or increment salary change, layoff, and discrimination.

The method of filing a complaint regarding the substance of a performance evaluation is in the performance evaluation policy. Employees may not use this procedure to file a complaint challenging the substance of a performance evaluation.

If the subject of the complaint is harassment the KCDC policy on harassment is to be followed along with this policy. Policy 2.4.4 Human Rights Compliance.

This process may be used to resolve workplace conflict between employees regarding goals and expectations in the workplace.

Procedures

Step one: Discuss amongst selves

Employees are encouraged to discuss concerns amongst themselves. In the first step every effort shall be made to recognize our value of a team approach and respectfully settle the dispute with the specific employee.

Step Two: Discuss with Program Supervisor

The employee may take their complaint to their Program Coordinator or the Executive Director. If the dispute is not resolved orally then the employee may choose to or be requested to present a written complaint. Mediation may be

used as a process at this stage if both parties agree. To have a mediator both parties must agree to using this process.

Program Coordinators are encouraged to discuss possible strategies with their supervisor or direct colleague (another coordinator) so objectivity, consistency and support is ensured. Coordinators are responsible to approach employees in a confidential and private way. Active listening and summarizing of what is heard should be done including taking of notes. If the coordinator and employee cannot resolve the incident, the employee should have at least one more option. This may be to talk to the next higher level of management or to proceed to step three which is a written complaint.

Step Three: Supervisor to document concern/complaint

A written complaint must be done not later than seven days after step two. The written complaint should set out the nature of the dispute, the circumstances from which it arose, and the efforts put forth in attempts to resolve the complaint. The dates of when the actions or circumstances giving rise to the dispute should be noted along with the dates of orally trying to resolve the dispute.

The Executive Director or Designate shall meet with the employee and shall reply in writing to an employee's written complaint within 7 calendar days of receiving the complaint at Step 3.

Step Four: Appeal Process

The employee may request a meeting to appeal the Executive Director's decision to the Board Chair, who will then follow the

Board Policies regarding receipt of a complaint. The Board will only consider complaints to which they have governance authority over as established in Board Policies. Board Policy #20. The Board will respond within 7 calendar days after receipt of the complaint.

The Executive Director reserves the right to assign the dispute to another designated staff member, based on complaint.

Step Five: External Assistance

In the event of failure to achieve resolution through the above method, The KCDC recognizes the employee's rights to external appeal. i.e. The Labour Relations Board.

References:

CSSEA Conflict Resolution 2001

Justice Institute of B.C. Introduction to Conflict Resolution

BVCDC Policy and Procedures.

Board Policy #20

These references are available in the Executive Directors office and may be requested at any time by employees.