

## Child well-being policy

### What is Wellbeing?

- Wellbeing is when you feel good and enjoy your day to day life
- The things that we do and the way that we think affects our wellbeing.

As part of our ongoing observation, assessment & planning cycle your child's key person will be recording their well-being & involvement and planning activities to support the children in this area. This will be shared with you through the assessments of observations in their online learning journey, and at parents evenings. We record children's well-being & involvement as part of our termly focus observations. These are collated in the child's on-line learning journal. You can view this at any time and add to it if you wish. Through observation staff will identify any factors that may pose a risk to a child's social & emotional well-being as part of the on-going assessment of their development. This could include

- A child being withdrawn
- A child being unresponsive
- Children showing signs of a behavioural problem
- Delayed speech or poor communication & language skills

To support their mental well being Children need

- **Affection, warmth & tenderness**, we support this through the effective keyperson system, and working closely to build relationships with children and their parents/carers.
- **Recognition & affirmation** (feeling accepted & appreciated by others, being part of a group & having a sense of belonging). Each child is an individual and is respected as so. Children are welcomed regardless of their needs, ethnicity, religion, background or any other consideration that makes them unique. The key person system, group times and carefully planned activities including our daily self registration all support and recognise this need. We also share special celebrations such as festivals, and birthdays which encourage a sense of belonging and value.
- **To feel capable** (feeling that you are good at something, to experience success), staff encourage and support children to take part in new experiences, and test their ideas. Activities and next steps are carefully considered to be challenging yet achievable. With differentiation to meet the wide needs of the children. Staff are encouraged to praise children not only for their achievements but for their efforts. We support verbal praise with wow certificates to share special moments with parents/carers.
- **Safety, clarity & continuity** (knowing the rules, being able to predict what comes next, counting on others). We carry out robust risk assessments to ensure the safety of the children at all times. We include children in practices

such as fire drills where we explain how and why we keep them safe. We allow children to develop a sense of how to keep themselves safe, through conversation and allowing them to take carefully supervised risks, such as using tools and safety knives. In order to support continuity and clarity we provide a visual time line, demonstrating our daily routine. We discuss rules and help the children identify behaviours on an age appropriate level, for example using stories. We carefully organise our environment with structure and purpose. All staff have current safeguarding training to enable them to respond should they feel a child may be in danger.

In addition to these practices staff are aware of **Rotherham Children and Young People's Emotional Wellbeing Hub**. The Emotional Wellbeing Hub provides: A multi-agency team of Emotional Wellbeing Practitioners for expert information, advice and support. An online referral form for anyone concerned about a child or young person's emotional wellbeing and mental health. Young people can also self-refer. A consultation helpline for emotional wellbeing and mental health issues relating to children & young people.

Call , **01709 334077** available Monday to Friday, 8am to 7:30pm.

In addition, You can visit [MyMindMatters website](#)

To ensure overall wellbeing staff must consider not only mental but also Physical needs (need to eat, drink, move & sleep)

We follow the Children's food trust "eat better start better" guidelines for snacks and drinks which outline the best practice for early years settings when providing food and drinks for children including those with allergies, intolerances and other special dietary requirements. This new guidance, updated in 2017 reflects the government's dietary recommendations for children aged 6 months to 5 years and sets out the food and drink guidelines for early years settings in England

In accordance with this we plan menus for snacks to ensure that they are varied across the week and that the food provision across the day is balanced. Limiting sweet foods such as cakes, and confectionery. (We may make or share cakes/sweets as part of special celebrations with parents permission) Children have access to fresh drinking water. Water and milk are the only drinks that are provided between meals by the Play school and as part of snacks.

Food/snacks are prepared by staff who are appropriate and competent to do so, and also have due regard to their obligations under food hygiene legislation.

The department of health and social care states that Children of pre-school age who are capable of walking unaided\* should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. We aim to spend at least one hour per 3hr session on physical activity, this includes active time outdoors, exploring in the local outdoor environment, physical games, and yoga activities.

\*Individual physical and mental capabilities should be considered when interpreting the guidelines.

We also support physical wellbeing in many other ways including;

- Ensuring good dental health. We invite dental education professionals to speak with the children about tooth care.
- Meeting the medical & dietary needs of children.
- Though careful infection control and supporting personal hygiene routines
- Providing first aid and treatment, recording accidents and injuries.
- Encouraging application of sunscreen, and weather appropriate clothing.
- Ensuring time and space for sleep and rest. Although often around the age of 2/3/4yrs many children may no longer need a regular daytime sleep at we recognise that this may change child to child, and day to day, depending on several factors. At the very least children may still need some "down time".

If a child appears to be, or tells us that they are tired or sleepy we will encourage them to rest in our cosy area which has sofa, beanbags, cushions, and blankets.

Following periods of physical activity we encourage children to have a drink and snack and explain the importance of resting our bodies. We may do this whilst listening to a story, relaxing or simply with quiet activities such as puzzles or mark making. We understand that some children may also benefit from calm sensory activities such as cornflour/sand pouring in order to relax.

The Suffolk health and wellbeing board offers further advice and support-

<https://www.healthysuffolk.org.uk/advice-services/children/children-and-young-peoples-emotional-health-and-wellbeing>

### Wellbeing of staff

As an employer we aim to create and promote a workplace environment that supports and promotes the mental wellbeing of all employees. We acknowledge that certain working conditions and practices can negatively affect employees' mental wellbeing, including aspects of work organisation and management, and environmental and social conditions that have the potential for psychological as well as physical harm.

- Employees will have access to information on and increase their awareness of mental wellbeing during staff meetings and training days.
  - Provide opportunities for employees to look after their mental wellbeing, for example through physical activity, stress-buster activities and social events.
  - Offer employees flexible working arrangements that promote their mental wellbeing.
  - We Give all staff the opportunity to influence how they do their jobs, scope for varying their working conditions as far as possible, and opportunities to develop and fully utilise their skills.
  - Set employees realistic targets that do not require them to work unreasonable hours, in regards to paperwork and assessments. These are arranged within nursery time taking into account ratios of children: adults.
  - We ensure all staff have clearly defined job descriptions, objectives and responsibilities and provide them with good management support, appropriate training and adequate resources to do their job.
  - Processes to manage conflict effectively and ensure the workplace is free from bullying and harassment, discrimination and racism are in place
  - We have established good two-way communication to ensure staff involvement ( within the nursery teams and across stakeholders), particularly during periods of organisational change.
- We aim to develop a culture based on trust, support and mutual respect within the workplace.
- As an employer we aim to create and promote a culture where employees are able to talk openly about their job and mental health problems and to report difficulties without fear of discrimination or reprisal.

The human resources department (or an individual as appropriate) will be responsible for reviewing the workplace mental wellbeing policy and for monitoring how effectively the policy meets its aims and objectives.

Indicators to measure effectiveness could include:

- working hours and patterns
- accidents at work •
- staff complaints •
- staff sickness levels
- staff turnover
- use of occupational health or counselling services
- the employee survey

- early retirement through ill health
- exit interviews.

The policy will be reviewed six months from implementation and then annually after that to ensure that it remains relevant.