

Emotional Health and Wellbeing Policy

Introduction

Belton Playgroup is dedicated to providing an environment that promotes everyone's emotional health and wellbeing, as this is central to the 'Every Child Matters' strategy. This will be achieved by the whole setting approached documented in this policy. This policy covers all aspects of emotional health and wellbeing in our setting.

This policy relates to some of our other policies and procedures including Safeguarding Children, Settling-in, Confidentiality, Behaviour Management, Equality and Diversity and Parental Involvement.

Management of Emotional Health and Wellbeing Policy

Our policy for Emotional Health and Wellbeing is co-ordinated by Becky Swann. Members of staff and all our partners including parents/carers and our children (where possible) have been consulted about this policy. Copies of this policy are kept on the tablet and on the setting website. All parents have access to a copy of this policy.

Emotional health and wellbeing incorporate the following aspects:

- Emotional wellbeing: feeling happy and confident; not sad or worried
- Psychological wellbeing: feeling of being in control and resilience (the ability to bounce back after a disruption)
- Social wellbeing - good relationships with others including attachment to a significant person and the absence of violence or bullying behaviours

Aims

The main aim of our policy is to ensure the emotional health and wellbeing needs of adults and children within our setting are met by:

- Ensuring children feel safe, secure and valued in our setting

- Ensuring children have a sense of belonging in our setting by working in partnership with their parents
- Ensuring positive, caring and polite behaviour through praise, in an environment where children learn to respect themselves, other people and their surroundings
- Involving children in decisions about their daily routine or changes in the setting
- Helping children and staff feel happier and more confident
- Ensuring we promote children's confidence and self-esteem by encouraging them with safe risk-taking, developing their independence skills and developing friendships

Planning, Resources, Teaching and Learning

We approach health and wellbeing positively so that children can better understand and express their feelings.

We use group time to have age related activities about our health and wellbeing.

We use resources such as the self-registration board and 'feelings' books which help the children to express their feelings.

We recognise the background of individual children and their physical social and emotional needs.

We encourage positive caring and constructive relationships including support for vulnerable children and those with SEND.

Link to National and local health awareness events/weeks.

Setting Culture and Environment

We provide:

- Hygienic toilet and changing facilities which ensure privacy and safety

- A key person system (see Operational Plan, Settling-in and Staffing and Employment policies)
- Initial Home visits if agreed by parents
- Co-ordinated support from a range of external organisations, including health, special educational needs, early learning team and schools
- Settling-in days and transitions to school
- A strong ethos which empowers tolerance and respect, including respect for difference and diversity (see Equality and Diversity and Prevent Duty and British Values policy)

Partnerships with Parents/carers

- Regular consultation about changes and developments in the setting via emails, newsletters, questionnaires and meetings
- New starter events, activity mornings, sports and activity events, Importance of Play meetings, Dads Play Days
- Involvement of trips and extracurricular activities
- The use of Learning Journeys
- All About Me forms
- Good staff relationships with parents

Leading by Example and Staff Training

All staff have a key role in influencing children's knowledge, skills and attitudes about emotional health and wellbeing, so it is important that they are familiar with the settings policies, guidelines, and procedures.

It is important that staff are seen to act as positive role models around emotional health, for example in their attitudes and behaviours towards each other and the children.

We enhance staff motivation, learning and professional development by:


- Having a programme of external and internal training opportunities
- Involving all staff in decision making and proposed changes

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- Consultation on training needs and/or support required through regular reviews and appraisal systems
- Staff work-life balance
- Regular wellbeing events, such as spa days, walks etc
- Staff share their healthy choices and activities on Social Media

This policy was adopted at a meeting of Belton Playgroup Association:

Held on: 26th April 2023

Signed on behalf of committee: 

Name and role of signatory: Emma Wood, Chair of committee

Review date: April 2024