

HEADTEACHER: EMMA WOHL

RUBENS HOUSE
184 BALLARDS LANE, LONDON N3 2NB
T: 020 8445 6807
EMAIL: kindergarten@frs.org.uk



Emotional Health & Well-being Policy

The curriculum and the provider's effective care practices promote and support children's emotional security and development of their character. Children are gaining a good understanding of what makes them unique.

The curriculum and the provider's effective care practices promote children's confidence, resilience and independence. Practitioners teach children to take appropriate risks and challenges as they play and learn both inside and outdoors, particularly supporting them to develop physical and emotional health.

Staff consistently report high levels of support for well-being issues.

Early Years Inspection Handbook – Sept. 2019

Well-being

Well-being is a particular state or feeling that can be recognized by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.

Professor Ferre Laevers

Why is well-being important?

Well-being relates to our basic needs as human beings. These are

- Physical needs (need to eat, drink, move & sleep)
- The need for affection, warmth & tenderness (being hugged, receiving & giving love & emotional warmth)
- The need for safety, clarity & continuity (knowing the rules, being able to predict what comes next, counting on others)
- The need for recognition & affirmation (feeling accepted & appreciated by others, being part of a group & having a sense of belonging)
- The need to feel capable (feeling that you are good at something, to experience success.)

A Whole Setting Approach

We are committed to supporting the emotional health and well-being of both the children and adults at the setting. As part of this commitment we are working towards achieving the Healthy Early Years London (HEYL) Bronze award.

We follow 'The 5 Ways to Wellbeing' approach for both children and adults at the setting. The following steps have been researched and developed by the New Economics Foundation. They are as follows: connect; be Active; take notice; learn; give.

More information can be found at: <https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-yourself/five-ways-to-wellbeing/>

For children

Intellectual development and social & emotional development are strongly influenced by a child's experiences during their pre-school years.

Emotional well-being includes being happy and confident and not anxious or depressed. Social well-being allows children to make good relationships.

As part of our ongoing observation, assessment & planning cycle your child's key person will be monitoring their well-being & involvement and planning activities to support the children in this area. This will be shared with you as part of our parent consultation process.

We record children's well-being & involvement as part of our observations on Tapestry using the Leuven scales (see attached).

Teachers should identify 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

Teachers understand children's emotional health needs and have the time & skills to develop nurturing relationships.

For adults

Emotional health and well-being is key to being an effective educator and member of the team.

A culture of care and support is nurtured at the Kindergarten, with staff members encouraged to share any emotional health or well-being concerns with colleagues or the Headteacher in the strictest confidence.

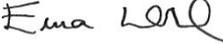
The Headteacher has an open-door policy and will do her utmost to be available to staff members should they wish to discuss or share a personal concern or worry.

Regular supervisions enable staff members to share concerns or issues and discuss these in depth with the Headteacher.

Work-life balance is valued and supported. Workload for teachers is constantly reviewed in order to promote the well-being of all at the Kindergarten.

Benefits to children & families

- Children who are more engaged with learning
- Parents who are more engaged with the nursery and more in tune with their child's learning & development
- High morale within the setting
- Staff feel valued, listened to and supported
- Good relationships developed between staff, parents & children
- The good emotional health of the children and adults

| | | |
|---|--|---------------------------|
| This policy was adopted by | FRS Kindergarten | <i>(name of provider)</i> |
| On | <u>26th February 2021</u> | <i>(date)</i> |
| Date to be reviewed | <u>25th February 2022</u> | <i>(date)</i> |
| Signed on behalf of the provider |  | |
| Name of signatory | <u>Emma Wohl</u> | |
| Role of signatory (e.g. chair, director or owner) | <u>Headteacher</u> | |