

Mental and Emotional Health, Wellbeing and Relationships Policy

Aim

Government guidance, Mental Health and Behaviour in Schools, published in March 2015 informs us that one in ten children and young people aged 5 to 16 have a clinically diagnosed mental health disorder and around one in seven has less severe problems. The national criteria states: "In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy."

A healthy setting actively seeks to promote emotional health and wellbeing alongside physical health, and helps pupils to understand their feelings.

At Fun Foundations we work towards positive Emotional Health and Wellbeing in the whole of our nursery for adults as well as children.

Emotional health and wellbeing promotes our settings success and improvement by:

- helping children and staff feel happier, more confident and more motivated
- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour
- involving children and staff in the operation of the nursery.

By keeping our focus on health and wellbeing alongside our other policies we aim to have:

- happier and more motivated children and staff who get more out of life.
- children who are more engaged in the learning process
- children who can learn better
- more effective teaching and learning
- parents and carers who are more involved in nursery life
- children and staff with high self-esteem, self confidence and resilience
- everybody achieving their full potential
- improved morale
- good recruitment and retention levels
- positive and effective relationships for children, families and staff.

Vehicles for Emotional Health and Wellbeing

Fun Foundations promotes and provides a range of services to our children:

- a well planned settling-in procedure
- a Key Worker for every child
- parent and key worker consultations
- planning for learning through first-hand experiences, play and individual needs
- daily diaries
- regularly updated Learning Journey's

Fun Foundations provides the child with a voice through:

- conducting regular quality of care questionnaires with children
- providing the child with strategies that enable them to assess and rate the environment that they are interacting with
- providing choices of activities and resources to cater for all stages of development and individual preferences
- observing reactions to note likes and dislikes
- observing body language, facial expressions and emerging language
- involving the children with planning for learning

Fun Foundations facilitates a context for learning through:

- enhancing the nursery layout, facilities and resources
- developing a strong outdoor learning environment
- a rich learning environment
- recognising the background of individual children and their physical, social and emotional needs
- establishing clear rules, routines and expectations about behaviour for learning and social cohesion
- encouraging positive, caring and constructive relationships

Fun Foundations promotes an anti-bullying culture through:

- a strong nursery ethos which empowers tolerance and respect, including respect for difference and diversity
- high profile of anti-bullying procedures and policy through posters, personal and social education and national events such as anti-bullying week
- encouraging all staff to be active listeners
- regular staff supervisions and appraisals

Fun Foundations promotes the involvement of parents and carers in nursery life through:

- annual parent questionnaires
- regular communication, including daily diaries, parent notice board, monthly newsletters and social media
- regular feedback and consultation about change and development at nursery
- fundraisers, open days and concerts
- involvement in nursery trips

Fun Foundations enhances staff motivation, learning and professional development through:

- holding supervisions every 6-8 weeks
- annual appraisals
- regular twilight meetings
- weekly staff meetings and team reviews
- access to external and internal training
- external support for staff who have identified stress concerns
- a comfortable, relaxing staff room
- involving all staff in decision making and proposed changes

- the provision of a staff mentor for each individual
- a clear induction process

Date of Review	Changes Made	Signatures	Date of Next Review
15/01/15	None	A. Ferguson	January 2016
04/05/2016	None	A. Ferguson	May 2017
05/04/2017	In red	A. Ferguson.	April 2018