

Well Being Policy

Children's wellbeing is paramount and central to everything that we do. Ensuring that children's emotional and physical wellbeing is promoted at all times is integral to safeguarding them.

Daneele is the nursery's designated PANCO (Physical and Nutrition Coordinator). As PANCO, Daneele is responsible for helping nursery leaders to ensure that:

- Daily physical activity is promoted, and healthy nutritional standards are maintained.
- Tackling early childhood health issues, such as tooth decay and obesity.
- Supporting parents to continue healthy eating and active habits at home.
- Leading and motivating fellow educators to embed well-being into the daily curriculum.

Physical development is one of the EYFS prime areas of learning and development. All children's physical skills are promoted in a way that is in accordance with their age and stage of development. Children are provided with access to lengthy, daily periods of outdoor play, whereby they can play and learn in the fresh air, developing their physical skills during productive, planned play sessions. Children also access weekly dancing classes and regular forest school sessions, which are firm favourite activities for the children. We also organise "Walking Weeks" where the children are encouraged to walk to nursery for the entire week. They are given a card of items to find along their way, for example, it may be a nature card or a transport card, looking to see, for example, how many bikes the child can spot on the Monday and how many scooters they can spot on the Tuesday etc. The effectiveness of this is measured by how regularly the cards are completed and how many are completed, i.e. how many children participated.

Children are given ample opportunities to run, climb, jump, hop, balance, swing, leap, crawl, run etc. promoting the development of their gross motor skills, for example, around coordination, balance, strength and exercising for healthy bodies. Their physical play is also an important emotional release for children as well as a way of improving cognitive skills, developing focus for future learning. Fine motor skills are developed through activities, such as mark making, dressing and undressing and puzzle play. Opportunities for rest and relaxation go alongside this.

The PANCO and other leaders ensure that children have access to healthy food at nursery and share information around healthy eating, providing advice to parents on items to bring for tea and snack times. Adults support children to grow fresh

fruit and vegetables so that they can understand better where food comes from, being involved in the entire process from seed planting to washing, cutting and eating the food once it's grown, (after observing its gradual growth). Please refer to our **Refreshments Policy** for further details around the nursery's approach to food provision. We adhere to the EYFS Nutrition Guidance at all times and sign post parents to this during their induction sessions so that they can access evidence based advice and information on healthy eating, weaning and breast feeding.

We also signpost parents to the BBC Tiny Happy People website as there is lots of advice located there on healthy mealtimes including recipe ideas and information on weaning etc. We also promote the Best Start in Life website for advice from breastfeeding to taking care of children's teeth. We monitor the effectiveness of sharing information by, for example, evaluating how children's packed teas improve in nutritional value and how children's relationship with food develops.

We recognise the importance of healthy eating for concentration and learning. Also, emotional development is promoted by children eating substantial, nutrition rich foods, enabling children to feel happy and satisfied, feeling fuller for longer (which also aids sleep); and for growth in their muscles and bones (including teeth). Healthy food also brings benefits of sustained energy, builds the immune system and encourages good habits for life.

Daneele and Beverlyn are the nursery wellbeing officers, ensuring the wellbeing of staff, as well as children. They provide regular wellbeing sessions for staff (incorporated into every staff meeting), signpost staff to a variety of support services and they are always available to offer a listening ear. They provide wellbeing gifts and team building events accordingly to boost morale and show recognition and appreciation for individual and team efforts. A calm, tranquil space is provided for staff to have their breaks and used by staff, particularly those who are neurodivergent, if they require some time out. During staff induction periods, staff members are asked if they have any needs that we can support them with, we are then able to offer staff the appropriate support according to their individual needs and abilities. Leaders meet with the staff at least termly (more often if required) to 'check in' with them and see if any additional support is needed.

Staff work collaboratively; everyone is respected, valued and listened to. Termly whole team staff meetings enable all staff to reflect on practice, evolve and provide input around new policy making and update existing policies and procedures accordingly. Any actions are agreed as a team. Staff are given

autonomy to make their own decisions, to give them a sense of empowerment and pride in their work. Regular 'room review meetings' also enhance collaborative working and team building.

Behaviour Support

We use a '**Relational Approach**' to support children with their feelings, thoughts and behaviours. This can be broadly categorised into four areas of support:

Protection- our professional, warm, nurturing, attuned way of being with the children lets them know that they are safe, whilst being reliable and predictable.

Connection- building strong, trusting relationships with children, affording them opportunities for undivided attention in a responsive, expressive and playful way.

Care- children know they are held in mind, they are valued and listened to, meeting all their needs and following their interests, checking in with them often.

Understanding- behaviour is understood through a lens of meeting needs, **co-regulating** with children is key to accepting their feelings and experiences, expressing empathy and soothing the child so that they feel safe and calm.

Positive behaviour is based on mutual respectful and trusting relationships between children and their carers. There is usually a reason for children displaying unwanted behaviour, for example, boredom, frustration or significant changes in their home life. We always try to find out why a child is behaving in a certain way and deal with the particular reason and acknowledge the feelings of the child. It is always important to explain to children why certain behaviour is unacceptable. Any instructions are given to children in a positive way, for example, "please walk, you might fall and hurt yourself if you run" or "good walking."

Distracting children from foreseen unwanted behaviour and focusing their attention on something more positive is a strategy that is often practised, as well as ignoring minor attention seeking negative behaviour. We find that various techniques help to encourage positive behaviour. Specific achievements that a child has made or progress with any behaviour issues will always be shared with parents. Children are always given plenty of opportunities to make positive choices and older children are able to take on special responsibilities as "helpers". Confrontations are avoided as much as possible and children are given time and space to resolve their own disputes if or when appropriate.

Positive behaviour is rewarded with lots of praise and attention. Staff act as good role models by being caring, courteous and sensitive. We are aware that adults must maintain high standards of practice to ensure that children do so also.

Staff realise that if children feel happy, healthy, secure and stimulated then unwanted behaviour is usually rare. Any causes of concern regarding a child's behaviour are discussed with the parent and we work together to improve the behaviour. If the negative behaviour persists then outside support agencies may be called upon accordingly, for advice on how best to support the child. An open dialogue is maintained with parents throughout the process and consent is always sought from parents before involving other professionals.

Older children are encouraged to devise "golden rules", as a group, rules that are appropriate to the setting and to their age so that they feel empowered to take responsibility for their own behaviour and can understand and respect what is considered acceptable and unacceptable behaviour.

"Time Out" is only used as a behaviour management strategy when a child's behaviour is extreme, for example, dangerous to others or to themselves. The child will be given a few minutes away from the situation, just enough time to calm down and reflect. The staff member explains to the child afterwards why they had to be temporarily removed from a situation. The incident would then be forgotten so that the child can move on, in an upbeat manner. It is very unhealthy for children's personal, social and emotional development to dwell on negative behaviour.

Realistic expectations are always made according to each child's age and stage of development. Physical punishment will never be used or tolerated in the nursery; it is not acceptable under any circumstances. Children will never be ridiculed, degraded or humiliated. Children are nurtured in a calm, warm and loving environment where they are extremely valued and their voices are heard. We know that children thrive when positive practice is demonstrated by committed staff in a place where children enjoy themselves, learn and achieve.

Behaviour in accordance with British Values

The nursery promotes British Values of **democracy**, for example, by valuing children's opinions and giving them choices, **rule of law**, for example by children helping to create and follow 'golden rules' in the classroom, **individual liberty**, for example by enabling children to calculate their own risks on apparatus indoors and outdoors and **mutual respect and tolerance**, for example, by providing a range of non-stereo typical resources (puzzles, books, instruments, dressing up costumes, role play equipment, music etc.) which challenge stereotypes and promote diversity. We immediately address any discriminatory behaviour displayed by children or, indeed, adults. These values are embedded in the EYFS

and are promoted through everyday activities. Please refer to the nursery Prevent Policy also (which forms part of the Safeguarding Policy), this is adhered to alongside our wellbeing/behaviour management policy.