**Bradgate Preschool Emotional Health and Well-being Policy**

Bradgate preschool is dedicated to providing an environment that promotes everybody’s emotional health and well-being. This is central to the Early years Statutory Framework. This will be achieved by the whole setting approach that is documented I this policy.

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

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

Intellectual development and social and emotional development are strongly influenced by a child’s experiences during their preschool years. Starting the process of successful personal social and emotional development is essential for young children in all aspects of their lives. It will help them to:

* Relate well to other children and adults.
* Make friends and get on well with others.
* Feel secure and valued
* Explore and learn confidently

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

* Ensuring that children feel safe, secure and valued in our setting. This is achieved by building a strong bond between the child, staff and the parents. Our key person system is one of the ways we strive to achieve this by building a strong, trusting and caring relationship with the child and their key person in a safe and stimulating environment.
* Ensuring children have a sense of belonging in the setting by working in partnership with their parents. Parents are encouraged to visit with their child before their child’s start date to share information and to make both parent and child feel comfortable and secure with both the setting and staff. We encourage parents to feel free to bring in any comforters from home that make the child feel more confident and relaxed.
* Encouraging 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.

**Equal opportunities**

We aim to :

* Provide a secure environment in which all our children can flourish and in which all contributions will be valued.
* Provide positive non-stereotyping information about different ethnic groups and people with disabilities.
* Improve our knowledge and understanding of issues of equality and diversity.

**Planning, resources, teaching and learning**

The play based curriculum offered in the preschool encourages children to develop positive attitudes to people who are different from themselves. It encourages them to empathise with others and to begin to develop the skills of critical thinking

**We do this by:-**

* Role modelling acceptance, [compassion and empathy](http://www.easypeasykids.com.au/6839/child-behaviour/building-empathy-in-children-do-you-have-kind-eyes/) every-day in an environment where mutual respect and tolerance is expected and discriminatory behaviour and remarks are unacceptable.
* Reading books that have a variety of different characters, cover different cultures, explain that differences may not be physical and that differences show up in many ways.
* Teaching children that everyone is unique by celebrating a variety of festivals and encouraging children to share experiences and views throughout the session.
* Teaching children differences by showing them how varied everything is in nature.
* Explaining to children that everyone thinks differently and giving the children many opportunities to ensure their voice is heard through voting and taking turns to speak.
* Ensuring we make the children feel good about themselves through praise and giving rewards such as stickers.
* Providing communication groups where children are given the opportunity to share information and experiences in a non-judgemental way.
* Using puppet play, books and emotion visual aids to encourage children to communicate and understand their feelings.
* Reflecting a wide range of communities in the choice of resources we offer every day.
* Ensuring that the curriculum offered is inclusive of children with special educational needs and disabilities by working closely with parents and outside agencies and requesting inclusion funding and support where needed.
* Ensuring that children whose first language is not English have full access to the curriculum and are supported where needed in their learning.

As part of our on-going asses, plan, do, review cycle, each child’s key person will be monitoring their well-being and involvement levels and helping to plan activities to support the children in this area. This will be shared with parents as part of our parent consultation process.

All staff will identify factors that may pose a risk to a child’s social and emotional well-being as part of the on-going assessment of their development. This may include:-

* A child being withdrawn
* A child being unresponsive
* A child showing signs of disruptive behaviour
* Delayed speech or poor communication skills
* Changes in peer relationships
* ACES (Adverse childhood experiences) or family trauma
* Attachment problems

All staff will ensure that they are positive role models and promote positive behaviour.

All staff will attend regular training both internally and externally based on the children’s needs and development.

**Valuing diversity in families**

* We welcome the diversity of family life and work with all families regardless of their culture or beliefs.
* We encourage children to contribute stories of their everyday life into the preschool.
* For families who have a first language other than English, we value the contribution their culture and language offer.

**Setting culture and environment**

* We work closely with a range of external organisations including health, Early years inclusion, and family outreach workers to ensure that we meet the needs of both the children and their families.
* We have an intimate care policy which ensures that children have a positive and caring experience.
* Our health and safety and risk assessment policy ensures that our setting is a safe and healthy place for all children. Parents and staff.

June 2024

To be reviewed June 2025