

EYFS: 3.20, 3.23, 3.45

At Early Days Nursery we promote the good health and well-being of all children, parents/carers, and staff. Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional, mental, social, and spiritual areas of a person. Under the Early Years Foundation Stage (EYFS) this is covered in the children's personal, social, emotional, and physical development. Both of which are prime areas of learning and development. For staff this also links to Health and Safety, Return to Work, Supervisions and Safeguarding policies.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g., washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns

Mental and emotional well-being includes:

- Acknowledging, expressing, and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety

Social well-being includes

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches

Spiritual well-being can cover the following:

- Values and beliefs held
- Personal identity and self-awareness

We are an inclusive setting and ensure that all children, families, staff, and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.

### Children

Children's physical well-being is supported through our carefully planned curriculum which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support all to make healthy choices regarding their physical health. Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines and we have healthy living weeks where we

focus on different aspects of a healthy lifestyle. Children are provided with quiet and calming areas for rest, sleep, and relaxation. This supports both physical and mental well-being.

We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for key person to child co-regulation. This consistent practice supports the process of children building the capacity for self-regulation, through providing activities in which children can recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting Positive Behaviour Policy to ensure a consistent approach.

Staff can recognise when a child may need support with their emotions and provide this in one to one or small group sessions, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations to do this throughout their life.

## **Staff**

Mental ill-health is usually caused by a combination of work and non-work-related factors which could include, ongoing change, hours of work or job role, health, financial or relationship pressures or taking on greater caring responsibilities. We recognise the importance of safeguarding the mental health of all our employees, by providing a happy and nurturing working environment.

## **Our ethos**

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all our employees.

To support our staff team, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive, and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

We have named members of staff who lead our setting's well-being practice. They offer support on staff well-being and know where to access external support. They are also committed to keeping their well-being and mental health knowledge up to date and are responsible for reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

### **Procedure to minimise work related stress:**

- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities.
- Staff will receive ongoing training, coaching, and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace.
- Regular supervisions take place every half term, in which staff well-being is discussed and recorded.
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis.
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated.
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members.
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting.
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms.
- The management team are available for staff to come and discuss any issues or concerns.
- The nursery ensures that confidential conversations take place in private, away from other staff members and children.
- All information remains confidential or on a need-to-know basis to support the facilitation of open and honest conversations. However, where the manager feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate.
- We actively promote a culture of mutual respect, tolerance, and cooperation, in line with the British values.
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment.
- Social events are planned throughout the year to support team building and to provide an opportunity to get to know our colleagues better.
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this, and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues.
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly

and adapted to ensure it is a relevant and appropriate (**See Supporting Staff Members Individually Section**).

- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought.
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination is not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

### **Supporting staff members individually**

We include well-being as part of our discussions at staff supervision sessions. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful. If a member of staff is returning to work after a period of absence, a back to work interview is carried out.

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead, to ask for support from the appropriate external agencies; this is to always ensure the continued safety of our workforce.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>26<sup>th</sup> October 2023</i>	<i>Gina Chamberlain and Tracey Webb</i>	<i>October 2024</i>