

York Road Nursery & Pre-School



Well-Being Policy

January 2021

Vision Statement

Our vision is to create a school community where our children are our focus, inclusive of all children who are encouraged to participate; succeed and achieve; and be proud of themselves. It is our goal to empower them with a mindful attitude to others and themselves, as well as giving them the tools and knowledge to promote British values.

Mission statement

“Holding Hands Nurturing minds “

It is our belief that all our children should be happy and successful. In order to achieve this, we have the following **values**:

That our children and staff be

Respectful, Responsible, Resilient, Independent, Kind, Aspirational, Mindful, Inclusive/Diverse, Inspiring, Creative, Motivated, Empowered, Caring, Confident, Engaged, show gratitude.

These values help us understand how we can make a positive contribution to our school and its wider community.

Purpose and Aims

At York Road Nursery and Pre-school, we recognise and value the important relationship between children, their families, and the wider community play. We understand that every family is different and that children have their own, unique personality and qualities, along with a range of social skills, experiences, attitudes and values that are unique to them and their families. At York Road, children are given opportunities to develop personal, social and emotional skills, where wellbeing is valued and practiced on a daily basis to promote positive self-esteem and healthy attitudes.

Procedure

At York Road, we use a variety of resources and practices to promote the personal, social and emotional development of all children by:

- Our settling-in procedure ensures a smooth transition from home to nursery ensuring the child feels safe, secure and happy.
- We spend time getting to know each child and their own interests/personalities by communicating with parents/carers and the children, and through interaction and observation of children in their play.
- We consistently praise and encourage a 'can do' attitude with all children.
- We value and respect each child's individuality, ability, gender, religion, culture and background.
- We celebrate special events with the children such as birthdays by singing "Happy Birthday" at snack time and allowing the child to blow out the candles on the 'birthday cake'.
- Photographs of children at play are displayed around the nursery and in the classrooms.
- Children's work is displayed.
- A sense of belonging is established by providing each child with a personal coat peg/symbol, name card,
- 'About 'Me' books support children by encouraging the children to share their book with the adults and each other.
- Consistent routine, rules and boundaries are set early on to ensure children feel safe.
- Staff explain to the children any changes that may occur in advance to help alleviate any worries a child may have.
- Adults act as role models to the children by being friendly, caring, encouraging and understanding.
- Procedures are in place to support children in managing their feelings and emotions and allow children to express and identify these emotions.

- Activities and resources such as role play, small world, books, puppets and rhymes etc. help children to act out and come to terms with feelings and emotions in a safe acceptable manner.
- Children are encouraged to think about how they feel and
- Adults encourage children to identify and discuss feelings and emotions
- Circle time is used to identify and discuss feelings in a group situation.
- Procedures to encourage children to treat living things with care and respect

Nursery Planning and Assessment

Our planning reflects the based on free play and daily adult supported activities. Children are encouraged and given the opportunity to build relationships with the adults, peers, etc. communicate with peers, nursery staff and other adults and visitors to the nursery. To promote thinking skills and problem solving.

The children are assessed on a regular basis which records children's s knowledge and understanding, attitudes and skills regarding Personal, Social and Emotional Development. This assessment informs curriculum planning so that the needs of individual children are met.

A number of activities are practised regularly to support children in their emotional development and well-being.

- Yoga
- Mindfulness
- Local visits out in the community
- Forest School – promotes respect and care for the environment, developing self-esteem, independence and taking appropriate risks.
- My Happy Mind
- Resilience Reaps Rewards
- In this respect, the wellbeing of the staff are also respected.
- Discussion and activities to promote the care and respect of living things. We have a number of pets at nursery that support children's well-being and children understand how we care and

look after these animals. To provide an experience that encourages an appreciation, awareness and knowledge of the natural environment.

Parents as Partners

Parents are encouraged to work in partnership with York Road nursery in all aspects of their child's learning and development and this includes that of the personal, social and emotional development and wellbeing of their child.

Parents are:

- Informed of the ways in which we encourage independence in the children and to encourage this at home, giving children a sense of responsibility.
- Offered support to parents regarding behaviour management techniques used in nursery so that there is a consistency of approach.]
- Made aware of the need for rules and boundaries within the nursery and understand that all children are encouraged to follow these rules.

SEMH Kitemark

At York Road Nursery, we believe the wellbeing of the staff, children and their families is paramount. To support our commitment to fostering and nurturing wellbeing, York Road Nursery is working towards the SEMH Kitemark. This enables us to examine our existing practice, track and evidence further commitment to wellbeing across the curriculum and whole school culture and environment. For our children, research shows there is a strong correlation between pupil wellbeing and educational outcomes. By engaging in working towards this kitemark, it will enable us to identify children whose emotional wellbeing is affecting their ability to engage in their learning; to be able to support all children and in particular those who maybe experiencing poor emotional wellbeing, behaviour difficulties etc. And in doing so we can help all children flourish and thrive in order to achieve their full potential.

Mental Health Lead - Diane Frainer
Deputy Mental Health Lead - Diane Szanto

January 2021

Covid 19

This policy is to be used in conjunction with the nursery's COVID risk assessment and guidance.

The personal, social and emotional development of children and the staff has been particularly highlighted during the present circumstance of COVID19.

To promote the personal, social and emotional wellbeing of children and their families we have provided:-

- Home learning packs during lockdown which continues with those children who may need to stay at home.
- The use of Tapestry has allowed staff to send activities to do at home including videos of staff promoting fun activities to do at home.
- A longer, transition period has been introduced for all children to support themselves and their parents.
- Regular, updated information to parents has been provided in regards to their child's development, dates, etc.
- Parent consultations to discuss children's development have been carried out via 'Zoom' or telephone.
- More handwashing
- Staff have discussed with the children how we keep ourselves and others safe during this period including the need for extra handwashing, coughing/sneezing into the elbow, etc
- Children's and their families concerns and worries around Covid19 are discussed as and when and particularly during circle time.

'Recovery Curriculum 2020'

