

WHITLEY LODGE UNDER FIVES

MENTAL HEALTH AND WELLBEING POLICY

Statement of intent

This Pre-school is committed to the protection and promotion of the mental health and wellbeing of everyone. We have a legal duty to manage risks to the health and safety of our staff and children.

We believe that the mental health and wellbeing of our staff and children are key to our sustainability and success. It is also an important factor for an individual's health and safety, social wellbeing and productivity. A positive environment benefits our staff, children and everyone with whom we work.

Legislation and references

The Equality Act 2010

Staff and employment policy

Staff induction procedure

Equality and diversity policy

Health and safety policy

Building a Resilient Workforce in the Early Years (Early Years Alliance publication)

Aim

We aim to promote a culture of good mental health and wellbeing.

- Through effective communication to raise awareness and understanding about mental health and wellbeing.
- By dealing with issues around mental health and stress effectively.
- By providing support to staff and children experiencing mental health and wellbeing issues, whilst preventing discrimination (including bullying and harassment)
- By reducing stigma around anxiety and depression in the workplace

Methods

- We strive, as far as is reasonably practicable, to promote mental health throughout our setting by establishing and maintaining processes that enhance mental health and wellbeing.
- The Manager and Trustees provide non-judgmental and proactive support to staff or children who experience mental health problems. They are treated fairly and consistently with respect, confidentiality and without discrimination.
- All staff receive good management support, appropriate training and adequate resources to do their job.
- All staff have a clearly defined role within Pre-school and a sense of control over the way their work is organised.
- Sufficient communication is given to ensure staff are informed about any information that may impact the Pre-school and their roles
- Workloads are monitored to ensure that people are not overloaded or under utilised.
- Opportunities to enhance professional development are supported and promoted.
- Information about the Mental health and wellbeing policy is included in the induction procedure.
- The Manager and Trustees, identify and remedy factors that may contribute to negative mental wellbeing
- The Manager and Trustees deal with conflicts effectively to ensure the Pre-school is free from bullying, harassment, discrimination and racism.

- A supportive environment is promoted where staff are encouraged to feedback about factors that may cause stress.
- Staff are responsible for taking reasonable care of their own mental health and wellbeing.
- Staff are expected to take reasonable care that their actions do not affect the health and safety and general wellbeing of others.
- Staff are encouraged to seek appropriate help through their GP, or a NHS or mental health support association, where necessary.
- Any personal data, including information about health, is handled in accordance with data protection requirements.
- We ensure that all children feel safe, secure and valued in our setting
- We ensure that all children have a sense of belonging by working in partnership with their parents
- We role model positive, caring and polite behaviour
- We encourage children to express their feelings and give them the opportunities to share how they feel throughout the session and staff value and acknowledge the children's feelings
- We ensure children have a sense of belonging e.g. each child has their own name badge so they can self-registerate
- We promote children's self-esteem and confidence by encouraging risk taking
- We incorporate health and wellbeing activities into our curriculum
- We recognise each child is an individual and have different physical, social and emotional needs
- We have an effective keyperson system for each child
- We encourage friendships and caring and sharing with others
- If a child has SEND we complete daily targets and have good relationships with other professionals
- We have initial visits to our setting and transitions with the local nurseries to help settle the children and to reduce stress and anxiety. We also have transition books which we share with other settings that the child may go to.
- We value and respect values and beliefs and each child's personal identity.
- Staff are able to recognise when a child may need support with their emotions
- We have lots of resources to support emotions within the setting such as 'The Colour Monster' story