MANEA PRESCHOOL

Wellbeing policy

At Manea Pre-school we are committed to valuing and promoting the wellbeing of our staff & children. We understand that wellbeing can mean different things to different people, influenced by family circumstances, learning styles, values, levels of resilience & many other factors.
We ultimately want our staff & children to feel valued, secure, comfortable & happy.

Children:

1 We ensure that all children have a named keyworker and that this is shared with the parents/carers.

2 We aim to deploy our staff in ways that allow staff members to be available to talk and play with the children.

3 We offer parent/carer consultations and have an open-door policy so that parents/carers can discuss their child's wellbeing.

4 We encourage families to let us know of any changes in family circumstances, such as a death in the family or a change of adults in the household.

5 We have a daily information board so that parents/carers can discuss their child's session with them.

6 We offer an initial visit so that children can see the setting before starting with us, accompanied by their parents/carers.

7 We use 'All about me' forms, that parents/carers fill in before their child starts to ensure staff know the children's likes & dislikes to aid their transition into pre-school.

8 We aim to offer staggered transitions when children need more time to settle, ensuring that this is discussed with parents/carers throughout the process.

9 We use the EHA process, with parent/carer consent, to access help from outside agencies such as support with financial/housing difficulties.

10 We are aware of our children who receive deprivation and EYPP funding, as well as our summer born children and we ensure that we monitor their progress.

11 We work with Manea Community Primary school's family support worker to engage with families where needed and to access the wealth of knowledge that she has gained in her role.

12 We work closely with our attached reception class to ensure a smooth transition for all children going up to school, giving extra transition visits to any and all children that need

them. We also make contact with any other reception teachers (where a child will be going to a different school), we invite the teacher/TA's to visit, ask for photos to share with the child and pass on our transition records accordingly.

13 We actively encourage outdoor play for all children. We have free flow play where children can go in and out as they would like and we have a dedicated area on the school field (Acorn Patch) where children are encouraged to explore and investigate nature. We also have a dedicated slot on the school playground/field where children can run around and exercise in a larger area.

14 Our staff receive training to notice and support children who may need it and put in place strategies to help. These are discussed with parents/carers and ensure that children are getting the best possible help.

Staff:

1 We ensure all staff understand their importance within the setting.

2 We ensure there is clear communication between staff and management.

3 We give dedicated time in supervisions & appraisals to discuss wellbeing, home-work life balance etc.

4 Where staff are aware that they are going through a difficult time they are encouraged to ask for help or support if required. They do not need to wait for a supervision or appraisal for this. It is important that issues are raised at the earliest opportunity so that effective support strategies can be put in place.

5 We give dedicated time in staff meetings for everyone to discuss general wellbeing items.

6 We encourage an openness in communication that ensures staff understand that they can discuss any concerns they have with their manager/leader/head teacher.

7 Where extra support is needed we can signpost to outside agencies. We display literature for wellbeing websites and telephone lines within pre-school and make staff aware of these.

8 We reduce work stress by ensuring staff have enough time both to be with the children & to be able to complete any paperwork during work hours. We also ensure there is enough time for staff to complete any work needed for their designated roles.

9 We promote an environment where staff are encouraged to feedback to their manager about factors that may induce stress such as excessive workload.

10 We encourage an environment where staff treat each other fairly and with respect.

11 We discuss with staff how they would like wellbeing promoted within the setting.

12 We discuss staff's CPD (continuous professional development) during supervisions & appraisals. We also forward the training programme and any updates throughout the year. Staff will identify opportunities for development and bring these up with their manager.

13 We ensure that staff receive adequate support & training to meet the requirements of their role.

Outside resources:

https://www.annafreud.org/resources/resources-for-professionals/expert-advice-and-guidance-videos-for-nursery-staff/ Information for staff to support children's wellbeing

https://www.annafreud.org/resources/under-fives-wellbeing/early-years-staff-wellbeing-a-resource-for-managers-and-teams/ Support for staff

https://www.educationsupport.org.uk/ Support for staff

https://www.cpft.nhs.uk/talkingtherapies/ Support for adults

https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/

https://www.mind.org.uk/workplace/mental-health-at-work/five-ways-to-wellbeing/

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