**Mucky Pups Preschool**



[This Photo](https://en.wikipedia.org/wiki/File:Paw-print.svg) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/)



[This Photo](https://en.wikipedia.org/wiki/File:Paw-print.svg) by Unknown Author is licensed under [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/)

**Child Well-being Policy**

**Aim**

*“Well-being is a particular state or feeling that can be recognized by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible”*

*Professor Ferre Laevers*

The aim of this policy is to ensure that the wellbeing of the children in our care is central to everything we do and recognises that to ensure learning and development take place a child’s well being must be taken care of so they feel; safe, secure and valued as part of our Mucky pups family.

At Mucky Pups well-being is part of our day to day teaching and learning through a specific Well Being day where children are taught the skills to manage and maintain their well-being and we have a dedicated Well Being Champion; Emma Stevenson, who teaches the children and staff about well-being and is part of regular well-being audits and the on-going assessment of our children’s development.

Our staff understand children’s emotional health needs and have the time and skills to develop nurturing relationships so they are able to identify factors that may pose a risk to a child’s social & emotional well-being because of the close emotional bonds that are encouraged between keyworkers and their children and families.

At Mucky Pups relationships are central to all that we do and we believe that this benefits our children and families because;

* Children who are more engaged with learning
* Parents who are more engaged with the nursery and their child’s learning & development
* Good relationships developed between staff, parents & children encourages high quality relationships and safeguarding
* High morale within the setting which benefits all

**Relationships are developed through;**

* A named keyworker for each child
* A named buddy for each child
* An individual settling in process (see settling in policy)
* Famly online learning and messaging app
* Open door policy
* Feedback at the beginning and end of each session
* Focus child meetings on a regular termly basis (more often for SEND children or if need required)
* Stay and play sessions for families to be involved in nursery life
* Drop in sessions
* Celebration events

**We support children’s wellbeing by valuing and accepting;**

* Their emotions are accepted and understood in close, consistent relationships.
* Their experiences are congruent with their idea of who they are and their unique interests are valued.
* Their friendships are nurtured and valued; enhancing their sense of group belonging.
* They have free access to interesting and challenging play materials and spaces indoors and outdoors, in the setting and in the community.
* They have many opportunities for free- flow imaginative play outdoors.
* Their families, whatever form they take, are supported and valued.
* Their key workers are valued and supported for all their skills knowledge and attributes.
* They have a strong sense of belonging to their setting and local community, where they are listened to, acknowledged and affirmed and their contribution is sought and valued.
* They are taken into account in society as a whole, so national and local policies ensure that all children’s needs can be met by their families and communities.

**And through supporting them to make connections;**

* Between people in the setting;
* Between each individual child and the group;
* With places and things;
* Between thinking, feeling, playing and learning.

**Evidence of wellbeing**

**Appearance such as:**

* Looking healthy and well cared for.
* Facial expressions such as smiling, bright, sparkling eyes.
* Body language such as eye contact, relaxed open body stance.
* Body movement such as running, jumping, dancing, clapping hands, being ‘bouncy’, moving about happily with purposeful movements.
* Vibrancy.

**Behaviours such as:**

* Being curious, wanting to explore.
* Happily interacting with adults, peers and the environment.
* Being enthusiastic about people, play and food.
* The confident expression of thoughts and feelings.
* Successfully regulating emotions.
* Showing friendliness, empathy and caring.
* Showing pride in achievements and recovery from mistakes and disappointments.
* Showing trust and affection.
* Having a sense of belonging.
* An eagerness to try new things and join in.
* Persistence, engagement and involvement.
* Able to take risks

**Evidence of poor well-being**

* A child being withdrawn
* A child being unresponsive
* Children showing signs of a behavioural problem
* Delayed speech or poor communication & language skills

**Regular training to support staff;**

The following training is accessed and updated regularly;

Understanding children’s emotions

Children’s well-being children’s emotional health & well-being

Promoting positive behaviour

All staff complete safeguarding training that is updated every 3 years.

**Policies that support this one includes;**

* Safeguarding
* Behaviour management
* Equalities
* Special Education Needs & Disability (SEND)
* Parents as partners
* Settling in procedures
* Healthy eating
* Aims, values & principles

Date policy adopted on: 1stSeptember 2022 Date for review: 1st September 2023

Signed: J E Wills Position: Manager