



Children's Wellbeing Policy

Aim

Educators will aim to provide a supportive and inclusive environment where children feel safe and secure, and their wellbeing is able to flourish. Professional development and research will underpin educator's practices and pedagogy when it comes to understanding the positive impacts of quality relationships and environments when it comes to children's wellbeing and mental health during the early years.

Strategies

- Provide warm and responsive care for all children's needs through interactions and communication.
- Positive communication will be role modelled to the children by the educators at all times, and encouraged within their peer groups in each environment.
- Strong, positive relationships will be built by educators carefully taking children's thoughts, feelings and experiences into consideration. These positive relationships increase the children's sense of wellbeing and promotes healthy mental health.
- Develop close relationships with all families at the service so that they can confidentially and comfortably discuss their child's wellbeing and development and any concerns that may arise.
- Through close and reciprocal relationships with families, educators will feel comfortable to raise any concerns they may have relating to the children's wellbeing and mental health. Educators can then provide families with information about relevant support networks if appropriate.
- Educational programs and learning environments will be planned for carefully to ensure it reflects supportive and inclusive practices.
- Diversity is celebrated and acknowledged through the program and practices, with educators using resources that reflect children's cultural and linguistic backgrounds including the recognition of Aboriginal and Torres Strait Islander beliefs and traditions.
- Children's learning will encompass a holistic approach – it includes social, emotional, physical and mental areas; along with other areas such as cognitive and language.
- Through play-based learning experiences, educators will scaffold on children's learning helping them to understand and make meaning of the world around them that connects to their physical and mental health, decision-making, agency, choice and resilience.
- Educators will acknowledge children's strengths, passions, cultures and preferences when planning for their learning and experiences.



- Social and emotional learning will be a focus during interactions. This will include children's relationships and educators relationships within the environment.
- Behaviour management strategies are used with the children to establish clear guidelines and boundaries and ways to manage any behaviours that are of concern. **Refer to the Behaviour management and positive guidance policy.**
- Professional development around children's wellbeing, mental health and development will be undertaken by educators throughout the year to broaden their understanding and skills of how to support children's wellbeing.
- Regular critical reflections and collaboration with our families and community on how we support children's wellbeing will ensure continuous improvement and inform practices.
- Provide opportunities for children to learn about emotions and the emotions of others and how we express and manage our feelings for ourselves and with others.
- Develop connections within the community to become familiar with local health and education professionals who will be able to support vulnerable children and families.

Relevant Legislation

National Quality Standards, Education and Care Services National Regulations and Early Years Learning Framework

National Quality Standard

Standard 1.1 – The educational program enhances each child's learning and development.

Element 1.1.1, 1.1.2, 1.2.3

Standard 1.2 – Educators facilitate and extend each child's learning and development.

Element 1.2.1, 1.2.2, 1.2.3

Standard 1.3 – Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Element 1.3.1, 1.3.2, 1.3.3

Standard 5.1 – Respectful and equitable relationships are maintained with each child.

Element 5.1.1, 5.1.2

Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships.

Element 5.2.1

National Regulations

Part 4.2 Children's health and safety



Early Years Learning Framework

Learning Outcome 1 – Children feel safe, secure and supported

Learning Outcome 2 – Children are connected with and contribute to their world

Learning Outcome 3 – Children become strong in their social and emotional wellbeing

Learning Outcome 4 – Children are confident and involved learners

Learning Outcome 5 – Children are effective communicators

United Nations Convention On The Rights Of The Child

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 - Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 14 - Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 - Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29 - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 - Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Resources

- *Education and Care Services National Regulations October 2011*
- *Belonging, Being & Becoming: The Early Years Framework for Australia* retrieved from : https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- *National Quality Standard* retrieved from: <https://www.acecqa.gov.au/nqf/national-quality-standard>
- *United Nations Convention On The Rights Of The Child* retrieved from: <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycr.c.pdf>
- *Be You* retrieved from: <https://beyou.edu.au/fact-sheets;>
<https://beyou.edu.au/fact-sheets/development/brain-development>



- *The Spoke: Early Childhood Australia* retrieved from:
<http://thespoke.earlychildhoodaustralia.org.au/importance-baby-toddler-mental-health/>

Monitoring and Review

- Review the *Children's wellbeing Policy* every 12 months.
- Provide families with opportunities to contribute to the review of this policy.