

**5.6 Health & Emotional Well Being**

At Shoreham Pre-School we promote and support good physical health and emotional well-being.

## We do this through planning regular activities which support young children’s learning of what it means to be healthy and how to recognise and label their own feelings and what they can do to feel calm when they are sad or angry. The children grow fruit and vegetables in our outside area and these are harvested and included at snack time whenever possible.

**Food and drink**

**Policy statement**

Our pre-school regards snack and lunch times as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating. At snack time we provide a varied balance of healthy food to offer the children with water or milk to drink.

We do not allow nuts or nut products to be brought into the pre-school at anytime due to risk of allergy.

**Procedures**

We will follow these procedures to promote healthy eating in our setting.

* Before a child starts to attend the setting, we find out from the parents their children's dietary needs, including any allergies.
* We record information about each child's dietary needs in his/her registration form and parents sign the record to signify that this is correct.
* We regularly consult with parents to ensure that our records of their dietary needs - including any allergies - are up-to-date. Parents sign the up-dated record to signify that it is correct on a Health Care Form.
* We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
* We implement systems to ensure that children only receive food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
* We inform parents of that sessions snack choices on our noticeboard at the end of each session.
* We provide nutritious food for all snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
* We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. No nuts/nut products are permitted in lunchboxes of children or staff.
* Through discussion with parents and research reading by the staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans and about food allergies. We take account of this information in the provision of food and drinks.
* We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of his/her diet or allergy.
* We organise meal and snack times so that they are a social occasion in which children and staff participate.
* We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
* We provide children with utensils that are appropriate for their ages and stages of development and take account of the eating practices in their culture.
* Children bring their own water bottles which are accessible to them at all times. We inform the children about how to obtain water and that they can ask for water at any times during the day if theirs runs out.
* Children staying for lunch bring their own packed lunch. We give parents information about healthy food to include and ask that all grapes, cherry tomatoes, cheese is cut into small pieces to avoid choking. Grapes need to be cut lengthways. Staff will keep vigilant and cut any uncut food deemed to be unsafe.
* In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
* For children who drink milk, we provide pasteurised milk.

**Health**

* We use In-The-Moment-Planning to talk to the children about being healthy. Keeping clean, cleaning teeth, washing hands, staying safe in the sun, being warm enough or cool enough, sleeping, eating healthy food, getting exercise and the effect on the body, people who help us to stay healthy.
* Some activities are planned and adult-led depending on the child’s Next Steps planning.
* We invite health professionals and emergency services to the setting to talk to the children about staying healthy and keeping safe.
* We pass on information about vaccinations, illnesses, weather warnings etc to parents and carers.
* We have a link Health Visitor who offers meetings with parents at pre-school on request and we are working with her to develop Intergrated Health and Development Checks for 2 year olds.
* We can refer children to various Outside Agencies with parent’s consent if there is concern about an area of a child’s development, health or learning.
* For children with complex health needs, we will write a Health Care plan in partnership with parents/carers and health care professionals already involved with the child to ensure we are supporting them in the most appropriate way.

**Emotional Well-Being**

* We use In-The Moment-Planning to talk to the children about their emotions and about noticing the signs of other children which may show how they are feeling.
* Some activities are planned and adult-led like circle times, gentle short meditations, simple yoga techniques to help children to relax and feel calm and happy.
* We label our feelings and those of the children to develop their emotional vocabulary and understanding.
* We help children to explore what they can do to help others through talking about stories we have read and acting out social stories with small world toys or role play.
* We recognise that every child is different and will be at a particular stage of being able to manage their feelings. We gently support children’s development by consistent good adult modelling showing patience, kindness and positivity in line with our [Positive Behaviour Policy.](Positive%20Behaviour%20Policy%2017.doc)
* We have lots of simple books which we read with the children and lend to parents which support emotional development and are often shared for specific times with families like the birth of a new baby, loss of a loved one, etc.
* We also work hard to support the emotional well-being of our families by building trust and welcoming them into our pre-school. Families going through a difficult time will be supported with a friendly member of staff who will offer information about support services which the family may be interested in exploring. With parental consent we can refer the family to IPEH for ongoing support outside of the pre-school. In all cases we would follow our [Safeguarding Policy](Safeguarding%2017.docx) where appropriate.
* For staff, regular weekly team meetings give the opportunity for staff to talk in confidence with the manager about their own emotional needs and all staff have the manager’s mobile number for contact at any time.