

## Early Learning

# Mental Health and Wellbeing policy

### 1. Purpose/Policy Statement

The educators, staff and management acknowledge the importance of positive mental health and wellbeing that contributes to good health and overall development. This policy confirms our commitment to:

- Ensure the service environment is safe, inclusive and empowering for children, families, Educators, staff, volunteers and visitors
- Embed social and emotional learning in the educational program
- Ensure families, children, educators and staff are key partners in mental health initiatives
- Engage in partnerships with community networks.
- By building strong, trusting relationships with children and families.

As a health promoting service, we will promote positive social and emotional wellbeing for children, educators, staff and families through learning, policies, creating a safe and healthy physical and social environment, and developing community links and partnerships.

### 2. Scope

This policy applies to the following groups working in Uniting Early Learning:

- Approved provider and persons with management or control
- Nominated supervisor and persons in day-to-day charge.
- ECT, Educators, FDC educators and all other staff
- Parents/guardians
- Contractors, volunteers, and students.

### 3. Policy

Mental health and wellbeing for young children is about their emotions, what they experience and how they learn to manage and express them, the relationships they form and the child's ability to engage in close and positive relationships. It also covers their engagement with the environment and the child's opportunities exploration and discovery within the environment. A strong sense of wellbeing and positive mental health provides children with confidence and optimism, which maximises their learning potential, gives them a greater chance of long-term success, and helps them build stronger relationships.

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## Children’s voices a principled framework for children and young people's participation as valued citizens and learners

Children’s wellbeing is paramount, and children will be actively involved in decision-making to provide an environment that encourages them to reach their potential. A safe environment is a place where children feel comfortable and safe to play, talk, or relax. A safe environment is also a place that is safe from neglect, physical, sexual, or emotional harm or abuse.

Children’s safety and wellbeing are paramount at our service and will be fostered through responsive relationships, engaging experiences, and a safe and healthy environment.

Children’s right to be heard and have their views taken seriously was established via Article 12 of the United Nations Convention of the Rights of the Child (UNCRC 1989) and is embedded in practice.

Allowing children to have a voice fosters the development and understanding of: social development, democracy, independence, resilience, and self-esteem and confidence.

Early childhood services play a key role in promoting mental health and wellbeing in children and can affect children’s long-term mental health, relationships, and learning. By promoting positive protective factors. This can reduce the influence of negative stress factors and improve resilience.

It is recognised that every member of the service impacts on the children’s health and can contribute to creating an environment that promotes positive mental health. All members of our service, including educators, staff, children, families, and volunteers, will be supported to meet this policy.

### Principles to inform policy practice:

- Viewing the child as a valued citizen and social actor
- Educators ensure a safe and secure context in which interactions and conversations occur and demonstrate a genuine interest in what the child is expressing.
- Planning will include an understanding about why and how the child is being invited to take part, what the purpose is, and how the child might contribute.
- Children have the right for their privacy and confidentiality to be maintained.
- Educators will have meaningful conversation with and among children through give-and-take dialogue. Exploring with children what they mean
- For inclusivity and cultural considerations, it is important to understand the environment children have come from and what they deem as safe and accessible spaces.

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- When engaging with Aboriginal and Torres Strait Islander children, educators will seek advice from the local community, elders, or family members about the best ways to be culturally safe, relevant, and respectful.
- When engaging with children whose first language is not English, educators will engage translators.
- Educators will ensure all language is respectful, inclusive of all races, sex, gender, age, sexual identity, and religion.

## Review

This policy is to be reviewed by: 30/09/2026

## 4. Procedures and responsibilities

<p><b>Leadership and commitment</b></p>	<ul style="list-style-type: none"> <li>• Educators, staff, families, and children are active participants in the development and implementation of the whole service Mental Health and Wellbeing Policy.</li> <li>• Educators, staff, and families are provided with information about the policy requirements, with opportunities to provide feedback and input.</li> </ul>
<p><b>Healthy physical environment</b></p>	<ul style="list-style-type: none"> <li>• Buildings, grounds, furniture, play equipment and resources are safe and accessible for every child.</li> <li>• Quiet and reflective spaces are provided for children, educators, and families.</li> </ul>
<p><b>Healthy culture</b></p>	<ul style="list-style-type: none"> <li>• Diversity and cultural practices are considered when implementing this policy and mental health and wellbeing practices.</li> <li>• A safe, inclusive, welcoming environment is created for all community members. There is a culture of respect, fairness, and equity.</li> <li>• Strategies are used to promote positive and responsible behaviour, and to prevent and respond to hurtful and unsafe behaviour.</li> <li>• Warm, responsive, and trusting relationships are actively developed and maintained between children, families, and educators.</li> <li>• Educators and staff model respectful interactions with each other, children, and families. A positive approach to mental health and wellbeing is also role modelled.</li> <li>• Opportunities are provided for families to discuss their children's mental health with educators and plan together to optimise positive mental health and well-being strategies.</li> </ul>

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<p><b>Child teaching and learning</b></p>	<ul style="list-style-type: none"> <li>• Children are supported to develop social and emotional skills and learn about and care for their own mental health.</li> <li>• Educators and staff are supported to access professional development and resources about mental health and wellbeing education and to understand when and how to refer children to additional support.</li> <li>• Educators are encouraged to plan for and intentionally teach strategies that support strong, positive mental health and well-being with children and identify ways to reduce stress.</li> </ul>
<p><b>Supported staff and educators</b></p>	<ul style="list-style-type: none"> <li>• Educators and staff are supported to learn about and care for their own mental health and wellbeing.</li> <li>• Mental health and wellbeing information and policy requirements are included in educator and staff orientation/induction.</li> <li>• Leadership practices and on-the-ground support, enable a work environment that minimises stress and promotes mental health and wellbeing for educators and staff.</li> <li>• Strategies are implemented to promote positive conflict resolution and to prevent and respond to bullying, discrimination, and harassment.</li> <li>• All educators have access to regular supervision where they have opportunities to set goals and gain support that will strengthen their mental health and wellbeing. Access the Employee Assistance Program <a href="#">Wellbeing and Support (sharepoint.com)</a>.</li> </ul>
<p><b>Families and community partnerships</b></p>	<ul style="list-style-type: none"> <li>• Mental health and wellbeing information is provided to families and the wider community, such as information about local support services and resources about social and emotional learning.</li> <li>• Partnerships are established with relevant organisations and health professionals to support mental health and wellbeing practices where appropriate.</li> <li>• There are clear referral options and pathways for children, staff, educators, and families to access support services for mental health and wellbeing.</li> </ul>

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## 5. Legislation/Regulations

[Education and Care Services National Law Act 2010](#)

[Child Wellbeing and Safety Amendment Child Wellbeing and Safety Act 2005](#)

[Education and Care Services National Regulations 2011](#)

Part 4.2—Children’s Health and Safety 97 Division 1—Health, safety, and wellbeing of children—Regulations 77, 78, 79, 80

Part 4.7—Leadership and Service Management Division 2—Policies and procedures—Regulation 168 (2) (a) (i)

[ACECQA National Quality Standard 2018 – Quality Area 2](#)

[Belonging, Being and Becoming. The Early Years Learning Framework for Australia.](#)

[Commonwealth of Australia, 2009](#)

[Victorian Early Years Learning and Development Framework For all Children from Birth to Eight Years. Department of Education and Training, 2016](#)

## 6. Related Documents

### Uniting

[Diversity Statement](#)

[Child Safety Commitment Statement](#)

Code of Conduct

Child Safety Policy

Child Safety Code of Conduct

Inclusion, Diversity & Equity Policy

Consumer Partnership Framework

Workplace Health, Safety and Wellbeing Policy

[Wellbeing and Support \(sharepoint.com\)](#)

### Early Learning

Educational Program and Practice policy

Nutrition, Oral Health, and Active play Policy

All Early Learning policies and procedures [Early Learning \(sharepoint.com\)](#)

All Early Learning Forms available at [Forms](#)

### Other

[Zero to Three-Early connections last a lifetime](#)

[Be You](#)

[The Achievement Program](#)

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