



DAME NELLIE MELBA
KINDERGARTEN
EST 1915

Mental Health and Wellbeing Policy

Best Practice – Quality Area 2



PURPOSE

This policy provides guidelines for DNМК to:

- ensure the service environment is safe, inclusive and empowering for children, families, early childhood teachers, educators, staff, volunteers and visitors
- embed social and emotional learning in the educational program
- ensure families, children, early childhood teachers, educators and staff are key partners in mental health initiatives
- engage in partnerships with community networks.

POLICY STATEMENT

VALUES

DNМК is committed to:

- supporting children becoming strong in their social, emotional and spiritual wellbeing
- strengthening early childhood teachers and educators understanding of the importance of wellbeing and are sensitive to the impact of abuse and trauma on children
- providing an educational program where children are supported to explore, learn and engage with health and wellbeing
- creating an environment that supports, reflects and promotes positive social, emotional and spiritual wellbeing

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of DNМК, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that the nominated supervisor, early childhood teachers, educators, staff, families and children are active participants in the development and implementation of the whole service <i>Mental Health and Wellbeing Policy</i>	R	√	√		
Ensuring that the service provides a safe, inclusive and empowering environment which celebrates diversity through positive, respectful and appropriate behaviour when working	R	√	√		√

with children and families (<i>refer to Code of Conduct Policy and Interactions with Children Policy</i>)					
Actively supporting and facilitating participation and inclusion of Aboriginal children, young people, and their families at DNМК	R	√	√		√
Encouraging children to actively consider risks within the service and involving them in the development of guidelines to keep the service environment healthy and safe for all		√	√		√
Embedding social and emotional learning in the service program and practice, and teaching children to care for their own mental health and wellbeing	R	√	√		√
Embedding opportunities to learn about healthy eating and oral health and the importance of physical activity in the educational program, throughout the year (<i>refer to Nutrition, Oral Health and Active Play policy</i>)	R	√	√		√
Ensuring that quiet and reflective spaces are provided for children, educators and families.	√	√	√		√
Ensuring diversity, cultural practices and mental health and wellbeing practices are considered when implementing the learning program at the service	R	√	√		√
Implementing appropriate programs and practices to support vulnerable children and families, including working co-operatively with relevant services and/or professionals, where required (<i>refer to Child Safe Environment and Wellbeing</i>)	R	√	√		√
Ensuring a safe, inclusive, welcoming environment is created for all community members. There is a culture of respect, fairness and equity.	R	√	√		√
Encouraging collaborative, family-centred practice (<i>refer to Definitions</i>) at the service which facilitates the positive mental health and wellbeing and active participation of both the child and the family at the service	√	√	√		√
Ensuring that cultural values and expectations about health and wellbeing are respected	√	√	√		√
Ensuring that children’s diverse circumstances are understood, and those who are vulnerable are responded to and provided with support	√	√	√		√
Understanding each child’s unique developmental journey of which mental health being a continuum will be different to others in their space	√	√	√		√
Attending to any adjustments to provide equal protection for all children (<i>refer to Child Safe Environment and Wellbeing Policy</i>)	R	√	√	√	√
Strategies are used to promote positive and responsible behaviour, and to prevent and respond to hurtful and unsafe behaviour (<i>refer to Child Safe Environment and Wellbeing Policy</i>)	R	√	√		√
Educators and staff model respectful interactions with each other, children and families. A positive approach to mental health and wellbeing is also role modelled (<i>refer to Interaction with Children policy</i>)		√	√	√	√

Children are supported to develop social and emotional skills and learn about and care for their own mental health (<i>refer to Curriculum Development policy</i>)		√	√		√
Educators and staff are supported to access ongoing professional development and resources about mental health and wellbeing education and to understand when and how to refer children to additional support (<i>refer to Sources</i>)	√	√			
Educators and staff are supported to learn about and care for their own mental health and wellbeing (<i>refer to Occupational Health and Safety policy</i>)	R	√			
Ensuring mental health and wellbeing information and policy requirements are included in educator and staff orientation/induction.	√	√			
Ensuring leadership practices and on-the-ground support, enable a work environment that minimises stress and promotes mental health and wellbeing for educators and staff.	√	√			
Implementing strategies to promote positive conflict resolution and to prevent and respond to bullying, discrimination and harassment (<i>refer to Compliments and Complaints policy</i>)	R	√			
Establishing partnerships with relevant organisations and health professionals to support mental health and wellbeing practices where appropriate.	√	√	√		√
Ensuring there are clear referral options and pathways for children, staff, educators and families to access support services for mental health and wellbeing (<i>refer to Sources</i>).	√	√	√	√	√
Ensuring that the nominated supervisor, early childhood teachers, educators, staff and families are provided with information about policy requirements, with opportunities to provide feedback and input	√	√	√	√	√

BACKGROUND AND LEGISLATION

BACKGROUND

Many young Australians have mental health issues which can have lifetime impacts. In Australia one in seven 4 to 17 years olds experience a mental health condition every year¹.

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 their ability to engage in close and positive relationships. 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.

Early intervention can improve children's mental health, and in turn, their lifetime outcomes. Good mental health in early childhood also provides a solid foundation for managing the transition from childhood to adolescence and adulthood. 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.

The Early Years Learning Framework (the Framework) was developed to extend and enrich children's learning from birth to five years. Outcome 3 of the Framework talks about children having a strong sense of wellbeing.

¹ The Mental Health of Children and Adolescents. Report on the second Australian Child and Adolescent Survey of Mental Health and Wellbeing (2015)

It guides early childhood practitioners in facilitating a learning environment that supports both physical and psychological development

Obligations under Child Safe Standard 8 requires staff and volunteers to be trained and supported to effectively implement the organisation's child safety and wellbeing policy. This Standard links to Standards 1 and 5, with all three Standards placing obligations on organisations to provide training and information for staff and volunteers on building safe environments for children and young people.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- National Quality Standard: Quality Area 2
- The Early Years Learning Framework for Australia
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Victorian Early Years Learning and Development Framework

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to Attachment 1: General Policy Definitions

Family-centred practice: Practice which:

- uses families' understanding of their children to support shared decision-making about each child's learning and development
- creates a welcoming and culturally inclusive environment, where all families are encouraged to participate in and contribute to children's learning and development
- actively engages families and children in planning children's learning and development
- provides feedback to families on each child's learning and provide information about how families can further advance children's learning and development at home and in the community.

Mental health and wellbeing: For the purposes of this policy and for the Healthy Early Childhood Services Achievement Program, the 'Mental Health and Wellbeing' health priority area focuses on social and emotional wellbeing and resilience.

Mental health in early childhood can be understood as a young child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development

SOURCES AND RELATED POLICIES

SOURCES

- Be You, Beyond Blue: www.beyondblue.org.au
- BlackDog Institute: www.blackdoginstitute.org.au
- Child First and family services: www.services.dffh.vic.gov.au/families-and-children

- Commission for Children and Young People, Child Safe standards: www.ccpv.vic.gov.au
- Cancer Council Victoria, Achievement Program: www.achievementprogram.health.vic.gov.au/education/early-childhood-services
- Department of Education and Training and Early Childhood Australia: [Wellbeing webinars](#)
- Early Childhood Australia, Code of Ethics: www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics
- Headspace: www.headspace.org.au
- United Nations Convention on the Rights of the Child: www.unicef.org.au
- Victorian Curriculum and Assessment Authority: [The Wellbeing Practice Guide](#)

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Curriculum Development
- Interaction with Children
- Nutrition, Oral Health and Active Play
- Occupational Health and Safety
- Privacy and Confidentiality

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

ATTACHMENTS

- Attachment 1: General Policy Definitions

AUTHORISATION

This policy was adopted by the approved provider of DNМК on October 22

REVIEW DATE: October 24

Attachment 1

General Policy Definitions

Approved Provider: An individual or organisation that has completed an application and been approved by the Regulatory Authority as fit and proper (in accordance with Sections 12, 13 and 14 of the National Law) to operate one or more education and care services. Where the applicant is an organisation, each person with management and control (see definition below) of that organisation must complete a separate application form. (Note: Under the Education and Care Services National Law Act 2010, Section 5, Definitions: “**person with management or control**, in relation to an education and care service, means – (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service”).)

Australian Children’s Education and Care Quality Authority (ACECQA): The national authority established to oversee the National Quality Framework and guide its implementation in a consistent way throughout Australia.

Department of Education and Training (DET): The Victorian State Government department with Primary responsibility for the approval, monitoring and quality assessment of services in Victoria in accordance with the national legislative framework and in relation to the *National Quality Standards*

Early childhood teacher: A person with an approved early childhood teaching qualification as listed on the ACECQA website www.acecqa.gov.au

Educational Leader: The Approved Provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual to lead the development and implementation of education programs at the service (Regulation 118). This person must have a thorough understanding of the Early Years Learning Framework (or other approved learning framework), be able to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices.

Educator: An individual who is qualified to provide education and care for children as part of an education and care service.

Learning frameworks: Under the National Quality Framework (NQF), education and care services are required to ensure that the program delivered to all children being cared for and educated by the service is based on and delivered in a manner that accords with an approved learning framework. In Victoria, the approved frameworks are:

- ☐ *Early Years Learning Framework (EYLF)*
- ☐ *Victorian Early Years Learning and Development Framework (VEYLDF)*
- ☐ *My Time, Our Place: Framework for School Age Care in Australia.*

National Law: Refers to the *Education and Care Services National Law Act 2010*: the national law regulating education and care services for children.

National Quality Framework (NQF): This framework for the early childhood education and care sector helps providers to improve the quality of services in areas that impact on a child’s development. The framework includes:

- ☐ a National Law – the Education and Care Services National Law Act 2010
- ☐ National Regulations – the Education and Care Services National Regulations 2011 (please check online to ensure the most current version is being used)
- ☐ the National Quality Standard
- ☐ an assessment and rating system
- ☐ a Regulatory Authority in each state and territory with primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard
- ☐ the Australian Children’s Education and Care Quality Authority (ACECQA). The national body responsible for providing oversight of the system and ensuring consistency of approach.

National Quality Standard (NQS): The NQS sets a National benchmark for the quality of children’s education and care services. The NQS is comprised of guiding principles, quality areas, standards and elements. There are seven quality areas which capture aspects critical to the provision of quality education and care.

National Regulations: Refers to the *Education and Care Services National Regulations 2011*: the regulations or rules under which education and care services must operate. The regulations are the way in which the law is applied.

Nominated Supervisor: A person who has been nominated by the Approved Provider of the service under Part 3 of the Act and who has consented to that nomination in writing can be the Nominated Supervisor. All services must have a Nominated Supervisor with responsibility for the service in accordance with the National Regulations. The Approved Provider must take reasonable steps to ensure that the Nominated Supervisor is a fit and proper person (in accordance with Sections 12, 13 and 14 of the National Law), with suitable skills, qualifications and experience. The Regulatory Authority must be notified if the Nominated Supervisor for the service changes, or is no longer employed at the service.

Person with management or control: Means— (a) if the provider or intended provider of the service is a body corporate, an officer of the body corporate within the meaning of the Corporations Act 2001 of the Commonwealth who is responsible for managing the delivery of the education and care service; or (b) if the provider of the service is an eligible association, each member of the executive committee of the association who has the responsibility, alone or with others, for managing the delivery of the education and care service; or (c) if the provider of the service is a partnership, each partner who has the responsibility, alone or with others, for managing the delivery of the education and care service; or (d) in any other case, a person who has the responsibility, alone or with others, for managing the delivery of the education and care service (Note: Under the *Education and Care Services National Law Act 2010*, Section 5).

Person in day-to-day charge: A person is in day-to-day charge if (a) the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the education and care service after meeting the definition for a service supervisor certificate: and (b) the person consents to the placement in writing (Regulation 54)

Policy: A formal statement of principles which provides a framework for decision-making and indicates the course of action to be taken in specific circumstances. Policies provide services with an approved way of operating in relation to particular matters and improve the management of risk. They reflect the values and

beliefs of a service, current thinking, national standards and community expectations, and are relevant in terms of current laws and regulations.

Procedures: The steps required to implement and comply with a policy. Procedures specify how to achieve the necessary result by outlining who does what and when. Procedures are succinct, factual and to the point, and are generally expressed as a list.

Program: The group/activity in which a child is enrolled and which has specific hours of attendance.

Regulatory Authority: see definition for the Department of Education and Training.

Responsible Person: The Approved Provider (if that person is an individual, and in any other case the person with management or control of the service operated by the Approved Provider) or a Nominated Supervisor or person who has been placed in day-to-day charge of the service in accordance with the National Regulations.

Service Supervisor Certificates: On 1st November 2016 the National Regulations were amended to expand the classes of people who may be covered by a prescribed class supervisor certificate.

The new prescribed classes are set out in regulation 238A, and include a person who is:

- ☐ *responsible for day to day management of the service, or*
- ☐ *exercising supervisory and leadership responsibilities for part of the service, or*
- ☐ *a family day care coordinator*

Certificates issued for people working in one of these roles are referred to as “*service supervisor certificates*”.

Service supervisor certificates will not be issued to a particular person. Instead they may apply to any person working at the service who has been identified by the approved provider as working in one of the above roles.

For example, if the service director is responsible for day to day management of the service, they can be covered under the service supervisor certificate. Similarly, a room leader who is responsible for supervising part of the service can also be covered by the service supervisor certificate.

With this new flexibility, most individuals do not need to apply to the regulatory authority for a supervisor certificate.

Under these arrangements, a person is covered under the service supervisor certificate and may be a nominated supervisor if:

- ☐ the approved provider identifies that they meet the definition for a service supervisor certificate and
- ☐ they give their written consent to be the nominated supervisor (required under sections 35, 44 and regulation 56).

Nominated supervisors have specific obligations under the National Law (See Nominated Supervisors above).

A person is covered and may be placed in day to day charge of the service if:

- ☐ the approved provider or the nominated supervisor identifies that they meet the definition for a service supervisor certificate and
- ☐ they give their written consent to be placed in day to day charge of the service (required under regulation 54).

These arrangements apply for centre based and family day care services, and make it easier for providers to meet the requirements to ensure that:

☐ for centre based services, either the approved provider, nominated supervisor or certified supervisor in day to day charge is present at the service at all times the service is educating and caring for children (section 162) and

☐ for family day care services, either the approved provider, nominated supervisor or a certified supervisor in day to day charge is available at all times to support family day care educators

Staff: Any individual (other than the Nominated Supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service.