***SUPPORTING CHILDREN’S WELLBEING AT OUR PLACE***

**Wellbeing is one of the five outcomes identified as central to children’s learning and development in the EYLF (Early Years Learning Framework) and VEYLDF (Victorian Early Years Learning and Development Framework).**

**Wellbeing incorporates both physical and psychological aspects. Early childhood educators play an important role in supporting children’s mental health and wellbeing. Wellbeing can be described as experiencing happiness, positive thoughts and feelings. Strong wellbeing is also about becoming resilient.**

**We attach great importance to supporting each child’s wellbeing as this will have lifelong implications for a person’s relationships, educational success and community participation. The concept of wellbeing is complex and multidimensional. It develops cumulatively across times, contexts and disciplines.**

**At NBK, we support children’s developing wellbeing in many ways. We work hard to create a sense of community and belonging and privilege the importance of relationships. Children who are connected and feel that they belong are more likely to develop a strong identity, positive sense of self and strong relationships with others.**

**Attachment and brain development are two factors which have important effects on children’s mental health and wellbeing. Educators at our place work to build secure, respectful and reciprocal relationships with each child. We respond to each child’s physical and emotional needs in a caring and consistent way which in turn promotes secure attachment.**

**We plan and implement learning around mindfulness, nutrition, physical activity, mental health and self-regulations skills. Developing social and emotional skills are embedded in our everyday practice. We also work hard to intentionally support the development of lifelong learning dispositions such as resilience, persistence, confidence and collaboration.**